

The SNE Story

25 Years of Advancing
Nutrition Education

by
Helen Denning Ullrich

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Foreword

Like many people, I grew up believing that history was simply written down facts, accumulations of things you had to know about “important” people and events. Indeed, as historian Frances Fitzgerald once pointed out in eloquent detail, most of us view as “history” the particular collection of facts that was in the history books at the time we went to high school. It is this apparently fixed quality of history—the sense that it has already happened and can therefore simply be looked up and copied down—that makes some of us in less stable fields look enviously at historians as they dig satisfyingly through the archives.

But to teach, or at any rate to grow older while teaching, is to be startled one day by the realization that some of the *history* your students don’t know anything about has not emerged fully documented from the irrevocably fixed past, but consists of events out of your own past life.

Things that you personally know were important are missing from their memory banks. At that point, you sometimes try to find documentation that will inform your students about vital things that happened in the world you were part of just a few years ago.

But too often, alas, you fail to find it. Or you find only a poor shadow of what you remember really happened: That battle over the Dietary Goals—the records that remain seem thin and pale compared with what you vividly recall. What really did happen? Where are the written records? And that’s when you realize that what others have made into history are materials as seemingly trivial as what gets tossed out of someone’s file drawer a year or two ago—perhaps even your own file drawer.

If you are at all like me, it is only then that you realize that history is, inescapably, a partial story. All history is someone’s attempt to piece together “what happened” from what is left. Most historians are dependent on the surviving written record supplemented where possible by interviews with “survivors”—when there are any. Therefore, all history must be partial, based on judgements of what is important and true—at best—to the materials available for its construction.

All of which makes this history of the Society for Nutrition Education a very special gift to its membership and to others interested in how a new profession, a new journal, and a new Society came to birth and matured through the last quarter century. For this history is written and published by the only person who could have done this particular piece of work, the only person who didn’t clean out her file drawers too early, the only person who was actually involved in so many of the events that are here reported.

Helen Denning Ullrich could surely have found a more enjoyable way to spend a couple of her retirement years than mucking through boxes of old papers. (She lives, after all, in an area of the country most of us only get to visit.) Only a conviction that this organization is, and has been, important could have drawn her to this task that, once done, seems essential.

Without this effort, few of those who presently call themselves nutrition educators could learn just how it happened that in the early 1960s a small band of Californians came together—and turning convention on its head—initiated the production of a journal which would only later spawn the professional society that supported it.

Helen Ullrich, who was one of those founders, as well as first and long-time editor of the *Journal of Nutrition Education* and first and long-time executive director of the Society for Nutrition Education, takes us back to the gleam in the eye of George Briggs, the recently-appointed head of the Department of Nutritional Sciences at Berkeley, as he generated enthusiasm for the idea.

In successive chapters, she then takes us forward through the years when the diverse and growing membership of the Society fought over everything from how to keep Adele Davis from becoming a member to whether to support fortified snack cakes in school breakfasts and vegetarian courses in school lunches. She reminds us how important the Society became in federal nutrition policy making; she recalls the educational films and the materials that extended the reach of what was always a comparatively small organization.

For those who were there, she revives remembered events, and—fitting those events into the flow of the times—she helps those who were not there to understand how the Society and the Journal they now know, grew and changed over time.

Ullrich does not stop, however, with laying out the record. As anyone who goes back and reads her editorials from the 1970s would expect, she goes on to remind us of our mutual responsibilities to the profession of nutrition education. In Chapter 12, she tells nutrition educators what they need to do in the future if they are to take on the important role to which the Society's history entitles them. It is a lecture she has won the right to deliver—by her long service to the Society as well as by the effort that she has made to help nutrition educators remember their history. All of us should be grateful: For the service, for the book, and for the final lecture.

Joan Dye Gussow, Past-President
Society for Nutrition Education

Preface

At the 1987 Annual Meeting of the Society for Nutrition Education (SNE), Lenora Moragne, then SNE President, asked me to chair an Ad Hoc Committee to Develop SNE's History with George Briggs and Joan Gussow as committee members. Our charge was "develop a plan for a recorded history to be available to the Society's membership at our 25th annual meeting in Washington, D.C. in 1992."

The "recorded history" is the book you are about to read. It was written around three themes:

1. Chronicle the founding of SNE and its evolution into a nationally and internationally known professional organization and record the people who made it all happen, from founders to present-day leaders.
2. Focus on national nutrition policy issues, and how SNE had an effect on them.
3. Report on the evolution of nutrition education as a discipline and a profession.

Although George Briggs did not live to see this book completed, he contributed to it through long conversations with me about what the history should contain. He also shared his files on SNE and the *Journal of Nutrition Education (JNE)* and other useful materials.

Because I find it hard to discard any documents that might have possible relevance in the future, about 20 file boxes of materials relating to the years I served the Society were in storage. There also was my personal collection of papers overflowing file cabinets in my home office. The account of events from 1983 to 1990 is somewhat thin because I did not get to the SNE office files until 1990, after they had been purged of many letters and other papers. However, I did find documents to chronicle most of the important happenings.

I put out a call in *JNE* asking members of the Society to share their recollections about SNE and any involvement they had with it. When that didn't produce much response, I sent out a questionnaire to some of the past and present leaders and others who had direct involvement in SNE. About 40 people responded either by written responses or were interviewed by telephone or in person. Their replies contributed a great deal to the richness of the SNE story.

I thank the following for responding to the questionnaire or being interviewed:

Sarah Berkowitz, Judy Brun, Nancy Chapman, Julie Chryst, Kate Clancy, Jan Dodds, Ruthe Eshleman, Mary Jo Feeney, Erica (Tucker) Goode, Joan Gussow, Helen Guthrie, Ruth Huenemann, Mary Hughes, Joanne Ikeda, Howard Jacobson, Norge Jerome, Loretta Juhas, Kathy Kolasa, Louise Lambert-Lagacé, Michael Latham, Patricia Long, Audrey Maretzki, Bee Marks, Jean Mayer, Kristen McNutt, Susan Oace, Christine Olson, Lynn Parker, Suzanne Pelican, Margaret Phillips, Sarah (Finklehor) Samuels, Rachel Schemmel, Nancy Schwartz, Barbara Shannon, Elizabeth Shipley-Moses, Laura Sims, Janet Tenney, Helen Walsh, Philip White, Gaylord Whitlock, Sue Williams, and Christine Wilson.

Some of the responses have been quoted directly while others helped to build the total story.

A wealth of information about SNE's growth and activity came from the pages of the *SNE Communicator*, the membership newsletter in 1970-84, renamed *SNE Exchange* (1985-87), and the "From SNE" section of *JNE*. The above resources and many of the internal documents are often not referenced as they are too numerous. But be assured that if an event is reported here, it happened. Any reader wanting more information about activities cited in the book may contact me directly.

Joan Gussow was an ad hoc committee member over the almost five years it took to gather and sort out information and write the book, providing advice and support for which I am grateful to her. I also thank her and Kate Clancy, Audrey Maretzki, and Lynn Parker for their careful critiques of the manuscript which helped to expand some accounts of SNE activities and assure the accuracy of content.

Finally, the most important thank you goes to my husband, Robert. Early on, he did the technical editing and lay outs of *JNE*. For this book, he put the manuscript in our computer, edited it, helped design the layout, and worked with typesetter and printer through its production.

We both hope this book will be informative as well as enjoyable for its readers.

Helen Denning Ullrich
Berkeley, Calif.
May 1992

Setting the Stage

In the 1960s, the era when the Society for Nutrition Education and the *Journal of Nutrition Education* were started, a loaf of bread cost 20 cents. Near the end of the '80s, bread was 51 cents, a quart of milk had gone from 26 cents to \$1.04, a dozen oranges from 75 cents to \$1.37, and coffee (pound) from 95 cents to \$2.98. As the 1990s began, prices were even higher, but the average salary had increased from \$4,743 to \$15,757.

Those changes are only a few of the many that affected how we lived and worked during those years. Some others are:

The Census Bureau (1992) reported that the number of persons in the highest income bracket rose from 10.9 percent in 1969 to 14.7 percent in 1989.

The number of poor people in the population also increased, rising from 17.9 percent in 1969 to 22.1 percent in 1989. In the same two decades, the number of children in single-parent families almost doubled.

There were swings in unemployment from 3.6 percent in 1968 to 9.7 percent by 1982, down to 5.3 percent in 1989, and up to 7.3 in 1992.

Deaths from heart disease declined from 522 to 435 per 100,000. The death rate from cancer increased slightly from 149 to 183 per 100,000.

There was a major change in the number of doctoral degrees awarded. In 1960, 8,801 males and 1,028 females earned doctorates while in 1980 the numbers were 22,900 males and 9,700 females.

There also were changes in food consumption practices over the years since SNE began. The degree to which nutrition education has effected the changes is hard to determine. Levels of nutrients in the U.S. food supply increased from 1968 to 1988.

Calculated on the basis of per person per day, the food energy supply increased from 3,300 to 3,600 kcal, carbohydrates from 379 to 425 grams, protein from 98 to 102 grams, and fat from 158 to 168 grams. However, grams from saturated fatty acids decreased from 63 to 60, and grams from polyunsaturated fatty acids increased from 24 to 34. Milligrams of cholesterol dropped from 500 to 440 mg.

Annual per capita consumption of flour and cereal products rose by 50 pounds between 1970 and 1990. Use of caloric sweeteners increased by 12 percent and non-caloric sweeteners increased about fourfold.

Between 1970 and 1990, annual consumption per person of fresh fruits went from 76 to 94 pounds and fresh vegetables from 66 pounds to 92.

While fat and oil consumption decreased five percent recently, it is still 15 percent higher than in 1970.

The number of new foods introduced in the supermarket increased greatly. About 10,000 new products were introduced in 1990 compared to 2,000 in 1980. However, most of the 75,000 new products put on the market between 1982 and 1990 were withdrawn within a year.

Events in history have an impact on the lives of nutrition educators, the education content, and the ways in which food choices are made. Events of the times also affected SNE which flourished and changed since 1968. Some of the events of our times were:

The 1960s

1960—John F. Kennedy was elected president.

1961—*Nuts Among the Berries*, a book by Ronald Deutsch about many of the people who started food faddism in the U.S., was published.

1962—Rachel Carson's *Silent Spring* startled the nation with evidence that pesticides were harming the environment.

1963—Kennedy was assassinated; Lyndon B. Johnson became president.

1964—Johnson launched the Great Society.

1964—Head Start program began.

1965—Food Stamp Act was passed.

1965—Older Americans Act was passed.

1966—Child Nutrition Act was passed and included a school breakfast program in addition to the school lunch.

1968—Society for Nutrition Education was incorporated.

1968—*Hunger U.S.A.*, a report by Citizens' Board of Inquiry into Hunger and Malnutrition in the United States, was issued.

1968—"Hunger in America" was aired by CBS Television.

1968—Senate Select Committee on Nutrition and Human Needs was formed.

1968—Richard M. Nixon was elected president.

1968—Department of Health, Education and Welfare (DHEW) sponsored Preschool and Ten-State Nutrition Surveys (HANES) [1968-70] which reported hunger and malnutrition in poverty groups.

1968—Summer Food Service and Child Care Food Programs were authorized.

1969—Publication of *Journal of Nutrition Education* began.

1969—White House Conference on Food, Nutrition and Health was held.

- 1969—Non-caloric sweetener cyclamate was banned under the Delaney Clause of the Food, Drug and Cosmetic Act.
- 1969—Expanded Food and Nutrition Education Program was launched.
- 1969—Action for Children’s Television, an advocacy group, was started.
- 1969—“Sesame Street,” a television program for children, started.

The 1970s

- 1970—*Maternal Nutrition and The Course of Pregnancy* was published by National Academy of Sciences (NAS) with recommendations on nutrition in human reproduction.
- 1970—Centers for Disease Control were established.
- 1970—Environmental Protection Agency was established.
- 1970—Community Nutrition Institute started publication of *CNI Weekly Report* later renamed *Nutrition Week*.
- 1970—Food Research and Action Center was started.
- 1970—Inter-Society Commission for Heart Disease Resources recommended for the first time changes in diet to prevent or control hyperlipidemia, obesity, hypertension, and diabetes.
- 1971—Center for Science in the Public Interest was organized.
- 1971—First National Health and Nutrition Examination Survey began and went to 1974.
- 1972—Department of Agriculture (USDA) established the special supplemental food program for Women, Infants and Children.
- 1972—*Hard Times, Hard Tomatoes* by Jim Hightower documented shortcomings of land grant colleges agricultural research programs.
- 1974—Senate Select Committee on Nutrition and Human Needs held hearings on the National Nutrition Policy Study. (A five-year update of the White House Conference.)
- 1974—Nixon resigned; Gerald R. Ford became president.
- 1974—Gallup Poll found pizza to be a favorite food.
- 1976—James E. Carter was elected president.
- 1977—Senate Select Committee issued Dietary Goals for the United States.
- 1977—Nutrition Education and Training Program was authorized.

The 1980s

- 1980—USDA and Department of Health and Human Services (DHHS) jointly issued *Nutrition and Health: Dietary Guidelines for Americans*, revised 1985, 1990.

- 1980—DHHS issued *Promoting Health, Preventing Disease: Objectives for the Nation*.
- 1980—Ronald W. Reagan was elected president.
- 1981—AIDS was first reported.
- 1982—DHHS began Hispanic HANES which ran to 1984.
- 1983—Temporary Emergency Food Assistance Program began.
- 1988—DHHS published *Surgeon General's Report on Nutrition and Health*.
- 1988—George H. W. Bush was elected president.
- 1989—NAS published *Diet and Health*.
- 1989—Public is alarmed about eating apples sprayed with Alar.

The 1990s

- 1990—Germany was reunified; Eastern Europe was democratized.
- 1990—DHHS issued *Promoting Health/Preventing Disease: Year 2000. Objectives for the Nation*.
- 1990—Nutrition Labeling and Education Amendment to the Food, Drug and Cosmetics Act was passed.
- 1990—National Nutrition Monitoring and Related Research Act was passed.
- 1991—NAS published *Improving America's Diet and Health*.
- 1991—Mexican sauces, including picante and salsa, outsold ketchup for the first time.
- 1991—European Economic Community became fully operational.

(The data cited above is based, in part, on L. Gordon and A. Gordon, *American Chronicle—Seven Decades in American Life, 1920-1989*. Crown Publishers, New York. 1991; *Census Bureau Study 1992*; Economic Research Service, USDA, *Food Review*, 14:3, 1991; and the files of Audrey Maretzki)

The Start of SNE and Growth of Nutrition Education



Thoughts Turn into Actions

When the Society for Nutrition Education (SNE) was organized during the tumultuous 1960s, it was, to paraphrase Charles Dickens: the best of times for some people, it was the worst of times for others.

Many people were more affluent than ever before while many others were in poverty. Children were better off materially but worse off culturally. The Cold War was still cold with the two superpowers ever on guard but not at war. However, a hot war was building in Southeast Asia, a war that would divide the nation, cause rioting in the streets, claim the lives of more than 50,000 young Americans, and leave thousands and thousands more with physical and mental scars.

Hunger issues were being identified among the nation's poor, consumerism was building, and people were beginning to speak out on their concerns about access to food as well as its adequacy and safety. Doctors were criticized for their lack of training in nutrition. As national movements of the '60s propagated demands for greater freedom in civil and individual rights and empowerment to address controversy, nutritionists began to seek opportunities for greater expression of their social concerns.

It was a time when many traditions were changed. For example, professional organizations traditionally had started when a group of people in a like disciplines gathered together and formed an association, institute, or society. They met periodically, gathered numbers and strength, and eventually started publication of a journal.

Contrary to the usual process, SNE was incorporated with only five members in order to start the *Journal of Nutrition Education (JNE)* as a full-fledged, international publication. Membership in SNE was opened to other qualified persons two years later.

The 1960s also were a time when the field of nutrition was breaking

away from the traditional home economics mold and beginning to attract people with interest in social and behavioral sciences as well as nutritional science. It was emerging as a multidisciplinary profession.

GAINING ACCEPTANCE OF AN IDEA

The first thoughts about starting a new organization and journal came in 1962 during a two-week nutrition workshop on the Current Status of Human Nutrition held at the University of California (U.C.) at Berkeley. George Briggs and I organized and cochaired the conference.

Briggs had moved from National Institutes of Health (NIH) to U.C. Berkeley in 1960 to be chair and a professor of the newly formed Department of Nutritional Sciences which replaced the Department of Home Economics. He traveled around the state to assess nutrition research and training needs in order to determine how the new department could fulfill those needs.

I had been a nutrition specialist in Agricultural Extension Service at Berkeley since 1956 and was concerned about the needs of practicing nutritionists for professional training.

The conference was the first attempt at organizing a workshop cosponsored with other academic departments and state agencies concerned with nutrition. When planning it, we discussed what the outcomes of the conference might be. Starting a journal for nutrition educators was one of them.

In his closing speech, Briggs (1962) told the 900 attending at the workshop that there was a need for a California organization of people with professional qualifications to promote sound nutrition education, research, and training to deal with problems such as lack of public understanding of nutrition, food faddism, and inadequate numbers of trained nutrition educators, dietitians, and public health nutritionists. He suggested that "as one of its activities, the organization would have a journal of its own to publish speeches such as were given at the workshop, book reviews, and new findings."

There was such an enthusiastic reception of his ideas that Briggs pursued possible avenues to publish a journal for nutrition educators. He believed it should be done in cooperation with another organization such as American Institute of Nutrition (AIN) or American Dietetic Association (ADA) and so contacted those and other organizations to see if they would be interested in starting such a journal.

Briggs (1963) wrote to Grace Goldsmith, then president of AIN, proposing that AIN take on publication of a nutrition education journal and possibly form a nutrition education division within the institute.

His primary concern was that nutritionists working with the public needed a publication to help combat food faddism. So in his letter, he described his vision of such a journal:

This journal which might be called something like "The Nutrition Educator" would be written in a somewhat lower scientific level than *Nutrition Reviews* and would be aimed primarily at professional persons who are engaged in "wholesale distribution" of nutrition information to the lay person.

The food industry had established The Nutrition Foundation in 1941 to support nutrition research and assist young scientists. In addition, the foundation has published *Nutrition Reviews* for many years. In the early 1960s, a planning committee recommended that the foundation strengthen its involvement in nutrition education activities. (King 1976)

Briggs (1963) wrote to Paul Pearson, then president of The Nutrition Foundation, saying that, even though his foundation had an interest in publishing a journal such as Briggs had in mind, it was probably not the right group to do so.

"There is some fear," Briggs wrote, "that if it were sponsored directly and solely by The Nutrition Foundation the strong food faddist group in California would continue to complain loudly and clearly that the 'powerful food industry' is behind the undertaking and it has little or no concern for the eventual consumer."

About a year earlier, Cortez Enloe started *Nutrition Today*, a quarterly journal with funding from the Florida Citrus Commission. It was distributed free of charge to about 125,000 professionals who were mostly nutritionists and physicians. While there was some thought that this publication might be the answer to the need that Briggs saw, it did not fulfill his vision.

Although, Briggs did not feel that The Nutrition Foundation should publish his envisioned journal, he hoped for financial support from the foundation. In a talk to the foundation's Food Industries Advisory Committee, Briggs (1965) identified two levels of nutrition educators who would benefit from such a national organization/publication:

First, persons professionally active as nutrition educators who have advanced training in nutrition and biochemistry. This would include many dietitians, some home economists, some physicians and dentists, most college food and nutrition teachers, many food technologists, all public health nutritionists, and all nutrition specialists and educators.

The second group would be professional persons whose work involves at least in part some aspect of nutrition: home economists, nurses, school lunch personnel, health

educators, some physical education teachers, all administrative dietitians, most physicians and dentists, food and drug administrators, most food technologists, certain Peace Corps personnel, personnel in welfare and...new "poverty" programs, and persons with similar interests.

He projected that there might be as many as 25,000 persons in those two categories in the United States and pointed out that there was no publication tailored to their nutrition education needs.

DEVELOPING THE IDEA

By Spring 1966, even though no group had agreed to take on the development of a journal, interest was still being expressed. Briggs contacted me and asked if I would be interested in exploring what a journal for nutrition educators should be like and identifying groups to sponsor such a publication. I had a preschool age daughter and was not employed at the time. In fact, Briggs often said that the journal got started because I had a baby and left Cooperative Extension and later had some time on my hands.

By October 1966, the possible content and ideas about development were defined well enough to hold a meeting of local nutrition opinion leaders to determine the level of interest in our proposal. Eighteen persons attended the initial exploration meeting, representing all levels of nutrition education in California: formal and informal education (preschool through adult); professional organizations; local, state, and federal agencies; food technology; and food industry. The group passed a motion stating: "We agree to support the idea of a journal as postulated in principle but would like further clarification relative to its support and purpose."

They appointed an "executive committee" to follow up their suggestions. (Ullrich and Briggs 1967) The committee members were: George M. Briggs, Ph.D., Professor and Chair, Department of Nutritional Sciences, University of California at Berkeley; Ruth L. Huenemann, Sc.D., R.D., Associate Professor of Public Health Nutrition, School of Public Health, University of California at Berkeley; George F. Stewart, Ph.D., Director, Food Protection and Toxicology Center, University of California at Davis; Helen Denning Ullrich, M.A., R.D., Nutrition Consultant (formerly Nutrition Specialist, Agricultural Extension Service, University of California), Berkeley; Helen E. Walsh, M.A., R.D., Chief, Bureau of Nutrition, State Department of Public Health, Berkeley; and Gaylord P. Whitlock, Ph.D., Program Leader, Family and Consumer Sciences, Agricultural Extension Service, University of California at Berkeley.



SNE Founders — July 1968

Left to right: George Stewart, Helen Walsh, Ruth Huenemann, Gaylord Whitlock, Helen Ullrich, George Briggs.

(It is of interest that all the “executive committee” members expressed interest in the project before the exploratory meeting. They had a high level of commitment to the idea of a journal. Two years after the committee was appointed, five members of the committee constituted the first Board of Directors [and founders] of the Society for Nutrition Education while I continued in my role as the developer of the journal and the Society.)

The points of discussion emerging from the 1966 meeting were:

- The need for more research into ways of reaching people with nutrition information;
- The need for interdisciplinary information;
- The need to learn how to make the transition from the science of nutrition to social science (or action);
- Food and nutrition should not be separated; all too often this is the case;
- There is no journal for nutrition educators or for the large group of people in the out-of-classroom educational settings;
- The increase in the amount of misinformation about food among consumers is becoming alarming;
- Some of the new federal programs should include nutrition education;
- There is a continual need for reinforcement of ideas and information for greater effectiveness; and
- The journal should serve as a reference point where nutrition information is collected as well as interpretation of research.

The originally stated purpose of the journal was to serve as a resource for people actively engaged in the dissemination of nutrition information, but, after the meeting, the objective was further defined to state that “the journal is primarily designed for the individual with some previous training in food and nutrition who is engaged in the dissemination of nutrition information.” (Ullrich and Briggs 1967) From the beginning, it was to be a publication for professionals engaged in nutrition education.

REFINING THE CONCEPT

Even though Briggs and I had support from our peers to go ahead, there was a lot of work to do before anything tangible would be seen. The biggest question was how such a project could be funded. Publishers, granting groups, such as the National Library of Medicine (NLM), and other organizations that might help finance the project, needed an

actual sample of the journal and evidence of subscribers before considering giving financial support.

We decided on a pilot project to produce a prototype issue and send it to selected professionals as a feasibility study of regular publication. The development of a grant request for the pilot project required a structure for the publication. Following is the overall plan for the journal which was to be produced and evaluated.

The Name

Several names were suggested and discussed, names like The Nutrition Educator, Journal of Nutrition Education and Application, Food and Nutrition Forum, Teaching Nutrition, Nutrition for Educators, and Nutrition News. *Journal of Nutrition Education* eventually won out.

Editors

Throughout his professional life, Briggs was an avid reader of professional journals and popular publications relating to a wide range of subject matter in which nutrition might be one component. He kept a reprint file which outgrew several rooms. People came from all over the world to use his collection. Because of his great interest in journals, he had a broad view of what our publication should look like and the information it should contain.

My original expectation was that Briggs would be the editor, and I would be the assistant editor. It soon became evident, however, that he really had time only to look at the broad picture of getting the journal established, and I would be responsible for organizing and running the publication. We eventually decided that he would be executive editor and I the editor of *JNE*.

Associate Editors

If the new publication was to be credible as a professional journal, all submitted articles had to be peer-reviewed. That meant having a review board. We proposed a group of associate editors to fill this role. They would represent specialties such as behavioral sciences, cooperative extension, education, food technology, agricultural economics, health sciences, nutrition education, and public health nutrition.

Advisory Committee

An advisory committee to advise on the overall development of the journal should be made up of represent organizations and associations interested in nutrition education including ADA, Agricultural Extension Service (AES), American Home Economics Association (AHEA), American Medical Association (AMA), American Public Health Association (APHA), Institute of Food Technology (IFT), Food and Drug

Administration (FDA), food industry, education associations, U.S. Department of Health, Education and Welfare (DHEW), and U.S. Department of Agriculture (USDA).

Proposed Content

Content of the journal would include editorials on pertinent issues of the day, feature articles containing current research or critical analysis of nutrition education and related subjects, and possible reprints or reviews of articles from journals of allied professions that applied to the purpose of the journal.

Our expectation was that the content of the journal would create interaction between the readers and the authors.

THE PROTOTYPE ISSUE

On the basis of our broad concept and structure of what the journal might be like, The Nutrition Foundation awarded a \$9,864 grant to the U.C. Department of Nutritional Sciences for the "Study for Need and Structure of the Journal of Nutrition Education and Application." The grant was to fund a half-time position for me and a secretary from January through June 1968, printing costs for 500 copies of a prototype issue, development of an evaluation questionnaire, and some miscellaneous items.

We went back to The Nutrition Foundation twice during the developmental year and eventually it gave grants totaling \$17,527 to develop the prototype issue and evaluate its usefulness. I'm not quite sure whether it was naivete on our part to think we could develop a finished product in six months—the time frame of the original grant request—or simply good strategy to get a little money, start the project, and then generate more funds along the way.

The journal's overall structure including designation of associate editors and advisory council members and submitted articles or material for the prototype issue developed very rapidly. By April 1968, we had 10 articles and had positive replies from almost everyone we had contacted.

George Stewart, who oversaw the redesign of *Food Technology* when he was its editor, was particularly helpful in decisions concerning the format of the publication. We engaged Reiland Quinn, an experienced editor and designer of environmental and agricultural publications to design the prototype issue. He approached the project by saying, "Any new publication must be so designed that its editorial content is provocative and its appearance compels attention." (Quinn 1968)

It was necessary to incorporate the Society for Nutrition Education as a nonprofit organization in order to print and distribute the prototype of *JNE*. We applied to the Internal Revenue Service (IRS) for nonprofit, educational organization tax-exempt status under Section 501(c)3. However, our application was submitted at the time when IRS was taking a hard look at organizations such as National Geographic Society and Sierra Club who were doing more than publish educational magazines. IRS reclassified them from 501(c)3 to 501(c)6 nonprofit business association status; IRS gave SNE the same classification.

Unfortunately, that meant higher mailing costs and restrictions on the kinds of groups that could give tax-exempt grants and funds to the Society. Fortunately, it later allowed SNE to be more politically active and lobby legislators and federal agencies.



A RECOLLECTION BY RUTH HUENEMANN

I recall the day the society was born. Five of us (Helen Ullrich, George Briggs, Gaylord Whitlock, Helen Walsh, George Stewart, and Ruth Huenemann) were sitting around the coffee table in Morgan Hall lounge on the Berkeley campus. We had been discussing the new *Journal of Nutrition Education* just launched largely through the efforts of Helen Ullrich and George Briggs. We all felt that the journal needed corporation backing. “What does it take to form a society?” somebody asked. “One hundred dollars,” replied George Briggs. Almost automatically each of us put a 20-dollar bill on the table. A new society was born!



By the end of September 1968, 2,000 copies of the prototype issue were ready for distribution. It had taken longer than we had expected, but the end result was one to be proud of.

The table of contents (see Figure 1.1) of the prototype issue reflects in the listing of associate editors, advisory council, and articles that persons of stature within the nutrition community were very supportive of the proposed new venture, the *Journal of Nutrition Education*.

Distribution and Evaluation

As the journal project developed, we realized it was important to get opinions from leaders in nutrition and allied groups. We wanted to know the level of acceptance and any suggestions for modification

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Journal of NUTRITION EDUCATION

FALL, 1968

PROTOTYPE ISSUE

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Figure 1.1

of our plans. We knew there would be some who had reservations about starting another journal.

For example, when we wrote to several of the leaders to gain support for the project, Fred Stare (1968) replied:

While no doubt interesting and worthwhile contributions could be obtained for the first two of three issues of such a journal, we think that later on it would be difficult to provide papers of much substance.

...it would be better to handle the subject of nutrition education by attempting to have a symposium once every other year of invited papers and have them published as a special supplement to one of the standard journals.

It was also crucial to start generating subscribers if regular publication was to be achieved. On Oct. 11, 1968, we sent 1,650 copies of the prototype *Journal of Nutrition Education* with an evaluation questionnaire enclosed to selected persons throughout the United States and overseas. By Dec. 12, 1968, we had received 406 replies, a 25 percent return which was considered an excellent response to an unsolicited third class mailing. (Ullrich 1968)

The questionnaires came back from persons in the following professions: Nutritionist, dietitian, school lunch supervisor, home economist, food technologist, health educator, physician, dentist, nurse, and teacher (nursery through university level). Nine out of 10 of the respondents—including some people whose primary interest was research and we had not expected to be interested—were both interested in the journal and felt there was a need for it.

Slightly less than half of the respondents said they would be interested in joining SNE if it became a membership organization. As for the prototype of *JNE*, the sections rated in order of greatest interest and usefulness were: current issues, government action, and articles. The comments generally reinforced the concept and specific aims of the journal. Almost two-thirds of the respondents did not object to including advertising; about half of them felt it would be useful.

STARTING REGULAR PUBLICATION

Distribution of the prototype issue with a promise of regular publication of *JNE* put pressure on us to get the journal off the ground. By early December 1968, we had 400 firm subscriptions and about 1,000 inquiries about subscribing. To complicate matters, Briggs had gone to England in September on a long-planned, three-month sabbatical just as the prototype issue was coming out.

A RECOLLECTION BY
RACHEL SCHEMMEL

It was Fall 1968. I vividly recall the year because it was different for me and probably different for George Briggs. We were both on leave from our universities; George was at Queen Elizabeth in London and I at Dunn Nutritional Laboratory and the University of Cambridge. The fact that we were both in England at the same time even though we were involved in different laboratories provided us a unique opportunity for scientific interaction through exchange visits to each other's laboratories.

One occasion which permitted exchange of ideas was the meeting of the British Nutrition Society at Queen Elizabeth that fall. On those occasions, George spoke of his research but with great enthusiasm about another idea. He said:

“Ray, we are planning to launch a new society—a society for nutrition educators—a society for extension personnel. The other nutrition associations don't specifically address the needs of these two groups. Neither do they impact on nutrition education as a discipline. I think there is a real void and a need for such a society. In California, we've already developed plans for such a society. Do you think there is such a need? Will it succeed?”

I assured him that it was a great idea, and the timing was good. What exists in 1988 is what George envisioned in 1968. He discussed a national society with large membership. He perceived a society which (1) emphasized nutrition education as a discipline, (2) impacted on legislative activities relative to food and nutrition policy, (3) issued a scholarly journal with emphasis on nutrition education, and (4) held an annual national meeting for professional growth and stimulation of ideas and discussion among its members.

Certainly George's foresight and determination significantly contributed to the society's reality.



Fundraising

We had hoped that after we showed The Nutrition Foundation there was substantial interest in the prototype it would provide major funding to underwrite the launch of the journal. Alas, the answer was no. However, the foundation did give us an additional grant for promotion after we had started regular publication of *JNE*.

In October 1968, we submitted a proposal for a three-year grant to the Extramural Publications Program, Publications Division, NLM, which supports journals to assist health-related professions by making available information of significance to the national health effort. After Briggs returned from England, our grant application was approved but with no guarantee of funding at the level of \$27,000 for the first year. (Brand 1969) After some negotiations, we received \$11,990 for the first year. Support was continued at the original requested levels of \$19,989 and \$8,391, respectively, for two years more.

In Spring 1969, USDA had some uncommitted funds in the newly established Expanded Food and Nutrition Education Program (EFNEP) for low-income families. In June, they agreed to purchase 2,000 copies of *JNE* during its first year of publication for \$10,000. The copies were distributed to EFNEP staff across the country. In May 1969, the United Health Foundation awarded a grant of \$2,500.

By June 1969, with three promises of money although somewhat shy of our goal, we began regular publication of the *Journal of Nutrition Education* with the Volume 1, Number 1 (Summer) 1969 issue.

The only other major grant for the development of the journal was from the Williams-Waterman Program of The Research Corporation. The \$30,000 grant provided funds for an associate editor and promotion for subscriptions from 1971 to 1973.

From the beginning, corporate contributions were sought and those funds were helpful in keeping *JNE* afloat in the early years. More than \$20,000 was contributed during the years 1969 through 1971.

Promotions and Subscriptions

Nutrition professionals who were anxious to have *JNE* succeed provided valuable mailing lists of their colleagues and registrants at workshops and conferences. Soon after the prototype was released, we had more than 1,000 names of persons who might be potential subscribers. By February 1969, we had almost 700 paid subscriptions although there was no guarantee of regular publication.

Up to that point, the only promotion had been distribution of the 1,650 copies of the prototype issue and about 1,500 fliers at the ADA convention in October 1968. The Nutrition Foundation provided some additional funds for circulation promotion. (King 1976) The National Live Stock and Meat Board gave SNE addressed labels of subscribers to its *Food and Nutrition News*. A notice about *JNE*'s startup was sent to a wide range of publications.

The first regular issue was sent to 1,500 individual subscribers and

2,000 to USDA for distribution to EFNEP staff. It was rewarding to know—finally—that all the hours spent developing the idea, writing grant requests, pleading for funds, encouraging contributors and cooperation from nutritionists had culminated in the launch of *JNE* as the first and only full-fledged, professional publication for nutrition educators.

SNE BECOMES A MEMBERSHIP ORGANIZATION

Exploring the Idea

Three years after the original exploratory meeting that provided the momentum to establish a journal for nutrition educators a second exploratory meeting was held Nov. 19, 1969. That was just before the White House Conference on Food, Nutrition and Health.

The same group of people plus a few more met to discuss the feasibility of expanding SNE membership. Besides the SNE Board of Directors, the 20 attendants represented colleges and universities, a medical school, the food industry, and professional associations including persons from dietetics, home economics, medicine, nutrition, and public health.

They voted unanimously that the Society should be expanded from the five founding members to a large membership of qualified persons. The expanded membership should include all people, professional and nonprofessional, interested in nutrition education. Eighteen of the 20 attending signed up to join SNE. (Ullrich 1970)

Some reasons cited for the need for such a society were:

- There is no present nationwide organization which represents all nutrition educators;
- Nutrition education is not the primary concern of related societies already in existence;
- A broader group is needed for the continuance of the *Journal of Nutrition Education*;
- In order to stimulate involvement in the journal, there is a need for a membership which has a vital interest in the journal and nutrition education;
- There is no national organization of nutrition educators which coordinates the efforts of local groups of nutrition educators; and
- The national organization should serve as a clearinghouse for new educational materials.

A Committee on Aims and Goals was appointed to establish guidelines for membership. A second committee was named to promote wider membership and review applications. An invitation to join

SNE as a charter member was inserted in *JNE* (1:4, 1970).

Applicants were required to list nutrition courses taken and membership in other professional organizations. The requirement of endorsement by an SNE member was waived until July 1971 as an inducement to become a charter member within the first year.

Endorsement was considered important to prevent food faddists from joining the Society. There was, however, a concern that applicants would have a hard time identifying an SNE member to endorse her/his application. Therefore, it was felt that the endorsement requirement would be a deterrent to signing up a wide range of people committed to nutrition education.

From the very beginning, there was a desire to be an open organization, but some leaders feared that openness could damage the Society's credibility.

The early categories of professional, regular, and contributing members were confusing and eventually were changed to member and associate member. Student membership was added in 1975.

Associate membership was dropped in the mid-80s as the organization became more professionally oriented. The category was re-instituted by 1991 when regular membership became more restrictive.

Early Goals and Activities

The original concept of SNE was that it would be an organization to further nutrition education rather than a credentialing association. That meant it would concentrate on providing services to its members and others in nutrition education. The Society's stated overall goal was "To promote good nutrition for all by making nutrition education more effective." (Good nutrition would be promoted at all levels: International, national, state, and local.)

Activities of the Society, in addition to publishing the *Journal of Nutrition Education*, would be threefold: Education, communication, and research. In Spring 1970, the SNE Board spelled out what the Society's activities might be. (See Table 1.1)

Members were given an opportunity to express their expectations for SNE through a mail questionnaire and at the first annual meeting of the expanded membership in 1970. Suggestions for involving members in the Society included organization of local or regional groups and holding conferences, symposia, and workshops in different parts of the country.

Charter members wanted SNE to prepare lists of educational materials, resources, and programs in nutrition education; take official stands on local, state, and national legislative matters; and have certification for professionally trained nutritionists to distinguish them

Table 1.1

The Society for Nutrition Education

...was incorporated in June 1968 as a non-profit organization to publish the *Journal of Nutrition Education*. Having established the Journal, the Society is now expanding its activities and purposes.

Membership in Society for Nutrition Education is now open to qualified persons: information on membership requirements and application forms will be found on the insert in this issue.

The Board of Directors of the Society for Nutrition Education has adopted the following statement:

The overall goal of the Society for Nutrition Education is promote good nutrition for all by making nutrition education more effective. It will be promoted at all levels: international, national, state, and local. Activities of the Society, in addition to publishing the *Journal of Nutrition Education*, shall be threefold: education, communication, and research.

Education Activities: identify, develop, and promote concepts appropriate for teaching at "in school" and "out of school" levels with consideration for competence, socio-economic, age, and educational levels...help to implement the recommendations on nutrition education from the White House Conference on Food, Nutrition and Health...work for effective use of mass media...help establish standards for nutrition educators with other professional groups.

Communication Activities: newsletters to all members several times during the year...plan an sponsor forums, symposia, conferences, and workshops in all areas of nutrition education...annual national meeting (district and local groups would also organize and hold meetings).

Research Activities: promote and/or sponsor research in nutrition education...make research findings known...identify needs for research...establish research priorities...explore and encourage sources for funding research...develop consultation resources.

Source: *Journal of Nutrition Education*, 2:1, 1970.

from self-styled “nutritionists.” And they were emphatic that SNE should be action-oriented. Esther Offenbacher (1970) wrote a letter that reflected what SNE members were thinking when they responded to the questionnaire. It said:

The aspect of the statement of SNE’s goals to “work for effective use of mass media” deserves particular emphasis. Success at this level would magnify and multiply the success of every nutrition education project undertaken. Priority should be given to breaking through to at least one major radio or TV network in order to place a nutrition writer, reporter, or consultant on par with the weather or stock market analyst. With the consumer confusion produced by the hunger and the cereal industry controversy still fresh, we should be able to make a case for the need for professional competence in nutrition reporting as well as in meteorology and finance. I urge the Society to act decisively in establishing standards for the title “nutritionist” and/or “nutrition educator” including educational requirements with some form of mandatory updating.

There has been slow progress in establishing professional standards for nutrition educators. (See Chapter 3) It is of interest that ADA’s national registration system for dietitians came into effect June 1, 1969. (Cassel 1990) That was just before regular publication of *JNE* began.

It took SNE 20 years to seriously consider certification for nutrition educators. In 1989, SNE members approved a resolution to look into licensure for nutrition educators. A proposed position paper on the issue was presented at the 1990 SNE Annual Meeting.

SNE Organization

FOUNDERS SET THE COURSE

When SNE was organized, the founders set the course for the Society and began the advancement of nutrition education as a distinct specialty. A look at their training, professional backgrounds, and philosophies explains why they successfully formed SNE and provided direction in its early years.

Of the other five founders, George Stewart and George Briggs died before this history was started. I interviewed Ruth Huenemann, Helen Walsh, and Gaylord Whitlock and asked them why they felt there was a need to start a society for people interested in nutrition education. The following reflects some of their thinking either from their writings or of prior conversations with Briggs and Stewart and interviews with Huenemann, Walsh, and Whitlock.

George Briggs was trained as a poultry nutrition scientist. He was attracted to U.C.'s Department of Nutritional Sciences because it was strongly oriented to basic science, and he wanted to strengthen the research aspects of the program.

In addition, he had an interest in people and a concern about how nutritional science was interpreted by the general public. His reason to start a society was to extend the scientific knowledge about nutrition to the community through people who were properly trained and had a concern about educating the public. Briggs always felt there should be a broad dissemination of nutrition and was open to alternative ways of thinking about nutritional needs of the people as a part of nutrition education.

Ruth Huenemann directed the community nutrition program at the University of Tennessee before going to U.C. Berkeley to establish

the public health nutrition program in 1953. While working on her Sc.D. at Harvard, she did field work in nutrition assessment and education in Peru. She felt the journal and Society should reflect the concept of nutrition as the science of food and its effect on the body. Public health tended to focus only on the nutritional effects of food on the body and not consider food production and processing. Nutritional sciences focused on biochemistry, and dietetics was very focused at that time on hospital food management and special dietary needs.

Huenemann saw a nutrition education society as an appropriate organization for public health nutritionists who look at all aspects of the community nutrition needs. In fact, many of her graduate students spent considerable time in SNE's resource center. Also, they often carried out special SNE projects such as developing resource lists. A number of those graduate students have remained active SNE members.

George Stewart was an environmentally concerned food scientist and former Chair, Food Science and Technology Department, University of California at Davis. When SNE was founded he was Director, Food Protection and Toxicology Center at Davis. He had been president of Institute of Food Technologists (IFT), editor of *Food Technology*, and had extensive experience in organizing professional organizations nationally and internationally.

He viewed SNE as an organization which would look with an open mind at the interrelationships of food and nutrition. He assisted in instituting the resolutions process and SNE's monitoring of government agencies' actions. (Ullrich, 1982)

Helen Ullrich was trained in nutritional sciences at U.C. Berkeley and had a master's degree in nutrition education from Columbia Teachers College which was the only place offering a degree in nutrition education in the 1950s. I held jobs as a researcher on food composition and also on consumer surveys before becoming a nutrition specialist in cooperative extension in Pennsylvania and California. I had been very frustrated because there was almost no recognition of community nutritionists by ADA apparently because there were too few of us. The term "nutrition educator" rather than "community nutritionist" expressed a broad professional approach to how to influence the way people made food choices. The approach could be a primary or secondary focus for a broad range of professionals. I was very interested in helping those professionals to do a better job.

Helen Walsh had spent most of her professional life working in community and public health nutrition. When SNE was formed, she was about to retire as Chief, Bureau of Nutrition, California

Department of Public Health. She had built up the bureau to include both a research arm and a service unit. She also had a major role in establishing the nutrition program in the U.C. Berkeley School of Public Health and bringing Ruth Huenemann to California to direct it.

She saw a need for SNE because there was a lack of help for professionals in converting nutrition knowledge into action. She felt that SNE could serve as a forum where community nutritionists could exchange ideas.

(She remembered there were no courses in education in the undergraduate program she took in the '30s. She received a master's degree at Columbia Teachers College in 1939, the last year that Henry Sherman and Mary Swartz Rose taught.)

Gaylord Whitlock, Program Leader, Family and Consumer Sciences, University of California Cooperative Extension Service, since 1961, had previously served as Director of Health Education, National Dairy Council (NDC) in Chicago. He completed his Ph.D. in agricultural and biological chemistry at The Pennsylvania State University. He was a trained scientist who moved into community education with a special interest in nutrition education. His concept of nutrition education put emphasis on both nutrition and education. He felt the nutrition was being handled by biochemists and physiologists, and they were hardly aware of people and unable to relate to their food needs.

Whitlock felt a need for the exchange of ideas between those carrying out nutrition education-related programs through government and private organizations. He foresaw *JNE* as a mechanism to share knowledge on how to help the professional to change behaviors. He felt such a journal would have broad interest to a range of health educators including doctors, nurses, and dentists as well as community nutritionists.

The Time and Place

In the late '60s, the time was right to start a new organization which was action-oriented. The Berkeley campus—which, as a result of student uprisings, had shown leadership in fresh approaches to and changes in access to education—was the right place to do it. It was a rather unique situation: Six nutritionists in somewhat diverse fields lived and worked in close proximity to each other and came together with a common interest in starting a new society for professionals. They were well-known throughout the country to a wide spectrum of colleagues many of whom quickly supported the concept and joined in the effort to start *JNE* and later expand SNE. Several other nutrition-

oriented publications and organizations started at about the same time. *Nutrition Today* was being published. Center for Science in the Public Interest (CSPI), Community Nutrition Institute (CNI), and Food and Research Action Center (FRAC) were all established in the early '70s. While each of those organizations had goals different than SNE's and there were some interfacing interests among them, SNE was the only professionally oriented organization of the four.

In 1974, *Nutrition Today* announced formation of the Nutrition Today Society "to achieve for nutrition what the *National Geographic* had achieved for geography." (*Food Chem. News*, 1974) There was some concern that Nutrition Today Society would be competitive to SNE. However, despite an impressive board of directors, publication of *Nutrition Today* remained its only activity, and the society no longer exists.

GOALS AND MISSIONS

The overall goal established for SNE in 1968 was *to promote good nutrition for all by making nutrition education more effective*. That meant the organizational emphasis was on furthering all types of nutrition education rather than on training and promotion of the nutrition educator. There was no intent to be in competition with other professional nutrition organizations.

In 1977, wording of the goal was changed to say: *To promote nutritional well being for all people through education, communications, and education-related research*. The focus of activities continued to be on education, communications, and education-related research as spelled out in the original proposal to form the society. Those goals and activities have meant that SNE would be involved in a variety of areas.

As a young organization attracting members with a range of interests, it was important to be involved in a spectrum of activities which are discussed at length in remaining chapters of this book. The diversity of the membership led to development of divisions which focus on the members' special areas of interest.

A new mission statement was adopted in 1988:

SNE is a premier association which links the fields of nutrition and education. The society enhances members' ability to help the public make informed food choices.

Thus the Society was redirected from an organization primarily concerned with bettering the nutritional status of the public to one which provides for the needs and skills of its membership. (See Table 2.1 for Strategic Plan Objectives)

Table 2.1
1988-1993 Strategic Plan General Objectives

1. Conduct all SNE affairs in a prudent, responsive and fiscally responsible manner so that SNE can grow in capability and influence on behalf of its members.
 2. Enhance meaningful communication, networking, and mutual support among members.
 3. Promote nutrition education as a valuable profession.
 4. Provide opportunities for continuing education, professional growth, and career development of members and prospective members.
 5. Collect and disseminate information on facets of nutrition information, communication, and education.
 6. Develop effective programs, products and services that members and others can apply directly to their work.
-

In 1990, the membership passed a resolution to expand the mission statement as follows:

SNE is the premier association linking the fields of food, nutrition and education. The society carries out activities designed to enhance the ability of its members to help the public gain access to wholesome and sustainably produced food and make informed food choices.

However, the 1991 Board initiated only the rewording of the first sentence and did not incorporate the second sentence as part of the SNE Mission.

In 1992, there are eight divisions: Food and Nutrition Extension Education, Higher Education, International Nutrition Education, Nutrition Education of Children, Nutrition Educators with Industry, Public Health Nutrition, Public Policy/The Legislative Network, Sustainable Food System. The evolution of divisions is discussed in Chapter 3.

The need for local involvement led to the establishment of chapters and affiliated groups. The process of affiliation is described later in this chapter.

Long Range Planning

In the maturing years of the society, the goals and members' perception of the need for SNE have been reassessed. Starting in 1976 and continuing through 1983, long range planning committees re-

viewed the organization and set goals. In some cases, recommendations concentrated on strengthening SNE by identifying the potential for new members and methodologies to improve nutrition education.

Two outside studies were made of the organization. Kramer-Blum and Associates (1979) focused on organizational structure to carry out programs and services of SNE. Center for Strategic Management (CSM) (1988) developed recommendations for SNE strategic planning.

Under President-elect Jerry Moore in 1982, a series of nine goals were set out as a part of SNE's program of work:

1. Define SNE's unique roles in the promotion of nutritional well-being.
2. Provide mechanisms for professional growth of membership.
3. Strengthen and implement the SNE legislative program.
4. Improve educational services provided to the membership.
5. Gain better membership satisfaction/retention and expand and diversify membership.
6. Build collaborative efforts with other associations with similar goals.
7. Expand revenue base.
8. Assure continued excellence in the *Journal of Nutrition Education*.
9. Develop programs for the public.

The statement of purpose and mission was redrafted in 1985, and members were asked to prioritize a set of goals. (Long Range Planning 1985)

By 1988, a great deal of thought had been given to the future of SNE because of serious financial problems which brought SNE close to bankruptcy. CSM was engaged to make recommendations for SNE's long term strategic plan. (CSM 1988) Based on their recommendation of major changes in structure and focus, a five-year (1988-93) strategic plan was put in place.

PROFILE OF SNE MEMBERSHIP

SNE membership grew from about 1,200 at the end of 1970 to a peak of 5,671 in 1979. There were periodic surveys of members to determine where they worked. Table 2.2 shows that from 1970-71—when the charter members joined SNE—to 1988, there were only minor changes in places of employment. In 1980, 24 percent of SNE members were on the staff of a four-year college or university, down from 30 percent in 1971. The decline in percentage of that membership category may be because nutrition scientists who were originally interested in SNE appear to have dropped out by the mid-1980s.

Table 2.2
Where SNE Members Worked

	1971*	1974	1988
Total number (percent)	1031 (100)	2648 (100)	**2632 (100)
University & college	313 (30.3)	710 (26.8)	636 (24.2)
Community college	—***	54 (2.0)	62 (2.4)
Schools, K-12	107 (10.4)	157 (5.9)	63 (3.2)
Hospital/med center	118 (11.4)	366 (13.8)	318 (12.1)
Comm health/gov't agency	189 (18.3)	456 (17.0)	520 (19.8)
Cooperative extension	77 (7.5)	48 (1.9)	129 (4.9)
Food industry	81 (7.9)	233 (8.8)	262 (10.0)
Self-employed	—***	79 (3.0)	302 (11.5)
Mass media	10 (1.0)	19 (0.7)	28 (1.1)
Allied health	31 (3.0)	163 (6.2)****	29 (1.1)
Other	105 (10.2)	369 (13.9)	263 (9.9)

*Charter Members

**Regular members only

***Category not listed in 1971

****In 1974 this included health profession schools including medicine, public health, and nursing

The next largest group, those employed in community health and/or government agencies, barely increased from 18 to 20 percent between 1971 and 1988. The largest change was in the self-employed group which went from zero in 1971 to 11.5 percent. There was no designation for self-employed nutritionists in 1971.

In 1976, it was estimated that 50 to 60 percent of SNE members were recent graduates and most were under the age of 30. (Ullrich 1976) A random sample of 1,436 SNE members in 1978 indicated that 44.6 percent were under the age of 34. The degrees held by members by percentage were: Bachelor's degree, 27; master's, 54; and doctorate, 14. (Opinion Poll...1978)

In 1976, a survey of original membership application forms showed that most SNE members also belonged to other professional organizations. About 30 percent of the members belonged to ADA, 15 percent to AHEA, 10 percent to IFT, 5 percent to American School Food Service Association (ASFSA), 5 percent to APHA, 5 percent to AMA or American Dental Association, and 10 percent to Canadian associations. (Ullrich 1976)

A survey by CSM (1988) found that SNE was a secondary member-

ship organization for 94 percent of the members. The fact that SNE usually is not the primary organization for most members has always been a problem. While there is a core of very loyal members, others go in and out of membership. A certain percentage of people only subscribe to the journal or have their institution subscribe. In 1990, total *JNE* circulation was about 5,200 while SNE membership was about 2,500. (Gemmill 1990)

While approaches and interests have changed over time, it does not appear on the surface that the types of professionals identifying with SNE changed very much. If SNE is to grow in the next 25 years, it must identify professionals in related fields who have a commitment to nutrition education. A greater effort must be made to look beyond the academic community.

There are many other professionals who are building public acceptance of positive eating practices which is the core of nutrition education. SNE must always be open to the variety of skills and background training of all professionals who carry out nutrition education.

Membership Diversity

Although no surveys have been done to identify the diverse thinking of SNE members, reactions and responses of members through resolutions and discussions at annual meetings have indicated a spectrum of philosophies about how the science of nutrition is, and should be, related to the lives of people. Some members came from highly focused nutritional science training which requires scientific proof of views different from those they held. Others came into the field of nutrition education from training in behavioral and biological sciences or the humanities and did graduate work in public health nutrition or nutrition education. The perspectives of both groups on nutrition and people were different. Still other members have very limited training in nutrition but a strong commitment to furthering understanding of nutrition in the daily lives of people. A number of members were mass media communicators of nutrition information.

Some members joined because they were unhappy with organizations, mainly ADA, which did not seem to be active enough in community nutrition issues. Yet when they learned as SNE members how to become more active, they took the knowledge to ADA and made it more responsive to their needs. Others saw SNE as the organization which best fulfilled their professional needs. Still others joined because they wanted the educational materials available from SNE at a discount rate.

Because one did not have to join the Society in order to hold a job, vis-à-vis ADA, SNE has always been a secondary organization.

Membership tends to be more transient, and the level of commitment or involvement in a secondary organization is often low. However, being published in *JNE* or serving on its board of editors always has been considered prestigious and helped academics in furthering their careers. As an open organization, members were encouraged to be informed about public interest issues and to express their opinions about them. There also was a major effort to have SNE committees be representative of the range of training and interests of the members. Yet it is sometimes hard for the committees that develop positions for SNE to come to an agreement.

Because of the diverse reasons for being or not being a member, it was reasonable to expect there would be divergent views about what is scientifically correct or incorrect. Some very good, honest debate has occurred in the resolution process and discussion sessions at annual meetings, in committees, and in *JNE*. Such debate is one of the strengths of SNE, but it has cost membership because many professionals prefer not to be associated with controversy.

Joan Gussow (1980) said in her presidential address:

...none of us, however, should really be troubled by disagreements. It seems highly unlikely and perhaps undesirable that we should ever be able to agree about the meaning or implication of all the facts and figures, biological data, food science breakthroughs, economic trends, crop projections, marketing orders, and so on that affect the world food supply and its consumers.

Critical questioning of each others work is intended to bring us closer to truth. Thus if it is from HONEST disagreement about what it all means that one learns—at least ideally—what is troubling is the growing shortage of honest disagreement. What is troubling is that we are increasingly hardening our positions.

Questionable Memberships

The early desire to encourage all professionals who had any interest in nutrition education to join SNE meant that the requirements had to be broad. That was the recommendation of the first membership committee. The broad requirements immediately caused problems of how to deal with those whom SNE would rather not have as members. A memo (Ullrich 1970) to the board explained the dilemma:

There has been concern expressed by some board members about the policy on regular and professional members. A procedure must be firmly established concerning persons believed to be food faddists or those who have a passing interest in nutrition but are not employed as nutrition educators.

As an example, Mr. Rodale was approved (by the membership committee) 3 to 2, but we have been holding the application for your decision at this meeting. Should the bylaws be changed in some way to better protect the society against the membership of persons who may misconstrue their membership for unethical gains? There has been concern that food faddists might use a membership card to the society for their material gain and to misinform about their qualification as a nutritionist.

(Author's Note: There is no record in Board of Directors' minutes whether there was any final action taken on Rodale's application. The Rodale referred to was the senior Rodale who was publishing *Prevention* magazine as a vehicle to publicize and sell vitamin supplements and patent medicines. The magazine often contained outrageous claims of curative powers for those products. After he died in the mid-1970s, his son changed the focus of the business to "mainline" nutrition information. SNE has worked with the Rodale company occasionally in recent years.)

The membership committee had different views about who should be a member. Some felt that persons like Rodale would learn more about nutrition if he became a member. Others disagreed. Stewart (1970) approved Ann Burroughs' draft letter to turn down Adele Davis for membership but also made the following comment:

I have some serious reservations about turning down anyone for membership although I feel okay about turning down a person like this for professional membership. Still, in all, if she wants to be a member and willing to put down hard cash I see no reason not to let her in to be an ordinary member. I don't think there ought to be any matter of ethics involved in being an ordinary member of any scientific society.

To my memory, the only other person known for food faddism who applied for membership and was turned down was Emmanuel Cheraskin, M.D., D.M.D. Membership Chair Helen Cacheris (1975), in her letter refusing membership to Cheraskin, cited a review in *JNE* of one of his books which pointed out that some of his claims were considered to be not scientifically sound.

Even though we received no more than one or two questionable applications a year, the idea that SNE had unqualified members persisted. For example, Roslyn Alfin-Slater (1977), then president-elect, wrote in reaction to an application from someone who had taken a naturopathic nutrition course: "I am appalled by the number of unqualified people who have managed to become members of the Society for Nutrition Education. I have been asking some of my friends

who are in nutrition departments in various universities to join the society and have met with reluctance because some of our present members have made them rather suspicious of the society. Is there any way that we can make our membership requirements more rigorous?"

In 1978, after many hours of discussion in board meetings and on the recommendation of the board and the membership committee chaired by Kristen McNutt, the following statement was added to the membership form:

Membership in SNE used to imply endorsement by SNE of the individual or organization or product of that individual or organization will be considered an infringement of membership and will result in termination of membership with no refund.

There is no evidence that the addition of that statement had any effect on deterring or encouraging membership in SNE. The real tragedy was that so much time was spent on whether there might be one or two unqualified members that there was not enough time spent on how SNE could appeal to a broader audience or how to get a broader representation of the existing membership on the board and other policy making groups.

Student Membership

Originally, there was no SNE membership category for students, undergraduate or graduate. For the 1971 SNE Annual Meeting, there was a call for abstracts of oral presentations which attracted graduate students to SNE. Records show 44 graduate students in 1971 and 91 in 1974 were SNE members. Undergraduate student membership was offered for the first time in 1975. By 1976, there were 500 student members, and in 1979 and 1980 there were about 700. That category peaked at 849 in 1981. By 1990, student membership had shrunk to 300.

In May 1977, President-elect Helen Guthrie, who had a great interest in developing the potential of students, led a campaign to offer the opportunity to form student chapters. Guthrie (1977) wrote this invitation to form student chapters:

A chapter may be formed as a completely new student organization or an existing group may petition for recognition as a chapter. The structure of a chapter is quite flexible in recognition of the many different kinds and locations of colleges as well as individual student group needs. A chapter may be formed within a department or division of a college or it may be campuswide or perhaps encompass more than one campus within a given area. A student chapter can be a

focus for extracurricular nutrition education activities in a college community. As example, a chapter might:

- sponsor teachins, e.g., on the world food situation;
- develop exhibits;
- encourage and assist in nutrition counseling in the student health service;
- cooperate with university food services in organizing consciousness raising nutrition displays in student eating places;
- write nutrition articles or question and answer columns in a student newspaper;
- serve as resource persons in career counseling for high school students;
- participate in community/campus nutrition action programs.

Official recognition as an SNE student chapter could enhance the stature of your group within campus and the community.

The first student chapter was formed in Universidad Iberoamericana, Departamento de Ciencias de la Nutricion y de los Alimentos, Mexico City, in 1977. (Duran de Flores 1976) A number of students from the chapter were able to go to Washington, D.C. to attend the SNE annual meeting that year. Unfortunately, the special U.S. funds that made that chapter possible did not continue for very long and it was discontinued after a few years.

Several other student chapters were formed; the most active was at Cornell University where Martha Mapes, Marge Devine, and others were advisors. Reports of student chapter activities appeared in the *SNE Communicator* until 1983.

Sustaining and Corporate Memberships

When *JNE* was getting started in 1969, the first SNE board hoped the food industry would help finance the startup. It was not considered unusual for a professional journal to have some underwriting from the food industry. Almost all the nutrition and food science organizations and journals were subsidized to some extent. In 1969-70, the journal received a total of about \$10,000 from eight different companies. Quaker Oats and Kraftco each gave \$2,000 a year in 1970 and '71.

The sustaining member category was described in the original invitation to membership in SNE. However, it was not until 1974 that Sustaining Members were listed in the journal. At that time, the sustaining membership was a nonvoting category. Companies considered to sell products which were counter to sound nutrition practices



SNE's First Student Chapter: The Elmer McCollum Chapter, Mexico City

Eighteen members attended the 1977 SNE Annual Meeting in Washington, D.C. Elba Duran de Flores, Chapter Advisor, is seated center, front row, with Helen Ullrich, SNE Executive Director, on her right and Johanna Dwyer, SNE President, on her left.

were not invited, indeed not allowed, to become sustaining members.

There was considerable ambivalence about asking for financial support from the food industry because some of the first board members felt that industry had taken over and influenced several professional organizations including ADA, AHEA, and IFT through underwriting and selecting speakers for annual meeting programs and giveaways at exhibits. They did not think it was appropriate for SNE to solicit similar support if unbiased education and information was SNE's mission.

They need not have worried because many segments of the food industry put a low priority on nutrition education and few were interested even minimally in supporting SNE.

Some members of the Society, particularly in the late '70s, were uncomfortable about industry support. They had strong feelings that the food industry was undermining nutrition education efforts by producing and marketing "unhealthy" foods. In fact, some members suggested in 1979 that sustaining memberships should be discontinued since they only contributed \$12,000 to the total budget of \$600,000. By the mid-80s, there was a complete change in attitude and underwriting was sought aggressively from the industry to help with the SNE budget deficit and support annual meeting speakers.

The corporate patron and sustaining member categories were established during the mid-80s. In 1990, a corporate patron was to contribute \$15,000 annually and corporate sustaining members \$300 for the first two years and \$500 each year thereafter.

International Members

SNE was structured without national boundaries. There were several charter members from countries throughout the world. Canadians were particularly pleased to be able to become full members because that was not the case with associations such as ADA or AHEA.

Elba Duran de Flores of Universidad Iberoamericana, Mexico City, was invited to become a member of the SNE Program of Work Committee in 1971. She took on the assignment with enthusiasm and developed a master plan for organizing the world into regions in order to establish an international structure for SNE. Duran attended the 1971 SNE Annual Meeting in Scottsdale, Ariz. and agreed to organize the Iberoamerico area. She also arranged to have the SNE bylaws and newsletter translated into Spanish. (Duran de Flores 1971)

Briggs had been active in nutrition education committees of the International Union of Nutritional Sciences (IUNS) and chaired the Committee on Graduate Degrees in Nutrition. (Briggs et al. 1969) He was instrumental in attracting international members to SNE.

In 1972, several of the founders attended the IUNS IXth International Congress of Nutrition in Mexico City and displayed information about SNE. Materials about SNE were available at each of the succeeding congresses which are now held quadrennially. When the congress was held in Rio de Janeiro in 1978, attempts were made to achieve a greater level of visibility for SNE by assisting with a session on nutrition education. (Ullrich 1978)

However, we were never able to get SNE established as an official group within IUNS. The only U.S. organization that is part of IUNS is AIN. The leaders of IUNS are about the same from year to year and strongly oriented to science and food policy. However, their international congresses have presented workshops and symposia on nutrition education topics.

Julie Chryst was with Project HOPE in Brazil at the time of the 1978 congress and established a special liaison between SNE and the Brazilian nutrition group Associacao Paulista de Nutricao which remained in effect for 10 to 12 years. Since they hadn't enough U.S. dollars to pay for multiple memberships in SNE, arrangements were made to provide the journal and an honorary affiliate status to the organization. Later Nancy Schwartz (1989) visited São Paulo and was able to renew the contact and continue the honorary status for the organization.

Early *JNE* advisory councils had members with international involvements including J.M. Bengoa, World Health Organization; Kendall King, Mothercraft Centers; Bertlyn Bosley, Pan-American Health Organization; L. J. Tepley, UNICEF; and Martin Forman, U.S. Agency for International Development (AID). For a while, there was an international section in *JNE*, and a special effort was made to invite articles from Third World countries.

Ruth Huenemann (1975) headed a task force to develop a project to study nutrition education programs in developing countries to be funded by AID. However, the project never got off the ground.

In the late 1970s, SNE was involved with so many national issues that the international focus was diminished. At the 1983 annual meeting, a group of SNE members met to express concern that the Society seemed to have lost interest in international nutrition education issues. An international task force was appointed to try to integrate international issues into the overall SNE program rather than to establish a special interest group for international programs.

The task force helped to raise the level of visibility through a special focus of *JNE* on international programs. They organized three international conferences as post-sessions of SNE annual meetings in 1986, 1987, and 1988.

A RECOLLECTION BY
MICHAEL C. LATHAM

In 1983, the Society issued a “statement of purpose” which caused me serious concern. It stated in summary that the mission of SNE was through education to improve the nutrition of people in North America. It seemed to me to ignore the role of the society in nutrition education internationally or to recognize that the journal and SNE members influence actions overseas, that U.S. policies influence positively and negatively the nutrition and well being of people in other countries, etc.

I sent a somewhat angry letter to the president of SNE and others in the society expressing my strong objection to the narrowness of the purpose statement, and I believe I indicated that if it were not broadened I had little further interest in being a member of the society. I received an immediate response from the president and was asked if I would in a semiformal way raise this issue at the next annual meeting of SNE being held in Philadelphia in 1984.

The Society had begun with a broader mission, and I think that at the Philadelphia meeting the beginnings of regaining that broader mission and internationalizing the Society were achieved. There was a lot of enthusiasm for this, and a meeting of those interested in the international activities was well attended.

The board established first a task force on international nutrition education in 1984 with myself as chairperson. Then, in 1985, it became the Select Committee on International Nutrition Education (SCINE) which I chaired for three years and is now the international nutrition education division. After I stepped down from the chair of SCINE, I was followed by Louise Lambert-Lagacé and then Hugh Joseph and now Mojedeh Bruss.

Together with my SCINE associates we organized three conferences dealing with international nutrition education. These three conferences are a source of pride to me. The several hundred people involved with or attending the three conferences were enthusiastic, felt they were very worthwhile and benefited from them.



Several other attempts were made to increase the international visibility SNE through membership initiatives. A resolution was introduced in 1975 to add “International” before Society for Nutrition Education but was not passed. Many members felt the organization

already had an international focus and there was no need to change the name.

Passage of a 1984 resolution calling for SNE involvement in international nutrition education issues resulted in the activities of SCINE. A 1990 resolution calling for a director-international on the SNE Board failed. However, the Division of International Nutrition Education continues to be a very active group.

Membership Committees

The first membership committee in 1970 was local, and it designated the categories for membership and reviewed applications. As new members came into SNE, the committee was expanded somewhat to include representatives from across the country who were encouraged to interact with charter members and promote expansion of membership.

Several membership surveys have been done by the committee. Kathy Kolasa (1979), then Director-Midwest and former membership chair, headed a board subcommittee to survey members on their priorities for SNE activities. The top three priorities were:

1. Information on current controversies,
2. Update on educational concepts, and
3. Increase of influence.

By 1979, SNE had established divisions and approved affiliation of a few local chapters and statewide nutrition councils. (See Sections on Chapters and Affiliates, and Divisions in Chapter 3) About 25 percent of the survey respondents were members of divisions, but more than half did not feel that the division met their needs. Also, more than half indicated they would belong to an affiliate organization if the location was convenient. In an effort to implement recommendations from the 1979 survey, the membership committee was expanded.

In the 1980s, considerable effort was given to appointing a membership committee representative in every state. Without a state or local organization base to work from, little progress was made to build broader membership. Also, efforts were increased to encourage nutrition councils around the country to become SNE affiliates.

When the membership began to drop, Lorelei Groll (1981) and her membership committee did a telephone survey of nonrenewing members. Twenty-one percent said that the dues were too high for the benefits; 17 percent were not currently working in nutrition education (many federally funded positions were eliminated in 1981); and 13 percent felt that SNE did not suit their needs.

As membership chair, Carolyn Lackey (1982) analyzed a post card

survey of nonrenewing members and found that the decision to renew would be influenced most by employment in the field and the cost of membership. A recommendation was made in 1983 to establish a Membership Policy Advisory Council to raise the membership committee to the status of a policy making group. There is no record that such a council was ever activated.

SNE CHAPTERS AND AFFILIATES

When SNE expanded its membership, the Program of Work Committee recognized the need to establish state and local groups. Members writing about their expectations for SNE also expressed interest in local groups. The question was: how to form such groups? One direction was to look at active state and local nutrition councils. Some of those councils were sponsors of some the first SNE annual meetings and handled local arrangements.

Another possibility was to bring together groups of people with a common interest in nutrition education to form chapters. Eventually both kinds of groups emerged as SNE affiliate groups. Joanne Ikeda (1972), then a member of the SNE Program of Work Committee, surveyed the California membership concerning the establishment of a state and/or local chapters. Sixty-nine percent thought that a state organization would be useful. They felt relevant activities would be:

1. Conferences for professionals and the public,
2. Pressure on state administrators to hire a nutrition curriculum specialist on the state education staff, and
3. Providing public service TV and radio spot announcements on nutrition.

Nutrition Councils As SNE Affiliates

Interagency nutrition councils had existed in a number of states for many years. Members were usually nutritionists who worked in government agencies and academic institutions. Some councils had some non-nutritionists as members. The more active councils addressed issues of mutual concern and sponsored programs for the public.

Helen Walsh remembered that state nutrition councils were an outgrowth of state nutrition committees established in World War II to carry out the 12 recommendations made by the National Nutrition Conference for Defense in 1941. After the war, many of the nutrition committees [often called councils] continued at state and local levels with various kinds of activities focusing on nutrition education through the 1950s and '60s.

Some of the SNE founders felt there was a potential for those councils to be local arms of SNE. Mary Hill, coordinator of the federal

Interagency Committee on Nutrition Education (ICNE) had been involved with *JNE* in the early years and recognized mutual interests between ICNE and SNE.

ICNE was made up of representatives from all federal agencies employing nutritionists. The coordinating function for that committee was assigned to the Bureau of Human Nutrition and Home Economics, Agriculture Research Administration, USDA, where Hill coordinated ICNE for many years. (History of ICNE 1970). The committee provided a focal point for cooperative efforts and liaison with state, county, and city nutrition councils and committees and issued a monthly newsletter.

After 1943, ICNE sponsored national conferences relating to nutrition education issues periodically. The last one was in 1971. All ICNE functions ceased 1973 because the Congress stopped funding for support staff. (Robinson 1973) With ICNE gone, it appeared that SNE could be a coordinator of nutrition councils. However, there were competing forces.

In 1973, The Potato Board developed a list of nutrition councils and their activities. Having gathered this data, it then supported efforts of Ronald Deutsch to establish the National Nutrition Exchange (NNE). The exchange was supposed to coordinate the exchange of information and communication among local nutritional councils and serve as a resource to assist with local activities. (Ullrich 1973)

The National Nutrition Consortium (NNC) also was founded in 1973 by ADA, AIN, American Society for Clinical Nutrition (ASCN), and IFT. (See Chapter 3 for section on NNC)

Some of the NNC founders envisioned that it rather than SNE would be the appropriate support group for local nutrition councils. A meeting of representatives of NNC, NNE, and SNE was held in 1974 to work out what was the most appropriate umbrella group for local nutrition councils. Deutsch had in mind starting yet another organization, the National Nutrition Council. (Deutsch 1974) Others thought that the consortium should be the lead organization. I was finally able to show that SNE through its broad membership structure could best accommodate council affiliation. Jerry Moore (1974), then a new SNE Board member, wrote Deutsch that he felt that SNE was the right group. NNE was discontinued a few years later.

In 1974, Bee Marks of Ketchum Public Relations and Deutsch initiated cosponsorship by The Potato Board of communications workshops for local nutrition councils which were held immediately after SNE annual meetings for several years. The same year The Potato Board also established an award for outstanding nutrition education

projects by nutrition councils and other local groups. Although the rules have changed, the award still continues today.

SNE and most nutrition councils have common goals yet there have been problems in convincing local councils that there are advantages in becoming SNE affiliates.

SNE Organizational Structure of Affiliates

By 1974, SNE had received several inquiries about the possibility of forming an SNE chapter or group affiliation from individuals or groups in Florida, Hawaii, Minnesota, Missouri, Texas, Washington, D.C., and Wisconsin. Carol Ives (1975), then SNE Director-West, chaired a committee to develop guidelines for local group development.

The Washington, D.C. group started work to form a chapter in 1974. Chryst recalled there was a very active, informally organized group of people looking for an organization like SNE to join. They had developed their own bylaws and were already actively working on legislative issues. They were formally accepted as an affiliate in 1976 after changes were made in the SNE Bylaws.

Delaware Valley Chapter was formed in 1976. Some thought was given at that time to making a formal parent-branch organizational structure for tax exempt status. However, it soon became evident that such an arrangement would require a great deal of bookkeeping and also limit the freedom of chapters to enter into money making projects at the local level.

The Committee on Affiliated Organizations (1977) chaired by Louise Lambert-Lagacé refined the technicalities of rules and bylaws and published the brochure *Forming An Affiliated Organization*. Eligibility for affiliation was described as follows:

Both newly formed and pre-existing groups such as nutrition councils are eligible to affiliate with the Society for Nutrition Education. Geographic areas may range from city or county to state or regional boundaries.

The organization must:

- Include a minimum of 25 percent or at least 25 current members of SNE excluding student members. The SNE board may grant an exception from this requirement for a period of time.
- Have bylaws or other operating documents not in conflict with the SNE constitution and bylaws.
- Have held at least two meetings during the 12 months prior to petitioning for affiliation.
- Have elected offices and established an electoral procedure for rotation of officers.

In 1978, Arizona Nutrition Council was the first council to affiliate, and by 1991 there were 14 affiliates. Organization for Nutrition Education organized in Canada in 1978 gave some consideration to becoming an SNE affiliate. (Ullrich 1978) However, their leadership decided their program was unique to Canada and did not feel it would be to their advantage to affiliate with SNE.

In 1978, the Council of Affiliates was established with each affiliated group having a representative on the council. (Task Force Report 1978)

Brearley Karsch (1979) prepared a well-thought out document on possible ways of establishing lines of communication to increase and enhance the value of affiliation with SNE. Besides the exchange of information, she suggested publications on "how to" recruit, organize meetings, structure committees, and motivate members along with workshops sponsored by SNE. Very little action was taken on her recommendations.

There was a director-of-affiliates on the SNE Board until mid-1990 when it was restructured to establish a more regional distribution of board members. However, one board member has responsibility for liaison with the affiliates' council, and regional board members are expected to work with affiliate organizations in their region.

In 1989, a statement of policy regarding affiliation with SNE was developed. Qualifications for affiliation were not changed. There were guidelines regarding reporting of officers, governing document changes, active members, and activities in order to establish a better interactive relationship between the affiliate and SNE. (Council of Affiliates 1990)

Information about activities of affiliate groups is regularly published in *JNE*. There does not seem to be very much interaction between chapters and affiliates and SNE despite the potential for growth at the grass roots through these groups. The Society should increase its connections with those organizations to meet the need for national guidance, inspiration, and identification of needs at the local level.

SOCIETY GOVERNANCE

Board of Directors

Before the first expanded membership annual meeting was held, the board was increased from five to six by adding a director-at-large. The 1971 election added three board positions to assure regional representation from across the country; members of the expanded board were president, president-elect, past-president, secretary, treasurer, director-east, director-midwest, director-west, and director-at-large.

The size of the board has remained at nine officers ever since. The only proposal to change the number of board members was a members'

resolution in 1990 to add an international position which did not pass. There have been some technical changes in the director positions. The director-at-large became director-of-affiliates in 1979. The regional directors-east, -midwest, -west and director-of-affiliates were changed in 1990 to directors-northeast, -south, -central, and -west. (See Figure 1) The presidential sequence was changed in 1989 to vice-president, president-elect, president in order to allow for two years on the board before taking on the duties of president.

The board usually met three to four times a year. When funds were limited, a meeting sometimes was a conference call. There has always been strong board participation in SNE activities. Each board member serves as liaison to at least one committee or policy-making group.

The gender of board members has changed since 1968. The first board had three men and two women. After the board was expanded to nine members, three or four men still served each year until 1978 when the ratio has dropped to 2 of 9. In the period 1980 through 1992, there was only one male member during 6 of the 12 years. All board members have been women for the last three years. (See Appendix 1 for a list of board members)

The special interests of board members also have changed. In the mid-70s, several board members were involved in national food and nutrition policy. Six members of the 1992 SNE Board are in teaching, research, or cooperative extension at universities.

Often board meetings were long with arduous discussion sessions. That was not especially surprising when board members had very divergent opinions. Board members would leave annual meetings exhausted after having one- or two-day sessions before the meeting proper to wind up the year's work and orient new members and then a post-meeting session to address issues for the coming year.

Occasionally, there were some unusual or even traumatic incidents. One of the latter recalled by several former board members was in Berkeley when there was a small earthquake in the middle of the night. Several board members went down to the hotel lobby. Helen Guthrie said she was so frightened she never went back to her room that night.

Kolasa remembered "coming to the board in 1979 with many of my mentors and my colleagues worried that I was joining a board that would be chaired by Joan Gussow. We were clearly far apart on philosophical issues, and I suspect lots of folks will tell you that what SNE, especially in leadership roles, has done was to help build respect for each individual and other individuals' views. So serving on the board allowed me to listen and to think about what Joan had to say. I



1980-81 SNE Board of Directors

Top row, left to right: Margaret Phillips, Director-West; Sue Oace, JNE Editor (Ex-Officio member); Chris Olson, Director-East; Luise Light, Secretary; Allene Vaden, Treasurer; Helen Ullrich, Executive Director (Ex-Officio member); Sheryl Lee, Director-of-Affiliates. *Bottom row, left to right:* Bea Marks, Director-at-Large; Joan Gussow, Past-President; Ruthe Eshleman, President; Kate Clancy, President-elect; Kathy Kolasa, Director-Midwest.

certainly never became a convert, but I learned to respect not only her views but her political thinking.”

In 1978-79, there was turmoil inside and outside the board. A *Nutrition Week* story (SNE Meeting...1978) said there was “polarity between consumer advocates and food industry forces.” It pointed to concerns that the board was more conservative than the membership and a sizeable representation and support for the food industry was on the board.

Nutrition Action (Monte, 1979) published an article headlined “Society for Nutrition Education: Ten Years Old and in Trouble” immediately before the annual meeting. The story said some board members had ties to the food industry, there was lack of board support for an FTC survey of SNE members on sugared cereals, and there was staff dissatisfaction [mainly due to a disruptive staff member who was terminated and was the only staff member interviewed for the article].

As a result, Margaret C. Phillips (1980) wrote and the board approved a position paper on *Policies and Procedures for Resolving Potential Conflicts of Interest*. It defined how an officer of the Society would be in conflict with actions which SNE was taking and how to deal with the situation.

The time between 1976 and 1981 was an overwhelming period for SNE. There was a peak in national interest in nutrition education along with growth and interest in SNE. Yet the growing pains of trying to accommodate the wide diversity of interests of SNE members ended up weakening rather than strengthening the ability of the board to direct a strong course for SNE. Board members became involved with the day-to-day operation of the Society rather than setting policies which would respond to the needs and desires of members.

SNE Headquarters

After membership in SNE expanded, there was enough income in 1971 to move the offices from donated space on the U.C. Berkeley campus to downtown Berkeley. The move was symbolic because Beila Simon Kunis (1971) wrote in a letter about goals for SNE, “Move nutrition and nutritionists out of the basements into the executive suites where their presence and participation can be recognized and valued.” That was done in part when SNE headquarters went from a basement office to the 10th floor of what was then the tallest office building in Berkeley.

The building was old, but the rent was low. (Who wanted to rent offices in Berkeley in the middle of the street riots and protest marches?) Robert Ullrich, the first full-time executive director of SNE and

publisher of *JNE*, set up the offices and established the National Nutrition Education Clearinghouse (NNECH). Helen Walsh recalled with admiration how he managed to get free and secondhand furniture from here and there to equip the offices. I remember signing out a university pickup truck which Bob and I loaded with old oaken office furniture the nutritional sciences department was going to discard and driving it through downtown Berkeley. It was the first time I'd ever driven a truck and it was a traumatic experience.

Bob Ullrich was with SNE for about two and a half years with concentration on building up journal circulation and SNE membership, writing grant requests, and organizing the first three "national" SNE Annual Meetings. When he resigned to return to public relations counseling, I accepted the board's offer to be executive director along with my duties as editor of *JNE*. An office manager was hired for administrative functions.

The SNE offices were moved four times after the move off campus. First, we were able to obtain more and better space one floor up to house the growing staff a year after the move out of the Morgan Hall basement. The offices remained there until 1981 when again more space was needed, and SNE moved to Franklin Street in Oakland. In 1987, the headquarters were moved to Broadway in Oakland. When Darlene Lansing was appointed executive director in 1991, the office was moved to Minneapolis.

In 1973, SNE had six staff members. By 1980, there were 15 people on staff to handle publication of *JNE*, membership records, annual meetings, and educational resources as well as other services. The latter included NNECH with resource lists available for sale, four films, a cookbook, and a variety of educational print materials.

I announced my resignation as executive director at the 1982 SNE Annual Meeting. It was time for me to step down. I had been there long enough. Although there had been a slight drop in membership, it appeared that was a temporary condition due to a recession which affected all member organizations. SNE had been built into a well-balanced organization that provided its concerned members with services to help them do a better job along with healthy political activism. Actions had been taken to make SNE financially stable.

In 1983, the board hired Michael McKechnie as executive director. (New SNE Executive...1983) He had an M.B.A. and had been executive director of the Cincinnati Nutrition Council, a nonprofit organization that provided contract services for several social programs. He was required to make many adjustments downward as SNE membership declined.

By the early '80s, there were a number of resource centers established across the country. NNECH publications were no longer profitable so it was closed. Funds were raised to produce one more film and carry out some new projects. However, the deficit did not disappear. McKechnie left SNE in July 1988, and Gwyneth Donchin was named managing director. She had been on the SNE staff for several years and was familiar with the operations. Her new position meant that she had to stop work on a proposed TV series for which SNE unsuccessfully tried to raise funds for several years. SNE was in a holding pattern until the debt was cleared up in 1990.

The board carried out a study about where the headquarters should be. Conditions had changed from the time when there was a steady flow of students and scholars visiting NNECH, and SNE members stopping by to discuss issues because the office was close to U.C. Berkeley. After the NNECH closure and transfer of *JNE* operations to the East, it no longer mattered where the headquarters was located.

Judy Brun recalled her part in helping to set the new priority "to find the best executive director and have the location of the office determined according to her needs." In 1991, Darlene Lansing, who had experience in administration, was hired as executive director (Schwartz 1990), and the office was moved to Minneapolis where Lansing is based.

In 1992, *JNE* editorial functions are at Penn State University. Williams & Wilkins has published *JNE* since 1987, and the membership and annual registrations are contracted out. NNECH is long gone. There are no more films or materials to be sold. The way is clear to develop a whole new image of SNE and course of action for the next 25 years.

SOCIETY FOR NUTRITION EDUCATION FOUNDATION

The Center for Nutrition Education (CNE) was established in 1975 as a nonprofit educational organization with an IRS tax exempt 501(c)3 status. (Ullrich 1975) Gussow, Ives, and Philip White served as an SNE subcommittee to develop the purpose and bylaws for the center. SNE appropriated \$1,000 to start CNE in order to raise funds for educational projects. The first CNE trustees were founders of SNE: Briggs, Stewart, Walsh, and myself.

It was carefully stipulated that while there was a close working relationship between SNE and CNE they were separate organizations. The IRS was at that time very suspicious of foundations that manipulated their IRS status. The climate changed through the years, and

the name was changed to Society for Nutrition Education Foundation (SNEF) in 1989.

CNE assisted in raising funds for some of the films and managed grant monies for several projects such as Network for Better Nutrition, student scholarships from SNE members' donations, and a grant from General Mills Foundation. In 1979, General Mills Foundation provided funds for a fellowship for a graduate student in nutrition education and community nutrition programs. (Ullrich 1977)

The SNE Awards Committee has worked closely with CNE and SNEF in developing several awards for the field of nutrition education. The George M. Briggs Lectureship Committee (Stokstad 1990) at U.C. Berkeley made a contribution to support the George M. Briggs Symposium at SNE annual meetings.

When the name was changed to Society for Nutrition Education Foundation in 1989, the mission was stated as: "SNEF exists to enhance the scientific, literary, and educational objectives of SNE by soliciting, receiving, and dispensing charitable contributions." (CNE Minutes 1988) (See Appendix 2 for list of persons who served as board members of CNE and SNEF)

SNE AWARDS

Awards to Individuals

An SNE award was given to George Briggs in 1976 after he resigned as executive editor of *JNE*. Johanna Dwyer, on behalf of SNE, presented him with a bound set of issues of journal.

In 1978, SNE gave a plaque to E. Neige Todhunter for her contributions to nutrition education.

In 1981, members approved a resolution to establish an award for outstanding contributions to nutrition public policy development and implementation with the stipulation that former Sen. George McGovern would be the first recipient of that award. It was given at the 1982 annual meeting.

The Dr. Harvey Wiley Award sponsored by *Good Housekeeping* was given to Johanna Dwyer in 1985 and Mary Egan in 1986 for their involvement in nutrition policy, nutrition education, and research. (Dwyer 1986; Egan 1986)

SNE gave me a lifetime membership in the Society at the 1987 annual meeting.

Student travel grants were available periodically. More than 60 SNE members contributed to travel funds for students and young professionals in 1991.

In 1986, the SNE Awards Committee headed by Priscilla Naworski was able to establish the first Excellence in Nutrition Education Award funded by National Live Stock and Meat Board.

The Outstanding Young Nutrition Educator Award funded by McNeil Specialty Products was awarded for the first time in 1990.

Two new awards—Outstanding Student Research Presentation Award and SNE Career Achievement Award—are to be presented at the 1992 annual meeting.

Awards to Organizations

The Potato Board established the Nutrition Action Awards in 1975 to recognize outstanding nutrition education programs carried out by local nutrition councils. Submissions and winners are showcased at SNE annual meetings. Over the years the special recognition and the financial award stimulated the councils and other nutrition groups to develop effective programs in their communities.

3

Nutrition Education As A Specialty

Nutrition education has always been a component of the broad field of nutrition, but it was not often designated as an area of specialization until SNE was started. With an organization specifically focusing on the specialty, nutrition education took on a life of its own.

Although SNE provided greater visibility for the specialty, there were national and international activities related to nutrition education before and after SNE was founded. This chapter describes activities and policies in addition to those of SNE to provide a context in which to understand SNE's role in the growth of the specialty. Thus this chapter reports early activities in nutrition education including conferences and nutrition education objectives of other organizations.

VIEWS FROM SNE MEMBERS

Remarks by SNE leaders who contributed information for inclusion in this book show how they saw some aspects of the organization which furthered the specialty of nutrition education.

“It was the kind of organization in which I felt I could make a contribution, particularly in research, and make the field academically respectable.”

“SNE provided a focus on education by recognizing the need for nutrition education. Nutrition activities were coordinated around the educational mode. It acted as a clearing house for different levels of nutrition education.”

“I was perhaps more concerned with the scientific base of education than with the education processes per se. I believed that the values of education had to be based on fact and informed judgement and not on hope and aspirations.”

“SNE provided an opportunity for those students who were not motivated or professionally interested in becoming members of ADA or were not in the research track to become members of AIN or ASCN. SNE with minimal membership requirements but with a standard to assure there was nutrition competence provided a professional identification for them.”

“As a researcher moving from nutritional biochemistry into nutrition education, SNE was in line with this emphasis. It was a young organization where I could be involved in seeing more of the research aspects grow.”

“The focus was not just on nutrition but nutrition and education recognizing that there was a specific area of expertise.”

“SNE was a group of people really interested in teaching people about food and how it use it to get nutrients in their diet. They were doing some very innovative things. It was a group of people who could really disagree with each other’s opinions and come to a consensus so something could be done, and we could move forward.”

“SNE has maintained its credibility as a social science within a natural science with a commitment to public policy, education, and the importance of the consumer.”

“SNE was the first resource that ‘put it together’ and the ‘why’ and the ‘how to’ get people to modify their food habits for the better.”

“There was an intense interest of the members and organization in the practical application of nutrition education technologies for improving or changing eating patterns.”

THE EVOLUTION OF NUTRITION EDUCATION

Looking back from the 1990s, it is evident that nutrition education as an organized specialty came onto the scene in the mid-life of the other organizations dealing with food and nutrition specialties. AHEA was started in 1909, and ADA branched off from it. (*A New Look...*1985) AIN became a full-fledged scientific society in 1933. (Todhunter 1985) IFT was founded in 1939.

The term “dietitian” was first defined at the Lake Placid Conference on Home Economics in 1899. It was said to apply to “persons who specialize in the knowledge of food and can meet the demands of the medical profession for diet therapy.” (Corett 1909)

There were nutrition education activities at the same time as the early stages of the development of home economics and dietetics. Ellen H. Richards (1904) wrote about the importance of the school lunch and felt that the school noon hour should be utilized for social training and achievement of good habits.

Mary Swartz Rose (1911) wrote her first book about food for the young children. Until she retired in the 1940s, she devoted a certain proportion of her professional life to researching and developing nutrition education for children and their parents. (Eagles et al. 1979)

Starting in 1918, students of Lydia Roberts (1935) conducted classes in a clinic at Rush Medical College in Chicago. They also worked in homes teaching food values, cooking, and health habits.

E. Neige Todhunter (1979) described E. V. McCollum as a nutrition scientist who was also one of the first nutrition educators. He wrote a column for *McCall's* from 1920 through the '30s as its "scientist and nutrition advisor."

The start of the national school lunch program in the mid-40s provided an impetus for the continuing effort to put nutrition education in the schools. Ethel Austin Martin, a colleague of Lydia Roberts and an associate of McCollum, was among the first to write materials for use in the classroom with guidance for the teacher.

Education of the public about nutrition began during World War I when there was a national effort to assure an adequate diet for the public under wartime conditions. There were national efforts again during World War II and when food enrichment programs were instituted in the 1940s. The next big push for nutrition education of the public came at the time of identification of hunger in America and the resulting 1969 White House Conference on Food, Nutrition, and Health (White House Conference).

Formal undergraduate training in nutrition and nutrition research evolved from the early 1900s as a part of culinary arts, domestic science, and human physiology based largely on studies of nutrient needs of farm animals to the multidisciplinary food and nutritional sciences programs we have today.

One component that has changed very little is that women are more frequently trained in dietetics and community and public health nutrition while men prefer basic sciences or food science and technology. It has been observed that in the broad field of nutrition education and training through the 1950s women tended to choose to learn about how and what foods to prepare for adequate nourishment either in homes or institutions and help individuals to understand the value in selecting and eating certain foods.

Men entering the field were trained to perfect ways to provide food outside the home or institutions and study the effects of nutrients in the foods have on the body. Much of the more basic research on nutrition was carried out to improve the productivity of farm animals. Men carried out this experimentation and educated farmers about the value

of good nutrition for their animals. This division of training of men versus women reflected the traditional division of labor in European culture. To some extent this division remains in the 1990s. However, as more women enter professions such as medicine and law, there are also more women being trained in basic sciences and technology.

Men versus women, feeding versus nurturing, information versus education were all part of the climate for change when nutrition education emerged as a specialty in the form of the Society for Nutrition Education and the *Journal of Nutrition Education*.

ACTIONS TO INCREASE VISIBILITY

Before SNE was started, nutrition education was discussed more in relation to dissemination of information on issues of nutrient deficiencies, malnutrition, and misinformation than as an area of specialization to bring about change in food habits. The 1941 National Nutrition Conference for Defense was the first national meeting in this country to look at nutrition problems and chart a course of action including nutrition education. The main emphasis at that time was to improve (fortify) common foods with synthetic nutrients as a means of preventing deficiency disease in large populations. W. H. Sebrell (1953) concluded that the joint efforts of nutrition education and food science and technology had taken the country far toward eliminating rank deficiency diseases since the meeting in 1941.

In 1952, USDA, NIH, Food and Nutrition Board (FNB), and ICNE cosponsored The National Food and Nutrition Institute. It provided a perspective on a range of problems which related to the common interest of nutritional betterment of our people. (Stiebelling 1953)

About 400 leaders from a variety of public and private food and nutrition programs attended the institute. The need for more effective nutrition education was beginning to be recognized. More than one-fourth of the attendants opted to join in discussion groups dealing with nutrition education issues.

After 1952, national nutrition education conferences cosponsored by the ICNE and USDA were held every five years. Professionals from national, state, and regional programs of agencies represented by the committee were invited to attend. The conferences reviewed nutrition issues and problems which needed to be addressed by community nutrition and nutrition education programs. But very little was said about how to make nutrition education more effective or evaluate the results of educational programs. The last conference was held in 1971 and about two years later ICNE was disbanded when Congress cut off funds.

A continuing concern about nutrition misinformation was reflected by the symposium *The Role of Nutrition Education in Combating Food Fads* (1959). The aim of the joint meeting of The Nutrition Foundation and Northern California Section of IFT held in Berkeley was to encourage the distribution of accurate nutrition information by stimulating more and better programs in the field of nutrition education.

Ten years later the White House Conference had the greatest impact on the development of nutrition education as a specialty and on the direction SNE would take in its formative years. The conference was divided into five sections:

1. Surveillance and evaluation of the state of nutrition of the American people;
2. Nutrition of vulnerable groups;
3. Provision of food as it affects the consumer: guidelines for federal action;
4. Nutrition teaching and nutrition education; and
5. Food delivery and distribution as a system.

Each section had several panels and subpanels which addressed specific areas. The panels were made up of representatives from academia, public and private sectors, and professional organizations.

SNE members served on four panels on nutrition teaching and nutrition education: George Briggs was cochair of the Panel on Nutrition Teaching in Elementary and Secondary Schools; Helen Walsh cochaired the Panel on Community Nutrition Teaching; Ruth Huenemann served on the Panel on Advanced Academic Training; and Philip White cochaired the Panel on Popular Education. Thus early SNE leaders helped to shape the recommendations which came out of the conference held just after SNE expanded its membership.

The White House Conference provided a stimulus for additional conferences on specific issues related to nutrition education. SNE annual meetings also promoted action related to the various components of the specialty. Those activities brought together leaders in the field who set the course for nutrition education.

A two-day international conference on nutrition education coordinated by IUNS and held in Guadalajara, Mexico in 1972. Papers on planning and evaluating mass media and formal education programs in developing countries were presented. The conference pointed up the fact that there was a more organized effort in nutrition education in developing countries than in the United States.

In September 1973, USDA awarded a contract to AIN to conduct panel discussions on the status of human nutrition knowledge. Nutri-

tion education was the topic of one panel. The outcome was to provide direction for agriculture research programs of which nutrition education research was to be a part for the first time. (Weir 1979)

In October 1973, USDA and The Nutrition Foundation cosponsored at North Carolina Agricultural and Technical State University, Greensboro, a workshop on the role of land grant institutions in applied human nutrition. It was the first time such a conference was held.

Particular emphasis was on institutions established in 1890 to provide "separate but equal" education for blacks in southern states. Many of the attendants were profoundly affected by seeing first hand the meager facilities of a North Carolina 1890 university.

The conference was expected to provide a step forward for collaborative efforts between USDA 1890 and 1862 land grant institutions and state agencies in many areas related to applied nutrition. The recommendations from the nutrition education workshop provided an opportunity to define the role of the specialty within the applied nutrition context. (King 1976)

The National Nutrition Policy Study Hearings held in June 1974 by the Senate Select Committee provided yet another opportunity to address nutrition education issues. Jean Mayer, coordinator of the 1969 White House Conference, also coordinated these hearings. One purpose of the hearings was to review implementation of the recommendations from the White House Conference and provide momentum to carry out additional recommendations.

One of the six panels at the hearings—Nutrition and the Consumer—was chaired by Esther Peterson, President of the National Consumers League and Howard Schneider, Director, Institute of Nutrition, University of North Carolina, Chapel Hill. About one-third of the 25 panel members were either SNE members or persons working actively with SNE.

However, that did not mean there was an easy consensus on the panel. A subpanel was formed, and the main panel dealt with consumer access to information while the subpanel addressed consumer issues. The Subpanel on Popular Nutrition Education filed a separate report. As a member of the subpanel, I had the opportunity to incorporate into its report recommendations already put forth by SNE. The recommendations from both groups were a further step toward building a stronger national policy regarding nutrition education. (Ullrich 1974)

In addition, as a result of a request from Sen. Charles Percy (R-Ill.) at the hearings, I later prepared and submitted a separate statement on manpower and resources in nutrition education in schools, colleges, and universities. (Ullrich 1974) It recommended that: specialists in

nutrition education should have a master's degree in food and nutrition with specialized training in education and communications techniques; a course in nutrition and college level training should be required of teachers to be certified to teach nutrition in K-12 programs; and teachers in the school system—such as those trained in elementary education, health, physical education, science, or home economics—should have inservice training.

In July 1974, Helen Guthrie organized a nutrition education conference workshop at Penn State to bring together experts in nutrition, education, and communications from throughout the United States to examine the current state of nutrition education and make recommendations for the development of effective nutrition education.

The four target areas were: health professionals, teacher preparation, general education for the college student, and lay education.

The conference recommendations were used to implement a nutrition education thrust in Pennsylvania. The Howard Heinz Endowment in cooperation with The Nutrition Foundation provided funds for the workshop and the resulting program in Pennsylvania. (King 1976)

The Heinz Endowment continued to support the Penn State Nutrition Center activities. In 1990, the endowment established the Helen A. Guthrie Chair at Penn State thus assuring that nutrition education will remain an important function at the institution.

In March 1975, the Program in Nutrition, Teachers College, Columbia University, held the Orrea F. Pye Symposium on The Nutrition Educator's Response to World Hunger chaired by Gladys Witt Strain. (1975) The focus was on a national approach: What can we do that might help the world's hunger now and prepare our nation's people for predicted changes?

There were work sessions organized around nutrition education in elementary and high schools, consumer education and mass media, government and industry, special diets revision, and professional education were drawn from agriculture, business, food technology, advertising, and anthropology. The symposium provided opportunity to further define the role of the nutrition educator in relation to food security issues.

A week-long international conference on nutrition education was held in Oxford, England, in Fall 1977. It was sponsored by IUNS in cooperation with UNESCO. The purpose of the conference was to provide opportunities for synthesis of newer educational concepts with more traditional approaches to nutrition education and training and to provide insight into nutritional problems of different regions of the world. One of the recommendations from the workshop Education and

Training for Nutritionists and Dietitians was to define the roles of the following professionals in nutrition education: nutritional scientists, epidemiologists, medical practitioners, medical specialists, medical teachers, teachers at all levels in all institutions, women's groups, consumer educators, agricultural extension officers, and economists. (Minutes 1977)

Some attendants were very concerned because there was no real discussion about the role of food and nutrition programs in the context of bringing about socioeconomic change in developing countries. Several heated, informal sessions resulted.

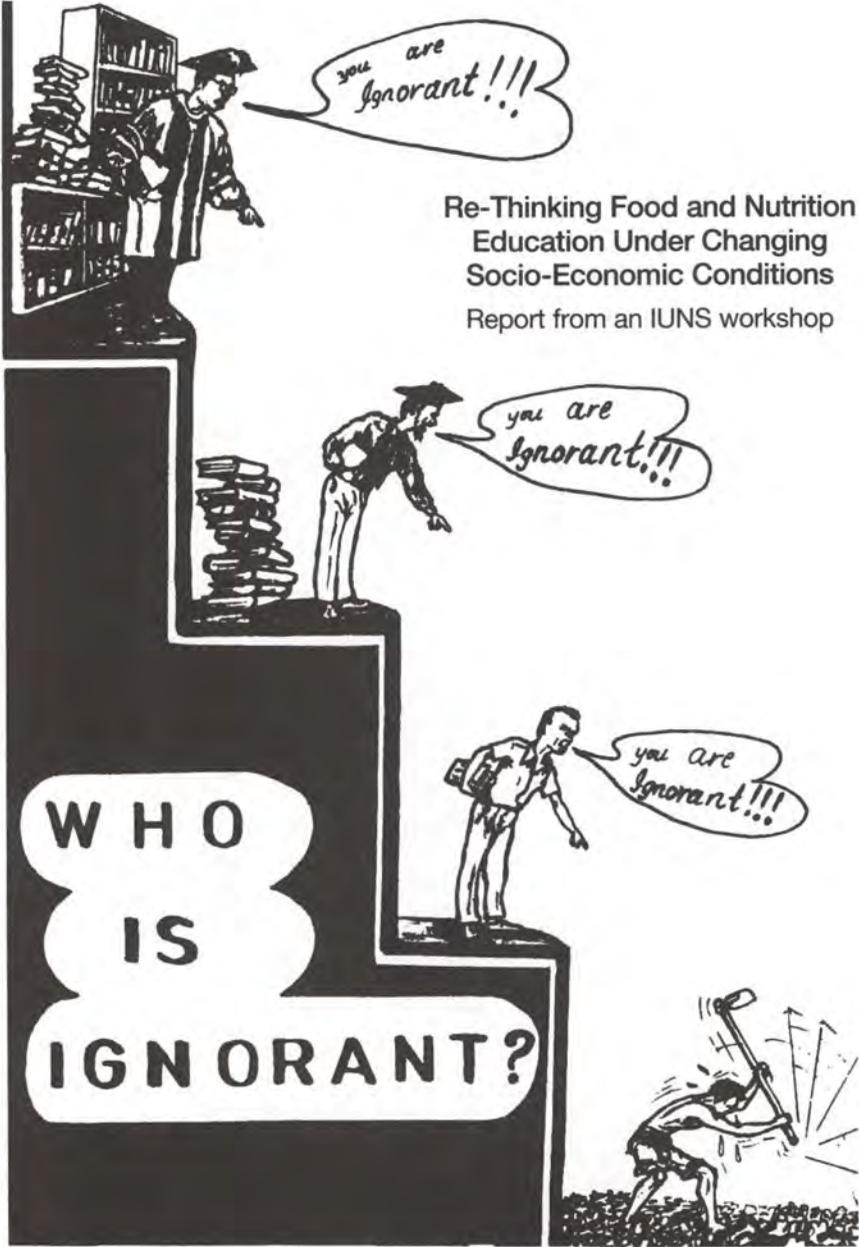
An outgrowth of those discussions was the workshop *Rethinking Food and Nutrition Under Changing Socioeconomic Conditions* held in Tanzania in 1978. The group of 40 who attended from all over the world were particularly concerned that the traditional didactic approaches to nutrition education used in developing countries were not appropriate. They felt the traditional methods were mainly based on assumptions that the causes of malnutrition were ignorance or lack of motivation on the part of the individual and failure of the individual to use existing optimal resources.

The workshop addressed the concept of "...how nutrition education can be used to further democratic, social, and economic development." It suggested using nutrition "as an entry point to mobilize people's interest in and ability to take responsibility for their own situations and future." (IUNS Workshop Report 1978)

There was a followup week-long workshop at the XIth International Congress of Nutrition held in Brazil in August 1978. (Mosio and Eide 1985)

Another workshop sponsored by the IUNS Committee on Public Nutrition Education was held in Tanzania in 1985. [Joan Gussow, who chaired the committee, contracted malaria at the meeting and barely survived.] IUNS committees were reorganized, and the level of commitment to nutrition education seems to have dwindled since the late 1980s.

In September 1979, a National Conference on Nutrition Education: Directions for the '80s—coordinated by Johanna Dwyer and sponsored by DHEW, Federal Trade Commission (FTC), SNE, USDA, and Office of Science and Technology Policy, Executive Office of the President—was held at NIH facilities. Conference task forces focused on the general public, pregnant women, children and adolescents, low-income and elderly populations, and persons with diet-related diseases. The purpose was to set direction and provide guidance to the sponsoring groups for addressing nutrition education needs in



Cover design: David Kyungu, TFNC

the 1980s. Several steps were taken to have the broadest possible input. Previous to the conference, task force draft recommendations were published in the *Federal Register* for public comment. Written comments were used to revise the recommendations which were then discussed at the conference. The final report was published as a *JNE* supplement with Dwyer (1980) as the guest editor.

In 1980, Christine Olson and Ardyth Gillespie coordinated a workshop on Education Research/Applying Principles from the Behavioral Sciences at Cornell University. The disciplines selected for discussion were anthropology, communications, psychology, and social psychology. Background papers identifying and describing theories, perspectives, and methods along with reactor papers were sent to the 42 participants before the conference to facilitate discussion at the meetings. Olson and Gillespie (1981) were guest editors of the *JNE* supplement which contained the proceedings of the workshop and eight submitted research papers related to appropriate application of behavioral science theory.

Several conferences were held in the 1980s related to nutrition education research including a series at Penn State (Light 1980) and three by the National Dairy Council (Nutrition Education...1978, Brun 1981, Lewis 1987) All of the conferences strengthened the field of nutrition education research. The findings are discussed in sections on nutrition concepts and evaluation in Chapter 11. A special issue of *JNE* guest edited by Gillespie and Brun (1992) will commemorate the growth in nutrition education research during the 25 years of SNE.

A number of conferences in the 1980s addressed health promotion issues of which nutrition and nutrition education are one component. The consensus conferences on osteoporosis, obesity, and elevated cholesterol helped define acceptable educational messages related to those conditions. Despite the various recommendations made in connection with the various meetings, conferences, and workshops, there still exists an aura of indecision about what nutrition education is about. Although we seem to have defined what needs to be done to have more effective nutrition education, questions remain about who is to do it, what kind of training they need, and who is going to pay for it.

NUTRITION EDUCATION DEFINED AND WHO IS A NUTRITION EDUCATOR?

The Definition

In the first issue of *Journal of Nutrition Education*, Todhunter (1969) wrote "Nutrition education for the general public is the process by which beliefs, attitudes, and understandings about food lead to

habits that are nutritionally sound, practical, and consistent with individual needs and available food resources.” Ten years later, in an editorial about developing a national nutrition education policy, I suggested the following definition:

“Nutrition education is the process which enables individuals to gain understanding and skills necessary to promote and protect their nutritional well-being through their food choices.” (Ullrich 1979)

The National Nutrition Consortium (NNC) used that definition as a part of its statement on nutrition education policy in 1980. (Board of National Nutrition Consortium 1980)

In the ADA position paper *Nutrition Education for the Public* authored by Gillespie and Lorraine Shafer (1989), nutrition education is described as:

Nutrition education is a process that assists the public in applying knowledge from nutrition science and the relationship between food and health to their food practices. It is a deliberate effort to improve the nutritional well-being of people by assessing the multiple factors that affect food choices, tailoring educational methodologies and messages to the publics being reached and evaluating results. It can help individuals develop a knowledge base and a commitment to good nutrition, select nutritionally adequate diets, and develop decision-making skills.

SNE has never adopted an official definition of nutrition education.

The Nutrition Educator

When SNE started, the founders considered that all professionals who were “interpreters of nutritional sciences and motivators for the development of good nutritional practices” met the basic standards for nutrition educators. This did not necessarily mean that nutrition education was the full-time function of their positions. About the only full-time nutrition educators were teachers in higher education, state cooperative extension specialists, a few nutrition educators working with K-12 programs, and occasional consumer education specialists or nutrition communicators.

However, there were other professionals such as dietitians, home economists, public health and community nutritionists, allied health professionals, nutrition scientists, and food technologists who had some involvement in the field. There was a great deal of concern about how to define “nutritionist” because it was being misused by persons with no specialized training in nutritional sciences.

The term “nutritionist” was used as often by the health food store clerk as the Ph.D. nutrition scientist or physician. The terms

“nutritionist” and “dietitian” were used interchangeably for most nutrition educators. When SNE started, there was a desire to better delineate the roles of professionals who were generally lumped together as nutritionists.

Because nutrition education was viewed in various ways by different nutrition specialists and was not generally recognized as a specific area of specialty, SNE had difficulty gaining recognition as an organization of professionals having definable qualifications. Early qualifications for membership were broadly defined on purpose because in the beginning there was little recognition of a need for special skills to be an effective nutrition educator. In fact, there were those who felt that effective educators were born not trained.

Long before the 1960s, there were very specific training requirements for dietitians. Nutrition scientists also took a prescribed core of training. However, those who wished to interpret nutritional science and teach the public, clients, and students had to develop their own training programs.

The draft report of the NNC Committee on Qualification, Standards and Competencies in Nutrition, (Report of Committee 1976) included eight subspecialties; nutrition education was not among them.

Nutrition Education As A Component of Dietetics

ADA has successfully defined the profession of dietetics. In 1959, the dietitian was described as a person who was “a member of the profession of dietetics which deals with clients, the technical aspects and the art of feeding people.” (Barber 1959)

In 1969, the year *JNE* was started, the voluntary process of registration of dietitians (R.D.) was begun “to protect the health, safety, and welfare of the public by encouraging high standards of performance of persons practicing in the profession of dietetics.” By 1972, it was recognized that dietitians did more than feed people, and they were described as “a translator of the science of nutrition into the skill of furnishing optimal nourishment to people.” (The Profession of Dietetics...1972)

At the same time SNE was developing as a new organization, ADA began to take a role in nutrition education. American Dietetic Association Foundation (ADAF) was created in 1966 as a nonprofit association to support activities of an educational and scientific nature. In 1982, ADAF launched a major building fund program to house ADA headquarters and the National Center for Nutrition and Dietetics. In 1985, ADA decided that the purpose of the center would be the development and sponsorship of programs addressing those broad issues in food,

nutrition, and health that were concerned with the general public. (Cassell 1990)

ADA formed Dietetic Practice Groups (DPGs) in 1977 to enable dietitians to join in relatively small groups with others having similar specialties. In 1992, there are 23 DPGs including groups called Nutrition Educators of Health Professionals and Nutrition Education for the Public. The latter group adopted Dimensions of Practice which spell out the core of knowledge and skills needed to function as a nutrition educator. (Committee on Dimensions of Practice 1986) That core of knowledge and skills parallels those described earlier by SNE.

The first priority of the 1978 ADA House of Delegates was nutrition education for the public. A full-time staff member was hired in 1982 to assist the membership in that task. Project Image had 16 “ambassadors” throughout the nation who were trained to promote dietetics and present a positive image of the dietitian to the public. (A New Look...1985) In the mid-70s, while SNE was identifying the need for programs, ADA was putting public information programs into place.

In the 25 years of SNE’s existence, ADA has taken an assertive role in nutrition education. Because it is large and strong with 65,000 members in the ’90s, ADA has in some ways led the growth in the communications approach to nutrition education. However, the training needed to be a dietitian is not the same as the nutrition educator’s training which has greater emphasis on communication, learning, and behavioral theory.

Defining A Nutrition Education Specialist

The nutrition educator, whether practicing in the formal academic setting, K-12 school, community, health, or industry should have specific training and experience. In 1977, an SNE Ad Hoc Committee on Nutrition Education Specialist Qualifications and Functions submitted the resolution Nutrition Education Specialist in School Systems K-12: A Position Paper on Function and Qualification which was approved by the membership. (Nutrition Education Specialist...1978)

The resolution stated that this specialist *must have the scientific training to evaluate research and popular claims and the educational training to facilitate the translation of this information into forms suited to the level and ability of the student in order to affect behavior in a positive manner.*

It recommended that *each school district, board of education, or educational administrative unit with an average attendance of 10,000 or more hire at least one nutrition education specialist.* The position paper’s recommendations were used in establishing qualifications for

the nutrition education coordinators in state and local Nutrition Education and Training (NET) programs. (See Chapter 11)

In 1985, the SNE Committee for the Academic Preparation of the Nutrition Education Specialist defined the nutrition education specialist as *a professional who is trained in the fundamental principles of human nutrition, learning theory, and educational methods including behavioral change strategies. This professional nutrition educator designs, implements, and evaluates nutrition education programs which focus on developing and maintaining positive food and nutrition behaviors.* They recommended that a program leading to a master's degree was considered appropriate for the nutrition education specialist.

The committee spelled out 27 competencies which should be achieved by completion of the training. Those were grouped in the following categories: Food and nutrition content, eating behavior, behavioral and educational theory, research methods, program evaluation, and design and delivery of nutrition education. (From SNE 1987)

Helen Guthrie (1989) addressed the role of the nutrition educator in her W. O. Atwater Memorial Lecture "The Many Faces of Nutrition Education—Challenges and Responsibilities" at SNE's 1989 Annual Meeting. She said that to be a successful, effective nutrition educator requires a breadth of competency that far exceeds that required of either the basic or strictly clinical aspects of the discipline.

"It is my contention," Guthrie stated, "that those of you who are playing the critical role of providing the bridge between the nutrition scientist, i.e., the laboratory or clinical investigator, and the public should recognize not only the impact you have on the health of the nation but also the range of skills you have or must acquire and the diversity of disciplines with which you must interact. Yours is a role that should evoke pride and not apologies."

Credentiailling and Licensure of Dietitians and Nutritionists

As a followup to defining qualifications for nutrition education specialists, Janice Dodds (1987) asked an SNE Special Committee to look into credentialling for nutrition educators.

In 1987, a resolution was passed requesting that SNE work in support of enabling all qualified nutritionists to practice in the states where licensure or entitlement requirement exists or is proposed. The licensure of dietitians in many states has excluded qualified nutrition educators who are not R.D.'s from teaching in certain circumstances.

This means that a nutrition educator without an R.D. could not teach groups about preventing disease or reducing risks of disease through nutritional management.

An SNE licensure working group (1990) conducted a survey and issued the report *The Impact of Dietitian Licensure Laws on Nutrition Educators*. They found that nutrition educators were clearly disadvantaged in at least half of the states responding to the survey. In April 1991, Sarah Ducey and Janet Tenney met with representatives from American Board of Nutrition, American College of Nutrition, ADA, AIN, American Nutritionists Society, ASCN, and American Society for Parenteral Nutrition to discuss the issues of a credential for the advanced degree nutritionist. (Ducey 1991)

It was agreed that although licensure has merits, the R.D. exam is not relevant to many other advanced degree nutritionists. They discussed the issue of an alternate exam component as well as an alternate experience component for licensing of nutritionists. It was a step in the direction of recognizing the breadth of skills and specialties involved in the field of nutrition education and will help delineate the value of specialized training in nutrition education during the next 25 years of SNE.

AREAS OF SPECIAL INTEREST: SNE DIVISIONS

During the planning for early SNE annual meetings, it was recognized that nutrition educators had different areas of interest and focus. Workshops and discussion groups were frequently held on such topics as consumer concerns, college training, continuing education, medical education, children, family, and health issues. By 1973, 16 papers were presented at the annual meeting on research and innovative programs. Those categories grew to be an important component of annual meetings and demonstrated the breadth of interests SNE members had.

After the 1974 meeting, the decision was made to form the SNE Legislative Committee, the first special interest group. At subsequent annual meetings, special interest sessions along with presentations of issues set the direction for SNE activities.

The 1975 annual meeting had three special interest luncheons: Liaison with Industry, College/University Teaching, and Legislative Action. Ninety persons attended the Liaison with Industry meeting and agreed to form a committee headed by Jerry Moore to decide how and when interaction with industry would take place.

The College/University Teaching luncheon attracted 127. George Briggs led the discussion on whether a special group should be formed within SNE. Twenty-one volunteers formed a task force to develop priorities and set direction for the group.

General Division Practices

In 1976, the membership approved a new constitution and bylaws that made it possible to form divisions within the society.

When the divisions were first formed, each determined its own dues rates and activities. For several years, some divisions held special workshops before, during, or after annual meetings. As the number of divisions grew, this became rather difficult. The manual *Policy Guidelines for Interest Groups* (Britten and Latham, 1989) was approved by the SNE Board. The guidelines stipulate that a new group must gather at least 50 signatures in addition to submitting a plan to the board for recognition. Then the interest group must maintain a minimum of 100 members.

The divisions are given an option to plan a plenary session for the annual meeting on a rotating basis. In addition, there are usually special division sessions and business meetings within the structure of the annual meeting. Divisions provide newsletters and occasional membership directories. Currently, SNE members may be a member of one division without charge and pay a \$10 fee for each additional division membership.

The structure of divisions has provided an important contribution for identification of subspecialties within nutrition education. It seems that the expression of issues which are diverse in their focus because of subspecialties should be one of the future strengths of SNE. Nutrition education is not a specialty which has easily defined parameters, and it is important that the lines of communication be kept open on the diverse issues related to the whole future of the field.

Division of Higher Education

The Division of Higher Education was the first to be formally recognized. One of its first activities was to hold a workshop Nutrition Education for the Expanded College Audience preceding the 1977 annual meeting. More than 125 members participated in the workshop.

The goals of the division are:

- To provide opportunities for individuals involved in nutrition education in higher education to become better acquainted professionally and to share methodology and research through activities of the division, and
- To stimulate research towards improving the effectiveness of nutrition teaching in higher education.

This division has been very active throughout the years and has provided leadership in defining the training of nutrition educators. It also has provided support materials for teaching and training workshops.

Barbara Shannon recalled that the division was something she wanted to see started, and she served as its first chairperson and organized its first workshop. She felt the division would provide a

network and group within the organization to give more opportunities for more people to get involved in some leadership roles other than at the board level. Shannon said her sense of belonging and rootedness in the organization really came about through involvement in the division.

Committee on Liaison with Consumer Groups

The Committee on Liaison with Consumer Groups functioned as a committee from 1975 to 1978 but never materialized into a division. In part, it was difficult to define a focus for the group because “consumer” is such a broad term. The group also determined that many of the consumer issues such as nutrient labeling and food advertising could be best served through legislative committee activities. This committee held the first session on agricultural issues at the 1977 annual meeting. Kate Clancy organized the session.

Division of Nutrition Educators with Industry

This was the second division to be formed. In 1977, the Committee on Liaison with Industry decided it was unable to function as an agent for dialog between educators and industry top management. It would refocus its role to promote positive participation of industry-employed nutritionists in SNE programs and activities and to discourage or minimize defensive participation by the industry-employed professionals. Committee members voted to form a division in 1978. This group has actively participated in the development of policies relating to SNE and food industry relationships.

Division of Public Health

In 1977, it was learned that a task force had been appointed by the Association of State and Territorial Public Health Nutrition Directors and the graduate faculties of public health nutrition programs to look at the problem that public health nutritionists were not able to identify with any one professional organization to meet their unique needs.

SNE invited them to consider our organization since affiliation would not require one hundred percent membership in SNE and the group could provide leadership with SNE’s endorsement in establishing training and qualification needs for the public health nutritionist. (Ullrich 1977) However, the task force decided in 1978 to form a coalition for public health nutrition and invite various organizations including SNE to participate in the coalition.

Peggy Ravich served as SNE representative to the coalition during its formative years. (Ravich 1980) The initial actions of the coalition also prompted public health nutritionists who were members of SNE to form a division within the Society.

In 1980, a petition was sent to the SNE Board with 25 signatures to form a division. (Ravich 1980) By the time of the 1981 SNE Annual Meeting, there were 500 members in the Division of Public Health Nutrition. Peggy Ravich Zamore was the first chairperson. (Zamore 1981)

The objectives of the division included:

- Provide a forum for exchange and communications among SNE members interested in public health;
- Strengthen legislative networking and develop and promote positions on national health policies; and
- Enhance professional development.

By 1982, the public health nutrition coalition was forced to charge a membership fee of \$100 to each of the organizations in the coalition. This was a time when budgets were very tight, and it was difficult to generate the funds. Eventually, the coalition ceased to function.

In 1984, Bette Caan was instrumental in publishing a directory of division members which contained a good deal of information about each member: where they worked; job responsibility; and experience relevant to public health issues that prepared them to work on position papers, as consultants to certain kinds of programs, and in preparation of educational materials.

The division was instrumental in introducing a resolution passed in 1981 to establish an SNE award for outstanding contributions to nutrition public policy development and implementation. The first award was given to former Sen. George McGovern in 1982.

Division of Specialists in Nutrition Education of Children

The 1979 SNE Annual Meeting was a high point for the activities of professionals who work with children. The National Nutrition Education and Training Program (NET) was being implemented. A national meeting of NET coordinators was held directly after the annual meeting in San Francisco. (See Chapter 11) Day care and Head Start programs were expanding their nutrition education component.

Those involved in those programs held special sessions in connection with the annual meeting. Marilyn Briggs, daughter of George Briggs, organized the division at this annual meeting and served as its first chairperson. The division's objectives as outlined at the organizational meeting were:

- To foster communications and exchange of ideas among SNE members interested in nutrition education of children in preschools through grade 12 and those serving them;

- Promote the identity of the nutrition education specialist consistent with the SNE position paper;
- Develop academic preparation for specialists;
- Encourage specialists to be involved members of SNE and the division; and
- Encourage support to coordinate with other organizations on mutual concerns.

In the years since the early 1980s when funds for NET were cut, this division has been a moving force to gather data about the programs and to provide testimony to keep the program intact and encourage its growth.

Division of Food and Nutrition Extension Educators

The board approved the petition for the Division of Nutrition Education Extension Educators in Spring 1984. They held their first organizational meeting at the 1984 SNE Annual Meeting. Carolyn Lackey was the first division chairperson. The division was probably somewhat slower in organizing because most nutrition education specialists in cooperative extension hold statewide jobs and are relatively few in number and already had a loosely organized network coordinated by federal extension offices in Washington. One reason the organization was needed was to develop a strong voice outside of extension to support EFNEP and general extension nutrition programs and maintain their federal funding.

Division of International Nutrition Education

When SNE started, it was recognized that nutrition education as carried out outside the United States was one of the overall issues to be addressed by SNE. At the 1983 SNE Annual Meeting, Michael Latham chaired a meeting to explore interest in establishing an international division. (See International Membership, Chapter 2) A task force was appointed to examine the mission, structure, and function of such a division. The task force became The Select Committee on International Nutrition Education (SCINE) in 1984. The objectives of the committee were:

1. To encourage submission of international papers to *JNE*;
2. To determine special issues for annual meeting programs; and
3. Recruit organizations and persons to provide information to SNE membership on major food and nutrition issues outside the United States.

The committee eventually evolved into an SNE division. However, that was not the choice of SCINE. They felt by becoming a division

the SNE membership would have to choose between it and another division. Also, the SNE international component should be broader than only a portion of the SNE membership. They would have preferred an International Policy Advisory Council to affect SNE policies in international nutrition education. (Latham 1987) When SNE's five-year strategic plan was instituted, all policy advisory councils were eliminated so there was no option but to form a division.

This division held conferences of major significance after several annual meetings. One was in Hawaii after the 1985 annual meeting and another was an international meeting on dietary guidelines in Toronto in 1988. (See Chapter on Dietary Guidance)

Division of Sustainable Food Systems

A group of SNE members have been particularly interested in issues related to sustainability of the food system and the effects of current agricultural practices on the ecosystem. Their mutual interest resulted in forming a division in 1990.

The division's objectives are:

- Promote a sustainable nutritious food supply;
- Enable SNE members to be involved in the formation of food and agricultural policy;
- Encourage the inclusion of information concerning ecological, economic, and social justice issues in nutrition education programs;
- Provide education to SNE membership concerning food and agriculture sustainability through articles in *JNE* and sessions at annual meetings; and
- Develop an awareness of nutrition education as the link between agriculture and health.

The division has been effective in developing membership resolutions and has organized several sessions at annual meetings.

Other SNE Means to Strengthen the Specialty

In addition to SNE and related workshops, the growth of *JNE* from a quarterly to a bimonthly publication is a strong testament to the growth of nutrition education as a specialty. In 1991, *JNE* editors rejected about three articles for every one published because of lack of space and stringent review process. Even so, there is a serious backlog of articles accepted for publication, and there may be a delay of a year between acceptance and publication.

Articles published in *JNE* have contributed importantly to a marked increase in our understanding of factors which affect decisions made in relation to food selection behavior.

Techniques of program planning and evaluation have changed substantially since 1968. The review section of the journal shows that the materials available to assist in effective nutrition education have been improved and increased through the years. It appears that the evaluative reviews of materials have served to improve the quality of materials. There were about 150 reviews published in 1988-89. (See Chapter 4)

SNE has been instrumental in encouraging the growth of the specialty through oral presentations and poster sessions at annual meetings. In 1974, 24 papers were given; in 1982, there were 120 presentations of papers and posters. In 1991, when attendance at the annual meeting was about half that of 1982, there still were 93 presentations and posters.

The presentations have been particularly useful in encouraging young professionals to do research and develop innovative programs and projects in the field.

NATIONAL POLICY ON NUTRITION EDUCATION

As late as 1979, there was no official document describing what a national nutrition education policy should be. There had been a flurry of interest about the need for more nutrition education, but little had been done to provide a coordinated growth of effective approaches in nutrition education at the national level. The Congressional Research Service (1977) and The Comptroller General (1978) published reports on the role of government in nutrition education.

In response to that concern, a *JNE* editorial urged that

A national nutrition policy should not be left to the executive or legislative organs of government...The nutrition community must get its act together and move ahead quickly. There are very few professionals trained in nutrition compared with other professionals who have a vested interest in nutrition such as physicians, nurses, teachers, lawyers, communicators, and even food industry executives.

Therefore, a comparatively small group of nutritionists cannot afford to waste their efforts differing among themselves about dietary goals but must work together if they are to have any influence on these larger groups of professionals and, in turn, be instrumental in forming and implementing any resulting policy.

...because nutrition needs change throughout life and are affected by many kinds of personal stresses and environmental conditions, nutrition education cannot be centered in one government agency. It is not surprising that

surveys show that 30-odd different agencies were found to be doing something in nutrition education. However, there is a need for coordination and planning and consistent interaction between agencies. The national policy must address the development of a carefully designed master plan which provides for research mechanisms and evaluation of programs. (Ullrich 1979)

The National Conference on Nutrition Education: Directions for the '80s held in Fall 1979 served as a 10-year followup on the recommendations of the White House Conference and helped identify a broad base of policies for a national nutrition education policy.

It was the Board of National Nutrition Consortium (1980) that finally developed a position paper on nutrition education policies. Helen Guthrie chaired the task force that produced the paper. Table 3.1 lists the points the task force considered essential for a sound policy.

As Johanna Dwyer (1980) said "SNE is the world's only society devoted to exclusively to nutrition education." Even though SNE was a member of the consortium and Guthrie chaired the task force, it seemed that SNE weakened its position of leadership when it did not develop a policy and then ask other organizations to support it.

Clancy (1982) analyzed the status of the National Nutrition Education Policy and pointed out that the Reagan Administration's reorganization of USDA had weakened its nutrition education capabilities. Monies also were cut back at the DHHS, and the method of disbursing funds through block grants to states left a coordinated nutrition education policy in jeopardy.

By 1983, it was time to rethink the role of nutrition education in the nation's overall nutrition policy. The emphasis in nutrition education policy in the 1980s and into the 1990s changed from promotion of an "adequate" diet to disease prevention and health promotion. Thus nutrition educators today have been forced to form partnerships with a variety of academic institutions, agencies, associations, professional organizations, and the private sector.

The focus on dietary guidelines and nutrition and health has increased the involvement of organizations outside nutrition—American Heart Assn. and American Cancer Society for example—in the nutrition education policy making process.

Sims (1990) pointed out that government is no longer the only—or even the major—actor in the nutrition education policy arena. Voluntary health associations, trade groups, food industry, and professional organizations are taking much more proactive stances to inform consumers about their views on food, nutrition, and health issues. She

Table 3.1
Statement of Nutrition Education Policy*

**Board of the National Nutrition
Consortium, June 1980****

1. As part of a concern for the total health and well-being of the individual, nutrition education should be incorporated into all educational levels from the preschool to the university, including graduate and professional schooling.
2. The home is the basic learning center for food and nutrition knowledge, attitudes, and practices; thus, in order to ensure continuity in the educational process, efforts should be directed toward improved programs for adult education.
3. Nutrition education programs should be conducted or supervised by professionals who have had scientific training in nutrition through accredited institutions.
4. The content of nutrition education should be based on scientific evidence and, where appropriate, should present both sides of a controversial issue.
5. All nutrition education efforts should include an evaluation component assessing attitudinal, cognitive, and/or behavioral change.
6. Adequate funding for continuing research in nutrition education must be made available from both public and private sources.
7. In order to implement the activities proposed in points 1-6, there must be coordinated efforts on the part of all those involved in nutrition education including nutrition and home economics educators, various agencies of the federal government, industry, state departments of health and education, universities and professional schools, teacher education programs, and recognized organizations committed to nutrition and nutrition education.

*For the full text of the statement see *Journal of Nutrition Education*, 12:3, 1980. pp. 138-40.

** Sponsor organizations: ADA, AIN, ASCN, IFT, SNE.

considered this a positive development because those groups have the financial resources to combine balanced, credible information and programs with high quality materials.

The *JNE* article "The White House Conference on Food, Nutrition and Health, 20 Years Later: Where Are We Now?" by Goldberg and Mayer (1990) pointed out two urgent needs for the future. The first is for better health education with nutrition as a component from kindergarten through college and for the inclusion of nutrition as a mandatory part of the curriculum in medical and dental schools and applied health programs. The second is for continuing innovative involvement of children in informal nutrition education.

The most recent policy effort is through the book *Improving America's Diet and Health—From Recommendations to Action*, a publication of the Food and Nutrition Board. (1991) The report provides strategies and actions—many of them educational—to implement the scientific consensus reflected in the documents *Surgeon General's Report on Nutrition and Health, Diet and Health*, and *Dietary Guidelines for Americans*. *Improving America's Diet* provides recommendations for various sectors of the society: governments, private sector, health professionals, and education of the public. (Thomas 1991)

COORDINATED EFFORTS IN NUTRITION EDUCATION

National Nutrition Consortium

NNC was founded in 1973 by ADA, AIN, ASCN, and IFT with Mark Hegsted as its first president. The stated goal was to establish a national nutrition education program to help educate consumers and have liaison with government and industry leaders. The consortium was to provide "responsible" nutrition and food science authorities with a forum from which to speak with a common voice. It was intended to provide a focus for coordinated action to guide the application of food and nutrition knowledge for the public good.

SNE was not originally invited to join the consortium. *CNI Weekly Report* ran a story headlined "SNE Snubbed by Nutrition Consortium" (1973) in which Hegsted was quoted as saying "Originally people thought SNE was not very discriminating in terms of membership so far as nutrition credentials are concerned" and the sponsoring societies agreed to "stick to fewer groups while getting organized."

SNE President Sue Williams (1973) wrote to Hegsted saying "It seems extraordinary that the Society for Nutrition Education which is committed to the same purposes (as NNC) has not been invited to contribute to the consortium...I believe that if you review the

membership of the Society for Nutrition Education you will find considerable numbers of very responsible nutritionists who have exhibited their concern for improving the national nutrition status by joining the Society for Nutrition Education.” She also pointed out that SNE did have a requirement of a baccalaureate degree and some training in nutrition to become a member.

Williams remembered flying with Ann Burroughs to Chicago through a snowstorm to meet with the NNC Executive Committee to provide information about the quality of the SNE membership. The storm got so bad they delivered the information and caught the last plane leaving Chicago before the airport closed down and had no dinner.

Olaf Mickelsen, Professor of Nutrition, Michigan State University, (1974) made an interesting observation in a letter to Briggs:

One of the problems...plaguing the consortium is the requirement that organizations purporting to be of a nutritional nature should have members whose competencies are comparable to those of the AIN membership, the argument being that this is the only way to keep out food faddists.

Such an attitude, in my mind, predestines the Nutrition Consortium to be of very limited and very minor importance in doing anything for nutrition education in the United States. A Ph.D. or an M.D. in nutritional sciences does not make that individual competent to translate the information into terms that can be understood by the general public.

In 1975, NNC amended its bylaws, and SNE became a member. For several years, O. Lee Kline served as NNC Executive Officer. Then Kristen McNutt, an SNE Board member, was NNC Executive Officer for two years. Subsequently, Mahlon A. Burnette served for a short time. In 1982, Betty Bluin became the executive director and served until NNC was disbanded due to lack of support and funds from member organizations in the late 1980s.

After 1975, NNC expanded its membership to include at one time or another during its existence AHEA, American Academy of Pediatrics, American Association of Cereal Chemists, American College of Nutrition, American Society for Parenteral and Enteral Nutrition, Food and Nutrition Board.

NNC had difficulty raising enough money either from grants or membership organizations to have enough staff for an effective program. One of its few successful functions was an annual seminar in Washington on nutrition policy development geared for graduate students in nutrition programs from all over the United States.

The SNE Legislative Committee provided a lot of the resources for the seminars which were held for a number of years. The *SNE Public*

Policy Manual and other materials were used. SNE members provided leadership for several NNC committees which prepared position papers and had input in the decision making of the NNC Board.

Many people recognized that the concept of a coordinated voice on nutrition issues was a valid one. However, most of the issues of prime importance at the time were related to nutrition education and policy. As a result, SNE members ended up writing consortium position papers when they should have been working at positioning SNE as the lead organization in nutrition education and encouraging other organizations to support our expert opinion.

United Nutrition Education Foundation

The United Fresh Fruit and Vegetable Assn. formed the United Nutrition Education Foundation in 1977 for the purpose of developing nutrition education programs and providing grants to individuals and groups for special projects. (Imming 1977)

While there was no direct connection with SNE, several of the Society's leaders were on the board of directors. The expectation was that government and private industry monies would be available to carry out the goals of the foundation. By the time the demonstration projects had been developed, there was no money available. The foundation was disbanded.

Network for Better Nutrition

When government agencies were forced to cut back their regulatory and education activities in 1981, an idea to develop a voluntary organization for nutrition education grew.

The Federal Trade Commission (FTC) was forced to abandon its proposal to regulate food advertising (See Chapter 9) because of food industry lobbying of Congress. FTC Chair Michael Pertschuk decided the agency would pursue the claim that the food industry would voluntarily provide nutrition information.

As an alternative to regulations, the FTC staff assisted by several consultants developed the concept of a voluntary food and nutrition information steering committee. Members of the committee represented consumer organizations, advertising agencies, food industry, academia, professional organizations (SNE), and each of the government agencies involved in nutrition education. The steering committee and support staff and consultants totaling about 25 people met for two days in June 1981 to explore concerns, objectives, and areas of agreement towards establishing a viable organization to further a coordinated effort to help the public gain better access to nutrition information. (Fisherow 1981)

Out of the preliminary meeting came the recommendation to continue to explore the possibilities of establishing an organization to carry out the suggested objectives. Such an organization was tentatively called the Nutrition Education Council. Two members of the steering committee were SNE leaders, Gussow and myself. However, Clancy was then on the FTC staff and heavily involved in the effort.

It was proposed that SNE had mechanisms to be the umbrella organization for activities suggested by the steering committee. However, the steering committee was reluctant to consider the proposal. The steering committee of 14 met monthly through Fall 1981 to determine the organizational structure, scope, and functions of such an organization and develop a program strategy.

A new organization—Network for Better Nutrition (NBN) (Manoff and Ullrich 1981)—was formed, and a pilot project proposal was developed (Helitzer 1982). The funding ran out, and the steering committee ceased to exist. There was no financial commitment from either government or private sector to support the network.

When clear anti-regulatory sentiments were displayed after Reagan took office, the food industry recognized that the FTC was no longer a threat. Thus the rationale to participate in NBN was dead. Also, USDA, a key governmental agency, never fully supported the idea.

Building Coalitions with Other Organizations

As money became tight for many organizations in the mid-80s, it was evident that the prudent way to build strength for instituting policies at a national level was to form coalitions of existing organizations. SNE has joined with other professional associations on issues such as maternal and child health, child nutrition, nutritional labeling, and nutrition monitoring legislation. The presence of an SNE member with other key national organizations is crucial to coalition involvement. SNE expertise on many of those issues has been valuable.

WHERE IS THE SPECIALTY GOING?

As yet, there has been no development of certification for nutrition education specialists, but it may come. Pressures in that direction are increased as licensure for dietitians gains momentum around the country. Exclusion of nutrition educators from state licensure codes can result in loss of jobs.

SNE has been successful in providing for the diverse interests of nutrition educators through the development of divisions. The divisions need to have a stronger voice in the affairs of the Society if the organization is to grow and prosper. For example, the Division of

Sustainable Food Systems has expertise in areas of ecology and local food sustainability which are going to become more important in the future. It should have an opportunity to head SNE in this new direction.

The nutrition educator is now a distinct specialist, and nutrition education has become an important part of health education as well as an entity in itself. This means that some nutrition educators need to broaden their knowledge base to become the health educators and/or interact with other professionals.

At one level, the specialty of nutrition education has become very sophisticated. Nutrition education research did not exist when SNE was founded but has developed into a unique theory-driven area drawing upon the behavioral, social, and nutritional sciences. The scientists carrying out this kind of research are providing a strong base on which practitioners can build programs.

However, care must be taken that SNE continues to have a balanced view of nutrition education. It should not shut out professionals who are interested in nutrition and want to be effective nutrition educators even though their training and career has been in other fields, e.g., elementary education, health education, physical fitness, food technology, medicine, or dentistry. If they are not nurtured within SNE or if the Society does not reach out to them, they will not be reliable resources and SNE will be the loser.

SNE Actions and Activities



JNE Grows and Changes

When the *Journal of Nutrition Education* was started in 1969, the time was right. There was no publication for the nutrition professional who was not working as a hospital dietitian or research scientist. There was a rapidly increasing interest in knowledge about nutrition on the part of politicians and the public.

Much of the nutrition information in the mass media was more misleading than accurate. The professional had limited access to resources of accurate information to which the public could be referred. There was a high level of frustration among nutrition educators who were painfully aware of their feeling of inadequacy and lack of effectiveness in motivating people to make changes in their food practices. *JNE* would help fill their needs.

Publication of *JNE* began a few months before the White House Conference on Food, Nutrition and Health. Distribution of 2,000 copies of the journal to EFNEP personnel across the country helped spread the word the new journal. In addition, a *JNE* supplement with a subscription form was distributed to all participants at the White House Conference.

Because of its original orientation to action, the journal's Current Topics section included information on issues such as hunger in America. Government Action updated readers on federal government programs and legislation. Another section containing reports from talks and conferences kept readers abreast of current thinking on pertinent nutrition issues. It is interesting to note that most of those topics seem current even after 20 plus years although the content of the articles might be quite different if written today.

There was broad readership of *JNE* articles in early issues and quotes from them appeared in the popular press as well as professional

publications. For example, a front page newspaper story in 1970 reported on a hearing on nutrition at which James Turner, a consultant for Ralph Nader's Center for the Study of Responsible Law, quoted from the *Journal of Nutrition Education*.

SUBMITTED ARTICLES

From the beginning, the founders of *JNE* and SNE were particularly concerned that submitted articles have a strong nutritional science basis, and that articles about nutrition education programs have an evaluation component.

In 1968, letters soliciting articles said that "We would be particularly interested in persons who have carried a program far enough to do some evaluation of the success of their programs." (Briggs and Ullrich 1968) Guidelines for submitting articles were structured according to those of other scientific publications. At first, the submitted articles were mostly descriptions of nutrition education projects. While there were attempts to acquire some evaluation of the projects, seldom did it exist.

The early research articles in *JNE* were usually needs assessment studies rather than nutrition education research. (See Table 4.1 for descriptions of content in the *Journal of Nutrition Education* in 1972 and 1992)

A review in *JNE* of Linus Pauling's book *Vitamin C and the Common Cold* was quoted in a 1972 newspaper article. *JNE* articles were reprinted and/or quoted in such publications such as *The Bulletin of The New York Academy of Medicine*, *Institutions/Volume Feeding Management*, *Food and Nutrition News*, *Canada Nutrition Notes*, and *Facts from Rutgers*. As the focus of the journal changed and articles became more sophisticated, there was less attraction for a broad audience of readers. As the field of nutrition education became separated from "sound nutrition information," and resources for reliable information grew, *JNE* became a very different journal.

By 1991, guidelines for submitted articles have been refined, but the same spectrum of articles is accepted under section headings Research, Reports, Viewpoints, Readers' Forum, and GEMS (Great Educational Materials). (*JNE Information for Contributors* 1991)

The original reference style was a combination of standard styles thought to provide information in a way that was useful to the reader. However, because it was not a standard reference style, it turned out that the *JNE* staff almost always had to rewrite references in accepted articles. When Susan Oace became editor, the reference style was changed to that of *The Chicago Manual of Style* which has been used ever since.

Table 4.1
Descriptions of the *Journal of Nutrition Education*

1972

Journal of NUTRITION EDUCATION...

...is designed for those persons who are interpreters of nutritional sciences and motivators for the development of good nutritional practices.

...incorporates research articles, critiques, reviews, and features which will assist the nutrition educator to be more effective in communicating with and motivating his clientele—the student, patient, colleague or lay public.

...endeavors to include a wide scope of subject matter which is relevant to nutrition education, including: (1) **background information**—surveys and studies relating to normal and special problems in food availability, selection, and consumption and nutrient needs which are pertinent to effective nutrition education; (2) **education and training**—methods of teaching to all ages and economic and educational levels informal and informal settings. Reviews, critiques, and program descriptions of educational needs and techniques; (3) **impact on the environment**—the relationship of behavioral, social, cultural, and psychological, political and economic influences with nutrition education as a means to bring about effective changes in food habits; (4) **advocacy**—work for changes in legislation and policies of government, food industry and allied professions, as they relate to nutrition education; (5) **evaluation**—techniques for measurement of the effectiveness of nutrition education. All submitted items about programs and methods in nutrition education should give some details about evaluation or proposed evaluation.

...expects to publish supplements of the JNE as the occasion arises. Supplements may include symposia, workshops, conferences, bibliographies, research, or survey articles of considerable length. All material is subject to normal reviewing procedure. The cost of supplements must be funded by the author nor authors.

...publishes submitted articles is approved by a review panel. Articles, program ideas, and “points of view” (“letters to the Editor”—500 word limit) are welcome. For “Information for Contributors,” see Vol. 4:40, Winter, 1972. Copies of this information may be obtained by writing to Editor, Journal of NUTRITION EDUCATION, P.O. Box 931, Berkeley, CA 94701.

...is listed in Current Contents: Agriculture, Food and Veterinary Sciences and Current Contents: Education.

Table continues

Table 4.1 (cont'd)

1992

Journal of Nutrition Education

The *Journal of Nutrition Education* is a refereed bimonthly journal designed to stimulate interest and research in applied nutritional sciences and to disseminate information to educators and others concerned about positive nutritional practices and policies. The *Journal* welcomes concise reports or original research and reviews relevant to nutrition education, short articles presenting viewpoints on current issues and controversies in nutrition education or reporting creative program ideas, and letters expressing responsible criticism or reaction to material published in the *Journal* or calling attention to topics of general interest to nutrition education professionals. Information for contributors, including instructions for preparation of manuscripts, is published in the first issue of each volume of the *Journal*.

There has been a healthy growth in submission of articles. According to a report on the 15 months from July 1, 1970 through September 1971, 60 manuscripts were received, 29 were accepted, 16 rejected, and 15 were in various stages of processing. (Briggs and Ullrich 1971)

A decade later, Oace (1980) reported that 103 manuscripts were received between June 1, 1979 and May 30, 1980, and 10 were pending, 72 withdrawn or rejected, and 21 accepted. She also stated that "The acceptance percentage (about 25 percent) is about the same as for the last three years. The number of submitted manuscripts is also about the same. There are more good papers than before. If this trend continues, there will soon be a backlog. This could result in publication delays or rejection of higher quality manuscripts or narrowing the scope of the journal. The problem could also be resolved by increasing the pages and frequency of the journal."

Audrey Marezki (1991) reported that during 1990 *JNE* received 151 manuscripts, 31 peer-reviewed articles were published in six issues in 1990 in addition to 25 GEMS, 7 Viewpoints, 1 special article, and 80 reviews of educational materials. In 1991, the *JNE* rejection rate for manuscripts was 53 percent with an average time of 18 months between submission and publication. The number of articles had almost tripled

and the quality of articles has vastly changed in the 20 years between the first and latest reports.

The focus on nutrition education has been maintained in submitted articles throughout the years. While there are other journals in which some articles relating to nutrition education have been published, *JNE* remains the premier journal in this field.

REVIEWS OF RESOURCE MATERIALS

Reviews of books and education materials have always been very important to *JNE* readers according to all readership surveys taken through the years. Most publications list materials which are sent to them but there are few or no critiques of the materials. *JNE* reviews have been seen by the producers of some educational materials as free advertising and a good review is often quoted in promotions for materials or books.

In the early '70s, there were few educational materials available. Nutrition educators frequently used mimeographed, hand drawn, and typed handouts as their support materials. I recall being given an assignment in the late '50s to produce a series of four television programs on nutrition. There was no place to go to find what else had been done or how to evaluate such programs.

That was one reason the review section of the journal was considered important and always adequately staffed. Each of the review editors has progressively developed more definitive guidelines for evaluative reviews. In the 1990s, most of the reviewing is done by experts in the area for which the material or book is written. There are currently at least 700 reviewers in the data base at the Penn State Nutrition Center. (Collins 1989)

Joanne Ikeda recalled how she used to send for almost everything listed in the review sections of early issues of *JNE*. Now, there are so many new and good materials she looks only for those materials which apply to her special area of interest.

Some of the book reviews published in the early years helped to give *JNE* its reputation as a reliable resource. Ruth Oakey, Professor Emeritus, U.C. Berkeley, (1971) reviewed Adele Davis's *Let's Eat Right to Keep Fit* and suggested "...the search for accurate data for and against Miss Davis's recommendations inspired by this book adds valuable training to the student of nutritional sciences."

A review by Sheldon Margen (1971) of Pauling's *Vitamin C and the Common Cold* was featured in the Current Topics section. A reply by Pauling (1971) led to a face-to-face debate between the two scientists.

Reviewers were encouraged to look at a book with an open mind

and not be unduly influenced by professional acceptance or condemnation of a point of view. That openness by a reviewer led Mark Hegsted (1972) to react to W. Duane Brown's review of Roger Williams's *Nutrition Against Disease* by saying, "It would not appear that Dr. Brown and I read the same book. I do not believe that Roger Williams's books should be recommended reading." That was followed by Hegsted's review of the book.

Then Brown (1972) replied, "In my own review, I suggested that 'regardless of the extent of acceptance of (Williams's) conclusions by the individual reader, points raised in this book are deserving of serious consideration.'"

As the body of knowledge about nutrition increases and the public becomes better informed, it appears there are somewhat fewer popular books that make outlandish claims. However, the current popular claims for curative powers of food are more complex and should receive more attention in *JNE*.

EDITORIAL STRUCTURE

Executive and Scientific Editors

Over the 25 years of its existence, the journal had five editors but only one executive editor. George Briggs served in that role from 1968 to 1976 and was the fund raiser, idea person, and general goodwill ambassador. He saw his role as a scientist to read the manuscripts to be sure there was no nutritional misinformation in the copy.

Briggs also read the galley proofs, searching for possible typos. He was involved in developing the peer-review process, setting guidelines for references in articles, and the indexing of each volume.

However, he did not want to have any role in the review process or the selection of articles and other materials making up the journal content. That was totally my responsibility.

From 1974 to 1979, he and then graduate student Jean Weininger wrote an annual "Nutrition Update" article for the journal. By 1976, he felt *JNE* was well-launched and resigned as executive editor. He wrote to SNE President Philip White saying, "...now that the journal has matured, I feel that it is not essential to have an 'executive editor' whose job has been and is to oversee all the activities of the journal, to make sure that it is financially sound, and to make sure the material is scientifically correct insofar as possible, etc. This has become, rightfully so, more and more the responsibility of the executive director of the society, and the editor and her staff...I feel a 'scientific editor' is needed. Someone from outside of the office staff who will work closely with the editor, to be responsible for the scientific soundness, but not

to have overall responsibility for the journal...” (Briggs 1976)

As a result, the board appointed Susan Oace, Associate Professor, Department of Nutritional Sciences, U.C. Berkeley, to be Nutrition Science Editor. Her role was to review manuscripts submitted for publication to assure their scientific soundness. As a research scientist and teacher, she brought a perspective of research design and teaching to her role. She remained in that position until she took over as editor of *JNE* in 1980. At that time, the scientific editorship was dropped.

It is interesting that I cannot recall a time when the scientific editor found any nutritional misinformation in the finalized manuscripts.

Editors

Helen D. Ullrich, 1968-79

Throughout my tenure as editor I saw the journal as a means to encourage change and identify issues for nutrition educators. I felt during the early stages of *JNE* and *SNE* there was a need to stimulate readers into taking action on issues related to nutrition education. As a long-time, hands-on practitioner, I particularly enjoyed developing an editorial viewpoint for each issue of the journal.

In the two years before regular publication began, I spent time looking at the format, content, structure, and references of many different journals. I felt that I had a rare opportunity to start a publication with a new look and approach that would respond to the expressed needs of nutrition educators.

The development of *JNE* was made possible through grants awarded to the University of California. I was an employee of the university in the role of project director. When *SNE* became a legal entity for publication of *JNE* and the grants ran out, the Society granted funds to the university to continue my salary as editor. When the time came for me to relinquish one of my roles, I decided to give up being *JNE* editor and concentrate on *SNE* as executive director.

In order to retain academic integrity of the journal, the *SNE* Board decided that the editorship should be in an academic setting. Oace had invested a great deal of time and effort into the review of manuscripts and expressed an interest in being *JNE* editor. In January 1979, the board offered her the post and she accepted.

Susan M. Oace, 1979-82

During Oace's term as editor, there was stronger emphasis on sound evaluation methodologies. She outlined her editorial objectives as follows (JPAC Minutes 1979):

1. Provide an avenue for publication of peer-reviewed research papers on nutrition education;

2. Foster improved quality and methodology in nutrition education research;
3. Provide articles on policy and planning, professional preparation, and key issues of importance to nutrition educators;
4. Identify and provide critical evaluation of developments in nutritional science that are relevant to the nutrition educator;
5. Provide a channel of communications for reaction to journal content and current issues through readers' forums;
6. Identify and provide critical comment on books and other educational materials available to nutrition educators;
7. Balance the content so that all segments of the diverse membership of SNE are provided useful, professional content;
8. Within budgetary and policy constraints, facilitate expansion and/or division of the journal in order to meet the needs of the membership for professional journal(s);
9. Facilitate communication of ideas, concerns, information, and strategies for problem solving among nutrition education professionals with different backgrounds, priorities, and perspectives; and
10. Oversee the publication of an authoritative, informative, readable, and visually professional journal.

She also instituted a policy of standardized review procedures and blind review of submitted articles, and blind sharing of reviewers' comments among other reviewers. Those procedures enabled reviewers to be more self-assured, and articles were evaluated on merit in a more standardized way.

At the end of her three-year term, an acknowledgement in *JNE* (Sincerest Thanks...1983) thanked Oace for her dedication as editor and cited her accomplishments:

Under her leadership, the research section gained a reputation for rigorous standards that significantly advanced the quality and standing of nutrition education research. She also initiated and wrote the informative "Nutrition Summaries" and encouraged readers to share divergent viewpoints...

Because there were no guidelines at the time of Oace's appointment, the Journal Policy Advisory Council (JPAC) concluded that there should be a written policy for the appointment of future *JNE* editors. In 1981, JPAC recommended and the board approved guidelines which included job description, search procedures, and set the term of editor at three years with a possible reappointment for an additional three years. (Ullrich 1981)

In addition, the guidelines stated that “The editor shall be employed in an academic setting, an experienced researcher, and have a substantial record of publication. The academic institution shall provide evidence of support for the editor’s activities.”

Upon approval of the guidelines, a search was started almost immediately to identify an editor for the term starting in 1983 because JPAC’s guidelines also spelled out that the editor-elect should work directly with the editor for a year before taking over. Oace did not apply for a second term.

Barbara Shannon, 1983-85

In 1981, both Barbara Shannon and Laura Sims applied to be the next editor. The SNE Board accepted both of them, designating Shannon as editor for three years with Sims as associate editor during the term and reversal of positions for the following three years. Shannon and Sims had contributed a number of research articles to *JNE* and recognized the importance of publishing in the journal as a means of academic recognition.

The change of editors meant a change in editorial procedures. Moving the editorship from the University of California at Berkeley, where it had been housed since the beginning of *JNE*, to The Pennsylvania State University required new policies. Under the new policies, SNE paid a portion of the editor’s salary and the person was given released time from university duties to function as editor. The policy remains unchanged. All three editors since the move have been Penn State faculty members during their term.

Shannon reshaped the content of the journal in response to a 1982 readership survey. (Shannon 1983) She described the survey results in plans published in her first issue as editor:

...With 350 readers responding, most were relatively positive about the extent to which the journal met their needs and expectations...the overwhelming majority (99.7 percent) wanted the journal to expand and most preferred for it to expand to six issues rather than more pages to be added to the current four issues...

When asked what they liked most about the journal, respondents often mentioned the reviews of educational materials and books (listed by 47.7 percent) followed by research articles (12.6 percent)...They repeatedly expressed that the content should be “useful to me as a nutrition educator”...A new section will appear under the title GEMS (Great Educational Materials). It will feature innovative activities, strategies, approaches, and aids that we think will indeed be “gems” for nutrition educators.

“Reports and Commentary” (formerly titled “Issues and Ideas”) will continue to include descriptions of innovative nutrition education programs, viewpoints on current nutrition issues and controversies, and historical perspectives on nutrition education... The research section will provide readers with excellent reports and reviews on current research in the field. “Readers Forum,” “Nutrition Summaries,” and the reviews of educational materials and books will be in each issue to inform and update our readers.

Shannon recalled that her priority for the journal was to have it serve as a guide for research and professional scholarly activities in the field of nutrition education. She felt that it should set the level of excellence in the field and provides guidance for the kind of work that is to get done.

In 1985, her last year as editor, Shannon was able to realize one of her major goals: *JNE* was expanded from four to five and then six issues per year coinciding with a switch from in-house production of *JNE* by staff at SNE headquarters to a commercial publisher in Philadelphia.

Shannon also introduced theme issues. The first one was on “Computers and Nutrition Education” (*JNE* 16:2, 1984) with expansion to more than 80 pages.

Laura Sims, 1986-88

When Laura Sims took over as *JNE* editor, the plan to expand to six issues was fully achieved. Sims recalled that she wanted to create in *JNE* a forum to provide a voice for different points of view on similar situations and similar issues. She also wanted to address certain issues on public policy to help people relate to the fact that some public issues affect the dimensions of their research and practical careers.

Sims wrote “Through the journal SNE has been able to create an important niche for scholars and academics in the field.” The section Viewpoints was added to provide a forum to highlight informed opinions and individual views on various issues confronting nutrition educators. The abstracts of research articles were translated into Spanish and French to assist bilingual readers of the journal and give the journal more international visibility. Sims also instituted publication of abstracts from pertinent articles published in educational, social science, and behavioral science journals.

During a portion of her editorship, Sims was on special assignment to USDA as Director, Human Nutrition Information Center, and was involved in setting government policy. At the end of her term as editor, she accepted a position as Dean, Department of Human Ecology, University of Maryland.

Audrey Maretzki, 1989-present

Audrey Maretzki brought a somewhat different perspective to the *JNE* editorship. She had held positions in cooperative extension in Hawaii and Pennsylvania and served as SNE president in 1985-86.

The most visible change was a redesigned cover which graphically portrays the elements that make up SNE. Journal covers had evolved through different stages from the time of my editorship when they contained pictures or graphics related to articles in the issue. As photographs became more difficult obtain, Oace opted for a design that listed on the cover the articles in each issue. The next designs were more simple with featured articles listed. The cover in 1992 has the elements of the design that was previously used on other SNE materials illustrating the broad scope of nutrition education.

Maretzki instituted annual dedicated issues about a program or area of emphasis important to nutrition educators. Her first issue was dedicated to NET which began its second decade in 1989. She had been at USDA during the start up of NET and was very aware of the importance of the program.

The next dedicated issue in December 1989 was on cooperative extension with a special emphasis on EFNEP. She also instituted annual special focus issues done with guest editors in which invited papers address the particular focus. These have included Older Adults, Hunger, and an issue to be published at the time of the 25th annual meeting on Nutrition Education Research. (For more discussion about these *JNE* issues, see the section on Supplements and Special Issues)

Currently, information about SNE activities is included in each issue, a practice started after *SNE Exchange*, the quarterly newsletter for members, was discontinued in 1985. Divisions and affiliated groups have an opportunity to provide information about their activities and issues of concern.

The SNE Board recommended in 1990 that the editor's term should be increased from three to five years to provide a greater length of continuity, and Maretzki accepted extension of her term.

Other Editors

In 1972, Margaret Phillips joined the staff as *JNE* assistant editor. At first, she volunteered her time. Before long we received a grant and were able to pay her. While she was responsible for many other activities, having an additional editor assured that the reviews of educational materials and books would be an important component of the journal content.

There has always been a well-qualified nutrition educator employed as reviews editor. This staff member was housed in the SNE offices until 1989 when the position was moved to Penn State to consolidate editorial functions. Each year the journal carries about 150 reviews of which about two-thirds are of books. The reviews editor arranges for qualified reviewers to assess the various educational materials and books. (See Table 4.2 for the listing of editorial staff)

When the journal started, Briggs and I invited leaders in nutrition education and related fields to serve either as associate editors or on the journal advisory council. We believed that having prominent persons actively involved with the journal would add to its credibility.

Board of Editors

By 1991, the Board of Editors (formerly called Associate Editors) had grown from 7 to about 35 in number. For 23 years, the basic responsibilities of that board remained the same: to review and evaluate manuscripts submitted for publication in *JNE*. The editors meet annually at SNE annual meetings to provide input to the editor and share information related to all areas of the journal.

In 1992, the Board of Editors is made up of professionals with expertise in a wide range of subject matter related to nutrition education. The addition of Charlotte Pratt and Eunice Romero-Gwynn brought ethnic as well as professional diversity to the board. Board members serve a three-year term and may be reappointed for a second term.

At least two board members and generally two other outside specialists review submitted research papers and reports. Papers submitted for other sections of the journal also are reviewed by at least two reviewers. GEMs are reviewed by the Penn State Nutrition Center staff.

***JNE* Advisory Groups**

In 1969, the original journal advisory council was made up of 12 members. It was changed from a prestigious group who simply lent their names to the journal to a working advisory council in the mid-1970s. In 1980, the council was renamed the Journal Policy Advisory Council (JPAC) in keeping with the other SNE policy advisory councils which were established at that time.

JPAC was responsible for developing policy guidelines for the editor. In 1983, a Journal Management Task Force was established to study the relationship between the SNE Board of Directors, JPAC, *JNE* Board

Table 4.2

 Editorial Staffs of the *Journal of Nutrition Education*

Executive Editor

George M. Briggs, 1968-76

Editors

Helen D. Ullrich, 1968-79
 Susan M. Oace, 1980-82
 Barbara Shannon, 1983-85
 Laura Sims, 1986-88
 Audrey Maretzki, 1989-present

Science Editor

Susan M. Oace, 1977-79

Assistant, Associate, and Reviews Editors

Margaret C. Phillips, 1972-77
 Norma Wightman, 1975-78
 Robert D. Seymore, 1977-78
 Jane A. Rubey, 1979-81
 Patricia B. Long, 1982-84
 Sarah A. Berkowitz, 1984-88
 Sarah Collins, 1989-present

Technical and Production Editors

Robert L. Ullrich, 1969-75
 George T. Bush, 1976-83

Fred Vanden Heede, 1984-88
 Bonnie Farmer, 1989-present

of Editors, the Editor, Managing Editor, and Technical Editors of *JNE* and SNE Executive Director/*JNE* Publisher. (Journal Management...1983) The relationships were complicated by the fact that in January 1983 both the SNE Executive Director/*JNE* Publisher and *JNE* Editor assumed their new positions and responsibilities. And, for the first time, the editor was at the opposite end of the country and the publisher, reviews editor, and production of *JNE* were at SNE Headquarters in California.

When the SNE strategic plan was implemented in 1988, JPAC was discontinued as were other policy advisory councils. Three members of SNE Board were appointed as the SNE Board Journal Committee. Thus ended the long-held autonomy of journal decision making by selected persons primarily interested in the journal rather than by elected SNE officers. It also ended the confusion over whether JPAC or the SNE Board advised the editor of *JNE*.

ADVERTISING, CIRCULATION, AND PUBLISHING

Advertising Policies

Almost two-thirds of the respondents to the original survey accompanying the prototype issue did not object to including advertising and about half of those persons felt it would be useful. (Ullrich 1968) In fact, the master plan for the journal counted on advertising to help support production of *JNE*.

The final report (Ullrich 1972) to the National Library of Medicine on the three-year start up grant said:

A prediction of \$10,000 in advertising was made at eight pages an issue of advertising, but actually it has averaged three pages with a yearly (1971-72) income of approximately \$3,500. The source of advertisers in an educational journal is limited to publishers or educational materials. Equipment and other food advertisers use other publications.

The editor's report by Oace (1980) indicated that four issues (Vol. 11:4 through Vol. 12:3) totaled 204 pages and contained 19 pages of advertising. A marketing report from Williams & Wilkins (1989) reported six issues in 1988 contained eight pages of advertising for revenues of \$5,862. Advertising revenue has never been a major financial support for the journal. Yet advertising in *JNE* has always been controversial.

The original SNE Board (1969) set standards for advertising content to ensure accuracy and relevancy and stated that inclusion of advertising material could not interfere with nor detract from the publication.

Traditionally, all ads have been carefully screened for accurate statements. Even though there were few food ads placed in *JNE*, there were some problems. Occasionally misleading or exaggerated claims were brought to the attention of the advertiser and/or advertising agency. Most were grateful for our careful analysis and were willing to make a correction. Only one food account was lost because the advertiser felt our comments were unjustified.

In 1980, two opposing membership resolutions were introduced—one for and one against—having advertising in the journal. Members approved both! The strategy to see if members had an opinion about advertising had not worked.

In spite of some members' concern about food ads in *JNE*, a staff analysis of *JNE* volume 12 (1980) showed that only 10 percent of the total ad income—\$603—came from food ads. In 1982, JPAC recommended an advertising policy that stated that 70 percent of the pages would be editorial content. Priority would be given to ads for educational materials. Ads were to be accepted at the discretion of the

publisher. Acceptance was not to be interpreted as an endorsement by SNE and several evaluation principles were spelled out.

In 1989, the board changed the policy slightly and expanded it to include exhibits at SNE annual meetings.

Circulation

By March 1971, less than two years after publication of *JNE* began, there were more than 6,000 individual subscribers and by July 1972 there were 7,000.

Total journal circulation—SNE members and nonmembers—peaked at 9,841 in 1979. By 1990, it was down to 5,300. (See Table 4.3) That was far below Briggs's vision of 25,000 subscribers. He had thought the journal would appeal to a much broader audience.

There were many factors contributing to the circulation growth up to the 1979 peak. There were direct mail campaigns sent to health professionals in other organizations. Also, Safeway Stores paid for 500 copies of the journal to be sent to high school home economics teachers for a year. Miles Laboratories funded 500 subscriptions for school libraries and media centers located in rural or low-income areas. While the recipients were pleased to get free copies of *JNE*, we found that very few were willing to pay for a subscription when the year was up. The journal really did not fill their needs.

It is of interest to note that while total circulation of the journal changed considerably from 1981 through 1990, in fact, the number of individuals or institutions who only subscribe to the journal has not changed as drastically. In 1981, there were about 3,500 subscribers-only to the journal, and in 1990 there were about 2,600, mostly institutions and libraries. (Unpublished data)

It should be remembered that government programs with nutrition education components were drastically cut in 1981. Despite the reduction in circulation, one fact is very important: the quality and importance of the articles in *JNE* continue to grow. The journal is satisfying the needs of a core of nutrition educators who have built their careers in research in areas related to nutrition education.

Professionals who do not see their jobs as being primarily nutrition education find that the journal may not provide enough information which is useful to them, and they drop their SNE memberships or *JNE* subscriptions. The competition is very great in the 1990s. SNE is not the primary professional organization for many nutritionists. Also, there now is a proliferation of free and low cost newsletters and information designed to keep the nutritionist "up to date." Those may be viewed as sufficient resources by many.

Table 4.3
SNE Membership and JNE Circulation by Years

Year	SNE Members	JNE Circulation (Members plus subscribers only)
1969	5	1,899
1970	800	4,031
1971	1,200	6,019
1972	2,300	6,427
1973	2,800	8,027
1974	3,130	8,112
1975	3,216	8,028
1976	3,961	7,882
1977	4,742	8,181
1978	5,177	8,863
1979	5,671	9,841
1980	5,347	9,039
1981	5,498	9,474
1982	4,870	8,451
1983	3,961	6,800
1984	N/A	7,000
1985	3,425	6,700
1986	3,329	6,400
1987	3,222	5,900
1988	3,100	5,900
1989	2,549	5,900
1990	2,191	5,300

Subscription Rates

The subscription rates have changed drastically. The 1969 rate of \$5 per year was increased almost immediately to \$6. The idea of providing an inexpensive publication gave way to paying the cost to produce a first rate journal without subsidy. In 1991, a subscription for six issues was \$70 for an individual and \$85 for institutions.

Publishers

From 1969 to 1985, *JNE* staff prepared the journal for printing in the San Francisco Bay Area. In that year, George F. Stickley Company offered to help expand the journal and publish six issues a year. Stickley entered the nutrition publishing business in 1976 and publishes a number of popular and professional books on applied nutrition and exposing nutrition quackery.

Williams & Wilkins, a division of Waverly Press, took over as publisher and printer of *JNE* in March 1987. It also publishes *Nutrition Today* and *Journal of Clinical Nutrition* as well as a number of other professional and scientific journals.

SUPPLEMENTS AND SPECIAL ISSUES

The pattern of encouraging supplements and special reports started with regular publication of the journal. By September 1969, the SNE Board had established guidelines for publication of supplements (Ullrich 1969) which stated:

1. The papers are accepted on the same basis as any other paper; and
2. The full cost would be borne by the author or those supporting the paper and perhaps a 10 percent addition for overhead.

When the editorship of the journal was separated from the SNE office, a policy was established making supplements special projects of the Society administered by the executive director, but subject to the overall editorial policies of the journal. (Ullrich 1980) JPAC was assigned the ultimate decision of whether a proposed supplement was within the editorial scope of the journal.

The First Supplement

The first supplement to the *JNE* was "Review of Studies of Vitamin and Mineral Nutrition in the United States (1950-68)" by R. A. Davis, Stanley N. Gershoff, and Dean F. Gamble (*J. Nutr. Educ.*, 1:2, Supp. 1, 1968). Publication of the supplement evolved from a series of circumstances. Gamble, then Manager, Scientific Information Services, Miles Laboratories, Inc., (manufacturers of vitamin and mineral supplements) had gathered data from Briggs's extensive reprint collection for the review. The first two authors were engaged to analyze the data and write the review.

Gamble asked Briggs how the review might be widely disseminated. A supplement to our new journal seemed to be the solution. The

manuscript was sent to three reviewers. Jean Mayer was contacted and agreed the supplement could be distributed at the White House Conference in December 1969. Briggs and William Darby wrote introductory commentaries. A news conference was held a week before the White House Conference with Briggs and the three authors on hand to explain the report's importance and also mention the existence of *JNE*.

Miles Laboratories paid the production and distribution costs for 15,000 copies. Four thousand copies of the supplement with subscription forms enclosed were given to all participants at the White House Conference. It was a wonderful way to announce the existence of the new journal.

In retrospect, it seems significant that a summary study was published on vitamin and mineral status of the population in 1969 because that year marked the end of an era of major concentration on specific nutrient needs. The White House Conference introduced a new era of nutrition in the societal, environmental, and health promotion context.

Supplements on Special Programs

"Effect of A Nutrition Education Program at Second Grade Level" (*J. Nutr. Educ.*, 2:2, Supp. 1, 1970) was the second supplement published. It was a study of a Dairy Council of California (DCC) education program carried out by the National Research Center, Inc. Jean Mayer wrote in his "Commentary" which prefaced the report,

...let us recognize also that while we need nutrition education, we are still very ignorant of the best way to do it. Nutrition education is not only teaching of facts and ideas it is changing behavior—and a very basic behavior at that. It is urgent that we experiment with various ways to attempt this and that we keep careful note on what works and what does not work.

"Proceedings of A Symposium: Nutrition Education at the Undergraduate and Master's Degree Level" (*J. Nutr. Educ.*, 4:3, Supp. 1, 1972) was the third supplement. It reported on a symposium jointly sponsored by AIN, NDC, and SNE and held at the American Institute of Nutrition Meeting in Atlantic City, N.J. in April 1972. NDC funded the symposium and publication of the supplement.

The supplement helped to establish SNE as a resource for publishing information about formal nutrition education programs. The SNE Division of Higher Education has worked toward strengthening the nutrition education curriculum in higher education.

“Nutrition in Medical Education: Meeting the 1990 National Health Objectives” (*J. Nutr. Educ.*, 20:1, Supp. 1, 1987), a symposium sponsored by Office of Disease Prevention and Health Promotion, DHHS, in Washington, D.C. in March 1987, was the subject of a supplement edited by Marion Nestle. The symposium was held to review the present status of nutrition in medical education and provide recommendations about needs in relation to the nutrition objectives for the year 2000.

Bibliographies As Supplements

SNE established the National Nutrition Education Clearing House (NNECH) in 1971 with a considerable collection of materials and books originally submitted to *JNE* for possible review. At the same time, in accordance with the recommendations of the White House Conference and funds mandated by Congress, the National Agricultural Library (NAL) of USDA established a Food and Nutrition Information Center (FNIC).

Gamble left Miles Laboratories to be FNIC director. He turned to SNE for help in gathering resource materials for the new center. (See Chapter 7) That led to the development of three bibliographies:

“Food Habits: A Selected, Annotated Bibliography,” Christine S. Wilson (*J. Nutr. Educ.*, 5:1, Supp.1, 1973); “Methods and Kinds of Nutrition Education (1961-72): A Selected, Annotated Bibliography,” Christine S. Wilson and Sharon Knox, (*J. Nutr. Educ.*, 5:1, Supp. 2, 1973); and “Nutrition Education and the Spanish-speaking American: An Annotated Bibliography (1961-72),” Christine S. Wilson, *J. Nutr. Educ.*, 5:2, Supp. 3, 1973).

“Food—Customs and Nurture: An Annotated Bibliography on Sociocultural and Biocultural Aspects of Nutrition,” Christine S. Wilson (*J. Nutr. Educ.*, 11:4, Supp. 1, 1979), was an update and expansion of the 1973 supplement on nutrition habits was funded by FNIC and copies of all materials were supplied to them.

Wilson recalled that the publication of the first bibliography on food habits helped to establish her reputation as a nutritional anthropologist and as a result she had opportunities to attend conferences and meet others in that field. She particularly cherishes her opportunity to meet Margaret Mead, and that Mead complimented her on the quality of the original bibliography. The two bibliographies are probably among the best collections of information related to food habits in existence.

Conference Reports As Supplements

Two conferences held six months apart in 1979 and '80 provided major recommendations for the direction of nutrition education policy and research. The proceedings of both conferences were published as *JNE* supplements.

The first was "National Conference on Nutrition Education: Directions for the '80s, Proceedings of a Conference, Sept. 27-28, 1979, Bethesda, Md." (*J. Nutr. Educ.*, 12:2, Supp. 1, 1980). SNE was invited to publish the proceedings as a supplement with the cost paid by the government. Johanna Dwyer, the conference chair, was the guest editor of the supplement. Its publication helped to reinforce the concept that SNE was the premier organization in the field of nutrition education. (Also see Chapter 3)

The conference was sponsored by DHEW, FTC, SNE, and Office of Science and Technology Policy, Executive Office of The President. A number of SNE members served on the steering committee and chaired task forces which developed recommendations. At the time, several SNE members were in temporary key policy positions in government agencies and provided leadership for the conference. The four task forces were: general public; pregnant women, children, and adolescents; low-income and elderly populations; and persons with diet-related disease.

The second supplement was "Proceedings of A Workshop on Nutrition Education Research: Applying Principles of Behavioral Sciences" [held at Cornell University, Ithaca, N.Y. April 28-30, 1980] (*J. Nutr. Educ.*, 13:1, Supp. 1, 1981). Christine M. Olson and Ardyth H. Gillespie, cochairs of the conference, were the guest editors of the supplement.

The workshop was funded by a competitive grant from the National Science Foundation. USDA's Human Nutrition Center funded publication of the supplement. The goal of the workshop was to increase the application of theories and research from behavioral sciences to nutrition education. The workshop was a first step in looking at nutrition education research from a strong behavioral base utilizing methodologies from the behavioral sciences.

Special Focus Supplements

Two special focus supplements were published in the 1980s on research methodology and nutrition education at the worksite. The first one of the 1990s was on hunger issues.

Judy Brun was guest editor for "Nutrition Education: A Model for Effectiveness, A Synthesis of Research" (*J. Nutr. Educ.*, 17:2, Supp.

1, 1985). The report was written by David W. Johnson and Roger T. Johnson, University of Minnesota-Minneapolis. They provided a meta-analysis approach to integrate all existing research data on the effectiveness of nutrition education effectiveness. The report discussed a model for the nutrition education process and a historical perspective as well as the results of the meta-analysis. The report is a milestone in furthering nutrition education research. NDC funded the study and the supplement.

“Nutrition At the Workplace” (*J. Nutr. Educ.*, 18:2, Supp. 1, 1986) was guest edited by Karen Glanz and funded by Metropolitan Life Foundation. The aims of the supplement were to summarize and synthesize the state of the art in the practice and research of nutrition education programs at the worksite; to serve as a resource and networking guide for nutrition and health education professionals in businesses; and to stimulate advances in practice and research. The supplement was released at the time SNE was involved with ADA on a joint worksite project funded by the Office of Disease Prevention and Health Promotion, DHHS.

“Hunger in the '80s and '90s, A Challenge for Nutrition Educators” (*J. Nutr. Educ.*, 24:1, Supp. 1, 1992) contains contributed papers about the determinants and effects of hunger and programs responding to the needs.

Janice M. Dodds, S. Lynn Parker, and Pamela Gaines were guest editors of the supplement which was funded by Kraft-General Foods Foundation.

Special Theme Issues

Shannon instituted theme issues of *JNE* starting with “Computer Use in Nutrition Education” (*J. Nutr. Educ.*, 16:2, 1984). Guest associate editors were Carol Byrd-Briedheuner and Suzanne Pelican. The focus of that issue was “to help nutrition educators gain a perspective on computers: what they can and cannot do; how to use them to best advantage; and how to avoid some of the pitfalls commonly encountered when incorporating them into nutrition education.”

“Adolescent Nutrition Education” (*J. Nutr. Educ.*, 20:6, 1988), Betty Ruth Carruth and Jean D. Skinner, Guest Editors, and “Improving the Quality of Nutrition Education for Older Adults” (*J. Nutr. Educ.*, Vol. 22:6, 1990), Polly Fitz, Jean Anliker, Ann Ferris, and Carol Lami-Keefe, Guest Editors, were additional theme issues.

The theme of the *JNE* issue published at the time of the 25th SNE Annual Meeting will be “Nutrition Education Research—Past, Present and Future,” Ardyth Gillespie and Judy Brun, Guest Editors.

There were a number of requests to publish additional bibliographies, programs, and conference proceedings, but often funds were not available. In the mid-80s, the cost to publish and distribute a sizeable supplement was between \$30,000 and \$40,000. Supplements and special issues were thought to be a way to increase SNE revenues and expand the readership of *JNE*. However, revenue from those issues over the years has been rather small, and it is difficult to identify many additional subscriptions as a result of distributing supplements to attendees at conferences and promoting their availability.

However, SNE members and *JNE* subscribers certainly benefited from the additional body of knowledge afforded through those issues. They also contributed to SNE's visibility and position as a premier organization.

SNE's Role in Advocacy

SNE has been an action-oriented organization from the time membership was opened in 1970. The early charter members were asked to indicate activities they thought SNE should pursue. Of those who responded, 83 indicated that SNE should be action-oriented and only 6 did not favor this focus.

LEGISLATIVE ACTION

While a number of activities were proposed, legislative advocacy was one of the most frequently mentioned. (Report from the Membership 1970) Commentary in *JNE* and *SNE Communicator* always encouraged members to be alert to pending legislation and take action themselves. When Ruthe Eshleman (1974) took the leadership to organize a legislative committee, she found that there were 133 members who expressed interest in legislative activities.

The percentage of members with an interest in legislative action has remained at about 20 percent throughout the years. When SNE incorporated in 1968, the IRS gave it the tax-exempt status for business and trade associations. (See Chapter 1) That category allowed SNE to engage in legislative activities germane to the common business interest of its members without jeopardizing its tax-exempt status.

Eventually, most professional organizations such as ADA were reclassified to section 501(c)6 status. Then they, too, were free to become more active in legislative affairs.

SNE became a registered lobbyist in March 1982. (Ullrich 1982) Before registration, the Society was restricted to providing background information, but after registration it could make forceful recommendations to legislators and government agencies.

SNE was unique in its advocacy of nutrition issues as they related

to social needs and health issues. In the early 1970s, ADA was primarily concerned with patient care and reimbursement for the dietitian. AIN was interested in increasing its voice in legislative affairs but was most concerned about developing sources for nutrition research funds. IFT was basically concerned with the legal aspects of food regulation and protecting the food industry interests. Although AHEA had its headquarters in Washington, it was primarily concerned about established federal programs.

When SNE was started, ASFSA was the only organization employing a lobbyist or liaison person in Washington. It has always taken a very active role in advocacy for legislation affecting the school lunch program. It also expressed some interest in nutrition education as it related to school feeding programs.

Advocacy on Nutrition Issues

The civil rights activities of the 1960s created an atmosphere that encouraged personal involvement to change conditions. During that time, many students participated in demonstrations and were active in getting greater student rights on their campuses.

The 1968 CBS Television documentary "Hunger in America" was a dramatic stimulus for efforts to force federal involvement in alleviating poverty and hunger. Those activities helped to set the stage for nutrition change as it related to social, economic, and political concerns.

In the early '70s, several groups in addition to SNE organized and directed their efforts toward advocacy about nutrition issues. Center for Science in the Public Interest (CSPI) was started in 1971 and at first addressed contaminants in food, then took on nutrition labeling issues. Michael Jacobson, a Ph.D. in biochemistry from MIT, founded and still heads the organization and through the years has advocated changing food and drug regulations related to nutrition issues. He was a member of SNE for a time and sparked some of the resolutions in the 1970s.

Community Nutrition Institute (CNI) was started in 1970 by Rodney Leonard and had on its board of directors some people who were also active in SNE. CNI's main focus was to inform community organizations about how to implement federal programs such as food stamps. The weekly newsletter from CNI has always focused on community nutrition issues including hunger, agriculture, and nutrition.

Food Research and Action Center (FRAC) started at about the same time and has been a moving force in assisting in improving legislation related to food stamps, school lunch, school breakfast, and Women, Infants and Children (WIC) programs. Lynn Parker, a long-

time FRAC staff member, has been active with SNE's legislative network and served on the board.

Other groups such as Children's Foundation, Children's Defense Fund, and Urban League have also taken on social issues related to nutrition. Public Voice for Food and Health Policy, started in the 1980s, addresses some food and nutrition concerns. SNE's advocacy on nutrition issues was originally effective in part because the SNE leadership was well-known and respected by legislators.

From the late 1960s to 1980, Congress created and supported various intervention programs to alleviate hunger and provide access to nourishing food. The programs included food stamps, free and reduced price meals for low-income children, school breakfasts, meals for the elderly, WIC food packages, and EFNEP. SNE took positions on all of those programs and worked for a nutrition education component in each one.

It is interesting to note that many of the social programs supported by SNE and other groups were also supported by the food industry because they helped the sales of products such as infant formula in the WIC program and cereals, milk, and orange juice in the school breakfast program. Food stamps enabled the very poor to buy more food. The business community is recognizing in the 1990s the importance of well-nourished and well-educated entry level workers.

Evolution of SNE Advocacy

By the time of the 1971 SNE Annual Meeting, the pattern for SNE advocacy was set. Members attending the meeting approved eight resolutions relating to nutrition education, issues, regulations, and legislation. One resolution was to establish a group within SNE to make public statements about current nutrition issues and establish a legislative committee within the Society to identify the need for legislation in nutrition fields.

The diversity of the members was always both a strength and a weakness. The strength being that consensus on a statement that represented the views of all segments of the membership was a strong balanced statement about nutrition needs and desired change. The weakness was that some members advocated positions that could not be strongly supported by scientific data available at the time. Those members' positions and actions sometimes discouraged conservative nutritionists from being members of SNE.

SNE has always been fortunate to have members in Washington, D.C. who are very knowledgeable about legislative issues and can present SNE's position on issues. One of the main forces behind SNE legislative activities was Elaine Blyler. She helped to organize the

legislative committee and chaired it and the Public Policy Advisory Council (PPAC) at various times from 1972 through 1987.

In 1972, Erica Tucker, a public health nutritionist in the Washington area who later got her M.D. and now practices in San Francisco, identified herself as one who wanted to help SNE have a voice in Washington. She went to hearings and spoke on SNE's behalf in the early days. A letter to Tucker (Ullrich 1973) spelled out what her activities could be: "I wish to confirm...your activities in the name of the Society for Nutrition Education with legislators at the federal level. If you make any policy-type statements in writing in the name of SNE, these should be checked out with the representatives of the Board before being published...When you involve other SNE members to speak on behalf of the society, these individuals should be identified to the Board so that the Board is informed and can approve (or disapprove if need be). You and your friends are serving a very important function."

In 1972, Briggs invited me to work with him in developing a policy statement on nutrition education, and we both testified on it at the Senate Select Committee hearings on nutrition education. (Briggs and Ullrich 1972) Our statement became the framework for the SNE nutrition policy which the board approved in 1974.

At the 1973 annual meeting, Julie Chryst expressed an interest in reporting on legislative activities to SNE members. She also said some SNE members in Washington were interested in establishing a chapter of SNE (see Chapter 2) or at least being a part of the legislative committee. At the Senate Select Committee's Nutrition Policy Study Hearings in 1974, SNE submitted the National Nutrition Policy Statement as originally formulated by Briggs and me to be a part of the hearing record. (See Table 5.1)

When the SNE Legislative Committee was organized, Eshleman (1974) reported that "Recommendations that came from both the meeting and [interested members'] letters were:

- (1) To designate a legislative chairperson in each state and metropolitan area;
- (2) To establish a communications network from Washington, D.C.; and
- (3) To cooperate with and not compete with existing organizations that are already working with the legislative process (such as ASFSA, ADA).

It was suggested that the D.C. Chapter should have the unique charge from SNE in the role of federal legislation. We need to have someone be responsible for generating communications, lobbying, and keeping track of legislation at the federal, state, and local levels. As an outcome of the meeting, the board of directors allocated \$50 per month for the legislative committee to begin. Julie Ann Chryst of the D.C. Chapter, agreed to coordinate activities at the federal level."

Table 5.1**SNE Board Statement on National Nutrition Policy 1974**

Nutrition education should be viewed as the means to develop each individuals' nutrition knowledge in such a way that he/she will be motivated to choose a nutritionally adequate diet. It is the right of every individual to be able to easily obtain sufficient knowledge to choose and adequate diet. This is basic and has been too long neglected. This basic goal can be accomplished by:

1. A concerned food industry with a nutrition conscience with regulations on food and nutrition labeling and advertising.
 2. Vastly improved nutrition education programs in the schools which provide nutrition education for every school child.
 3. Providing resources for nutrition education throughout life.
 4. A strong nutrition training program which will provide leadership for implementing programs. (This should include a program for developing materials as well.)
 5. The development of a National Nutrition Education Council to guide and coordinate a multitude of nutrition education efforts.
-

Washington Liaison

Chryst was officially appointed SNE Washington liaison in September 1974, but she had been volunteering on SNE's behalf for some time before that. In 1973 and early 1974, she made initial contact with Alan Stone, a Senate Select Committee aide, recognizing that he was anxious to develop a nutrition education bill to be introduced by Senator McGovern, chair of the select committee.

The proposed bill went through a number of drafts and was introduced soon after the Senate Select Committee's hearings in 1974. (See section on Nutrition Education and Training Programs) Chryst left the position of Washington Liaison in 1976 to serve with Project HOPE in Brazil.

From June 1976 to May 1977, a succession of people tried to help SNE with its legislation advocacy including Margaret MacIntire; Tom Elwood, then Legislative Coordinator for American Association of Retired Persons (AARP); and Margot Higgins, who worked in various fields including nutritional anthropology.

By May 1977, we had identified Peg McConnell, who was also working for CNI on a consulting basis. She agreed to take on the SNE Washington liaison work. She remained in the part-time position for a

little over two years. McConnell was an excellent organizer and was effective in getting the SNE Legislative Committee actively lobbying for the NET legislation. (See Case Study: Nutrition Education and Training Program [NET] in this chapter)

She worked tirelessly to get NET legislation enacted and adequately regulated. She was instrumental in developing the NET guidelines once the bill was passed. Additionally, McConnell got the SNE Legislative Network implemented throughout the country. However, she traveled a lot for CNI, and the two jobs eventually became too much. At the end of 1979 after McConnell has been gone for several months, legislative activists in SNE were very disturbed about not having adequate representation. They proposed to the board that there should be a group formed to develop public policy for SNE and argued that adequate Washington staffing must be provided. (See section on Public Policy Advisory Council)

The first act of the newly formed PPAC was to recommend Elizabeth (Liz) Shipley-Moses for the position of Public Policy Coordinator. She was hired and worked part-time in the position from 1980 to 1988 when there was no money to fund it. She was a very effective lobbyist for SNE and spent much more than part time doing the job. (See Table 5.2 for a description of Liz's activities)

In January 1990, Nancy Chapman, an SNE member who has her own consulting firm, was hired to represent SNE on specific legislative issues. She holds the title of Director, Public Policy for SNE.



A RECOLLECTION BY NANCY CHAPMAN

SNE's *dynamic approach to public policy* convinced me to become a member in 1981 while I was working on the House Committee of Agriculture, U.S. Congress. SNE members provided me reasons for not reducing food assistance and the nutrition education program as proposed by President Reagan. The next year I presented a legislative update at the annual meeting in Boston. I was impressed with the number of SNE members who were politically aware and active and by the diversity of issues the society embraced.

It was clear that the society encouraged members participation in shaping SNE's policies through the resolution process, participation on the Public Policy Advisory Council (now Committee on Public Policy), and preparation of position papers. SNE fosters opportunities for individuals to take chances and

make a difference both in activities of the society and more importantly in achieving the society's mission—providing the public access to quality nutrition education.

Because the Society has been a leader in advancing nutrition policy that greatly benefits the public, it was easy for me to accept a leadership role in the public policy arena. Participation in the society's activities also allowed me to network with key leaders in nutrition from academia, consumer organizations, Congress, government at all levels, industry, and public health.

Many of these early friends are now my closest friends in Washington, D.C.



It is interesting to note the dramatic increase in SNE financial commitment once the legislative advocacy program started. Funding went from the \$50 a month (\$600 a year) in 1974 to the more decent budget item of \$10,000 per year in 1978-79. In 1977, the legislative committee asked the board to designate 10 percent of the membership dues for legislative action. The projected dues income for 1977-78 was \$88,000. The budget was not far off the target of 10 percent.

Table 5.2

Activities of the Public Policy Coordinator 1980-87*

The coordinator was the key individual in the implementation of SNE's Public Policy Program. The coordinator:

1. Served as the Society's lobbyist and provided SNE visibility on Capitol Hill and at relevant agency meetings and conferences;
 2. Analyzed legislative and regulatory activities;
 3. Drafted testimony, comments, and letters relating to food and nutrition policy as needed;
 4. Coordinated PPAC meetings and activities;
 5. Worked with PPAC task forces to facilitate position papers, regulatory comments, and reports as needed;
 6. Provided the Legislative Network with targeted mailings on key issues, fact sheets, sample letters, and copy for the *Legislative Update*; and
 7. Maintained liaison with the SNE office and public policy activities.
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*Based on a report from Jim Krebs-Smith, Acting Chair, PPAC, Feb. 10, 1988.

Legislative Committee

Even before SNE started, a nucleus of nutritionists in the Washington area was actively involved with legislation. They became the core of the SNE Legislative Committee. Chryst, Blyler, Betty Goldblatt and others led the group and soon were providing regular legislative updates to *SNE Communicator*. Eventually, the legislative committee became an SNE Division. Members can now select it as the division of choice or pay an additional fee to participate. Division members receive regular legislative updates. (See Table 5.3 for Chairpersons of SNE legislative activities)

In the late 1970s, each member of the core of Washington activist members was given the responsibility to inform a group of state representatives on a regular basis. That was extended to a telephone tree of legislative committee members at the local level and was called The Legislative Network. The state coordinators who made up the legislative network often worked closely with legislative committees of other organizations such as ADA and ASFSA. That helped to expand SNE's level of visibility.

Table 5.3
Chairpersons for the Legislative Committee/Network
Public Policy Advisory Council (PPAC)

Legislative Committee/Network		Public Policy Advisory Council	
1974	Ruthe Eshleman chaired organizational meeting	Jan.-July 1980	Kate Clancy, Acting Chair, Transitional Team
1975-76	Elaine Blyler and Julie Chryst, Cochairs	1980-82	Janet Tenney
1976-79	Elaine Blyler	1982-83	Lynn Parker
1979-80	Kathleen Drew	1983-85	Elaine Blyler
1980-82	Elaine Blyler	1985-87	Nancy Chapman
1982-83	Margo Quiricone	1987-88	Amy Slonum
1983-85	Linda Smith	1988-89	Jim Krebs-Smith, Acting Chair
1985-88	Kathie Westpheling		
1988-89	Jim Krebs-Smith		

Committee on Public Policy (combined
Legislative Committee and PPAC)

1989-90 Sarah Ducey

1990-91 Kathie Westpheling

The following excerpt from a report on the network's describes the high level of its activity:

Presently The Legislative Network Committee meets once a month as a training session for themselves to become familiar with legislative issues. In this way, they are better able to inform those persons in states and communities about legislative issues. If there are SNE positions already established on this legislation, the local persons need not be instructed on how to respond. The legislative committee functions at SNE annual meetings are among the best attended.

In the 1978 annual meeting at Minneapolis, [its] workshop attracted an overflow crowd even though it went well into the evening. The members participated vigorously in their work groups presenting their ideas on a variety of legislative issues. It was reported that a number of person who attended this workshop went back to their own state and suggested similar types of workshops for their own organizations such as state dietetic associations, home economics associations, and others.

Public Policy Advisory Council

The Kramer-Blum Report (1979), an analysis of SNE management structure, prompted discussions about how SNE could take a stronger role in legislative and policy making activities. Based on the recommendations of members at the 1979 SNE Annual Meeting, tentative plans were developed to strengthen SNE's role and was presented at the September 1979 board meeting.

The plan called for:

1. Formation of a Public Policy Advisory Council (PPAC) which would be incorporated into the SNE organizational structure,
2. The hiring of a consultant to work one day a week to support and assist in PPAC,
3. The hiring of an assistant director to provide assistance to PPAC, and
4. The formation of a transition team until the time at which an advisory council could be organized.

In addition, The Legislative Network proposed that a member of the new council be appointed from the board such as the Director-East. Finally, the network outlined the duties of PPAC and the consultant for the subsequent one to two years, three years, and five years.

The board with the leadership of President Joan Gussow accepted the proposal, and a transition team consisting of Jane Anderson, Elaine Blyler, Kate Clancy, Cathy Drew, Luise Light, Lenora Moragne, and Janet Tenney developed organizational and working plans for PPAC. The board approved the finalized plan in January 1980.

PPAC held its first meeting in February 1980 and was to become a very innovative policy making body. It was in keeping with the pattern already set by JPAC which had broad representation of SNE members throughout the country. It was also an expansion of the SNE task force approach to addressing issues and projects.

PPAC consisted of 15 SNE members who resided in all regions of the country and represented a wide spectrum of employment, interests, and training in nutrition and nutrition education. PPAC's charge was to develop policy on public affairs issues, act as a data gathering resource, and provide long and short range planning for overall programs.

Clancy remembered the concept of PPAC and its acceptance as one of her major accomplishments. She spearheaded the group which developed the plan and worked hard to institute procedures that would allow it to function smoothly. She also said that Eshleman was effective in assisting to get the plan approved by the board and getting a staff commitment to provide adequate support.

Parker recalled that "PPAC was an enormous success because it grew out of the SNE Board's need to have effective policy responses to an actively changing legislative scene. It was democratically run with *marvelous procedures* painstakingly developed to handle policy issues on both short-term and long-term bases and to communicate with the Board."

The PPAC process developed position papers that SNE was able to take to the legislators thus providing them with meaningful, scientifically sound data on which to make decisions. PPAC developed a long-term issues document in 1983 outlining intermediate, moderate range, and long range objectives. Specific activities and time frames for accomplishment were designed for each objective.

Originally PPAC meetings were conference calls once a month. As SNE's financial resources became more limited, the calls were less frequent. As a lobbying organization, SNE could initiate and/or recommend legislation responsive to an identified need. When issues required such actions, PPAC had the responsibility of appointing task forces to prepare position papers to respond to proposed legislation.

The total SNE membership had an opportunity to set SNE priorities on legislative issues. A list of issues was sent by the SNE Legislative Committee to the full membership for a vote to establish priorities for action.

In January 1980, an ad hoc committee of PPAC chaired by Parker met in Washington to discuss and make recommendations about the NET program and its reauthorization. (See Case Study: Nutrition Education Training Program [NET])

A task force was appointed in 1980 to respond to the FTC proposal for promoting nutrition information through mass media. In 1982, a PPAC ad hoc subcommittee was appointed to respond to the Public Advocates petition to promote breastfeeding and control infant formula abuse.

During the latter half of the '80s, PPAC task forces developed a number of position papers that addressed issues such as dietary guidelines, health claims for food, monitoring, and fiber labeling. The Food and Agriculture Task Force's 1985 report linked agriculture issues and nutrition. It was the first time the SNE Board approved a position on promoting more regional, seasonal diets and land use policies. In 1990, the board approved the PPAC position paper on nutrition in child care settings. (Position Paper...1991)

PPAC also was involved in forming SNE's coalitions with other organizations. Early in the development of PPAC's charge, a mechanism was set up to review SNE's involvement with coalitions. In some instances, SNE initiated the coalition, and in others it joined a coalition formed by other organizations. This extended SNE's sphere of involvement in public policy.

A Leader in Legislative Action

Through the early passage of resolutions by its members favoring advocacy on governmental activities and active participation at Congressional hearings, SNE developed a framework of policies related to various governmental programs in agriculture and health. SNE traditionally involved itself in specific parts of agriculture and food bills including EFNEP, food stamps, WIC, NET, and school breakfast and lunch programs.

Additionally, it took positions and made recommendations on food labeling to FDA, on food advertising to FTC, and on interagency programs including food monitoring and dietary guidelines. (See Appendix 3 for listing of SNE actions on legislation)



A RECOLLECTION BY LYNN PARKER

SNE had a key role in defeating the “ketchup as a vegetable” regulations in 1981. The regulations would have changed the nutrition standard for the school lunch program to one-fourth the RDA—including smaller portions of fruits, vegetables, milk, and bread—as well as changes in crediting so that cookies could be counted as bread, condiments as vegetables, etc.

Mary Jo (Johnson) Tuckwell, SNE representative on the USDA Task Force on Meal Patterns in 1981, was one of the task force members who were instrumental in getting into the task force report the language that made it clear that changes like those described above were purely for economic reasons and had no sound nutritional basis. That language was later used to defeat the proposed regulations and was incorporated into legislation to prevent USDA from making the changes.

SNE was also key in helping develop early arguments in support of the national nutrition monitoring legislation which were used by a broad coalition of organizations including SNE that worked to get the legislation passed. SNE developed these arguments and the information and rationale that they were based on through a special subcommittee of PPAC that worked with individuals around the country intimately involved with nutrition monitoring issues at the time.

SNE has also taken a key role in nutrition policies such as control of sale of non-nutritious competitive foods in school cafeterias, keeping highly sugared cereals out of the WIC food package, and supporting a requirement that low-fat milk be offered in school lunch programs.



In 1981, when a major change in federal funding of social service programs resulted in block grants, PPAC provided guidelines in the *SNE Communicator* (Nutrition Care...1981) on how to be involved in block grant implementation. The guidelines were duplicated by other groups and widely distributed.

When NNC accepted SNE as a member in 1974, it was quickly recognized that SNE members were the best informed on governmental issues, and SNE representatives often chaired groups that developed NNC position papers.

That pointed up once again the fact that SNE was viewed as a leadership organization. Persons who wanted to bring about changes joined SNE to become active in process.

PPAC's *Brief Guide to Being A Nutrition Advocate* was published in 1982 and *SNE Public Policy Handbook: Influencing Food and Nutrition Policy* was published in 1987. PPAC also developed the slide presentation "Capitol Stage—Nutrition Policy in Action." Those resources have been useful to other organizations and provided a bit of income for SNE.

MEMBERSHIP RESOLUTIONS

Membership resolutions introduced at annual meetings are a major way in which SNE policy is established. The resolutions always have a high level of visibility; they often were, and sometimes still are, controversial. (See Appendix 4 for a list of members' resolutions)

There is a session at which members can present resolutions at each annual meeting. There always is opportunity to discuss the pros and cons of the resolutions. Often the resolutions committee negotiates with submitters to refine elements of their resolutions. Then the finalized resolutions along with pro and con statements on them from the annual meeting are mailed to SNE members for a vote.

Among nutrition-related organizations, this process is unique to SNE and was set at the 1970 SNE Annual Meeting. Two resolutions were introduced, one related to encouragement of implementation of the White House Conference recommendations and the other to commend the food industry for development of a nutrition awareness campaign. (*SNE Newsletter* 1970)

The eight resolutions passed at the 1971 annual meeting resulted from workshops looking at SNE and national issues. By 1973, the SNE resolutions process had become well-known, and it attracted the Washington-area nutrition advocates to the annual meeting and encouraged them to be an active part of SNE. As a result, resolutions were introduced that caused a great deal of discussion.

Differences of opinion arose over the best way to foster change as well as how encompassing a resolution should be. Individuals realized that since resolutions were developed on an ad hoc, spur of the moment basis, the opportunity to compile factual data did not exist. Four resolutions were tabled at the 1973 meeting because, as Burroughs (1973) wrote, "The ad hoc resolutions committee and the SNE Board are aware of a number of necessary refinements to the resolutions process to facilitate both discussion and adopting of resolutions that will guide SNE's actions."

The first resolutions committee was appointed in 1974 to help members write resolutions in a way that would be defensible. The rules and guidelines have been changed and refined through the years.

In 1991, the SNE Board approved a "Resolutions Briefing Packet" which contains the procedures for developing resolutions which are recommendations from the membership to the board for SNE action or policy change. Resolutions are not binding, and the board makes the final decision on what action, if any, to take. Generally, it has been SNE Board policy to publish its actions in a membership newsletter or *JNE*.

In 1974, resolutions were still submitted by members present at the annual meeting, but a resolutions table and an open forum were set up so those submitting resolutions could discuss the issues with other attendants during the meeting. Signatures of support could also be gathered. The resolutions were later discussed at the business meeting and ultimately submitted to the voting membership of SNE by mail ballot, a policy that is still in effect.

Also in 1974, a group of eight well-known nutritionists submitted a resolution to form a task force to determine optimal ranges of nutrient intake of such components of diet as saturated and polyunsaturated fat, cholesterol, fiber, and carbohydrates—especially sugar. There was concern about how SNE would carry out such a study. It is interesting to note that those are the nutrients on which there has been greatest focus since that time. Unfortunately, SNE was unable to develop a task force or generate funds to carry out the resolution.

Resolutions encouraging breastfeeding and acknowledging world food scarcity as a component of nutrition education were also among the nine resolutions introduced in 1974.

In 1975, a resolution was introduced and later passed to form special interest divisions in SNE. Kathleen Lewis and Luise Light sponsored the resolution and pointed out that this would provide a mechanism for sharing information and problems in specific spheres such as educational research, nutrition education related to public schooling, international nutrition, etc. A straw vote taken at the annual meeting indicated there was a division of feeling on the resolution. However, the members passed it, and as a result the first divisions were formed. Divisions are now an integral part of SNE.

A 1976 resolution to ban smoking at annual meetings passed easily, and SNE was one of the first organizations to have such a ban which is still in effect. For several years, resolutions relating to high sugar foods and their advertisement to children were introduced and passed. Additionally, there were annual resolutions asking Congress to enact nutrition education legislation until the lawmakers finally did so in 1977.

The resolutions process at the 1977 annual meeting was unusually heated because of a resolution encouraging the U.S. to adopt dietary goals as proposed by the Senate Select Committee. Some members felt that the committee's suggested goals were not scientifically based. However, the resolution passed. (See Chapter 8 for discussion of dietary goals and dietary guidelines)

A resolution for SNE to adopt a position developed by the SNE Ad Hoc Committee on Functions and Qualifications of Nutrition

Education Specialists in School System K-12 was introduced, passed, and published in *JNE* just in time to be particularly effective as the regulations for the newly enacted NET legislation were being developed.

A 1978 resolution to develop an organizational structure for SNE affiliates had strong support. In the same year, a resolution calling for a new food guide was addressed to USDA. It passed with strong support.

The vote on nine resolutions in 1979 was the largest to date with 31 percent of members voting and passing all but one resolution. Those passed dealt with issues related to:

Recognition of the relationship of saturated fat, cholesterol, sodium, and obesity to the risk of cardiovascular disease and the discussion of these risks in educational materials; reauthorization of NET; development of definitions for the terms "nutrition, nutrition education, nutrients, junk food"; support for the term "junk diets" rather than "junk food"; and the development of comprehensive concepts for use in curriculum guides.

The use of complementary plant and animal protein sources in school lunch was the subject of another resolution.

In 1980, an even greater number of members—35 percent—cast ballots on the resolutions. Both 1979 and 1980 were times when resolution ballots were sent out separately from the *SNE Communicator* resulting in a much larger response. Four of 10 resolutions in 1980 related to pros and cons of food advertising in *JNE* and exhibits at the annual meetings. Since all four resolutions passed, there was no decisive result for or against such advertising.

Several of the 11 resolutions in 1981 related to conservation of energy and food, loss of farm land, relocalized diet, and promotion of breastfeeding. Those were the first steps in drawing members' attention to problems related to our future food supply.

The members' involvement in resolutions dropped somewhat in 1982 when only 25 percent voted on the 11 resolutions. One notable resolution was the suggestion to change the name of the organization to the Society for Food and Nutrition Education. It lost by a large majority. Other attempts to change the name have also failed.

In 1982, resolutions reflected the concerns of the day by requesting support for child nutrition programs including WIC, improving food stamp allotments, supporting FTC, urging greater food safety, and adoption of the *Diet, Nutrition and Cancer Report* from National Academy of Sciences (NAS). Some of resolution highlights from 1983 through 1990 were:

A resolution in 1984 to increase the number of issues of *JNE* to six per year passed and was instrumental in bringing about the change.

Members passed a 1987 resolution relating to registration for nutritionists that stimulated the development of mechanisms to assure that nutrition educators and others with appropriate training in nutrition be considered qualified to practice as nutritionists.

A resolution in 1988 directed SNE to review ways to increase the recycling of solid waste. Another resolution directed support for including nutrition in national child care policy. As a result a position paper (1991) on nutrition education and child care was published.

In 1990, there was a resurgence of interest in SNE resolutions and 10 were submitted. Members approved a resolution to expand SNE's mission statement. (See Chapter 2) Several resolutions reflected the need for ecological change.

SNE's Success in Advocacy

SNE has maintained through the years a strong influence on national nutrition policy. While it has never been successful in gaining acceptance of the concept of a national nutrition education policy, it has been instrumental in monitoring legislative and policy actions and recommending actions on a significant range of nutrition and nutrition education issues.

When one looks at the small number of SNE members, it is phenomenal to recognize its accomplishments in the policy arena. SNE continues to be a leader in this area because of the committee approach that has been successfully used in responding to issues as they arise. The resolution process provides membership input in setting SNE policy. The most successful effort to set national policy by SNE was the proposal of legislation for nutrition education and NET and its reauthorization and continual growth. The following case study describes SNE's involvement in the establishment and maintenance of the NET program.

CASE STUDY: NUTRITION EDUCATION AND TRAINING PROGRAM (NET)

When Briggs and I (1972) testified on a nutrition education policy at the Senate Select Committee hearings, we called for a strong nutrition education program in schools with leadership from both the Office of Education (OOE) and USDA. We stated that "every child in the next generation should, by the time he or she is 18, have sufficient knowledge about food values and nutrient needs to be able to make adequate food choices." That statement reflected the recommendations of the White House Conference Panel on Nutrition Education in Elementary and Secondary Schools which Briggs cochaired.

1969-1974: From the White House Conference to the Senate Select Committee Food Policy Hearings

After an investigation to determine if resources which could assure such an education were available, we found that the resources were very limited. The largest nutrition education programs across the nation for children K-12 were the National Dairy Council (NDC) program, home economics classes in junior and senior high schools, and 4-H programs carried out through cooperative extension which reached some additional children.

However, the majority of children were receiving no instruction about food choices in any approved curriculum. Yet classrooms contained the largest potential captive audiences to whom messages on nutrition could be targeted. A school-based educational program was, and still is 20 years later, crucial to the nutritional well-being of the population.

In the early '70s, there were some funds for demonstration projects in consumer education through the OOE, but there was no one with primary responsibility to encourage nutrition education as a policy of curriculum. For a brief time, Margaret Powers had been assigned to nutrition education projects in the Nutrition and Health Programs Division of OOE, but she was reassigned in 1972. We were told that other concerns were considered more pressing and had a higher priority within the Office of Education than did developing guidelines for nutrition education. (Schneider 1972)

In the late '60s, the School Health Education Study, a nationwide curriculum project funded by 3M Corporation, developed a conceptual approach to health education curriculum design with 10 concepts of which one was "food selection and eating patterns are determined by physical, social, mental, economic, and cultural factors." In some education circles, nutrition education was viewed as a part of health education and that was sufficient.

The Child Nutrition Act (CNA) of 1966 stipulated that the secretary of agriculture could make grants of up to one percent of the CNA administrative funds available to states or by other means provide funds for nutritional training and education of workers, cooperators, and participants of food service programs and conduct necessary surveys and studies of requirements for food service programs. By 1970, Congress had enacted legislation permitting up to one percent of the child nutrition program funds to be used for this purpose. Yet they appropriated only \$1,000,000 which was about one-third of the Congressional intent.

Letters from Secretary of Agriculture Richard Lyng (1971, 1972) and Assistant Secretary of Agriculture Clayton Yeutter (1974) indicated

that appropriated child nutrition funds would be used for special projects directly related to school food service programs that were administered by the Food and Nutrition Service. The main focus was training of school food service personnel, and there was no nutrition education of children.

We did not feel that satisfied the intent of the White House Conference recommendations to establish adequate nutrition education in the schools. In California, Illinois, Massachusetts, and New York, some types of nutrition education programs had been instituted in connection with the school lunch program and/or the health education curriculum. But there was no consistent policy among the states nor nationally.

In 1973, Audrey Cross, an aide to then California State Sen. George Moscone, assisted him in writing a child nutrition education bill which provided some funds for an education program in connection with school feeding programs. It was enacted by the legislature, but Governor Reagan vetoed it. However, the California School Food Service Association (CSFSA) was effective in getting the legislation passed again in 1974, and Governor Reagan signed it into law under strong pressure from ASFSA, CSFSA and others.

Although ASFSA had been working for several years with Rep. Carl Perkins (D-Ky.) and Sen. Hubert Humphrey (D-Minn.) to increase the level of nutrition education in the child nutrition legislation, SNE leadership felt there should be greater emphasis on getting nutrition into the regular school curriculum. Through Julie Chryst's contacts with Alan Stone we found that Senator McGovern was interested in introducing a bill on nutrition education in the schools.

I supplied Stone with a list of names including Cross who might serve as a working committee to develop legislation. (Ullrich 1973) He had some additional people he wanted to involve. A committee of about 15 met in January 1974 to draft a preliminary bill. The committee represented a wide range of interests including dietetics, food service, health education, home economics, and nutrition education along with association representatives, legislative aides, nutrition activists, and staff from OOE and USDA.

Five or six SNE members were on the committee that met in a Senate Office Building conference room. When we thought about all the important national decisions that had been made in the room, we were in awe of the importance of what we were trying to do. The whole idea of drafting a bill was very exciting.

The first draft started out with a wish list such as establishing an Institute for Nutrition Education in OOE where there could be a center

for excellence that would provide training for teachers and develop curricula and demonstration projects.

We rather naively thought the bill would be introduced preceding the Senate Select Committee hearings on a National Nutrition Policy Study in 1974 where there would be several thousand in attendance. It turned out that the better strategy was to address the need for such legislation in the hearings. The Subpanel on Popular Education made introduction of the bill a major recommendation. In the sessions for public comment, there was considerable discussion pro and con about the need for such legislation.

On July 31, 1974, McGovern introduced bill S. 3864 National Nutrition Education Act of 1974 as the first legislative action taken as a result of the hearings. S. 3864 would have created a three-year pilot effort in comprehensive nutrition education in the curriculum of the nation's schools funded through OOE.

Facets of the program would have included technical assistance, teacher training, planning and organization, and curriculum development, a nutrition education coordinator in each state, a national nutrition education resource center for training, collection and creation of curriculum and other materials, and evaluation of state-level programs. The funds requested for first year of the program were approximately \$75 million with small state matching funds required.

1975-77: Getting the Bill Passed

In Fall 1974, Mary Jo Johnson and Jane Butler, graduate students in the Nutrition Program, School of Public Health, U.C. Berkeley, surveyed state superintendents of public instruction to find out: (1) if there was any nutrition education program guidance in their state; (2) in what subject areas nutrition education was implemented; (3) personnel requirements; and (4) use of curriculum guides. They found that 75 percent of the responding states had someone within the state with responsibility for nutrition education. But the programs were often very fragmented.

They also found that the qualifications for persons coordinating nutrition programs were questionable, and that there were poor guidelines for sequential programs. A summary of their findings was published in *JNE* (Johnson and Butler 1975) The study provided concrete data to reinforce the need for legislation.

By November 1974, USDA began to recognize its role in nutrition education components of child nutrition programs. A request for proposals was published for A Major Evaluation Project Which Relates Nutrition Education to School Feeding Programs in Order to Gather

the Evaluative Data About Need of Nutrition Education on A Large Scale Throughout All the Years of Public Schooling.

SNE replied saying that the proposal was badly flawed (Ullrich 1974) and USDA withdrew the proposal. They realized that the agency was not equipped at that time to provide leadership in nutrition education. Early in 1975, Martha Poolton was appointed as nutrition education specialist to direct the nutrition education activities of USDA's Food and Nutrition Service.

Also in 1975, a strengthened comprehensive health education bill was introduced, and there were some pressures to combine nutrition education with it. Nutrition was one of the 11 areas of concentration recommended for inclusion in the bill. I felt the Congress was more likely to provide funds at that time for agriculture, food, and nutrition than health promotion. Thus we continued to urge reintroduction of the nutrition education bill. (Ullrich 1975)

McGovern reintroduced the National Nutrition Education Act of 1975 in June 1975. Rep. George Miller (D-Calif.) introduced the same bill with 25 cosponsors in the House. When he was in the California Assembly, Miller worked with Moscone to get the California nutrition education legislation passed. He was in his first term in Congress when he spoke to the 1975 SNE Annual Meeting in San Diego shortly after introducing his nutrition education bill. (Miller 1975) No action was taken on the bills that year because no new legislation was being passed. So SNE concentrated on getting nutrition education as a component in as many nutrition programs as possible. We also worked to save the \$1,000,000 appropriation for training and research in the Child Nutrition Act in order to keep nutrition education issues visible. (Ullrich 1975) In 1976, we had to push again for that appropriation.

The proposed legislation for NET called for a nutrition education coordinator in every state. There were concerns about establishing standards for persons to fill the position. As a result of the California legislation, Eileen Peck (1976), then Chair, Ad Hoc Committee on Child Nutrition Specialists, California Nutrition Council, described roles and educational background of the nutrition education specialist in the schools in California.

That prompted SNE to appoint an Ad Hoc Committee on Nutrition Education Specialists Qualifications and Functions to develop standards. A proposed policy statement and standards were published in *SNE Communicator* with a request for comments. The position paper was then finalized and introduced as a resolution at the 1977 annual meeting and passed by the membership. The paper was published in *JNE*. (1978)

At the end of 1976, the Senate Study Committee recommended that the Senate Select Committee be abolished. Because it was the only forum for implementing nutrition education programs, we were concerned that the NET bill would never get passed. (Dwyer and Ullrich 1976) Fortunately, the select committee got a one-year extension in order to hold hearings on dietary goals. (See Chapter 8)

By 1977, there was a realization that a new bill calling for the NET program to be housed in OOE was not a possibility. There was no one in that office interested in nutrition, and there were no funds for a new program. If anything was to get passed, it would have to be incorporated into the school lunch program. By changing the administrative responsibilities from OOE to USDA, the McGovern bill was similar to S. 720, the Humphrey bill which ASFSA had been supporting for some time.

The change in administration of the proposed program gained ASFSA support which was needed to get any bill passed. In early April, Stone came to the SNE office to review a revised bill. (Ullrich 1977) On April 28, McGovern introduced S. 1420 as an amendment to the National School Lunch Act and the Child Nutrition Act of 1966. The bill contained recommendations that:

1. Revised and extended the summer feeding program,
2. Revised the special milk program,
3. Revised the school lunch program, and
4. Authorized a program for nutrition information and education.

It was introduced as a no cost bill. Essentially the bill eliminated the special milk program which had serious implementation problems. This money would be used to finance the nutrition education program. The bill provided for entitlement funds at the rate of 50 cents for each child for nutrition education.

In introducing the bill, McGovern (1977) said "I am very pleased to say that the Congress can now offer a nutrition education program without increasing overall expenditures for food programs. Quite frankly I believe that nutrition education is a sound investment in our future and that in the long run it is worth the cost 10 times over."

I was invited to testify at the first meeting on May 5, 1977 of the newly formed Senate Agriculture Subcommittee on Nutrition and testify on behalf of S. 1420. I said that nutrition education could provide a cost benefit through reducing plate waste and thus reduce dollars in the school feeding program. At the time, that was a popular focus on promoting nutrition education because legislators were concerned about children discarding food thus wasting taxpayers' dollars.

The importance of trained nutrition coordinators in each state was stressed as well as the need for a support system of parents, teachers, and food providers which included school lunch workers. McGovern asked me if there were really enough trained persons available to fill the coordinator positions. I said yes and hoped I was right.

Carol Tucker Foreman, the newly appointed Assistant Secretary for Food and Consumer Services, USDA, concentrated on the other parts of bill but testified briefly in opposition to the nutrition education component of the bill because the new administrator wanted to study the program before adding any new aspects to it.

It was fortunate for SNE and NET that the 1977 SNE Annual Meeting was held in Washington in mid-July. Senators McGovern and Dole were invited to speak. They expressed renewed commitment to our cause. (Lenora Moragne had recently joined Dole's professional staff) In addition, Foreman had a chance to interact with a large group of SNE members at a time when she was still gathering information about how USDA programs in the Food and Nutrition Service should function in the new Carter administration.

The NET bill passed the Senate on June 6, 1977. However, the House-passed version of the National School Lunch Act and Child Nutrition Act did not contain new provisions for nutrition education. When the Senate and House settled their differences by the end of September, nutrition education *was* included in the final conference committee bill.

It became law on Nov. 10, 1977. It still contained the 50 cents per child entitlement for each state with no less than \$75,000 for smaller states. (Public Law 95-166 1977) The actual appropriation was \$26.2 million. As one of its last acts before it went out of existence at the end of 1977, the Senate Select Committee convened a small task force on Nov. 27-28, 1977 to draft guidelines for implementation of the new law. The guidelines were to be forwarded to USDA to indicate what was expected of the department in carrying out the law. (McGovern 1977)

Janice Dodds remembered "how the half dozen or so of us (mostly SNE members) who were in those Select Committee meetings looked at each other and realized that we had never done anything like that before but were very willing to try to develop the guidelines. It was not easy because the language of the final bill was difficult to interpret."

1978-80: Getting NET Implemented and Evaluated

Food and Nutrition Service, USDA, held a large workshop Jan. 5-6, 1978 to develop regulations for NET. Peg McConnell was instrumental in organizing the various aspects of the workshop. One worrisome issue

was that the entitlement funds were only guaranteed for 1978 and 1979, and the law stipulated that a nutrition education coordinator must be hired and a state plan developed and approved by USDA before the program could be implemented. In March, USDA published interim regulations so that states could get started in developing plans. The final regulations were issued in the *Federal Register* in June 1978.

NET had a three-year authorization, and the first year was almost over before the states could even get started. However, that did not deter most states. They took advantage of the opportunity with enthusiasm. The elements of the program as described by USDA were as follows:

The U.S Department of Agriculture can make grants to states so they can

- Educate students about nutritional value of food and develop nutrition attitudes and practices to improve students' health and well-being throughout life
- Train school food service workers in principles and practices of food service management including menu planning, food preparation, nutrition, and food procurement
- Instruct teachers in nutrition principles to better enable them to teach their students
- Develop classroom materials and curricula.

At the same time, Luise Light was able to convince Foreman to bring Audrey Maretzki to USDA on an Intergovernmental Personnel Act position as Director, Nutrition and Technical Services Division because the new NET program was to be implemented by that division. Grace Ostenso, who had held the position, had left USDA to join the staff of the House Committee on Science and Technology to draft the monitoring legislation among other things.

In Spring 1978, the Senate Government Affairs Committee chaired by Senator Percy held hearings about the establishment of a new Department of Education (DOE). One session was on whether the child nutrition program should be moved from USDA to the new DOE. In May 1978, I was invited to testify in favor of the move because of our previous interest in having NET in OOE.

That presented a true dilemma because the current climate on nutrition education was not conducive to such a move. OOE had little interest in nutrition education and much less in school feeding programs. I was also concerned that if nutrition education was moved it could no longer be integrated as a classroom and school meal program. In time, it could easily be discontinued.

As a result, I recommended that a strong Division of Nutrition would have to be established within the proposed DOE to assure that all segments of the child nutrition programs including nutrition education would have adequate support. Eventually, the new department was established, but the child nutrition program remained at USDA.

The 1979 SNE Annual Meeting was an exuberant time with many meetings about the future hopes for NET. Maretzki arranged for SNE to cosponsor a workshop on evaluation for nutrition education coordinators immediately following the SNE meeting. (Ullrich 1979)

She recalled that the main reason for calling the meeting was that the national evaluation of NET was being undertaken by Abt Associates under contract from USDA even before most of the states had much opportunity to show much input. Many NET coordinators rightfully resented the study. However, it was necessary to have such a study to present at reauthorization time if NET was to survive. Maretzki also found it was a real challenge to get the coordinators to meet in conjunction with an SNE meeting rather than with ASFSA.

Next came the realization that NET reauthorization would be under consideration in 1980. Parker volunteered to organize a workshop to develop an SNE policy on NET legislation. The 25 invitees came from all over the U.S. to a two-day workshop at the end of January 1980. They were committed to and/or involved with NET. The report of the workshop provided the newly formed PPAC with background for an SNE position paper on NET.

In 1981, Amanda Mellinger, California NET Coordinator, testified for the NET program coordinators and SNE at a hearing held by the House Committee on Elementary, Secondary, and Vocational Education in March 1981. At that time, PPAC's position paper was submitted as a part of the hearing record. SNE supported permanent authorization and entitlement funding at a level of 50 cents per child plus inflation adjustments.

By 1981, Abt Associates had completed their evaluation of NET. One result of the project was a review of programs and research related to teaching nutrition which was published in book form. (Nestor and Glotzer 1981) It was useful background on the values of the program. The General Accounting Office released a report *What Can Be Done to Improve Nutrition Education Efforts in the Schools* (1982) which was supportive of the program and made recommendations for improvement. (See Chapter 11 for a discussion of NET)

1981-1991: Keeping NET Going

NET has never been funded at its authorized level. In Fiscal Years 1978 and 1979, it was funded at \$26.2 million. In 1980, at \$21 million. However, it was incorporated into the Child Nutrition Act in 1980.

When the Reagan Administration took office in 1981, there were attempts to eliminate the funding and/or the program. It was only through Shipley-Moses's great vigilance and SNE members' support plus PPAC pressure on legislators and the executive branch that the program remained intact through the 1980s. I shall always remember Liz lobbying in the offices of the various legislators with her first-born son Adam in a carrier on her back. No organization could ask for a greater commitment nor a more impressive message about the need to teach children about nutrition and good health.

When the administration recommended eliminating NET from the authorizing legislation in 1981, SNE requested reinstatement and appropriations at the \$15 million level. SNE was able to point out that the NET program was operating in 50 states and two territories and reached more than 5.7 million students, 212,000 teachers, and 104,000 food service personnel with nutrition education information. Finally, \$5 million was authorized, but it took pressure to get the funds released by USDA.

SNE members testified annually about cost benefits of NET: Clancy in 1982; Ellis, 1983; Chegwidden, 1984; Ellis, 1984; Gardner, 1989; Cogburn, 1990. (See Appendix 3 for dates of testimony)

Shipley-Moses's participation in the Child Nutrition Forum Steering Committee was one more key in keeping NET afloat. The forum is made up of organizations with widely divergent purposes and interests in order to express a unified voice for their support of effective and adequately funded federal nutrition programs for children. SNE was invited to join the forum because it was seen as a very active force on nutrition policy on Capitol Hill.

Through the forum, Shipley-Moses had an opportunity to make a case for NET and develop a broad strategy for supporting and expanding NET working with key lobbyists for child nutrition programs.

She recalled that one of the highlights for her as SNE's Washington liaison occurred when she discussed budget proposals in the late 1980s with Secretary of Agriculture John Block. She asked why NET had not been slated for elimination as in previous years, and he said "I guess because you have proven its worth to us."

Funding remained at the \$5 million level through FY 1990. Finally, in FY 1991 the appropriation was raised to \$7.5 million. It is supposed

to be \$10 million in 1992. USDA has publicly promised to support a \$15 million budget request for FY 1993.

Some people wondered whether NET was worth saving as the limited funds were not enough to do much. However, the program *has remained* and some *things have been accomplished*. Barbara Chalone et al. (1989) in a 10-year look at NET, wrote that the 80 percent funding cut from 1978 to 1988 forced states to select specific projects and services for implementation instead of being able to put a comprehensive program into effect. They indicated that because there is no single advocate for nutrition education in schools NET has the challenge of building a support system that includes educators from a variety of backgrounds and experiences.

Sustaining an interest in nutrition education when funding levels were reduced was possible only because state programs put forth a strong rationale that nutrition education teaches life skills that all children need to know and practice. Additionally, a network of organizations including ADA, AHEA, ASFSA, FRAC, PTA, and SNE have all lobbied for continuation of the program.

As one looks into the future, the time seems right for NET to grow. Education is once again becoming a priority on the national agenda. There appears to be greater interest in teaching coping skills in the classrooms of the future. Making food choices is one of those skills.

There is also great concern about preventing chronic illness by teaching children at an early age the relationship between what they eat and their health. NET can also provide knowledge about what should be served to children in school meals.

*SNE Annual Meetings**

SNE Annual Meetings always have been noted for interaction between members. Time was always allotted for attendants to get acquainted with speakers and with each other. Attendance has been small enough so that registrants often get a chance to talk in depth with a speaker. Recent annual meetings featured sessions called "Conversations with _____," usually one of the featured speakers or someone who has provided leadership to SNE.

Poster sessions and brief oral presentations have been well-attended. Those sessions help to involve graduate students and SNE members who have developed research projects or innovative programs.

The most volatile part of annual meetings in the early days was the resolutions session where members voiced their opinions. As the resolutions process became more institutionalized, the spark of honest debate seemed to diminish.

Plenary sessions on controversial issues were often held in an endeavor to present different sides of issues. In the early years, talks and proceedings of the annual meetings were summarized in the *SNE Communicator*. Many of the provocative talks given at plenary sessions were published in *JNE* with the thought of providing information given at the meeting to those who could not get to it.

By the fourth annual meeting of the expanded membership in 1973, a system was put in place whereby the president appointed a program committee for the annual meeting at the end of her/his term of office. Responsibility for the annual meeting program was transferred to the

*Information in this chapter is based on reports published in *SNE Communicator*, recollections by SNE leaders, and annual meeting programs.

president-elect in 1987 so the president could focus on running the organization and not be distracted by annual meeting planning.

The first annual meeting of the expanded membership—a luncheon with a speaker and discussion groups in an afternoon session—was held in 1970. The second meeting—with truly “national” attendance—was two-and-a-half days in 1971. By 1990, the meeting had grown to five very full days and evenings including preconference workshops.

Attendants at SNE annual meetings often expressed the feeling that there was more going on than one was able to take in. There have been exhibits at annual meeting since 1971 with great emphasis put on getting exhibits of educational materials. There was a reluctance to invite food exhibits until the mid-80s when it was recognized that a greater involvement of the food industry in all elements of annual meetings would get more revenue for SNE.

In the early years, the budget for annual meetings was very tight. For example, there often was only enough money for the First Night Reception to pay for 4 or 5 trays of cheese and fruit so only the “early birds” got snacks.

In later years, local arrangements committees were sometimes very creative in getting food donated by local organizations. Donations for the meetings have grown so that in the 1990s plentiful amounts of food are provided throughout the day.

The original First Night Reception held at the 1971 annual meeting was a compromise with the hotel which expected the Society to have lunches and dinners during the meeting. It was felt when planning that first really “national” annual meeting in 1971 that registrants could not afford the added cost of meal functions. So the planners got the hotel to agree to the reception and a closing day luncheon after which the business meeting was held.

In the late 1980s, an SNE Partnership Policy was developed to provide guidelines for special event sponsorship and exhibitors:

Product promotion is appropriately directed at annual meeting exhibits and meals and breaks. Products that are featured or served at the event can be accompanied by descriptive materials that either describe the nutrient content or contain nutrition-related information...Advertisements and descriptive materials promoting products will be evaluated by the following criteria:

The product must relate to the field of nutrition education;

- disseminate food and nutrition information that is consistent with federally accepted dietary recommendations;
- be sensitive to gender, age, race, ethnicity, religious affili-

- ation, and disadvantaged population groups and not disparage or promote political affiliation;
- preferably use the name of the food company or the food product to acknowledge sponsorship when the sponsor's parent company is generally known for producing cigarettes or alcohol;
- conform to other practices and principles of the society as established by the board of directors.

1968 Annual Meeting

Morgan Hall, University of California at Berkeley, July 2, 1968.
Attendance: The six founders.

This was the first official meeting after the organizational meeting to form the Society for Nutrition Education in June 1968 when the founders signed SNE's articles of incorporation to make it a nonprofit, educational organization.

1969 Annual Meeting

Morgan Hall, University of California at Berkeley, July 2, 1969.
Attendance: The founders.

At this meeting, the activities of 1968-69 were reviewed. A report on the start of regular publication of the *Journal of Nutrition Education* was accepted.

1970 Annual Meeting

H's Lordship's Restaurant, Berkeley. Sept. 19. 11:30 a.m. to 4:30 p.m.
Attendance: 135 members and guests. Registration fee of \$2 for guests only. Only one member from outside California attended.

The luncheon speaker was Ronald Deutsch, author of books on nutrition for lay audiences and a panelist at the White House Conference. The afternoon was spent in discussion groups that addressed the question where the Society would go: when, how, by whom, why?

1971 Annual Meeting (Sponsored by Arizona Nutrition Council)

Safari Hotel, Scottsdale, Ariz., Sept. 15-17. Attendance: 225 from 26 states and one from Mexico. Registration fee: \$10 for members; \$15 non-members. Hotel rates: \$12 single, \$18 double. Phyllis Ullman chaired the Annual Meeting Committee.

There were about 24 speakers, 10 papers presented, and 20 exhibits (mostly leaflets and pamphlets). Eight resolutions were submitted.

The prologue speaker was Jeanne Lesem, Food Editor, United Press International. Jean Mayer, Chairman of the 1969 White House Conference on Food, Nutrition and Health and then Professor of

Nutrition, Harvard School of Public Health said in his keynote address:

“It seems to me that this [SNE] will become the premier association of nutritionists who are interested in action in the field of nutrition and from this viewpoint may very well become socially the most important association as regards nutrition.”

Group discussions generated 272 nutrition education ideas related to topics such as what are some of the economic, social, and psychological factors which obstruct behavioral change in food habits; how can the nutrition educator motivate behavioral change; how can nutrition education be evaluated; how can nutrition educators learn to deal effectively with mass media; what can school food service do to improve nutrition education; what can the food industry do for nutrition education?

A dinner meeting for the *JNE* Board of Editors and Advisory Council was held for the first time, starting a tradition that has continued.

1972 Annual Meeting (Sponsored by Iowa Nutrition Council)
Hotel Fort Des Moines, Des Moines, Iowa, Aug. 1-3. Attendance: 287. Philip White and Wilma Brewer were cochairs of the program.

The keynote speaker was William J. Darby, M.D., newly elected President and Science Director, The Nutrition Foundation, Inc. He outlined a nutrition education program that The Nutrition Foundation was planning which included some improved teacher education courses and continued emphasis on professional education.

SNE had been hopeful that there might be some cooperative effort between the foundation and SNE. Darby was not receptive to the idea.

A major section of the program presented case seminars with plenty of time for discussion and sharing experiences. Other topics were cultures and counter-cultures and transmitters of nutrition misinformation.

The SNE Rap Session included a heated discussion on whether nutrition councils should be a part of SNE.

Gaylord Whitlock, SNE President at the time, remembered the elegance of the Presidential Suite; the hotel had recently been refurbished.

Joan Gussow and Ruthe Eshleman remembered they were so cold in their air-conditioned room that they ordered hot chocolate late at night even though the outside temperature was in the 80s.

1973 Annual Meeting—Focus on Nutrition Education (Sponsored by Georgia Nutrition Council)
Stouffer's Atlanta Inn, Atlanta, Ga., Aug. 3-8. Attendance: 410. Betty Hornbuckle was general chairperson and planned true Southern

hospitality. W. O. Caster was program chairman. SNE cleared \$2,000.

It was the first time exhibit booths were set up. There was consternation because Coca Cola wanted to set up a booth giving out samples of Minute Maid orange juice.

Gov. Jimmy Carter gave a welcoming address that showed his interest in nutrition even before he got to The White House. His administration was without doubt the most forward thinking on national nutrition issues of SNE's concern.

Norge Jerome, Associate Professor, Department of Human Ecology, University of Kansas School of Medicine, set the tone for the meeting in her keynote address by suggesting that nutritional health can be promoted with the same thorough approach as the food industry markets food products.

Some of the other speakers who later provided leadership to SNE through the years were Gussow, Moragne, and Todhunter.

Barbara Bode, President, Children's Foundation, talked about malnourished children. Her talk and others about problems of the aged and teenage pregnancy provided challenges for intervention.

The resolutions session was very lively because several resolutions were related to sugar content of breakfast cereals to be distributed in school food service breakfasts and cereals advertised to children. It was decided to table those resolutions, and future resolutions would be presented to a Resolutions Committee before being introduced in the SNE business meeting at the annual meeting. The SNE Board got cold feet about continuing publication of *Food, Nutrition and Health*, SNE's new monthly newsletter designed for lay audiences. A few weeks later they cancelled it. (See Chapter 9)

1974 Annual Meeting—Dimensions of Nutrition Education (Sponsored by Massachusetts Nutrition Council)

Sheraton Boston Hotel, Boston, Aug. 11-14. Attendance: approximately 700. Dorothy Callahan was general chairperson. Jean Mayer was program chair.

Mayer very graciously held the First Night Reception at Dudley House, Harvard College, where he was then Master of the House. The next day he gave the keynote address "Report on the National Nutrition Policy Study."

Public information programs including FTC and concerns about advertising on TV programs for children were discussed. Sanford Miller, then Professor of Nutritional Biochemistry, Massachusetts Institute of Technology before going to FDA, gave an interesting perspective on future food sources. There were four concurrent sessions of about 24 presented papers on research and innovative programs.

The various committees under Callahan's leadership did a wonderful job of coordinating all aspects of the meeting. Their post-meeting reports on the various activities they carried out served as references for annual meeting committees for several years thereafter.

After the regular SNE meeting, The Potato Board and National Nutrition Exchange put on their first communications workshop, The Nutrition Council As A Tool for Change: A Workshop. It attracted a number of nutrition communicators. As a result of the meeting and the workshop, David Bull became so turned on to the need for nutrition books that he started Bull Publishing Co. in Palo Alto, Calif. His company has produced some of the most innovative books on nutrition and the health field.

Once again resolutions were a controversial part of the meeting. The Resolutions Committee discussed resolutions with submitters in an attempt to get them to reword portions, but both committee and submitters felt frustrated by the process. A major change was that resolutions were submitted after the meeting to the full membership for the voting rather than just to those present at the annual meeting.

1975 Annual Meeting—Grappling with Issues

Sheraton Harbor Island Hotel, San Diego, Aug. 19-22. Attendance: Approximately 650. Philip White again was program chair. Several local nutrition groups provided assistance with arrangements.

The keynote speaker was Rep. George Miller (D-Calif.), member of the House Education and Labor Committee and author of H.R. 8584, the bill for "National Nutrition Education Act of 1975." His talk was published in *JNE*. He has been a friend of SNE ever since his involvement in 1975 and continues to be concerned about nutrition issues.

The major feature was concurrent sessions with panels made up of a nutrition practitioner, a food technologist, and an academic to discuss nutrition issues of general concern. The recommendations were summarized in *SNE Communicator*. The most recurring themes included:

1. Pressure on resources—food supply, energy, income, professional expertise—and the resulting need for careful planning, wise allocation of resources, and accountability;
2. Need for "individualized" education programs;
3. Lack of recognition of the importance of nutrition by many consumers, professionals in allied fields, government policy makers, and food industry representatives—hence a lack of direction or focal point for nutrition education; and
4. Need for cooperative interdisciplinary efforts.

The special interest luncheons served as the beginning steps to the development of SNE special interest groups/divisions. Both the Liaison

with Industry and the College/University Teaching Groups formed committees to set directions for their activities.

1976 Annual Meeting—Revitalization, Re-evaluation, Redirection

Plaza Inn, Kansas City, Mo., July 11-14. Attendance: 600. At the invitation of Norge Jerome and Allene Vaden, the annual meeting was held in Kansas City. Jerome was program chair.

The program provided many choices from concurrent panels dealing with a variety of issues and topics including The Granary: Markets, Resources, Prices, Priorities, Logistics; The New and Old Tradition: Breastfeeding; and Nutrition Education in Weight Control Programs.

There were 45 speakers and 60 papers presented. One of the highlights was a talk by Dana Raphael, Director, Human Lactation Center, Ltd., Westport, Conn., speaking on the need for a supportive environment around the mother and her infant as a key element for successful breastfeeding.

The resolution process at that meeting was contentious and pointed up the need for a parliamentarian to assist with the discussion. For the first time, a straw vote was taken on each resolution, and the results were included with the resolutions and highlights of the discussions about each on the ballot sent to members.

A resolution to ban smoking at SNE meetings was introduced at this meeting, the membership passed it, and it has been observed ever since.

1977 Annual Meeting—Challenge of Change

Shoreham-Americana Hotel, Washington, D.C., July 11-14. Attendance: Approximately 900.

Kristen McNutt was program chair with assistance from other Washington-area SNE members.

It was a vital time to meet in Washington because a new Democratic administration was in office, and many national agendas were being formulated. A highlight was a box lunch meeting with Carol Tucker Foreman, Assistant Secretary for Food and Consumer Services, USDA, where participants were able to talk informally with her about nutrition education needs in USDA. Senators McGovern and Dole, both strong supports of nutrition education, spoke at the general session.

Luise Light arranged for a group of attendants to go to Capitol Hill and meet with Rep. Fred Richmond (D-N.Y.) in regard to his bill on consumer nutrition information and education.

The first research update session was held at this meeting. Discussion groups on health, family, and schools made written recommendations for board action. The Senate Select Committee's proposed Dietary

Goals had been released recently and there were heated discussions about their value.

Although conflicts arose because too many sessions were scheduled and the hotel was hot because the air conditioning broke down, the enthusiasm was high.

1978 Annual Meeting—Perspectives for Action

Radisson Downtown Hotel, Minneapolis, July 16-19. Attendance: 850. Helen Guthrie chaired the program committee.

Jean Mayer, President, Tufts University, once again was the keynote speaker and talked about insights on nutrition education. E. Neige Todhunter was specially honored at the awards luncheon for her many contributions to nutrition education.

Special emphasis was placed on providing opportunities for registrants with similar interests to get together. Special lunch arrangements were made to facilitate conversation. Submitted papers of special merit on evaluation research and education research were featured. There were also poster and audiovisual presentations.

A group of nutrition educators employed by companies with food and nutrition-related products voted to become the Division of Nutrition Educators with Industry (NEWI).

1979 Annual Meeting—Nutrition in Transition

Jack Tar Hotel, San Francisco, July 22-25. Attendance: 1,100 (the largest of any annual meeting in the first 25 years). Roslyn Alfin-Slater was program chair.

George Bray, Nutrition Coordinator, Department of Health, Education and Welfare, gave the keynote speech. His department was responsible for coordinating the National Conference on Nutrition Education held in Washington in September 1979.

Alfred Harper, Professor of Nutrition, University of Wisconsin and Chair, Food and Nutrition Board, National Academy of Sciences, gave the luncheon address on "The Scientists and the Consumer."

The highest level of excitement was about implementation of the Nutrition Education and Training Program (NET) and the opportunities for nutrition education coordinators. It was a time of a great deal of interest in nutrition in federal programs. SNE members were excited about the possibilities and looking forward to the national conference coordinated by Johanna Dwyer in Washington later in the year.

The Division of Specialists in Nutrition Education of Children (SNEC) was formed under the leadership of Marilyn Briggs.

SNE Annual Meeting—San Francisco—July 22–25, 1979



Top row, from left: A committee meeting; Helen Ullrich; Helen Guthrie (left) and Ruth Huenmann. Middle row, from left: George Stewart (left) and Ruthe Eshleman; Joan Gussow; Helen Walsh (left) and Roslyn Alfin-Slater. Bottom row, from left: Ronald Deutsch (left) and Gaylord Whitlock; Cheryl Lee (left) and George Briggs; Exercise session.

1980 Annual Meeting—Reflections on Food Choices

The Queen Elizabeth Hotel, Montreal, July 6-9. Attendance: 945 (the number included full program registrants and those who attended the one open meeting) Louise Lambert-Lagacé was program chair with President Joan Gussow as special advisor and committee members from both the U.S. and Canada.

The spectacular opening session and buffet at the Terre des Hommes set the pace for an exciting meeting. Gussow opened the session with an inspirational presidential talk “The Science and Politics of Nutrition Education.” The Ministère de l’Agriculture, des Pêcheries, et de l’Alimentation du Québec provided a wonderful buffet of local foods.

John Yudkin, M.D., Professor Emeritus of Nutrition, University of London and author of *The Diet of Man: Needs and Wants*, spoke at an open session to which the public was invited.

A highlight was the mock trial *Nutrition Education v. Nutrient Addition*. The judge was Maurice Lagacé, Judge of the Superior Court, Montreal. Margaret C. Phillips was the petitioner-attorney with witnesses from health and education. The respondent-attorney was Jan Apse, attorney in private practice, Ottawa. Witnesses were from FDA, health professions, and the food industry. The attendants were the jury.



A RECOLLECTION BY SUZANNE PELICAN

Personally and professionally, SNE is an important part of my life, and I am truly fond of many members. Two individuals who occupy a special place for me are Guen Brown and Joan Gussow. I credit Guen with my becoming a member.

In early 1980, shortly after starting my first professional job, Guen made it clear to me that SNE was the most valuable organization to which she belonged and that we should travel together to the annual meeting that summer.

Given her enthusiasm for the Society, I never even considered not attending the meeting in Montreal where I heard Joan deliver the welcoming address that closed with the plea “Let’s stop putting out each other’s candles.”

I was hooked. Joan’s provocative message, Guen’s warmth and encouragement, the energy of the meeting, and the many friendly and dedicated members I met in Montreal convinced me that I wanted to be a part of this very special organization.

Every annual meeting since then has renewed my commitment. Every year I feel like I “come home.” I offer thanks to each and every member for all the society has given to me.

(Author’s Note: Whenever I think of that first meeting held in Canada, I recall the wonderful hospitality of the Canadians in the cities I visited in 1978 when selecting the meeting site and then at the meetings themselves.)



1981 Annual Meeting—Access to Food

Town and Country Hotel, San Diego, Aug. 9-12. Attendance: About 700 (Attendance was low because air traffic controllers were on strike and many members could not get flights to San Diego). Arnold Schaeffer was program chair.

The site and dates were selected because the IUNS XIIth International Congress of Nutrition was being held in the same facility August 16-21, and the board felt that some people would want to attend both.

There were presentations on the nutrition educator’s economic, social, political, and educational responsibilities in promoting access to food. Special emphasis was given to evaluation and forecast of success of health and nutrition education programs.

At the time, there was controversy about the WIC evaluation being done under a contract from USDA. Howard Jacobson recalled that he chaired the panel and carefully avoided bringing up the pitfalls of the study or explaining why a representative from USDA was not there to discuss it. At a dinner the night before, Herbert Sarrett of Mead Johnson Co. counseled Jacobson saying that when he was a burlesque house barker he had learned that you don’t tell people who is *not* there, but rather who *is* there.

1982 Annual Meeting—Nutrition Education in the Community

Boston Park Plaza Hotel, Boston, July 11-14. Attendance: About 800. Janice Dodds was program chair.

Kate Clancy recalled the planning sessions for the meeting when she, Dodds, Lynn Parker, and Janet Schwartz gathered around Kate’s kitchen table, excited about planning a different kind of annual meeting.

Mini-sessions which focused on “how to” be involved in the community were the highlight. It was the first major involvement in SNE activities for Dodds who later became SNE president. Boston SNE members again outdid themselves with a wonderful reception at

historic Faneuil Hall Marketplace after outgoing President Kate Clancy's address on "Food, Nutrition, Communities, and Communication."

The first SNE Award for Outstanding Contributions to Nutrition Public Policy Development and Implementation was awarded to former Sen. George McGovern. Following are excerpts from his response:

I am deeply appreciative that America's most progressive society of nutrition professionals has selected me to receive its first annual Award for Outstanding Contributions to Nutrition Public Policy Development and Implementation. I'm even more appreciative that the Society for Nutrition Education continues to speak out during these deeply troubled times for our national food programs and policies...

It is critically important that SNE continue to provide leadership so as to ensure that sound nutrition expertise is always available to those in the position to set public policy. For the society to maintain such a leadership capacity will require both perseverance and expanded vision of our national food policy... [to] encompass such concerns as the growing, transporting, and marketing of food; the quantity, quality, and safety of the food supply; food information and education; nutrition training and research; and assistance for all Americans in obtaining a healthful diet...

The best place to begin such a process is probably right in your local community where a new perspective may turn up job opportunities that already exist or could be developed.

I announced my resignation as executive director at that meeting. The number of members who thanked me for my contributions to SNE was very heart-warming.

1983 Annual Meeting—Promoting Health through Nutrition: Cooperative Ventures

The Denver Hilton, Denver, July 10-13. Attendance: 542. Anita Owen and Laura Sims cochaired the program.

Inasmuch as there was particular emphasis at the time on addressing future trends in nutrition policy making, it was not surprising that several speakers referred to the best-seller *Megatrends* by John Naisbitt.

Speakers covered collaborative efforts in areas such as health promotion in community, working with other nutrition-related associations, and communications.

Two skills development workshops were added to the traditional communications workshop held by The Potato Board the day after the meeting.

1984 Annual Meeting—Nutrition and Wellness: Taking Off in New Directions

Bellevue-Stratford Hotel, Philadelphia, July 8-11. Attendance: 650. Catharine Wotecki and Phyllis Bowen were program cochairs. For the first time, a major emphasis was placed on obtaining financial sponsorship for various sessions of the meeting.

Speakers explored the role of nutrition and nutrition education in wellness programs for schools, workplaces, and the elderly. Special events were a trip to Rodale Farms and Press in Emmaus, Penn. on the day after the meeting and the premiere of the new SNE-produced film "No Better Gift."

An organizational meeting for a possible International Division resulted in appointment of a task force charged with finding the structure likely to gain the most exposure of international issues to the general SNE membership. (See Chapters 2 and 3)

There was extensive discussion in the resolutions session about expanding *JNE* to six issues a year.

1985 Annual Meeting—What's Shaping Contemporary Diets?

The Westin Bonaventure Hotel, Los Angeles, July 7-13. Attendance: N/A. Carolyn Lackey chaired the program committee.

Pre- and post-meeting skills workshops were increased in number with a special post-meeting session on advertising and marketing techniques sponsored by The Good Housekeeping Institute. SNE held the first amateur photo contest on nutrition educators at work and nutrition education in action.

Johanna Dwyer received the Dr. Harvey Wiley Award. She remembered that her luggage was lost, and she had to wear her mother's clothes in order to receive the award and present her paper.

1986 Annual Meeting—Expanding Horizons, More Tools for Our Trade

J.W. Marriott Hotel, Washington, D.C., July 6-11. Attendance: 700. Trish Britten was the program chair.

The Congressional Reception provided an opportunity for person-to-person contact with legislators. Meeting sessions provided training in policy making. Anthropologists and sociologists discussed subtle factors that influence nutritional choices. There were workshops the day before and two days after the meeting.

A special plenary session on Art and Humanities, instigated by Mary Goodwin, included poetry, literature, music, song, and dance along

with art especially arranged by Joan Gussow and her artist husband, Alan. The Legislative Network Committee and SNE D.C. Chapter presented "The Capitol Stage," a drama on the legislative process.

1987 Annual Meeting—The Human Factor in Nutrition Education and Policy

San Francisco Hilton, San Francisco, July 8-11. Attendance: 700. Jerianne Heimendinger chaired the program committee.

In accordance with the theme, speakers provided perspectives on closing the gap between the person delivering the nutrition message and the recipient. The past presidents luncheon was initiated. For the first time, there were informal conversation sessions with special nutrition educators.

Friends of Ruth Huenemann sponsored a special lecture by Nevin Scrimshaw in recognition of her leadership in public health nutrition. The Frances E. Fischer Memorial Nutrition Lecture, sponsored by ADAF, was given by Nancy Rody. The first Excellence in Nutrition Education Award sponsored by the National Livestock Stock and Meat Board was given.

A group of friends organized a dinner to honor me. I shall always remember with great fondness the more than 100 people who were able to attend and how our lives were linked through SNE activities.

A post-meeting conference in Hawaii was sponsored by SCINE; Hawaiian Nutrition Council, an affiliate of SNE; and University of Hawaii. The focus of the conference was nutrition education as an instrument for empowerment of people of the Pacific Islands. The conference proceedings were published by the Hawaiian Nutrition Council and distributed to the attendants.

1988 Annual Meeting—Nutrition in the Market Place

Royal York Hotel, Toronto, June 22-25. Attendance: 800. In accordance with a new policy, Janet Tenney as First Vice-President chaired the meeting. Susan Borra and Linda Smith cochaired the program.

With a growing sense among food marketers that nutrition would sell, the meeting dealt with new challenges and competition in communicating sound nutrition messages. Russ Kisby gave a memorial lecture in honor of Allene Vaden, a leader in SNE as well as President-elect of ADA when she died in late 1987.

Jane Anderson presented the Five-year Strategic Plan for SNE's future. There was a reading of the first script for the proposed TV series "Food: An Epic View of An Intimate Subject."

The International Conference on Dietary Guidelines, cosponsored by SCINE and PPAC, was held June 26-27 at Ryerson Polytechnical

Institute. Louise Lambert-Lagacé chaired the conference and Michael Latham was program chair. Fifty-six Canadians, 72 Americans, and 19 from other countries attended.

The aim of the conference was to generate and discuss new ideas and hear about approaches from different countries. The meeting was inspirational, but the dormitory accommodations were very spartan. Proceedings of the conference were published through Cornell. (See Chapter 8 for more discussion)

1989 Annual Meeting—Education: The Key to Informed Food Choices

Chicago Hilton and Towers, Chicago, July 18-22. Attendance: 550. Judy Brun was meeting chair and Mary Lewis chaired the program.

The goal was to “put the education into nutrition education” by building new skills in the educational process. This was a meeting where change was in evidence. Both Brun and Lewis were out of jobs at the NDC because of reorganization.

In accordance with the strategic plan, the SNE staff had been pared down to an executive manager and one secretary from a peak of 15 in the past. All SNE services were handled under contract outside the office.

This annual meeting was the chosen site for the prestigious W. O. Atwater Lecture sponsored by SNE and USDA's Agricultural Research Service. Helen Guthrie gave the lecture on “The Many Faces of Nutrition Education, Challenges and Responsibilities.”

The nutrition update sessions which traditionally gave attendees an opportunity to learn about recent research in nutrition sciences and education were named George M. Briggs Nutrition Science Symposia in honor of Briggs, one of the founders of SNE, who had died earlier in the year. As he always was concerned that nutrition education be well-founded in nutritional science, it is fitting that the sessions be named in Briggs's memory.

1990 Annual Meeting—Nutrition Education in Changing Environments: Social–Technological–Physical

Anaheim Hilton and Towers, Anaheim, Calif., July 24-28. Attendance: 600. Nancy Schwartz was meeting chair; Gillian Ackhurst and Karen Penner were program cochairs.

The aim of the meeting was to raise the competence and confidence levels of nutrition educators in addressing issues related to our changing environment and their impact on food, nutrition, and health. A major theme which emerged from the meeting was a more serious look at issues related to a sustainable food supply for the world population.

The energy level of the attendants resulted in a series of resolutions and recommendations for SNE to take a more serious role in the various issues relating to the production and distribution of food in relation to preserve the resources in the environment.

1991 Annual Meeting—The Power of Partnership

Hotel Inter★Continental, Miami, July 9-13. Attendance: 500. Barbara Shannon chaired the meeting; Rebecca Mullis was chair of the program committee.

The meeting provided a forum for examining partnership potential and sharing experiences of successful partnerships between nutrition educators and others with a stake in helping people make food choices.

There had not been an SNE meeting in the southern part of the country since 1973. The expectation was great. However, between the July heat of Miami, the economic recession, and the distance from centers of population, the attendance was disappointing.

Two times before SNE planned to meet in the South. The first was to be in New Orleans in 1978. However, Louisiana did not support the Equal Rights Amendment to the Constitution so the meeting was moved to Minneapolis. In 1984, there were plans to meet in Louisville, but the board decided the site was too isolated. Perhaps a meeting in another southern location would be successful.

There is a great sense of loyalty among SNE members who are regular attendants at the annual meetings. Friendships that have been built over the years are very meaningful. Many SNE members have been on the programs and feel a sense of being able to share their knowledge and experience with other members. The annual meeting is a vital shared activity for SNE members.

SNE Educational Services

One of SNE's goals as identified in the original mission statement was educational services, and some were instituted almost immediately to help SNE members.

The National Nutrition Education Clearing House (NNECH) was established, and from it came resource lists, monographs, and a popular newsletter. By 1984, SNE also had produced a cookbook and six films. *JNE* helped raise the standards of other available educational materials as did SNE's evaluation of materials under special contracts.

Another service to members was holding skills development workshops. An Educational Services Policy Advisory Council (ESPAC) was established to assist in giving direction to the educational activities.

NATIONAL NUTRITION EDUCATION CLEARING HOUSE

NNECH was established in Spring 1971. The SNE Program of Work Committee's first project was getting the clearing house launched. Regional committee members helped to gather materials for the collection and made suggestions about its scope and operation.

NNECH was a result of a recommendation from the White House Conference and the membership's interest. It made sense to organize the materials submitted for review in *JNE* into categories so they could be retrieved and used in various ways. The possibility of computerizing the collection was investigated, but SNE did not have sufficient funds to buy a computer or pay staff to input the collection in the initial stages of the Society's development.

At that time, there was no other resource center collecting nutrition education materials. Therefore, we expected that NNECH resources would generate revenue, and it would be self-supporting.

Resource Lists

The first NNECH activity was to develop resource lists. By December 1971, *Preschool, Primary, and Intermediate Teaching Materials and Teacher References* was available. In March 1972, three more lists were announced. The lists cost 50 cents each for members and \$1.50 for nonmembers.

It was expected that the resource lists would be useful to a wide range of professionals such as teachers, nurses, and other health professionals who were interested in knowing where to obtain reliable materials. They contained listings with annotations or descriptors of the materials, journal references, books, and audiovisuals for professionals and other intended audiences. Non-recommended references were included when relevant.

The lists were updated every two to three years. By 1981, there were 12 publications in the National Nutrition Resource Series. (See Table 7.1) Frequently, the materials were gathered for a special project by graduate students in the Nutrition Program, School of Public Health or by undergraduates in the dietetic training program in the Department of Nutritional Sciences, both at U.C. Berkeley.

The students also worked on special interest projects. Their explorations would point out a need for a resource list on the topic. The lists were reviewed and supplemented by nutrition consultants and finalized by the NNECH librarian.

Other NNECH Publications

In 1972, Dairy Council of California (DDC) asked SNE to take on production of its pamphlet *Nutrition Information Resources* which it had been handing out to the public. DDC provided funds to produce *Nutrition Information Resources for Professionals* and *Nutrition Information Resources for the Whole Family* which were originally sold at a nominal cost of 25 and 15 cents, respectively.

Those publications contained guidelines for judging materials; brief descriptions of books, pamphlets, periodicals; and lists of governmental, commercial, and professional organizations. They were updated several times. By 1979, the prices were \$1.00 and \$.75, respectively. The pamphlets were widely used during the years they were available.

Three NNECH monographs were prepared. The first one, *An Analysis of Selected Curriculum Guides Used for Nutrition Education in Grades K-12*, May 1976, was a report of a study carried out under contract to NDC. *Mass Media and Nutrition Education*, June 1976, contained journal articles and other readings, program ideas, and ways to effectively use mass media in educational programs. At the time

Table 7.1
Printed Resource Materials
Society for Nutrition Education

NNECH Resource Materials	Introduced	Revised
<i>Nutrition Education Resource Series</i>	<i>1st Ed.</i>	<i>Rev. Ed.</i>
Preschool, Primary and Intermediate Teaching Materials and Teacher References	1971	1972
▷ <i>Revised and renamed:</i>		
Elementary Teaching Materials and Teacher References	1975	1979
Pregnancy and Nutrition	1972	1973, 75, 78, 82
General Teacher References	1972	1973
▷ <i>Revised and renamed:</i>		
Nutrition Education, K-12, Teacher References, Concepts, Theories and Guides	1976	
Secondary Teaching Materials and Teacher References	1972	1974, 77, 81
Aging and Nutrition	1972	1973, 76, 80
Basic Nutrition Facts	1973	1975
Weight Control and Obesity	1973	1975, 78, 81
Vegetarians and Vegetarian Diets	1974	1978, 82
Audiovisuals for Nutrition Education	1975	1979
Food Additives and Food Safety	1976	
Infant Nutrition and Feeding	1976	
Fitness and Nutrition	1981	

Nutrition Information Resource Pamphlets

Nutrition Information Resources for Professionals, 1972

Nutrition Information Resources for the Whole Family, 1972

Monographs

An Analysis of Selected Curriculum Guides Used for Nutrition Education in Grades K-12, 1976

Instrument for Use in the Analysis of K-12 Nutrition Curriculum Guides, 1976

Mass Media and Nutrition Education: Readings, program ideas, tips for effective utilization of mass media in nutrition education, 1976

Preschool Nutrition Education Monograph: Articles, audiovisuals, and annotated bibliography, 1978

Table continues

Table 7.1 (cont'd)

Other Resource Publications

- Directions for Nutrition Education Research—The Penn State Conferences. Produced by Penn State and distributed by SNE, 1980
- Exam-Sharing Project: a collection of exam questions and answers by SNE Division of Higher Education, 1981
- Profiling Nutrition Education Materials: An Instrument with Manual, joint project of SNE and CNE, 1983
- An Inventory of Nutrition Education Evaluation Instruments, by SNE Educational Services Policy Advisory Council, 1984
- National Weight Control Resource Directory—A Comprehensive Collection of Reviews Including Printed and Audiovisual Resource Materials, joint project of SNE and ADA, 1988

Abstract Sales

- Programs and Research in Nutrition Education: Oral, poster, and audiovisual presentations at SNE Annual Meetings. Produced annually starting in 1976.
-

the monograph was published, there was particular concern about how to deal with counter-nutrition messages in the mass media and related issues.

The third monograph, *Preschool Nutrition Education*, November 1978, contained articles mainly from *JNE* related to the preschool child. *JNE* reviews of materials related to that age group were also included.

Other NNECH Services

Professionals and students came or called NNECH about the kinds of materials available for their programs. Often, they came to examine the materials and make decisions about what to purchase for their own programs. While most of the visitors were from the local area, there were some from all over the world who made a special effort to visit NNECH and review materials.

There were about 50 to 60 visitors each month when NNECH was housed in the SNE offices in Berkeley. Only about one-third were SNE members. In addition, Carolyn Franklin, NNECH librarian, estimated in 1977 that each month there were about 100 letters of inquiry. She later reported that an average of 300 resource lists and monographs

and 750 nutrition information pamphlets were sold each month in 1979. NNECH served a broad need.

While the original goal was to share the materials in NNECH, the loan of materials was discontinued in 1977 because many of the materials were not returned, and there was no budget for replacements. Also, there were no funds for the cost of shipping.

Some resource lists were developed under contract for special needs. One of the first was for March of Dimes Foundation on pregnancy and nutrition. Two were prepared for CNI: *Nutrition Aids for Health Professionals and Their Clientele: With Special Emphasis on the Needs of the Poor*, 1972 and *Aging and Nutrition*, 1973.

There were occasional contracts for a search and annotated bibliography or monograph on topics such as *Human Needs and Sources of Iron* and *Navy Beans As A Source of Protein*.

After an early flourish of small contracts, revenues to sustain NNECH came mainly from sale of print materials. We never were able to develop enough sales volume to offset the cost of operating the clearing house.

Trying to Establish NNECH As Part of A Clearing House Network

In the process of starting NNECH, we contacted Educational Resources Information Center (ERIC), a network of clearing houses at educational institutions around the country funded by OOE. Contacts were also made with the Centers for Disease Control and National Library of Medicine.

None of the ERICs were focusing on nutrition education. In fact, only one ERIC subscribed to *JNE*, and they were not abstracting its contents. We were not able to generate contracts for NNECH abstracting and retrieval services. We were turned down in 1974 for a grant from the Library Research and Demonstration Project, OOE.

In 1974, Penn State started its Nutrition Information and Resource Center as a part of the Nutrition Education Project funded by The Nutrition Foundation. Kathy Lewis (1974) came to NNECH to learn about the organization and operation of a resource center.

During 1975-76, the possibilities of starting a NNECH East and West was explored as a joint venture with Teachers College, Columbia University. Irwin Flaxman (1975), Associate Director, ERIC Urban Education Center, Teachers College, was anxious to develop such a venture. We were unable to raise funds from government or private granting agencies.

In 1977, Jean Mayer suggested setting up a branch of NNECH at Tufts University. (Ullrich 1977) But again no funds were available.

When the NET legislation was passed, several states set up their own resource centers, and SNE tried to work out an arrangement to provide services to the California NET. However, the California regulations prohibited awarding funds to a nonpublic education organization. So all SNE could do was be a consultant to San Francisco State University and assist in the initial development of the California resource center funded with NET money.

Eventually, the California Nutrition Education Resource Center was established in the Vallejo (Calif.) School District. When NNECH was closed in 1984, SNE signed an agreement under which the center agreed to take the NNECH collection and maintain it under certain conditions. The SNE Lending Service was established at the Vallejo site.

In 1992, the *JNE* associate editor responsible for the review of educational materials is at the Penn State Nutrition Center which retains the materials submitted to the journal for review.

FNIC and NNECH

The Food and Nutrition Information Center (FNIC) was established at the National Agricultural Library (NAL) in 1971 with funding from Food and Nutrition Service, USDA. Lenora Moragne was head of FNS at the time.

Dean Gamble, the person responsible for the first *JNE* supplement in 1969, was appointed FNIC director and assumed responsibility for its development.

When FNIC was starting, it awarded SNE three contracts to prepare annotated bibliographies on food habits, methods and kinds of nutrition education, and nutrition education and Spanish-speaking Americans. The bibliographies and the materials used in their preparation were sent to FNIC to provide a core of information to start the center.

In 1973, Gamble moved to an administrative position in NAL and Christine Justin became head of FNIC. SNE received contracts from FNIC to publish the bibliographies as supplements to *JNE*. (See Chapter 4) Moragne was highly supportive of publication of the supplements.

In 1972, to help build FNIC's collection and show what services NNECH could provide, we proposed and received a contract to provide 200 items which were annotated according to the center's FAMULUS software system. Later we contracted to provide 2,000 items to the collection. When the contract was completed in December 1974, we proposed another, longer-term contract. FNIC staff felt they would be better off working with a contractor closer to Washington and chose Penn State Nutrition Center (formerly the Nutrition Education

Resource Center) which has provided a variety of services to FNIC through the 1980s and '90s.

SNE has actively supported FNIC and its services over the years. Whenever there were threats to the center's future through budget cuts or reorganization at NAL, SNE registered its support for the center through membership resolutions, letter writing, and personal contacts.

EVALUATION OF EDUCATIONAL MATERIALS

By the early 1970s, SNE had built a reputation for reliable evaluation of educational materials. As a result, we received requests to review manuscripts for print and audiovisual materials. We agreed to review, revise, and evaluate materials or develop resource lists on contract. Several well-qualified consultants in the Berkeley area assisted with those projects.

K-12 Curriculum Materials

Because SNE had great interest in the nutrition education resources being used in schools, a number of curriculum guides and project materials were submitted for possible review in *JNE* and then put in the NNECH collection. When Johnson and Butler (1975) conducted their survey of nutrition education programs in schools through the state departments of education across the country in 1974, they requested that copies of curriculum materials to be sent to NNECH.

In 1975, Mary Hughes was hired by NDC to redesign their curriculum materials for use in schools. Before she started the project, she wanted to know what was available and how adequate it was. She came to NNECH and reviewed the collection. The NNECH materials were ideal for identifying the kinds of curriculum guides in existence and for analyzing and evaluating a sampling of the materials. NDC gave SNE a contract to evaluate existing curriculum guides. We were fortunate to be able to hire Christine Go, who had a nutrition degree, a teaching credential, and experience in curriculum evaluation as the project consultant.

She identified 90 curriculum guides from which she chose 25 for detailed analysis in accordance with an evaluation instrument developed for that purpose. Specific assessments were made of each of the guides for general information, curriculum design and layout, contents/concepts, instructional objectives, evaluation, and social concerns.

The deadline was very short. We started the project in May and NDC wanted the results the first week of July. Go worked days and nights and weekends to finish on time. Five of the analyzed guides were NDC guides. While the names and copies of the analyzed guides were supplied to NDC, the NNECH monograph (Go 1976) included the

study results but did not provide titles of guides. The monograph did include a listing of curriculum materials and selected references.

The results of the study provided SNE with an evaluation tool which was later changed and adapted for other material evaluation projects. The publication of the results (Cooper and Go 1976) was particularly timely as many states started or expanded their nutrition education programs in schools soon after its release.

Evaluation of DHHS Nutrition Materials

In 1980, the U.S. Department of Health and Human Services (DHHS) awarded a contract to SNE for review and assessment of a variety of pamphlets and other literature prepared by various divisions of DHHS for education of the public. Marilyn Townsend developed an assessment tool and coordinated the project. The expert panel of reviewers for the project included Helen Black, a food specialist and consumer advocate; Erica Goode, a physician; Margaret Mallory, a food editor; and Richard Simmonds, a communications and education specialist.

The publications were examined for currency, scientific accuracy, consistency with DHHS policies and positions, objectivity, appeal to target audience, writing style, usefulness to target audience, layout, and design. Panel members individually reviewed 42 publications and the panel met to discuss the materials and arrive at a consensus. An evaluation summary was prepared for each publication. Only six were given an "A" rating meaning they were met the evaluation instrument's criteria and should be reprinted. Twenty-six were rated "B" with modifications recommended before being reprinted. Six were rated "C" as unacceptable and should not be reprinted. (Townsend and Ullrich 1980)

Although DHHS officials were quite unhappy about the results, they accepted the fact that the recommendations were valid and planned to take action on some of the suggestions made in the analysis.

Review and Endorsement of Educational Materials

SNE began to have requests to review and "approve" or "endorse" educational materials as a result of several small contracts to review materials in preparation. We had been allowing producers of materials to make a statement of appreciation for SNE guidance on their materials that SNE had reviewed on a contract basis. Such a statement had little meaning to most people. Excerpts from a letter by Wayne E. Swegle, Director, Wheat Flour Institute (1976) show what many organizations wanted:

We are sending you...a revised copy of *Eat to Live*...[to] submit it to your board of review so that we might include a statement to that effect in future editions.

We always sought and gained a statement from the Council of Food and Nutrition of the American Medical Association for all of our publications including the prior edition of *Eat to Live*. If SNE has such a service, we would greatly appreciate the opportunity of soliciting such a review. In fact, such a review service would seem to us to fill a critical void in nutrition education, opened when the AMA council ceased operations.

In March 1977, the *JNE* editorial staff—Helen Ullrich, Margaret Phillips, and Norma Wightman—prepared a position paper on an SNE review statement for educational materials. By April, the SNE Board approved an official statement on the review process:

This material has been reviewed and is considered by the Society for Nutrition Education to be scientifically sound and educationally useful for the intended audience. [date]

Materials had to meet seven criteria to be eligible for the approval statement. (See Table 7.2) The materials were to be reviewed by a panel of three qualified SNE members. Submitters of the materials were responsible for all costs incurred in the review process.

What seemed like an appropriate SNE service turned out to be a big headache. It even made some enemies for SNE. By January 1978, a whole series of problems were connected with the SNE review statement. Many materials were produced on a very small budget, and the producers could not afford to pay the cost of the review process—especially when it entailed travel and honoraria for the review panel.

We had envisioned that the only materials to be reviewed would be curricula or major educational pieces. No plans were developed for special interest group materials such as those for diabetic clientele or material focusing on special foods or brand specific products.

When a review panel found that a material did not meet the criteria and it was either turned down or given only a partial approval statement, very bad feelings were created, especially when SNE members had produced the materials.

Another problem was that material could not be adequately reviewed until it was completed and in print or visual form. By that time, it was almost impossible to change it without great expense.

One piece of material for preschool children submitted for review was prepared with the use of an expert panel which included at least one nutrition education specialist in the planning and production stages. When it was submitted for review, it was turned down mainly

Table 7.2
Official Review of Educational Materials
Society for Nutrition Education

1977

Criteria for SNE Statement on Educational Materials

- ▶ Materials must be nonpromotional.
- ▶ Materials must be unbiased (in nutrition content, in choice of message in relation to sponsor. Where controversial issues are discussed, both sides of the issue should be presented.)
 - ▶ Nutrition information must be in accord with current scientific knowledge as portrayed by the Food and Nutrition Board, National Research Council, National Academy of Sciences.
 - ▶ Comprehension level of the material must be in accord with intended audience level (as defined by submitter of material).
 - ▶ Material must portray currently acceptable socio-economic and socio-cultural images.
 - ▶ Materials must be potentially able to communicate with intended sized of audience (e.g., visuals large enough for group viewing if this is an intended use).
 - ▶ Objectives, if included, should be appropriate to and obtainable by the intended audience within the suggested time frame of teaching.
 - ▶ Learning activities should be in agreement with the teaching objectives.

Approval Statement:

“This material is considered by the Society for Nutrition Education to be scientifically sound and educationally useful for the intended audience (date).”

because the foods were drawn with faces to make them look alive. One school of thought said faces made the presentation fun for the children and another said children could not relate to such presentations.

An example of an accommodation of the statement was a series of audiovisual public service announcements (PSAs). On two PSAs, SNE allowed the statement of “Nutrition message approved by the Society for Nutrition Education.” Other PSAs were given the statement “Approved by the Society for Nutrition Education” because the messages

were very broad and did not directly translate into behavioral action. Therefore, they were not as educationally sound as the other spots. (Ullrich 1978)

President Ruthe Eshleman appointed an ad hoc committee to review the SNE Review Process, and they reported back in April 1981. Their consensus was that SNE should not endorse educational materials. The main reasons for not doing so were costs, problems with selecting reviewers, and lack of criteria by which the material could be reviewed. The committee recommended that SNE concentrate on the development of guidelines for reviewing educational materials. They did not close the door on SNE conducting an approval process some time in the future. (Juhas et al. 1981)

It was a time when there was still disagreement on what nutrition claims could be made and with an increasing emphasis on learning theory there was a lack of agreement on educational approaches. It was not surprising there was reluctance to continue the SNE approval process.

Reviews of Materials in *JNE*

As discussed in Chapter 4, the evaluation and review of educational materials has been an important part of *JNE*. The first reviews editors were experienced nutrition educators before joining the *JNE* staff and were comfortable evaluating materials. There were few guidelines on evaluating educational materials in existence when *JNE* started so the reviewing was relatively uncomplicated.

When Jane Rubey became reviews editor in 1979, she developed an evaluation form for use in reviewing materials submitted to *JNE*. Although that evaluation process was carefully followed, a perception persisted that reviews were not always unbiased. The reviewer's personal experience and priorities about what should or should not be a part of educational material goes beyond any criteria set out in an evaluation form. Such biases can be reflected in commentary about the material.

For those reasons, a variety of reviewers with special expertise have reviewed materials and written the critiques for *JNE* since the mid-80s.

Evaluation Guidelines for K-12 Nutrition Education Materials

Because of our experience in reviewing and evaluating educational materials, we applied to USDA for a small grant in 1980 to prepare an evaluation instrument for use in conjunction with NET. Unfortunately, there were some hangups in the federal contract award process, and the project fell through. However, the California Department of Education

also was interested in developing such an instrument and awarded SNE a contract in 1981.

Objectives of the project were to (1) identify and classify a range of factors which affect the soundness and educational appropriateness of materials; (2) develop guidelines for the selection of curricula and instructional materials; and (3) produce an instrument which can effectively evaluate materials in accordance with the identified criteria.

Christine S. Wilson was the project director. Expert panel members for the project were a NET program director, a school administrator, a public school teacher, a media expert, and a nutrition education specialist. Unfortunately, the panel lacked professionals with expertise in evaluation techniques and developing such an instrument. The outcome was an unwieldy and inadequate instrument, but it was an important first step in how to decide whether nutrition education material is useful for the intended audience. The California NET program did some testing of the instrument and developed some recommendations for refinement.

With funding from NDC, ESPAC Chair Judy Brun, Audrey Maretzki, and Harriet Talmadge, an NDC special consultant on evaluation, refined and finalized the instrument. More than 15 consultants and reviewers were involved in the process. The outcome was *Profiling Nutrition Education Materials—An Instrument with Manual* published jointly by SNE and the Center for Nutrition Education (1983).

Educational Services Policy Advisory Council

In 1975, President Philip White appointed a committee to review and advise on SNE publications other than *JNE*. Subsequently, President Helen Guthrie appointed in 1977 an advisory committee to advise NNECH on the types of materials that should be developed and other activities.

An Educational Services Committee was organized at the 1980 SNE Annual Meeting. About 25 people signed up to be involved with the committee. The major interest was identification of materials and people resources. Several people in the group were interested in starting resource centers in their states and wanted to form a cohesive group to discuss those issues. The Division of Higher Education was going to collect test instruments for use with nutrition courses. The project needed some coordination. Those were some of the activities to be addressed by such a committee. Audrey Maretzki agreed to chair the committee.

In 1981, Judy Brun became chair of the Educational Services Committee and ad hoc subcommittees were appointed on (1) test

instrument, (2) materials assessment instrument, (3) resource centers, and (4) development of an Educational Services Policy Council (ESPAC). Those ad hoc committees were effective in moving various educational services toward closure. One of them, the Committee on Resource Centers recommended closure of NNECH after surveying the need for it and its future viability. It was closed in 1984.

In 1982, Brun chaired a task force of Isobel Contento, Mary Jo Tuckwell, and Jane Voichik that recommended establishment of ESPAC. The SNE Board approved the recommendation.

ESPAC provided reviews and advise on proposals by SNE members and staff for development of SNE materials or distribution of members' materials. It was discontinued in 1988 along with the other advisory councils in accordance with the strategic plan.

OTHER SNE PRINT MATERIALS

Newsletter

During the early years of SNE, I envisioned that the Society would have an outreach function to provide nutrition information to the lay public. It was with that in mind that we proposed, and the SNE Board approved, the start of a newsletter for the public. It was designed to have an advisory board that would review the content and well-known nutritionists were invited to write feature articles. The intent was to address controversial issues, have no advertising, and keep it informal, readable, and pertinent.

In May 1973, a prototype issue stated that "*Food, Nutrition and Health* is being founded in an effort to help people understand the science of food and nutrition and the many divergent points of view being expressed about its relationship to health." An invitation to subscribe was made through the *SNE Communicator*, and it was publicized at the 1973 annual meeting. By that time, two issues had been published.

No special staff had been hired to write the newsletter and no grants were solicited to underwrite the developmental expenses. However, we had already received articles from invited contributors and many letters of support for the venture. Subscriptions were building up fast.

After the controversies created in the resolutions process at the 1973 annual meeting, the board became concerned about SNE's ability to deal with controversial topics. In addition, I was taking on the job of executive director and there were to be other staff changes. The board decided that the newsletter should be discontinued because we had not raised sufficient funds to properly produce and publicize it. The 700 subscribers were notified and their money refunded.

Margaret C. Phillips recalled that this was probably one of the biggest mistakes that SNE made.

The board left open the option that a newsletter might be started again at a later date but, of course, non ever was. The newsletter was started at a time when there was a void of reliable nutrition information available to the public, and SNE had a chance to get a head start in that field. In the 1990s, there are many newsletters for both the professional and the public. Some have circulations of over 100,000.

The staff kept trying to enter the newsletter market. In July 1976, we applied to the Consumer Education Program, OOE, for a grant to develop a newsletter for K-3 teachers that would provide them with reliable information and methods for teaching nutrition to young children. We did not get it because we developed a proposal for a nationwide project rather than one for a local or regional school district. We didn't know OOE did not give nationwide grants; that was not stated in the grant guidelines.

In December 1977, The Potato Chip Institute invited SNE to submit a proposal to develop a newsletter for junior high school teachers for \$20,000 which was about one-third of what it cost to carry out such a project for a year. The funds were viewed as seed money. The SNE Board approved the project with the proviso that we have full editorial control and there would be no potato chip advertising in the newsletter. The grant was approved, and we received the first installment of \$6,000 in June 1978.

The newsletter was to provide junior high school teachers with background information on nutrition along with lesson plans and recommended materials to use in their teaching.

Soon after the grant was awarded, *The Washington Post* ran a derogatory story headlined "Getting Potato Chips Off the 'Junk Food Blacklist'" which was picked up by newspapers across the country. (1978) There also was adverse publicity asserting that three SNE board members were assisting in a "Make Room for Potato Chips" campaign funded by The Potato Chip Institute. Some SNE members felt that SNE would lose its credibility by taking snack food industry money.

Since there was not enough money to hire a consultant, a staff member was assigned to develop the newsletter. He made no progress despite repeated warnings. By January 1979, he had not produced a satisfactory prototype newsletter and was terminated. The board perceived the delay as poor staff management and hired an outside evaluator to review SNE management.

The Potato Chip Institute requested the return of the grant money because of the delay. They had decided to carry out a different project

in which an SNE Board member was involved, and from which he benefited financially. (Ullrich 1979)

I paid a terrible price for trying to provide a badly needed tool.

The project came at a time when FTC was taking action related to restriction of the kinds of food being advertised to children. There was an influx of vending machines with “junk foods” in schools. Many SNE members were calling for legislation to restrict the sale of foods competitive to school lunch. One can only wonder what would happen if the same opportunity were presented now, 10 plus years later.

Family Health Cookbook

When SNE was responsible for coordinating the Family Health Nutrition Advertising Awards in the 1970s (See Chapter 9), I worked on that project with Hy Steirman, publisher of the magazine. He suggested that SNE develop a cookbook to provide nutrition information and menus with nutritious recipes. He made contact with David McKay Company in 1977 and encouraged them to consider publishing such a book. The plan was that the book would carry the *Family Health* name, and the magazine would promote it.

One branch of David McKay specialized in cookbooks and had a number on the market, e.g., they published various Junior League cookbooks from throughout the country. They also published some “questionable nutrition” books such as *Dr. Atkins’ Diet Revolution*. (Dwyer and Ullrich 1977) After weighing the pros and cons, the SNE Board decided it would be a worthwhile project. The contract provided SNE would have full editorial control over the book, and all recipes would be tested.

The plan was that Alice White, a nutritionist who had worked with Jean Mayer on various projects, would coordinate and write the book’s content. White had previously written cookbooks and was an excellent choice.

SNE members would be invited to submit menus and recipes for which they would be paid if they were used. The contract was signed in November 1977 with an advance payment of \$12,000 to SNE against royalties.

We agreed to have 300 recipes in the book. Only 135 of SNE members’ recipes were acceptable. Many were too high in sugar, fat, and salt. As a result, White developed the additional recipes. Her choices were particularly nutritious, and the ingredients she used were ahead of the times. She arranged to have all recipes tested at Simmons College. All recipes included a nutrient profile of calories, protein, total fat, and sodium along with a listing of which foods were an “excellent source” of essential nutrients (which were defined).

By the time the manuscript was ready at the end of 1978, some board members were paranoid about whether there might be some nutrition misinformation in the book. That in spite of the fact that the manuscript was reviewed by faculty members and graduate students at three universities as well as interested board members!

The final version of the nutrition section was distributed to all board members in May 1979 with the requirement that they make only what they thought were necessary changes and sign a change form as the publisher was impatient to get the book on its way. It was at the time of intense controversy over the Senate Select Committee's proposed U.S. Dietary Goals. (See Chapter 8)

When the book was released, *Family Health* did no promotion for the book, and David McKay did very little. So, SNE waived the royalties and bought copies in bulk from the publisher, did some promotion, and sold them for a reduced price with further reductions for multiple copies. We sold over 1,600 copies in the first three months the book was available.

All of the trials and tribulations were worth it because the cookbook made an excellent contribution to tasty, healthy eating and made some money for SNE as well. When the book was released in 1980 with a foreword by Jean Mayer, it was well-ahead of its time with the nutrient profiles in the recipes. It still is in tune with the nutrition recommendations of the 1990s!

National Weight Control Resource Directory

Perhaps the most ambitious project related to collection, review, and evaluation of materials SNE ever undertook was the project to develop a *Weight Control Resource Directory*. It was part of a three-year (1985-88) joint project with ADA focusing on worksite health promotion. It was funded by the Office of Health Promotion and Disease Prevention, DHHS.

Sarah A. Berkowitz, Reviews Editor, *JNE*, was the project director. She recalled that in the first year of the project there was an advisory panel helping to identify the needs in nutrition in relation to health promotion at the workplace. As they gathered information and did some training workshops, it became evident that professionals needed a directory of available materials on weight management because nutrition was such a key element to health promotion.

The oversight committee for the directory project and the working committee responsible for the development of the evaluation questionnaire were made up of representatives of SNE and ADA. Two-hundred-

fifty reviewers wrote reviews and rated the print and audiovisual materials. There were at least two reviewers for each of the more than 400 items considered for inclusion in the publication. Coordination was a monumental task. (Berkowitz 1988)

The directory was published in 1988 and provided health professionals with a tool to help them find reliable materials that fit their needs in carrying on weight management programs. It included sections on professional resources as well as audiovisuals, cookbooks, and diet books.

FILMS

In the 1970s and '80s, SNE gained a well-deserved reputation for the excellence of its films because they were very professional productions, combining a sound nutrition message and a motivational approach. Yet SNE entered into film making quite by chance.

During his term as SNE President (1974-75), Jean Mayer was approached by a Boston pediatrician who wanted to give money to an institution to produce a nutrition film. She did not want to give the money to Harvard because they used so much of the funds for overhead. Mayer suggested that SNE could receive the money.

However, we had a problem because of our tax-exempt status of 501(c)6 which did not allow much tax write-off to the donor. (See Chapter 1)

Mayer conveyed the offer the first part of December 1974, and the donor needed to give the gift before the end of the year. I quickly scouted around for a tax-exempt 501(c)3 group willing to hold the money without taking too much overhead or wanting to impose their own agenda for the money.

George Stewart helped us work with the Cal Aggie Alumni Foundation which was created by the faculty and alumni of U.C. Davis to carry out special projects. They agreed to accept stocks from the donor and sold them immediately for \$88,000.

On December 20, 1974 we sent the foundation a \$90,000 preliminary proposal for a documentary film to be produced by SNE relating to nutrition education with accompanying print materials. (Ullrich 1974) That was sufficient to tie up the funds for SNE's use.

Cal Aggie kept as its overhead charge only the interest earned on the grant funds which were put in a money market account. Stewart, who had been an active participant in the foundation, was the liaison person between it and SNE.

At Mayer's suggestion, we charged 10 percent overhead to the grant,

and that provided funds to hire an additional staff member. The gift was a windfall that happened only once in all my time at SNE. It was a bit of a cliffhanger to get it all arranged but well worth it. Soon after this experience, the SNE Board moved to form the fully tax-exempt Center for Nutrition Education as a foundation.

I went to Boston in January 1975 and met with Mayer, the donor, Alice White, and Jamil Simon, who was starting out as a film maker. He lived near the donor and had interested her in funding a film on nutrition. While SNE was not required to work with White and Simon, they were both very talented and had given considerable thought to a variety of suitable film presentations.

By January 24, an SNE Audiovisual Committee was developed and held a meeting in Berkeley. Mayer chaired the committee which included George Briggs, Katie Cooper, Joanne Ikeda, George Stewart, Gaylord Whitlock, Sue Williams, Anita Yanochick (absent), and myself (ex-officio). White and Simon also participated in the meeting. After a good deal of discussion, it was unanimously agreed that nutrition for women during pregnancy and breastfeeding would be the best topic for SNE's first film. The committee felt that it was an important and timely topic. (Stewart 1975)

That committee had oversight responsibility for the film project although additional advisory committees were appointed for each of the subsequent films produced.

“Great Expectations”

Production of “Great Expectations”—SNE's first film—was funded fully by the original grant. A grant from March of Dimes paid for the accompanying educational materials.

In the course of asking people to be involved in the film project, we contacted Howard Jacobson, Professor of Obstetrics, Rutgers University School of Medicine and a consultant to the National Foundation/March of Dimes. He had been on faculties of Schools of Public Health at Harvard and U.C. Berkeley so he was well known to the advisory committee and a natural choice to be involved. He was the obstetrician in the film and that involvement was the beginning of a long-time association with SNE. He was a candidate for SNE president twice but never elected.

Janet King was added to the Audiovisual Advisory Committee when it was decided that the first SNE film would be on pre- and postnatal nutrition. She and Jacobson had been involved with the Food and Nutrition Board's report *Maternal Nutrition and the Course of Pregnancy*. (1970)

We learned from Jacobson that the March of Dimes was interested in a film its centers could distribute throughout the country. After we convinced its officials that they could not take over the project and SNE was going to retain ownership and control of film content, we worked out a satisfactory arrangement whereby they could make the film available at cost through their chapters. (Ullrich 1975) March of Dimes funded production of the accompanying leader's guide and a wall chart for the pregnant woman. Later, it funded other SNE projects.

"Great Expectations" was completed by Fall 1975 and introduced at the ADA annual convention and two Maternal and Child Health Association meetings. By June 1977, more than 1,000 copies of the film had been sold. A Spanish-language version was made in 1980.

The distribution through March of Dimes resources helped to get the film widely known across the country. The American College of Obstetricians and Gynecologists's statement of approval on the film contributed to its acceptance. I believe it was the standard audiovisual in most prenatal classes across the country for many years. More than 15 years later, the information and approach are still sound, but the clothing and food prices are out of date. It's too bad that SNE had to use income from films to help run the organization instead of replacing outdated films such as "Great Expectations."

"Help Yourself to Better Health"

In 1975, Tom Elwood, then Senior Coordinator for Health Education and Health Affairs, AARP, contacted SNE because he was interested in producing a film on nutrition that would be used as a program topic by AARP community chapters. He said AARP would be able to provide some funds but could not completely underwrite the full cost of a 15-minute film. In the end, production of the film was made possible by a \$15,000 AARP grant and about \$24,000 from the Boston doctor's original grant.

White and Simon again were writer and producer, respectively, for the film. Senior citizens in the Boston area were very proud to be a part of the film. A couple of years after it was produced, I had a letter from the daughter of one of the seniors in the film asking if she could get a copy of the film because her mother had died, and she wanted the copy as a memory of her.

The film was completed at the end of 1976 and 150 copies were sold by the end of 1977. It was beautifully warm and positive in its approach to how older people could enjoy food for good nutrition not only for health reasons but also because it makes life more enjoyable in other ways. The film won awards at four different film festivals.

“First Foods”

Our overall plan was that SNE would develop a series of films addressing particular nutritional needs during specific periods of the life span. The first two films focused on the beginning and winding down of the life span. We felt that the next priority was to address infant feeding after the period of breastfeeding. A little money was left from the original grant but not enough to produce a full film so we looked for other resources. Eventually, National Dairy Council (NDC) gave a grant of \$18,000 to be combined with our remaining \$10,000 to fund “First Foods,” a 10-minute film on infant feeding. Once again White and Simon did the writing and production.

The film’s review committee was appointed from the Boston area to hold down costs. SNE produced the accompanying educational print materials because NDC had existing materials which they would use with films they distributed. There was a concern that there not be any appearance of content control by NDC. As it turned out, there originally was not a single mention of milk consumption in the film. No one spotted the omission until the film was completed and previewed at the NDC offices. A way was found to change the sound track and correct the omission.

The film was completed in 1977 and released in 1978. It received two film festival awards in 1978. The Spanish version was released in 1980.

“No Better Gift”

“No Better Gift” focused on preschool nutrition. As we were finishing “First Foods,” we began drafting what a toddler or preschool film would be like and looking for money to fund its production.

By the late '70s, Simon’s fee to produce films had gone up to about \$100,000 for a 20-minute film. Many, many foundations were approached, but before I left SNE at the end of 1982 I was only successful in finding half of the funding predicated on SNE finding the matching funds for the rest.

McKechnie raised the matching funds by the end of 1983 by getting nine additional food organizations to contribute. General Foods Fund was the major contributor.

Simon also produced that film. Sandra Cotterman was the nutrition consultant. It was previewed at the 1984 SNE Annual Meeting.

USDA provided funds to produce a Spanish-language version of “No Better Gift” just as it had funded Spanish versions of “Great Expectations” and “First Foods.” Those three films were particularly useful in the educational component of WIC. The Spanish version fulfilled the needs of the large WIC Spanish-speaking clientele.

Careful consideration was given to good social and ethnic mix when each film was produced. As a result, the translated versions were very acceptable.

“Nutrition Management of High-risk Pregnancy”

This was the only film SNE made for use in training health professionals. Gabriel Stickle, Vice President for Program, March of Dimes had expressed concern in 1977 that there were few audiovisual materials for training medical students about nutrition needs during pregnancy. Since no one seemed to know what existed, SNE proposed to evaluate curriculum materials on maternal and infant nutrition for health professionals, and March of Dimes funded the project.

Carol G. Corruccini and Sarah Finkelhor, consultants for SNE, sent letters to more than 450 organizations and agencies involved in audiovisual production or utilization asking about materials. A total of 33 potentially appropriate materials was found and evaluated. An annotative listing of acceptable and unacceptable audiovisuals was made. (Corruccini et al. 1978)

An advisory committee of Jacobson, King, John Duhring, Timothy Hesla, George Owen, and Karen Veninga met at the 1978 SNE Annual Meeting, reviewed the materials, and made recommendations relating to the need for developing additional audiovisuals.

They felt that the most crucial need was in maternal nutrition relative to hypertensive disorders and diabetes in pregnancy. The content of each audiovisual should provide basic clinical and practical nutrition information and portray health professionals in realistic roles. A complete audiovisual package should be developed including films, slide, teaching guides, and take-home materials. Their recommendations were sent to the SNE Board and the March of Dimes.

In December 1978, SNE submitted to March of Dimes a grant proposal based on the advisory committee's recommendations to develop an educational unit on nutrition in relation to special conditions during pregnancy for use in training health professionals. We were awarded a grant in June 1979 for development of the project. The production costs came out of a revolving fund provided by March of Dimes.

Anna Gordon was hired as project director, and, for the first time, we used a different film producer, Eclipse Films, who used video recording instead of film. Jacobson headed the expert panel which formulated the direction of content and approach of the film and accompanying materials and oversaw the various stages of development. The panel included Jacobson, King, Duhring, and a practitioner, dietitian, nurse, and a media specialist.

The film focused on adolescent pregnancy and diabetes and hypertensive disorder in pregnancy. When Gordon wrote to ADA to get permission to use ADA Exchange Lists in the manual, Dorothea Turner, Editor, *Journal of the American Dietetic Association* (1980) wrote saying her understanding was that SNE directed their program to K-12 teachers on normal nutrition and so had no business preparing a manual dealing with diabetes and high-risk pregnancy. Eventually, we straightened out her misunderstanding about SNE activities, and ADA gave permission to use the lists.

The film was completed in 1981 and received the nutrition award at the John Muir Medical Film Festival in 1982. It also received first place in the maternal-child nursing section of the Educational Services Division Media Festival, American Journal of Nursing Company.

Although the film was well-made, it had some problems. It tried to cover too much and, as a result, did not provide enough specifics to satisfy the health professional. It was neither a technical training nor a general information film but something in between. The content of the film was carefully researched and some innovative approaches portrayed. Yet there were different schools of thought concerning the treatment of diabetes in pregnancy. We received a letter objecting to the approach taken in the film. (Nestle 1981) The volume of sales was never very high. (See Table 7.3 for listing of films and accompanying materials)

TELEVISION

A Dream That Didn't Come True

The major project for SNE from 1984 through 1988 was to produce a television series titled "Food, Nutrition and Health." The SNE Board approved the major project after holding a preliminary discussion session with representatives of the food industry and mass media at the 1984 annual meeting.

Board members saw the series as a way to further SNE's reputation in the audiovisual education field and gain major exposure for the organization. Kathy Kolasa chaired the advisory committee. Gwyneth Donchin, SNE staff director of the project, had been with the San Francisco public television station before joining SNE.

A planning meeting of 30 nutritionists, educators, communicators, and fund raisers was held in Naples, Fla. in November 1984 to develop the concepts and content. In January 1985, the prospectus for the series was presented to representatives of organizations and private industry in San Francisco. A larger group was invited to a presentation in Washington in March 1985.

Table 7.3

SNE Films and Educational Materials

Films for Popular Use

Great Expectations, 1975. Alice White, Nutrition Consultant; Jamil Simon, Producer. A 23-minute film about nutrition for pregnant women and nursing mothers. In English and Spanish with 16-page leaders guide, and wall chart food guide handouts.

Help Yourself to Better Health, 1976. Alice White, Nutrition Consultant; Jamil Simon, Producer. A 16-minute film showing older people making thoughtful food choices within limited budgets, varying food habits, and different cooking facilities. In English with 8-page leaders guide and 16-page, large-type booklet handout.

First Foods, 1978. Alice White, Nutrition consultant; Jamil Simon, Producer. A 14-minute film about introducing solid foods to infants with discussion of issues surrounding introduction of solid foods and considerations in purchasing vs. preparing baby food. In English and Spanish with 10-page leaders guide and 8-page parents guide.

No Better Gift, 1984. Sandra Cotterman, Nutrition Consultant; Jamil Simon, Producer. A 22-minute film about eating patterns and nutritional requirements of children ages 1 to 5. In English and Spanish with leaders guide and *You're in Charge: Nutrition for Preschool Children*, a 20-page guide for caregivers.

Film for Health Professionals

Nutritional Management of High-risk Pregnancy, 1981. Anna Gordon, Nutrition Consultant; Eclipse Films, Producer. A 22-minute film for health professionals in Ob/Gyn specialty which demonstrates the importance of nutrition in successful treatment of high-risk pregnancies of young adolescents and diabetic and preclamptic women. In English with 8-page leaders guide and 44-page reference manual.

Kolasa described the course of events as follows:

We had a grand plan to raise the money to produce a PBS special series on food and nutrition. We raised a significant amount of money initially. We raised enough to establish an advisory committee and a planning committee. They worked very hard to think through the kinds of scripts and the kind of program we would want. We raised enough money to write the first script which was, and still is, a marvelous script.

And then, in part because of the financial problems and the reduction in membership that occurred, SNE had to change its focus and at least limit what it could do. Raising money for the PBS series takes a good deal of energy though we almost got it.

We actually had a telephone call one day thinking that we were about to collect the check. I was glad I didn't order champagne that night because what happened was a buy out. Raising money from food companies at that time was difficult. It continues to be difficult today.

We got a commitment from one company, and they were purchased by another. So our principal contact from the first company tried to move the grant proposal through the second company. It looked like we were headed for funding from the second company when that company was purchased by yet another company. The third company didn't believe that they were the appropriate kind of company to fund a PBS series on food and nutrition.

One constructive outcome of the TV project was a research study carried out by Vincent Price, David Ritchie, and Donald F. Roberts, Institute for Communications Research, Stanford University under a contract from SNE. Their *Public Knowledge, Attitudes and Behaviors Regarding Food and Nutrition: A Review of Recent Surveys* (unpublished) helped to focus the program content around the actual concerns of potential viewers.

They found that consumers organize their knowledge and attitudes about nutrition and eating in quite different ways than do nutrition scientists. The study showed that:

1. Consumers, even when they are familiar with nutrition terms such as "protein" and "complex carbohydrate," still think in terms of specific foods.
2. While nutrition scientists are trained to organize their knowledge about eating and their knowledge about health into a single unified structure, for most consumers these are totally separate areas.

3. Similarly, there is evidence that consumers have a poor understanding of science, including chemistry and food sciences in general, and a resistance to scientific interference in "the natural order of things."
4. For many, perhaps most, consumers, the chemical nutrient balance of their diet is much less important than aesthetic, social, and cultural factors.

As a result of the study, the approach to the TV series was revised and different media specialists were engaged. The script for one of the five programs was written and read at the 1988 SNE Annual Meeting.

The result of all that money, time, and planning currently rests in a drawer some place. It was unfortunate that SNE was unable to raise funds for the project, and, when it failed, there were no other revenue-generating projects in the works. Perhaps at some time in the future such a project will again be a priority of the Society, but serious questions must be raised about how much SNE's credibility and visibility would be raised by a five-week TV series. Most programs of that type are shown a few times and then placed in film libraries and seldom used again.

OTHER AUDIOVISUALS

Nutrition Updates Radio Tapes

In 1983, SNE joined with Judy Wenning and Karen Frillman in a grant request to William H. Donner Foundation to develop a series of professionally produced and marketed radio spots on nutrition education. SNE's role was to review the spots to assure accurate nutrition information and assist in the distribution of the resulting tapes.

The result was an audio tape with 65 one-minute nutrition messages which were intended to raise consumer awareness and motivate improvement of eating behaviors. They were publicized to SNE members, secondary schools, senior citizen groups, hospitals, and other public agencies.

Personal Construct Theory Videotape

The only audiovisual produced by a member and made available to SNE members was the "Personal Construct Theory" videotape produced by Alan Stewart in Australia. He was anxious to make it available to North American audiences. ESPAC reviewed the material and concluded that it was accurate and acceptable for distribution. The board then decided SNE would become the distributor in the U.S.

SKILLS DEVELOPMENT

SNE annual meetings have provided information and resources to assist nutrition educators in developing needed skills. The Potato Board put on the first workshop on communications skills at the 1974 annual meeting and continued to provide similar workshops for a number of years. *Publicity Guide for Nutrition Educators* was an outcome of the workshops. PPAC and The Legislative Network held frequent workshops on how to get involved in the legislative process. They also developed *Influencing Food and Nutrition Policy: A Public Policy Handbook*.

At times, one of the divisions has conducted a workshop focusing on a special skill either before or after the annual meeting. During the 1980s, there were a number of special skill workshops organized by annual meeting planners and usually held before or after the meeting with a separate fee to attend.

JNE editors frequently held skills development sessions at some time during the annual meeting on how to prepare an article for submission to the journal.

The only regional skills training workshop conducted by SNE was in Boston in 1986. It related to nutrition in the workplace and was cosponsored by ADA and DHHS. Skills development is an important part of professional competency. Nutrition educators need to constantly upgrade their knowledge and skills as do all other health professionals. SNE should provide that service in workshops held at annual meetings or regional sites around the country. Such training would also be a source of income for the Society.

Nutrition Education Approaches and Techniques



Dietary Guidance

Publications by federal agencies and National Academy of Sciences (NAS) containing recommendations for food and nutrition guidance are the core of information generally used in nutrition education programs in the United States. The most widely used is the familiar “Four Food Groups.”

Historically, the Recommended Dietary Allowances (RDAs) are the authoritative scientific data from which nutrient intake recommendations are made. The seventh edition the RDAs was published the year SNE was started. There have been three revisions since.

The RDAs have been important in setting policy for programs such as school lunch, food stamps, WIC, and a variety of government services including military hospitals and elderly feeding programs. As the body of scientific knowledge increased over the years, there was a better understanding of the metabolic interactions of nutrients and their effect on longevity, growth, and development. Recommendations became more complex.

In 1977, the Senate Select Committee’s proposal of “Dietary Goals” sparked extensive controversy. The federal government eventually responded to the recommendations, and the first *Dietary Guidelines for Americans* were published in 1980. The guidelines have been revised twice since then with minor changes.

Between 1989 to 1991, three publications were issued that reinforce the dietary guidelines message and help nutrition educators implement recommendations: *Diet and Health* (1989) from NAS; *Surgeon General’s Report on Nutrition and Health* (1988); and *Improving America’s Diet and Health* (1991) also from NAS.

For a long time, there was essentially no change in the nationally recognized teaching tool “Basic Four Food Groups” (Food for Fit-

ness...1958) until 1992 when “The Eating Right Pyramid”—a significantly changed graphic that incorporated scientific evidence from the other documents—was finally issued. (See section on Food Groupings in the 1990s)

As an organization and through its members, SNE had significant input in the development of those guidelines, nudging the process forward through resolutions, board comments, PPAC position papers, and the incorporation of information into SNE educational materials.

As one looks at the changes over the years, it is no wonder that when dietary goals were evolving to dietary guidelines SNE annual meetings were enlivened by controversy. As we begin our next 25 years, differences of opinion and different approaches to the issues will undoubtedly re-emerge. But for now nutrition educators share a near consensus on a basic core of recommendations around which a consistent message can be developed.

The accounts of RDAs, dietary goals and guidelines, and food plans are an integral part of SNE.

RECOMMENDED DIETARY ALLOWANCES

Every nutrition student learns during his/her course of study that the first RDAs were prepared in 1941 by the Food and Nutrition Board, NRC, NAS. They were originally established to assist in providing nutritious food for the armed services and standards for the population during World War II. The first edition in 1943 was to provide guidance to serve as a goal for good nutrition.

The first RDA committee noted:

“That they were recommended allowances, not standards, i.e., requirements. They were goals not necessarily absolute requirements;

“That they were based on the best knowledge available at the time they were formulated;

“That they were subject to change as soon as more evidence became available.”

The Beginning of the RDAs

Lydia Roberts (1958), chair of the 1943 Committee to Develop Recommended Allowances, recalled:

There was a recognition that the newly formed Food and Nutrition Board (FNB), originally called National Committee on Foods and Nutrition established in 1940, needed to develop some standards of nutrient needs. But there was little recognition of the size of the task.

Soon after the committee was appointed, Russell Wilder, chair of the committee, at the close of one day’s meeting

appointed a committee of three—Helen Mitchell, Hazel Stiebeling, and Roberts to prepare such a set of standards during the evening and be ready to present them the next morning!

We three spent the evening threshing over the problem (while the men, we felt sure, were out seeing the town). The result was, of course, that the only report we could bring in the next morning was that it couldn't be done. That the evidence was too scanty and too conflicting.

A special committee was formed and many nutrition specialists were consulted. It took almost two years to arrive at the allowances that were finally accepted by FNB and later adopted by the Nutrition Conference in 1941.

She also recalled that they “used the democratic approach by sending tentative allowances to a large group of nutrition workers throughout the country for criticism and suggestions. The final test was a presentation at AIN. While the committee expected criticism and disagreements, there were no serious ones and no attack.

“Why? For one reason, many of those present had already had their say in the matter,” Roberts wrote. “Others who might have held different opinions had no evidence to support them and being scientists would not speak until they had.”

Revision of the RDAs

The RDAs were revised again by an FNB committee in 1945 and 1948 and roughly every five years since. The 10th revision planned for 1985 was not published until 1989.

RDAs in the 1940s included calories and nine nutrients and classified adults according to activity—sedentary, moderately active, and very active. Beginning in 1973, adults were classified by age and calorie recommendations for them were estimated by age instead of by activity level and reduced since the calorie expenditure had declined.

By 1989, there were RDAs for 19 nutrients for males and females in age categories from infancy through 51+ years plus special allowances for pregnancy and lactation. In 1980, the allowances were described as “the levels of intake of essential nutrients considered in the judgement of the Food and Nutrition Board based on available scientific knowledge to be adequate to meet the known nutritional needs of practically all healthy persons.” The definition was retained in the 1989 RDAs.

Four SNE presidents served on the review committee for the most recent revisions of the RDAs: Roslyn Alfin-Slater—1974; George Briggs—1980; Helen Guthrie—1985; and Joan Gussow—1989 RDAs Revision Subcommittee.

The General Accounting Office (1978) reported increasing concern about the usefulness of the RDAs and listed criticism such as “being based on limited data and on small samples of people, for overstating the needs of most individuals, for being limited to the needs of the healthy people, and for not covering all the essential nutrients.” The criticism reflected the limited scientific knowledge of human nutrition as well as the somewhat limited scope and purpose of RDAs. The 1980 RDAs included a section on definition and applications to provide a better understanding of the limitations and scope of the RDAs.

In the mid-1980s, there was rapid change in the development of scientific evidence regarding nutrition and chronic disease, promotion of growth, maintenance of good health, and general reduction of risk of disease. Hegsted (1985) observed “although the RDAs have had an eminent history, they are running out of usefulness. It’s time to discard the RDAs and develop a whole new system...The RDAs don’t even consider items such as fat, cholesterol, sugar, and dietary fiber. Further, we may have to consider factors in food that are anticarcinogenic. They may be more practical than some of the essential nutrients...Nutrient deficiencies in this country are not a major public health problem.” He further said “our major concern should be the dietary practices which are relevant to chronic disease—not changes in intake of essential nutrients.”

The 10th Edition Controversy

The National Research Council (NRC) withheld publication of the revisions recommended by the committee on the 10th edition of the RDAs in Fall 1985. Sims (1985) said the move caused consternation among some nutritionists while others applauded the action, calling it courageous. She was *JNE* editor at the time and published articles in the journal addressing the controversy over publication of the revised 1985 RDAs. In his explanation for withholding publication, Frank Press, Chairman of the NRC (1985), stated “...reviewers suggested that unless scientific evidence indicates otherwise the recommendations for *nutrient intakes*—the RDAs—must be consistent with the recommended *dietary guidelines* for the maintenance of good health. Thus, although the committee followed the charge given to it in 1980, it became apparent that its primary focus on the avoidance of nutritional deficiencies may be neither sufficient nor appropriate.”

Guthrie (1985), a member of the 1985 RDAs committee, explained that it had been approximately 40 years since the first publication of RDAs in 1943, and the committee for the 10th revision of the dietary allowances was charged with the responsibility to re-examine assumptions and the scientific base of intervening reports. The committee

devoted time to considering the philosophical base of the RDAs and eventually established an approach which emphasized a concern that the levels be both effective and safe.

The committee was particularly concerned about identifying a level between the floor (the level at which deficiencies are merely prevented) and the ceiling (the level at which either there are no further benefits or undesirable consequences become evident). A draft of the proposed changes was leaked to the press and caused a stir among policy makers because of the suggestion that nutrient requirements such as those for vitamins A and C would be reduced and the results might be reflected in a reduction in funding levels for food assistance programs. (Pear 1985)

A newly appointed subcommittee of FNB grappled with revisions necessary to publish some Recommended Dietary Allowances. The allowances have been the standard reference for nutritionists through the years, and the authors of nutrition texts were unable to finalize their revisions until a new set of RDAs was published. The 10th revision published in 1989 used the criterion virtually unchanged since 1974 of *the levels of intake of essential nutrients that, on the basis of scientific knowledge, are judged by the Food and Nutrition Board to be adequate to meet the known nutrient needs of practically all healthy persons.*

As we look to scientific advances in relation to health and nutrition issues, one is reminded that Ruth Leverton (1975) said “the RDAs are not for amateurs.”

Currently we operate with two different standards. One—the RDAs—sets levels of *nutrients* (largely micronutrients) recommended to maintain health; the other—dietary guidelines—lays out broad guidelines for what constitutes a *nutritious diet*.

DIETARY GOALS AND GUIDELINES

The 1970s—an era of change when dietary goals and dietary guidelines evolved—were some of the most turbulent times in the history of nutrition and nutrition education. The recognition that there were nutrients important to health, e.g., fat, for which there were no RDAs providing specific recommendations meant that the RDAs could not be used as the basis for developing food and nutrition policy for the American public. The process of trying to develop a consensus on which to base national guidelines brought to light a basic conflict in problem solving methods between scientists and practitioners.

The laboratory-based scientific model suggests that no recommendation should be made until irrefutable scientific evidence is available. The epidemiology-based public health model suggests that we are

obligated to act on the best knowledge we have if there is a public health problem, e.g., heart disease, as long as the intervention is benign, i.e., poses no risk.

Even as that controversy was going on, nutrition educators were beginning to look beyond nutritional science to the social and behavioral sciences for ideas that would help effect change in eating behaviors.

The process of modernizing dietary guidance to go along with new understanding about diet and health actually began in Europe. In 1968, the medical boards of Finland, Norway, and Sweden issued *Medical Viewpoints on the National Diet in Scandinavian Countries* which recommended decreasing the consumption of total fat, saturated fat, sugar, and total calories while increasing consumption of vegetables, fruits, potatoes, skim milk, fish, lean meat, and cereal products. (Keyes 1968) The Swedish National Board of Health and Welfare began a 10-year campaign in 1969 to encourage the public to exercise more and alter their diets. (Blix et al. 1973)

During the early 1970s, several national and international heart associations and government organizations were already making recommendations based on the relationship of dietary fat to coronary heart disease. Yet the U.S. government had no similar guidelines.

At the National Nutrition Policy Study Hearings, the Panel on Nutrition and Government (1974) expressed concern at the low level of priority for nutrition in federal policies. Out of the 144 published presidential objectives for 1973, only two were concerned with nutrition. There was more concern about welfare reform than nutrition reform.

Hegsted stated at the same hearing that “the most serious and expensive of the medical problems of this country—heart disease, hypertension and renal disease, diabetes, obesity, dental caries, osteoporosis, anemia, problems associated with pregnancy, perhaps even some forms of cancer—have nutrition as an important etiological agent, and nutrition is important in their treatment...We cannot afford to concentrate our efforts on treatment of these diseases which is so expensive and often not every effective while paying relatively little attention to prevention and particularly the role of nutrition in prevention.”

At the 1974 SNE Annual Meeting held soon after the policy study hearings, eight SNE members introduced a resolution (which passed) to form a task force to determine optimal ranges of macro- and micro-nutrients. The task force report would be the basis for developing guidelines for nutrition education and action policies for SNE.

The group of eight was particularly concerned about issues related

to saturated and polyunsaturated fats, cholesterol, fiber, and carbohydrates, especially sugars. The SNE Board was unable to fund such a task force and felt that SNE didn't have enough personnel resources to take on the major tasks. As it turned out, the Senate Select Committee made the recommendations three years later.

Following a series of hearings in 1976 on malnutrition among the poor, the Senate Select Committee began to look at the issue of malnutrition among the affluent. The committee held hearings on nutrition and health related issues which resulted in the publication of *Dietary Goals for the United States* in January 1977. That was to have been one of the committee's last actions before being disbanded on December 31 in accordance with Senate reorganization. (See Table 8.1 for listing of those goals compared with 1990 Dietary Guidelines)

There was an immediate backlash to the dietary goals—especially among affected producer groups—because they were considered to be too wide ranging. There also was criticism because the goals were perceived to have been developed by the Senate Select Committee staff who were not nutritionists. The result was a one-year extension of the committee's life to allow time to hold hearings on the recommendations. Lenora Moragne, then an aide to Sen. Robert Dole (R-Kan.), and Kristen McNutt, then a Legislative Fellow with the Senate Select Committee, were working with the committee on the dietary goals during that time.

The second edition of *Dietary Goals for the United States* published in December 1977 contained one additional goal relating to the avoidance of overweight. Other suggested changes were a discussion of the effects of alcohol; a change in wording from “decrease consumption of meat” to “decrease consumption of animal fat and choose meats, poultry and fish that will reduce saturated fat intake;” a revision of the recommendation for salt intake from three to five grams daily; and “naturally occurring” sugars were included in the complex carbohydrate recommendation. Several food and commodity groups had been successful in getting changes in the goals.

SNE's Response to the Dietary Goals and Other Controversies

Hegsted worked closely with the Senate Select Committee staff as they were developing the recommended goals. At a news conference in January 1977 to introduce the dietary goals, he stated “There will undoubtedly be many people who will say we have not...demonstrated that the dietary modifications we recommend will yield the dividends expected. We would point out to these people that the diet we eat today

Table 8.1
U.S. Dietary Goals

1977

1. Increase carbohydrate consumption to account for 55 to 60 percent of the (calorie) intake.
2. Reduce overall fat consumption from approximately 40 to 30 percent of energy intake.
3. Reduce saturated fat consumption to account for about 10 percent of total energy intake; and balance that with polyunsaturated and monosaturated fats, which should account for about 10 percent of energy intake each.
4. Reduce cholesterol consumption to about 300 mg a day.
5. Reduce sugar consumption by about 40 percent to account for about 15 percent of total energy intake.
6. Reduce salt consumption by about 50 to 85 percent to approximately 3 g a day.

The Goals Suggest the Following Changes in Food Selection and Preparation

1. Increase consumption of fruits and vegetables and whole grains.
2. Decrease consumption of meat and increase consumption of poultry and fish.
3. Decrease consumption of foods high in fat and partially substitute polyunsaturated fat for saturated fat.
4. Substitute nonfat milk for whole milk.
5. Decrease consumption of butterfat, eggs and other high cholesterol sources.
6. Decrease consumption of sugar and foods high in sugar content.
7. Decrease consumption of salt and foods high in salt content.

Source: Staff of the Select Committee on Nutrition and Human Needs, U.S. Senate. *Dietary Goals for the United States*. U.S. Government Printing Office, Washington, D.C. 1977. pp. 12-13.

Table continues

Table 8.1 (continued)

1990

Dietary Guidelines for Americans:

- ▶ Eat a variety of foods
- ▶ Maintain healthy weight
- ▶ Choose a diet low in fat, saturated fat, and cholesterol
- ▶ Choose a diet with plenty of vegetables, fruits, and grain products
- ▶ Use sugar only in moderation
- ▶ Use salt and sodium only in moderation
- ▶ If you drink alcoholic beverages, do so in moderation

Source: USDA and DHHS. *Nutrition and Your Health: Dietary Guidelines for Americans*, Third Edition. USDA Home and Garden Bulletin No. 232. 1990.

was not planned or developed for any particular purpose...The question to be asked therefore is not why should we change our diet but why not?...We have an obligation to inform the public of the current state of knowledge and to assist the public in making correct food choices. To do less is to avoid our responsibility.”

At the same conference Philip Lee, Director, Health Policy Program, University of California at San Francisco and a former Assistant Secretary of Health, called the publication of the *Dietary Goals for the United States* a “major step forward in development of a rational, national health policy.” He said that “the steps that can and should be taken by individuals, families, educators, health professions, industry, and government are made clear.”

Many scientists and health professionals felt the data were insufficient to take such drastic action, and it should not be public policy to so drastically change the normal American diet.

The SNE Board (1977) responded to the goals with a letter that commended the Senate Select Committee for recognizing the need for dietary goals and said “Nutrition educators are increasingly concerned that sound guidelines be available for eating patterns compatible with optimal health in the United States. These guidelines should reflect both scientific knowledge about human nutritional needs and our concern about the future world food supply.”

The letter pointed out that the board had some concerns about the evidence that was cited in the report and recommended that a group such as Food and Nutrition Board or an expert task force should review, evaluate, document, and elaborate on the goals. It further noted out that “recommendations should represent achievable goals which are modifications rather than replacements of current practices.” The SNE Board also felt that obesity needed to be addressed.

Johanna Dwyer said “I remember adding a last sentence to the letter [which she signed as SNE President] and that nearly caused me to be impeached by the rest of the board.” The sentence was “In the interim, to avoid confusion we propose to use your goals as a basis for nutrition education as a prudent measure until further refinements can be made.”

Some board members felt that it was too soon to implement the goals as a teaching tool. For example, Philip White (1977), then Director, Department of Foods and Nutrition, AMA, pointed out that an AMA statement (1977) and his editorial in *AIN Nutrition Notes* took a position opposite to that of SNE.

The AMA statement said, in part,

The American Medical Association does not consider it appropriate for the government to adopt national goals that specify such matters as the amount and proportions of total fat, type of fat, sugar, cholesterol, or salt content in diets of the general public as these national goals advocate...Such diets must be formulated to meet the individual needs with appropriate medical dietary counseling on an individual basis...

Furthermore, the recommendations carry with them the underlying potential for prohibiting the sale or discouraging the agricultural production of certain food products which may not in the view of the government be supportive of the dietary goals.

The National Dairy Council recommended along with AMA that the dietary goals as formulated by the Senate Select Committee staff be withdrawn.

A membership resolution was introduced at the 1977 SNE Annual Meeting calling for “SNE [to] adopt and endorse the Dietary Goals for the United States as recommended by the Senate Select Committee and seek to inform the public regarding the desirability of changing dietary patterns in accordance with the committee’s recommendations.”

A section of *JNE* (1977) was devoted to statements supporting and opposing the goals in order to help SNE members be informed on the issues involved before voting on the resolution.

Michael C. Latham and Lani S. Stephenson (1977) wrote in their

statement in favor of the goals "...It is the responsibility of a government to provide guidelines and to have a well-reasoned and consistent food and nutrition policy. It is the duty of nutritionists to help the public consume a diet that...will help them maintain optimum health in the future. These goals are a first step in providing that help which the government and nutrition educators need."

Alfred Harper, presenting a scientist's "con" point of view wrote in his Commentary "...it is important that the rationale for the dietary goals and the appropriateness of specific recommendations be subjected to searching and critical examination by nutrition educators and scientists. For recommendations that promise so much, there should be firm assurance that benefits promised can be achieved..."

"If knowledge is inadequate, the reasonable approach is to establish a sound research program that will provide the needed information. We are basically a healthy people...therefore, we should reject any proposal for a radical change in food supply unless the evidence that it will improve our health is indisputable."

The SNE membership passed the resolution. The Senate Select Committee went out of business. Federal agencies that might have been developing guidelines were inactive for a couple of years. One of the major spinoffs of the controversy related to the dietary goals was that Congress saw fit to make a considerable increase in funds for human nutrition research. (Broad 1979) In 1977, the research budget for human nutrition was \$50 million for the entire U.S. government. By 1979, NIH and USDA together spent \$170 million.

Also in 1977, there was a controversy about whether DHEW or USDA would be the lead agency considering the role of diet in the prevention of disease. According to an article in *Science*, that was settled when Sen. Hubert Humphrey, wasted by cancer and with only five months to live, took charge in the conference on the 1977 Farm Bill. He said "HEW has avoided the area of prevention like the plague, and it's about time that USDA moves in. It's going to take this aspect of the nutrition program whether it wants it or not."

The feud between the two departments led to further delays in finalizing official government dietary guidelines. (Broad 1979) Hegsted and Cross, then with USDA's Science and Education Administration, led a push for the guidelines to carry the weight of federal authority in effecting federal nutrition programs. NIH said the knowledge of nutrition was not sufficient to use dietary guidelines to set federal policy. Congress was getting impatient over funding large budgets for research without being able to tell the American public anything.

In May 1979, ASCN held a conference to report on evidence relating

to the six dietary factors and came up with five relatively innocuous recommendations. (The Evidence Relating...1979) U.S. dietary guidelines were to have been completed by the time the National Conference on Nutrition Education was held in September 1979. Because they were not, George Bray, then Nutrition Coordinator at DHEW, and Hegsted, then Administrator, Human Nutrition Center, USDA, could make only rather generalized remarks relating to the recommendations of ASCN. Without a national set of dietary guidelines to be discussed, the conference's final, overall recommendations were somewhat constrained.

USDA and DHEW (1980) finally reached an agreement thanks, in part, to C. Wayne Callaway and Lenora Moragne who were then Nutrition Coordinator and Deputy Nutrition Coordinator, respectively, at DHEW. The two agencies published *Dietary Guidelines for Americans* which said:

1. Eat a variety of foods;
2. maintain ideal weight;
3. avoid too much saturated fat and cholesterol;
4. eat foods with adequate starch and fiber;
5. avoid too much sugar;
6. avoid too much sodium; and
7. if you drink alcohol, do so in moderation.

In reaction to that publication, Food and Nutrition Board (1980) issued the poorly documented report *Toward Healthful Diets* which implied that there was insufficient evidence for the guidelines. The press and some members of Congress severely criticized *Toward Healthful Diets* because the recommendations were much less specific than the dietary guidelines and did not contain specific recommendations to reduce dietary fat or cholesterol. (Wade 1980, Richmond 1980)

Harper and Robert Olsen, members of FNB, responded to the charges in *JNE*. Olsen (1980) wrote that "the point of all this is that there is a legitimate scientific controversy about the issues involved in the report by USDA-DHEW and the FNB. It is not merely a matter of politics as Congressman Richmond would have us believe."

In 1981, PPAC developed a statement on the *Dietary Guidelines for Americans*. SNE viewed the guidelines as "a consensus of scientific opinion on nutrition's role in disease prevention and health promotion and feels that the recommendations can be easily implemented by individuals, families, food services, etc. The guidelines are also helpful to people who want to keep the costs within their budgets and still maintain a good diet."

USDA took the leadership twice to revise the guidelines, first in 1985 and again in 1990. Even with a growing body of knowledge, the

changes were relatively minor. However, the weight charts used in the 1990 dietary guidelines were a major departure from those presented in the 1980 dietary guidelines. The 1990 chart based on data from *Diet and Health. Implications for Reducing Chronic Disease Risk* (Committee on Diet...1989) acknowledges an increase in weight with age, and the ranges are somewhat higher.

Willet et al. (1991) strongly objected to the inclusion of increased weights saying "there is...no biological rationale for recommending that persons increase their weight as they grow older...Obesity is a major and increasing problem in America. What we do not need from our government is encouragement to get fatter."

The new recommendations thus pointed up the fact that determination of optimal weight for individuals is still an imprecise science.

In regard to the overall guidelines, CSPI charged that "the new dietary guidelines are a retreat from the latest nutrition science and are clearly designed not to offend the meat, egg, and dairy industries." (Reaction Mixed...1990)

The continuing controversy reinforces the fact that such issues cannot be handled with complete objectivity; individuals, whether scientists or activists, deal with issues within the context of their previous knowledge and political bias as well as a variety of social, cultural, and economic priorities.

The establishment of guidelines was probably one of the most compelling demonstrations of the complexities of setting national policies in relation to nutrition education of the public. Who has the responsibility? Is it Congress? The Executive Branch? Scientists? Educators? Or, is there a need for all four to be involved in establishing these policies?

FOOD GROUPINGS AS NUTRITION GUIDANCE

Haughton et al. (1987) described the first USDA food guide published in 1917 as containing five food groups: flesh foods, starchy foods, fat foods, watery fruits and vegetables, and sweets. A 1933 guide contained 12 food groups presented at four different cost levels. The Basic Seven Food Group guides published in 1946 were based on the first RDAs established in 1943. *Essentials of An Adequate Diet...Facts for Nutrition Programs* (1956) suggested the Four Food Groups which were eventually published as *Food for Fitness, A Daily Food Guide*. (1958)

The Four Food Groups combined the fruit and vegetable groups from the previous Basic Seven into one group and eliminated the group containing butter and margarine because the nutritionists who

developed the plan did not wish to have them considered part of the foundation for a good diet. That Basic Four food plan has remained the cornerstone of dietary guidance with only minor revisions to the present day.

Haughton suggests “[a] lack of specificity may account for the longstanding survival of the basic four, despite what would appear to be an unnecessarily heavy emphasis on animal protein. That emphasis did not become evident until the publication of the dietary goals and the dietary guidelines brought it into the open by challenging it.” Haughton provides a very interesting description of the historical background and underlying assumptions of the United States food guides.

Rumblings of dissatisfaction with the Four Food Groups began in the early 1970s. In an effort to start nutrition educators thinking about alternatives to the basic four, I wrote the editorial “Teaching Tools” which asked: “How would your diet rate if you checked yesterday’s intake against the daily food guide of four food groups? Where would you put the pizza or the tacos? In one, two, or all groups?... We would like to make this journal an open forum for ideas such as a new teaching tool. No idea is too far out.” (Ullrich 1971)

In his keynote speech to the 1971 SNE Annual Meeting, Jean Mayer reinforced that idea by suggesting that we need to look at new ways of translating nutrition into food. He said “I’m not suggesting that we should scrap the food groups instantly, but we’ve got to get geared to shift from the food groups to nutritional labeling and nutrition information on the food itself.”

Ruth Leverton (1971), Science Adviser, ARS, USDA, responded to the editorial in *JNE* saying “Before we ‘throw the baby out with the bath water,’ I suggest we consider the meaning and the purpose of the guide as contrasted with guarantee of nutritional adequacy. Rigid rules of ‘Eat this and that’ would be needed in order to guarantee an adequate intake. These allow no choices.”

Paul Lachance (1972) responded to Leverton’s letter saying that “...we must realize that teaching nutrition by food groups is like teaching mathematics by astronomy. It can be done but it’s not exactly the optimal method.” He pushed for greater use of nutrition labeling of food as a mechanism for nutrition education.

Ahlström and Räsänen (1973), reviewed food grouping systems from 47 countries around the world and found the number ranged from 3 to 12 groups with most countries using 3 to 5. Many of the developing countries used the simplest grouping which was recommended by Food and Agriculture Organization. (1968) That plan frequently grouped foods as (1) energy, (2) building, and (3) protective foods.

When the dietary goals were introduced in 1977 and followed three years later by the dietary guidelines, there were many who felt the guidelines would replace a food grouping system as a teaching tool. But the guidelines, in fact, provided limited help in the selection of food.

A *JNE* editorial at the time of the dietary goals controversy noted “as a concept, dietary goals are very explicit and have greater appeal than broad statements such as ‘eat a balanced diet’...Goals are problem solving approaches to a broad concept of obtaining a nutritionally optimal diet. People still need a baseline of knowledge about what they should eat. and this could be symbolized by the ‘balanced diet’ concept. Additionally, the public probably needs some understanding of the relationships between nutrients in food to food group systems.” (Ullrich 1977)

King et al. (1978) evaluated menus based on the Basic Four and found that half of the nutrients did not meet the current RDAs. They analyzed the menus because of a recognition that there had been several revisions of the RDAs since the *Basic Four Food Guide* was published and recommendations for eight nutrients—vitamin E, vitamin B6, vitamin B12, folacin, phosphorus, iodine, magnesium, and zinc—had all been added to the RDAs. In fact, allowances for other nutrients had also changed.

They suggested modifications that would improve the adequacy of the menus and changes that could be made for persons wishing to exclude milk, meat, or legumes or emphasize low-cost foods and still meet the RDAs. An SNE resolution was passed in 1978 urging USDA to develop a new guide to provide nutrition educators with a more reliable and effective nutrition teaching tool.

“Hassle Free Guide” in USDA’s *Food* (1979) was a minor revision of the Four Food Group guide and included a fifth group called “Fats, Sweets, Alcohol Group.” The intent was to acknowledge those foods as a part of the total diet in order to provide better dietary guidance.

Many SNE members were reluctant to make a change from the Four Food Groups because all the educational programs and materials on which they based their teaching included the four groups and to make change created an economic problem.

At both 1977 and 1978 annual meetings, there was a great deal of heated discussion over resolutions to change teaching strategies from Four Food Groups to dietary goals and whether the groups should be changed.

Over the years, *JNE* articles provided several perspectives on food guidance. “The Handy Five Food Guide” (Dodds 1981) and “Inverse Pyramid Food Guide” (Pennington 1981) presented some uniquely new

ways to consider food groupings. Light and Cronin (1981) reviewed some of the strengths and weaknesses of the current groupings in their article "Food Guidance Revisited." Outlining the various components to be considered in developing a useful food guide, they pointed out that "if we are to move beyond the controversies which confound the practice of nutrition education, we must look more objectively at the issues of purpose, validity, reliability, and useability of food guides."

Gillespie (1987) surveyed nutritionists' opinions of a dietary guidance system and concluded that "while nutrition educators do not differ from other nutritionists, there is no clear consensus on the objectives of a dietary guidance system within the population sampled... These data suggest that as a group nutritionists need to come to grips with the issue of translating nutrient and food component needs into food selection and to study and debate the relative need for accuracy, completeness, simplicity, and other conflicting goals."

Haughton (1987) raised additional issues:

1. How much nutrient information is appropriate in teaching food selection?
2. What is the role of existing food habits in designing dietary recommendations?
3. To what extent should economics enter into the discussions of food selection and what is the relationship of food consumption to food supply?

Cronin et al. (1987) developed a food guidance system which focused on the implementation of dietary guidelines and took into consideration various issues that had been raised previously about food grouping systems. They developed a food wheel which was much more detailed than the Basic Four Food Groups and needed to be presented with supplemental materials to be used appropriately. Newman and Lee (1991) described the development of a daily food guide designed specifically for women.

Food Groupings in the 1990s

In Spring 1991, after many years of development, USDA was about to release a new food guide *The Eating Right Pyramid*. Unfortunately, newly appointed Secretary of Agriculture Edward Madigan was not previously briefed on its concepts. When objections were raised by the milk and meat industries because those foods were de-emphasized in the guide, he cancelled release of the guide and ordered further evaluation. A storm of criticism followed.

Sue Ann Ritchko, Administrator, Human Nutrition Information Service (*Eating Right Pyramid... 1991*), explained that "the Secretary of

Agriculture has a real interest in nutrition education for children and wanted to ensure that the new graphic is appropriate for children and for adults in mainstream America.” That did not silence the critics.

Madigan’s action brought bad publicity to USDA. Many newspapers and consumer publications carried articles about cancellation of the pyramid’s distribution. SNE and other professional organizations wrote letters of concern.

Jerry Combs [a former SNE Board member] recently retired from Agricultural Research Service, registered his concern (Politics Influences...1991) that politically appointed administrative staff could trade away the credibility of USDA in favor of self-interest groups.

It had taken USDA more than 10 years to develop a teaching tool which reflected current nutrition needs of the population. In April 1992, one year and one million dollars later, USDA released *The Eating Right Pyramid*.

Implementation of Dietary Recommendations

Since the late '80s there has been increased interest in developing ways to implement the guidelines. The most notable is *Improving America’s Diet and Health. From Recommendations to Action*. (Committee on Dietary...1991) According to Thomas (1991), the recommendations were made to help various sectors of society including government, private sector, and health professionals to more effectively implement the *Diet and Health* guidelines. The publication also made recommendations for education of the public.

Gussow and Thomas (1986) observed “What makes designing food guides so difficult in this country is that we have an abundant and varied food supply, many ethnic groups, a range of ‘traditional’ food patterns, an aggressive food industry, and a remarkable zest for novelty. In the face of such barriers to commonality, it’s probably inevitable that any sort of food guide will cause controversy.”

INTERNATIONAL DIETARY GUIDELINES

One of the significant SNE events was the International Conference on Dietary Guidelines held immediately after the 1988 SNE Annual Meeting in Toronto. SNE’s SCINE and PPAC sponsored it with the School of Nutrition, Consumer and Family Studies, Ryerson Polytechnical Institute, Toronto.

Participants came from all over of the world. Financial assistance was provided primarily by Canadian agencies although some U.S. organizations and companies and USDA also assisted. The proceedings of the conference (Latham and Scott 1989) were published by Cornell.

The conference made a significant contribution because it attempted to develop international dietary goals, guidelines, or objectives that were suitable for both industrialized and nonindustrialized countries. Latham pointed out that nutrition-related problems are very different in the majority populations in those two different groups of nations, and, while complete agreement was not reached at the conference, *there was support* for the following:

Suggested Goals to Help Ensure Food Consumption for Optimal Health:

1. All individuals should consume foods to provide sufficient energy for all their *wants* and at a level to maintain persons near optimum weight for their height and to provide for children's needs for optimal growth. (This means that sufficient energy should be provided to satisfy both energy requirements or needs plus those for the wants of the individual for work, social, leisure and other activities.)

2. The largest proportion of energy should come from staple foods, generally cereal grains or root crops with adequate fiber.

3. All persons (with the exception of young breast-fed infants and those with certain diseases) should eat as wide a variety of food as possible and foods from all the food groups, including adequate quantities of vegetables and fruits.

4. Too little and too much fat or oil in diets may contribute to health problems. It is suggested that in general at least 10% and not more than 30% of energy come from fats and oils.

5. There is evidence that excess intakes of sodium particularly sodium chloride may contribute to hypertension. Sodium intakes should be limited. It is suggested that persons should consume less than 10 grams of salt per day and that intake below 5 grams per day, although difficult to achieve, may be aimed at as a desirable level (except under medical advice).

6. Breastfeeding has advantages over formula feeding for young infants. Where possible, and when mothers produce adequate breast milk, it is recommended that breast milk be the only food for infants from birth until 4 months of age and that other foods be introduced soon thereafter, while breastfeeding continues.

7. Alcohol if consumed should be consumed in moderation.

8. Smoking of tobacco is dangerous to health and should be avoided.

Nutrition Education in Health Promotion and Disease Prevention

Dietary guidance is a part of the nutrition education thrust in health promotion and disease prevention. However, the components of dietary guidance and health promotion and disease prevention are discussed separately in this book because they are dealt with rather separately in national nutrition policy and handled by two different government agencies: DHHS and USDA.

From its beginning, SNE has advocated including a nutrition education component in all programs dealing with promotion of good health and prevention of nutrition-related diseases.

Historically, one might categorize the 1970s as *the era of optimal health promotion* culminating with the issuance of the U.S. Dietary Guidelines in 1980. The 1980s could be characterized as *the era of disease prevention* when society as a whole began to address such nutrition-related conditions as obesity, heart disease, and cancer. Also, in the '80s, *people began to recognize the importance of nutrition to their overall health.*

Disease prevention issues were addressed starting in 1979 with goals for disease prevention and resources for disease prevention programs at the national level. Those were to reduce the levels of disease conditions in the United States including those related to nutritional practices.

SNE responded to the various health promotion-disease prevention concerns through member resolutions, position papers, and board policy statements.

The Society made a significant contribution to the development of policy on health promotion through cosponsorship of the Nutrition

Education Conference in 1979 which was administered through DHEW. Another SNE contribution was administration with ADA of a project dealing with health promotion at the worksite.

EVOLUTION OF POLICY

SNE began just before the start of an era when there was a need to show cost-effectiveness of particular programs. Nutrition *always* suffered when the health dollars were equated with cost benefits. It is difficult to assign dollar savings to long term disease prevention, optimal growth, and health as they relate to eating an optimal diet over time.

As Jean Mayer (1972) testified on nutrition education, that is because:

Anything which is a long-term process like nutrition which is going to weaken your resistance because you're malnourished, or it's going to cause you to develop a coronary because year after year you had deposits of cholesterol added to your arteries, this sort of process which is obviously essential in terms of health is not really what the doctor is called to do anything about.

We end up, therefore, spending tens of billions of dollars wastefully. We literally establish everywhere intensive coronary care units to care for you after you've had a myocardial infarction but essentially spending no money on prevention of cardiovascular disease.

At the same hearing, George Briggs and I stated that "malnutrition...is extremely costly to this country in terms of public and private costs of treatment of nutritional problems...We estimate that the annual cost to our country from hunger and those examples of personal mismanagement of food to the detriment of one's health is approximately 30 billion dollars. This is equivalent to nearly one-third of our nation's health bills and one-fourth of our national food bill." (Briggs and Ullrich 1972)

The figures were based in part on Weir's (1971) publication *Benefits from Human Nutrition Research* in which statistics were presented showing the potential savings from improved diet. For example, she projected that heart and cardiovascular disease cost \$31.6 billion in 1962 and that could be reduced by 20 percent by improved diets. She also suggested that the incidence of obesity could be reduced by 80 percent through improved diets.

Weir's figures may have overreached the available data, but they were the first attempt to equate nutrition-related health problems with possible monetary savings through improved diet. They served to bring a much greater understanding of the importance of nutrition in disease prevention.

The Senate Select Committee held numerous hearings in the mid- to late-1970s on nutrition and health issues. At the same time, DHEW began to develop health policy related to prevention which increased in magnitude through the 1990s. Now there is a strong initiative documented in *Healthy People 2000*. (1990)

HEALTH OBJECTIVES AND OTHER MILESTONES

The National Conference on Nutrition Education, Directions for the '80s was held at the same time that *Promoting Health/Preventing Disease. Objectives for the Nation* (Public Health...1980) was being released. The nutrition education conference addressed broader issues than health promotion and made recommendations on nutrition education programs for all segments of the population. However, there were specific recommendations for pregnant women, infants, and adolescents as well as persons with diet-related diseases which related to the health objectives. (Dwyer 1980)

Although SNE was not directly involved in the development of policy on health promotion, many SNE members actively participated in programs focused on disease prevention. Articles in *JNE* described studies which met the challenge of designing effective intervention strategies and methods to conduct research to determine the behavioral and health effects. SNE annual meetings also addressed health promotion issues.

According to Elena Carbone Britt (1990), the aim of *Healthy People 2000* is to achieve specific, measurable changes in what Americans eat as well as increased access to healthier food products. It is hoped that the benefits of health promotion and disease prevention will especially reach segments of the U.S. population that experience higher rates of disease and premature deaths than the overall population. Britt pointed out that each of SNE's eight divisions has been asked to develop an implementation plan for the objectives.

SNE has been concerned with issues promoting good health since its founding, e.g., resolutions promoting breastfeeding and supporting WIC, child nutrition, and food stamp programs. SNE has worked to improve federal and state efforts on nutrition monitoring.

Other SNE activities include the work of the Division of Public Health Nutritionists with the Association of State and Territorial Public Health Nutrition Directors to develop a set of model state nutrition objectives and implement the nutrition objectives in the state and local programs. Also the Division of Public Policy will assess where legislative efforts are needed to meet the new health objectives.

At the federal level, SNE has advocated improvements in food labeling and ways to raise public awareness of diet and health relationships such as saturated fat and heart disease and total fat and cancer. (Britt 1990) (See Table 9.1 for the issues that are addressed by the *Healthy People 2000* nutrition objectives)

During the 1980s, there were efforts to build scientific consensus about some issues related to nutrition and disease prevention. The first consensus document was *Diet, Nutrition and Cancer* (Committee in Diet...1982), an NAS report with guidelines that provided direction for relating food choices to the reduction of the risk of cancer. SNE members passed a resolution in support of the report's recommendations in 1983.

Then, as Nestle (1988) pointed out, *The Surgeon General's Report on Nutrition and Health* presented for the first time the consensus of the Public Health Service on scientific evidence that links specific dietary factors to specific chronic disease conditions. It provided a basis for recommended dietary changes to improve the health of Americans.

Table 9.1
Healthy People 2000

Issues addressed by the nutrition objectives

Health Status

- Coronary heart disease death
- Cancer deaths
- Prevalence of overweight
- Prevalence of growth retardation

Risk Reduction

- Fat and saturated fat intake
- Intake of vegetables, fruits, and grain products
- Weight loss practices
- Calcium intake
- Iron deficiency anemia
- Breastfeeding
- Baby bottle tooth decay
- Food label use

Services and Protection

- Nutrition labeling
 - Reduced fat and saturated fat processed food products
 - Low-fat, low-calorie menu choices
 - School meals and child care food services
 - Home delivered meals for older adults
 - Nutrition education in schools
 - Worksite nutrition/weight management programs
 - Nutrition assessment, counseling, and referral by clinicians
-

The National Research Council (1989) published *Diet and Health. Implications for Reducing Chronic Disease Risks* which reaffirmed recommendations of the Surgeon General's report with its over 5,000 references. There could no longer be any question about whether there was sufficient evidence to link diet with the prevention of chronic disease!

Improving America's Diet and Health. From Recommendations to Actions recommends implementation strategies. It was written by the Committee on Dietary Guidelines Implementation which was made up of four task forces, each focusing on a special societal sector: public, private, health care professions, and public education from formal schooling to public relations and advertising. Thomas (1991) indicated that those groupings were an effective mechanism for identifying the previous interventions and for recommending those that might be undertaken as well as to identify opportunities and barriers to the implementation.

Nutrition educators are now challenged to actively implement the guidelines and change behaviors. A major problem is that knowledge about the effectiveness of nutrition education is still limited, and funds are sorely needed to carry out research on that effectiveness. Although SNE has led the way in identifying some effective methodologies, there are many variables that affect each individual's food selection. The research challenge is complex.

NUTRITION MONITORING

SNE members consistently supported national monitoring legislation that was introduced and reintroduced until finally it was passed in 1990. Nutritionists need good baseline data from which to plan a nutrition education program. Then they need to constantly review demographic and nutritional status data to measure the success of their interventions. Nutritionists should be grateful to Grace Ostenso for her tenacity in assuring that the bill was reintroduced each year until it finally passed.

Each year since 1984, when monitoring legislation was first introduced in Congress, SNE members passed resolutions, sent letters of support, and joined with other organizations in an effort to get the legislation passed.

Lynn Parker believes SNE played a key role in developing positions on the issue of nutrition monitoring during the early years of trying to get the legislation passed. She pointed out that the Society was one of the first organizations to really look at the issue and figure out what the

nutrition professional's responsible position would be on monitoring. SNE developed a perspective on the issue that helped other organizations join in support.

JNE readers were provided two perspectives on monitoring in the May-June 1987 issue. Shipley-Moses and Dodds (1987) described the need for legislation and what the proposed bill at that time contained. Suzanne Harris, Deputy Assistant Secretary for Food and Consumer Affairs, USDA (1987) offered a different view indicating that there already was coordination between USDA's Nationwide Food Consumption Survey and DHHS's HANES. The administration was also concerned about another layer of management to coordinate the programs.

Nestle (1990) described an incident which points up the importance of developing a coordinated monitoring program:

In July 1988, *The Surgeon General's Report on Nutrition and Health* identified overconsumption of fat as a national priority for dietary change.

However, the report provided no information on trends in fat consumption that could be used to confirm the need for dietary change or the basis for evaluation of intervention strategies. This omission was no mere oversight. During the four years it took to prepare the report, at least seven doctoral level nutrition professionals wrote lengthy drafts of a chapter on dietary patterns and practices that was intended to describe DHHS and USDA data on food availability and dietary intake.

In reviewing these successive drafts, members of the editorial working committee were unable to reach a consensus on the significance of the available data; existing data methods did not provide sufficient information from which to draw scientifically valid conclusions about trends over time. The chapter was deleted from the final report.

In 1991, USDA and DHHS published plans for a 10-year, comprehensive national nutrition monitoring system and related research programs in the *Federal Register* (Oct. 29, 1991). Each of the agencies have traditionally monitored different aspects of food consumption practices and the nutritional health of the population. It will be a major, coordinated surveillance program. The reformed approach comes none too soon as the General Accounting Office (1991) found flaws in the 1987-88 USDA Food Consumption Survey which will require USDA to qualify certain aspects of the data as possibly unreliable. (Marshall 1991)

SNE'S DIRECT INVOLVEMENT

The Office of Disease Prevention/Health Promotion, DHHS, awarded SNE and ADA a \$150,000, three-year contract in 1985 for a worksite nutrition project. ADA acted as the fiscal agent; SNE took on development and coordination of the project. ADA also assisted in appointing a broadly representative advisory board of medical and health professionals for the project which was started just as interest was growing in health promotion programs at worksites.

There was very little information about what such a nutrition program entailed and who should be responsible for it. The project fitted in with SNE's goals because work already had been started on the *JNE* supplement "Nutrition at the Worksite" (Glanz 1986).

Sarah Berkowitz, who was the project coordinator and at that time *JNE* Reviews Editor, recalled that the first project of the program was to develop *Worksite Nutrition: A Decision Maker's Guide* (American Dietetic Association 1986) as a position paper. It was a part of the Office of Disease Prevention/Health Promotion program to prepare a variety of papers about worksite issues.

The guide provided a strategic plan for decision making in business and industry and what might be expected from a nutrition program and what kinds of activities might be carried out. The sections included an implementation guide, resources, and examples useful to health professionals who would be working in the workplace setting.

The *JNE* supplement was an excellent companion piece as it spelled out in much greater detail some of the information needed to start a program and described experiences with current programs. There were plans to carry out a number of regional training workshops on worksite nutrition. Because of limited funds and time constraints, only one was carried out in the Boston area.

The second major component of the project was the *National Weight Control Resource Directory*. The directory is a collection of reviews of peer reviews and rankings of print and audiovisual resource materials. It was the result of advisory board discussions on how to facilitate the development of worksite nutrition programs. (See Chapter 7 for a description of the directory)

Berkowitz recalled that they discussed the kinds of materials or activities that might be developed as part of the project and decided to build on some of the activities already carried out such as sharing resources and activities at the SNE annual meeting. The advisory panel investigated the possibility of having a national clearing house to provide information about consultants and programs but realized that

would require continued funding and thus was not practical. For that reason, they decided to develop the resource directory. The result was a reliable directory for worksite program managers and other health professionals at a time when a great many weight management programs were evolving, and it was impossible to judge the value of each.

Health promotion programs placed great emphasis on cooperative efforts between government, private industry, and professional associations. Because there were broad health issues of which nutrition is one component, nutrition educators were not necessarily in control of the programs but did make major contributions to them. Nutrition educators should expand their range of skills and be able to provide a greater leadership in this field which will, in all probability, continue to grow in the next 25 years.

Access to Food and Information

Events prior to the 1969 White House Conference on Food, Nutrition and Health raised public awareness that there was hunger in America. As a result, the conference urged aggressive government action to combat hunger and malnutrition.

ACCESS TO FOOD

SNE advocates adequate access to food for everyone and considers it to be a basic right of the people. It has done so since its beginning, and is the only organization of professional nutritionists to do so aggressively.

In keeping with that philosophy, *JNE* regularly publishes articles about access to food for low-income families and the adequacy of federal supplemental food programs such as WIC, food stamps, school breakfast and lunch, summer food program, and feeding the elderly. (See Appendix for a listing of SNE actions). In addition, SNE puts special emphasis on including a nutrition education component in all proposed programs for alleviating hunger and malnutrition.

In the action-filled years following the White House Conference, it was expected that new programs would relieve the problem of unequal access to adequate, nutritious food. Unfortunately, it is obvious that the problem still exists in the 1990s, and it will require advocates, including SNE, for alleviation of hunger to work toward more lasting solutions. The special *JNE* Supplement on hunger published in 1992 is a demonstration of SNE's commitment to the issue.

Food Quality

The position that access to food should be access to quality food is an SNE policy. In 1973, the board opposed the unrestricted use of textured vegetable protein, formulated grain-fruit products, and enriched macaroni fortified with protein. In later years, SNE took positions on other food quality issues.

A RECOLLECTION BY
LYNN PARKER

SNE was saying from very early on you have to have food to have nutrition education which I think is a very important message. When, in 1981, the school lunch regulations came out on ketchup as a vegetable and reducing portion sizes, there was a bit of confusion within the nutrition community about what the impact of the regulations would be.

We formed a subcommittee of PPAC, worked through the issues, and developed a position for SNE. The systematic process which was carefully done took into account a lot of different concerns including those of school lunch people. It helped a lot to have an SNE position and to know how members felt about those regulations.



Sustainable Food Production

Throughout the 1980s, a group of SNE members articulated the connection of nutrition to agriculture and food policy to alert the membership to the need to become involved with food production and environmental issues. (Hillers 1991) As a result, the Division of Sustainable Food Systems was formed.

There must be a strong involvement in this area in order to meaningfully address the issue of making available to all people food that will adequately nourish them and is produced in a manner that is sustainable.

ACCESS TO INFORMATION

The Panel on Popular Education at the White House Conference produced recommendations on how to reach disadvantaged groups and served as an impetus to look at the public's access to nutrition information. "In public education," the panel noted, "the media of mass communications have a powerful role. Such a medium as television, for example, is an intimate part of most people's lives and is a major factor in affecting their attitudes and bringing them information and setting their lifestyles." (Popular education...1970)

Several people addressed the issue of mass media in relation to nutrition education in the early stages of SNE's development. Deutsch told SNE charter members at the first expanded annual meeting

“Nutritionists talk about wheat and apples—lay people talk about hot dogs, ice cream, and Tums.” He urged the members to become active users of mass media thus helping to make nutrition easily understood and applicable by lay persons.

Sebrell (1970) expressed his concerns that nutrition education failed to reach those people who need it most. He wrote “The most effective forms of nutrition education as measured by the creating of a desire to obtain a product are through national commercial advertising, especially through television, newspaper and magazine media. Somehow the nutrition education done by professionals without the enormous financial expenditures of the commercial advertisers seems to have little impact when the housewife is at the supermarket purchasing her food supplies.

“One of the basic problems seems to have been the failure to create in the food industry a conviction that nutrition will sell food.”

Speakers at annual meetings and articles in *JNE* focused on how to get effective nutrition messages and nutrition information to the public. Through the years, SNE has emphasized the importance of mass media and nutrition labeling. Although the Society has not been successful in attempts to be directly involved with mass media, either through a newsletter or the proposed television series, it has been an area of great interest.

SNE has attempted to increase public access to accurate (or reduce exposure to inaccurate) information through

1. Aiding the development of nutrition labeling;
2. Monitoring and judging food advertising through
 - a. Family Health Nutrition Advertising Awards,
 - b. Responding to nutrition claims,
 - c. Developing responses to FTC trade regulations,
 - d. Responding to concerns related to food advertising to children, and
 - e. Analyzing the usefulness of public service nutrition messages;
3. Development and promotion of audiovisual and print materials, including
 - a. Four films and accompanying print materials,
 - b. *Family Health Cookbook*,
 - c. Radio tapes (See Chapter 8) and
4. Assisting the development and support of the National Consumer Information Act introduced in 1978.

NUTRITION LABELING

The first Food and Drug Act of 1906 enabled FDA to clean up the food supply, preserve the integrity of natural food, and prevent fraudulent claims. Nutrition was not of direct concern until the 1930s when vitamins were discovered and their role in human health was being identified. Then the first dietary supplements began to appear in the marketplace. Quite suddenly nutrition emerged as a marketing tool for the food industry and became a major regulatory issue.

The Federal Food, Drug and Cosmetic Act of 1938 addressed the need to regulate the food supply in terms of its contributions to human nutrition and to control the practices of unscrupulous food manufacturers that might harm public health or mislead the public about the true nature and value of individual food products.

In the late '50s, the public began to see science-based specific health claims for food. That was when diets high in saturated fat were first linked with heart disease. FDA was concerned that such claims were premature and would mislead the public so it issued a regulation in 1959 banning any reference to cholesterol or polyunsaturated fat on labels or promotional materials for food. Companies simply made the claims in advertising rather than using the label, thus avoiding FDA jurisdiction.

As a result of the White House Conference, FDA changed its strategy of regulation to allow factual information in nutrient composition of food while prohibiting disease prevention claims. By 1973, FDA had established a regulation covering the format, content, and placement of nutritional labeling. When voluntary nutritional labeling was introduced, SNE became involved by analyzing the proposed regulations and making very carefully thought out comments on them.

In 1972, the SNE Board made three general points related to labeling:

1. Nutrition information on the food label should be located in one place;
2. There should be definitions of average serving sizes and similar products made by different companies should use the same portion size; and
3. There is a need to tie in nutritional labeling with nutrition education programs.

SNE's National Nutrition Policy Statement of 1974 declared that it is the basic right of every individual to be able to easily obtain sufficient knowledge to choose an adequate diet. Although nutritional labeling was viewed as an important part of the educational process necessary to accomplish this goal, it cannot take the place of education. In

November 1978, in response to suggestions that there should be a major overhaul of information on food labels, the SNE Board issued a major position paper on food labeling.

The paper described the importance of the relationship between food labels and nutrition education:

Food labels are intended to influence consumer purchasing decisions through their informational content and overall product image. The label itself may create a demand or desire for a product, or it may reinforce pre-existing desire created by advertising, education, family habits, personal preferences, or other motivational factors. Equally, a food label may have negative effects on the consumer. Thus the food labels potentially play a key in determining the consumer's well-being.

In nutrition education today, teaching consumers how to use food label information is very important since the traditional food selection guides such as the 'Basic Four' do not always help the consumer make wise choices among the many processed, manufactured, and packaged foods available in supermarkets... We feel that it is the responsibility of FDA and other regulatory agencies to insure that food labels have informational and educational value that is consistent with the goals and objectives of nutrition education.

At about the same time, Senator McGovern and others introduced S. 1652, Nutrition Labeling and Information Amendments of 1979 to the Food, Drug and Cosmetic Act along with S. 1651, Department of Agriculture Nutrition Labeling and Information Act of 1979. The proposed legislation called for major changes in nutrition labeling regulations.

In 1980, FDA, FTC, and USDA issued tentative proposals to cover a wide range of food labeling issues in an attempt to standardize the information provided to the consumer on food labels and in advertisements.

At hearings on the proposals, the food industry strongly opposed the tri-partite food labeling effort on grounds that the extensive revisions were unjustified, unnecessary, and not cost-effective. (Tri-partite Food Labeling...1980) The proposed regulations were never finalized after the Reagan administration took office and opposed them.

The next major issue SNE was involved with was the FDA proposal regarding health claims on food labels. In the '80s, when the major emphasis was on disease prevention and labeling regulation was de-emphasized, food companies realized that it would be good business to sell food with health claims. The first entry was Kellogg Company

which, with the support of the National Cancer Institute, cited fiber on its labels and in its ads as a means to reduce the risk of cancer.

FDA had taken the position in the '70s that only factual information about nutrient composition of food would be allowed on labels. As health promotion claims about food became more accepted in the public arena and there was better scientific evidence to make such claims, the agency received a great deal of criticism for not allowing such claims on the labels.

In 1987, FDA proposed a system of consensus building to allow certain health claims to be made. SNE objected along with other scientific organizations to the proposal. The concern was that the proposed regulation was vague and unenforceable and might result in a proliferation of deceptive labeling.

The regulation on health messages was proposed again in the *Federal Register* on Feb. 13, 1990. FDA's major proposal on reformulating food labeling was published in the *Federal Register* on July 19, 1990. At the same time, food labeling legislation was actively progressing through Congress, and President Bush signed the Nutrition Labeling and Education Act of 1990 at the end of the year. That legislation was a real reform of the information on food labels.

SNE was part of the Nutrition Labeling Group, a coalition of 24 organizations, that supported the reforms. The Society has had a significant role through the years in encouraging the provision of better and more reliable access to nutrition information through food labels.

It is rewarding that the legislation finally enacted in 1990 includes "and Education" in its title inasmuch as SNE always insisted an education component should be provided in addition to information on the labels. (See Table 10.1 for SNE actions on food labeling)

FAMILY HEALTH NUTRITION ADVERTISING AWARDS

In 1972, *Family Health* magazine with the guidance of Jean Mayer initiated the Family Health Nutrition Advertising Awards. Mayer saw the program as a means to encourage food companies to advertise their products from a nutritional point of view, and *Family Health* was interested in getting involved to showcase the publication and, they hoped, generate nutrition-type advertising in the magazine. (See Figure 10.1 for the awards program)

Mayer insisted that entries in the award program be judged by representatives from professional nutrition associations and consumer organizations as well as the advertising industry. Further, an organization was to manage the judging so the magazine would not be considered responsible for selection of the award winners. SNE took on

Table 10.1
Highlights of SNE Actions on Food Labeling

Legislation and Regulations

Membership Resolutions

- 1971 Elimination of the use of the term Minimum Daily Requirements (MDR) established by FDA in the 1940s
- 1978 Disclosure of sodium content of foods
- 1982 Support of SNE involvement in food safety policy
- 1985 Mandatory ingredient labeling of fast foods

SNE Comments and Position Papers Prepared by PPAC, Legislative Committee, SNE Board or Liaison Groups

- 1972 Board commented to FDA on proposed regulations on nutrient labeling
- 1976 Board commented to FDA on proposals on infant food labeling
- 1977 Board commented to FDA on proposed regulations for proper identification of low- and reduced-calorie foods
- 1978 Board position statement on food labeling addresses proposed FDA regulations; also, several SNE members testified
- 1980 NNC Position Paper on Food Labeling; Carole Bisogine was SNE Representative to and Chair of NNC Food Labeling Committee
- 1981 PPAC position paper on food safety
- 1982 Board commented to FDA on declaration of sodium content of food and label claims on the basis of sodium content
- 1983 Board commented on nutrition label formats and research design to evaluate formats
- 1983 Board commented to FDA regarding proposed requirements for infant formula labeling
- 1986 A task force prepared a position paper on fiber labeling of foods for use by PPAC; the paper supported meaningful quantitative labeling (task force not listed)
- 1987 Board commented on proposed FDA regulation for Food Labeling: Public Health Messages on Food Labels and Labeling (SNE opposed the proposals)

Table continues

Table 10.1 (cont'd)

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| 1990 | Janet Tenney was SNE representative to the Food and Nutrition Labeling Group, a coalition of 24 organizations to express support for food labeling reforms |
| 1990 | Board commented on proposed FDA regulations on food labeling |
| 1990 | Board commented on proposed FDA regulations on: (1) Cholesterol Free, Low Cholesterol, and Reduced Cholesterol; (2) Reference Daily Intakes and Daily Reference Values (opposed the term “values”); (3) Mandatory status of nutrition labeling and nutrient content revision; and (4) serving sizes |
| 1990 | SNE Policy Statement: Food and Beverage Labeling |
| 1991 | Board made additional comments on proposed FDA regulations on serving sizes for use in nutrition labeling |
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<h3 style="text-align: center;">Categories</h3> <p>A bronze medal will be given for outstanding advertisements or commercials in each of the following eight categories of food products. Both the company and the agency creating the advertising will be recipients of an award.</p> <ol style="list-style-type: none"> 1. Animal Products (Meats, Fish, Eggs) 2. Cereal & Bread Products including Grain 3. Dairy Products 4. Fruits and Vegetables 5. Vegetable Protein-rich foods (e.g., nuts, dry beans, meat analogs) 6. General Food Products (e.g., combination foods, snack items, oils and fats) 7. Foods for Special Diets (designed for or promoted primarily for therapeutic or preventive purposes, e.g., some oils and fats, low-sodium foods) 8. General Nutrition Information (not specifically product-related) <h3 style="text-align: center;">Eligibility</h3> <p>Print, Radio & Television will be judged separately in each of the eight categories. To be eligible advertisements or commercials must</p> <ul style="list-style-type: none"> • include significant nutrition information • be directed to the general public • be published or released in the United States between July 1, 1975, and June 30, 1976 <p>Ad series or campaigns may be submitted as a unit constituting ONE entry in the appropriate medium. Booklets and similar collateral materials are not eligible.</p>	<h3 style="text-align: center;">Nominating Procedure</h3> <p>Nominations may be submitted by an advertiser, advertising agency, associations or an individual. An official entry blank must accompany each exhibit submitted. Documentation for entries must be as follows:</p> <ul style="list-style-type: none"> • For Print—Two Tear sheets • For Radio—Commercial tapes at 7½" per second (professionally spliced and clearly identified) PLUS printed script • For Television—30 and/or 60" commercial 16mm. film (professionally spliced and clearly identified) PLUS storyboard <p>Advertiser and Agency names and addresses where available, should be included in the identification.</p> <p>All nominations must be <i>postmarked by Aug. 30, 1976</i>. Mail to: Awards Committee, Society for Nutrition Education, 2140 Shattuck Ave., Suite 1110, Berkeley, CA 94704.</p> <h3 style="text-align: center;">Judging</h3> <p>The Society for Nutrition Education will administer the awards program. The awards jury will be comprised of representatives from the American Institute of Nutrition, American Home Economics Association, The American Dietetic Association, The Society for Nutrition Education as well as consumer and advertising representatives.</p> <h3 style="text-align: center;">Criteria</h3> <p>All advertisements or commercials will be judged in the following:</p> <ul style="list-style-type: none"> • Nutritional Soundness (including nutritional value of product(s) featured) • Effectiveness • Appropriateness for Intended Audience
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Figure 10.1. Family Health Awards Program

Opposite page: Award Seal; Above: Entry Procedures

responsibility for the annual judging in 1973 and continued to do so until the program was discontinued in 1978.

Family Health paid all expenses for the program and hosted an awards luncheon in New York each year to recognize the winning food companies and advertising agencies. The judging was almost always held in the San Francisco area although in 1976, just after Mayer became president of Tufts University, it was held on the Tufts campus. In the first years there were less than 50 entries in seven categories. Some of the ads contained blatant misinformation while others conveyed accurate nutrition messages to the consumer. By 1975, 135 ads were submitted; some of them contained quality nutritional messages.

The judges were representatives of ACT, ADA, AHEA, AIN, Consumers Federation of America, SNE, and the advertising industry. Each organization was asked to name two persons to be judges, one of whom had participated the year before and the other would serve for the first time.

The experience of working with a spectrum of judges pointed out how differently individuals see the same advertisement. The criteria for judging were carefully spelled out, and judges were asked to rate each ad on all of the criteria. Frequently, there was wide variation between judges, even between two judges representing the same professional nutrition organization.

The contacts SNE made through administering the judging were valuable. For example, Ellen Haas, well-known in 1992 as executive director of Public Voice for Food and Health Policy, was active in the early '70s in the consumer protection movement and represented consumers on the judging panels for several years.

As a result, SNE had the opportunity to learn about consumer issues and had interaction with her projects through the years. SNE also worked closely with leaders of ACT on food advertising to children.

A highlight of the 1975 awards luncheon was a speech by Sen. Edward Kennedy (D-Mass.). When his plane was delayed by weather, two of his sisters went to the banquet room and helped entertain the guests until he arrived. Kennedy's talk was particularly meaningful for SNE because he told the audience that they should work together with the Society for Nutrition Education to include more nutrition information in their advertising.

The visibility SNE gained by administering that awards program created a recognition that the organization was knowledgeable about health and nutrition claims in food advertising. A number of people came to the SNE offices to see the submitted ads and gained insights as to what claims could be made and what constituted misinformation.

Vermeersch and Swenerton (1979) used the ads in a study of homemakers' understanding of nutrition claims.

SNE's experience with the *Family Health* awards led to a still greater involvement when FTC took up the issue of nutrition and health claims in advertising and proposed a series of guidelines for allowable claims.

SNE AND FTC'S PROPOSED REGULATIONS

SNE had a special interest in the development of the FTC nutrition advertising guidelines. Judy Cooke, one of the founders of the Washington, D.C. SNE Chapter, was employed by FTC to help develop the guidelines. Tragically, she was killed in an automobile accident in November 1973. Julie Chryst (1973) wrote in Judy's memory:

In 1971, when she was in her early 30s, Judith was appointed as the Federal Trade Commission's first and only nutritionist and was developing the national food advertising guidelines.

As Dr. Jean Mayer delivered the eulogy, he credited Mrs. Cooke with having been "largely responsible along with Dr. Ogden Johnson of the FDA for nutritional labeling" adding "If she'd been a man, she'd have had a resounding title."

It was our understanding that the guidelines were just about completed at the time of Judy's death, and so the SNE Board sent a letter to FTC in February 1974 urging the commission to take strong affirmative action in establishing trade regulations for food advertising.

The letter pointed out that "with the establishment of the Food and Drug Administration regulations on nutrition labeling, the food industry can now easily develop sound and informative advertisements containing nutrition information which would be useful to the consumer. If the Federal Trade Commission would additionally establish trade regulation rules based on the new labeling, then the food industry would have clear cut guidelines to help them to advertise the nutritional quality of food in an acceptable and meaningful way." At the 1974 annual meeting, SNE members passed a resolution urging the FTC to publish the proposed regulations.

When the proposed regulations were finally published in the *Federal Register* (Nov. 17, 1974), there was great consternation about the specific proposals and recognition that a great deal of work was needed before trade regulations could be finalized. A letter to FTC from SNE President Mayer (1975) stated:

The consensus of the members of the Board of Directors of the Society for Nutrition Education is that the proposed rule contains so many flaws in interpretation of nutrition facts that it would make it impossible for the rule to perform its

intended task. From the point of view of helping the consumer to choose a nutritious diet, the proposed rule seems unworkable and counterproductive...We strongly urge that an expert nutrition educator be employed by the commission prior to the preparation and enforcement of rules affecting nutrition advertising. Without the nutrition resource person as the key person in formulating regulations, any new guidelines are apt to have the same flaws as presently exist.

Bee Marks recalled that when she read the proposed regulations she was very concerned. She felt they were not going to promote dissemination of sound information but were simply going to cause problems for copywriters trying to work with nutrition information.

She was instrumental in initiating opportunities for dialog between nutritionists (predominately SNE leaders), communicators, food and marketing specialists, and FTC staff. The first was a two-day meeting of about a dozen people in March 1975 which culminated in a series of recommendations submitted by the California Department of Food and Agriculture to FTC. SNE had a major role in the preparation of the document which pointed out concerns about the FTC proposal.

Marks went on to convince management of the public relations agency where she worked to organize with *Redbook* magazine a major symposium on nutrition in marketing which was held in May 1976. While SNE did not cosponsor the symposium, all the speakers on nutrition were SNE members. Major leaders in the food industry and marketing specialists as well as some nutrition and health professionals were invited to participate in the symposium which served to alert the food industry about the issues and problems related to proposed regulations.

In March 1976, FTC reissued its proposed nutritional labeling regulations divided into three phases. SNE carefully reviewed the revised proposal and submitted 12 pages of very detailed comments on the proposed trade regulations. Tom Donegan, senior FTC staff attorney who had met with the SNE staff frequently during the interim, encouraged SNE to testify at hearings scheduled for Summer and Fall 1976. (Donegan 1976)

Part of SNE's response to the proposed regulations pointed out that several areas—particularly those relating to Phase Two issues such as emphatic claims, nutrient comparison claims, nourishment claims, and combined food claims—needed considerable work. We were encouraged to look at those areas in depth and eventually were awarded an FTC contract to develop certain aspects of that phase of the proposed regulations.

Nutritional Claims for Food

The project was one of the most rewarding done during my term as executive director. We had an opportunity to look at the kinds of nutrient claims made for foods in nutrition teaching as well as to examine nutrition educators' attitudes toward the nutritious qualities of various foods.

We carried out the project between July and October 1976. The expert panel included Ann Burroughs, Assistant Director, Del Monte Corporation Research Center; Johanna Dwyer, Director, France Stern Nutrition Center, New England Medical Center Hospital; Joan Gussow, Chairperson, Nutrition Program, Teachers College, Columbia University; Helen A. Guthrie, Professor of Nutrition, The Pennsylvania State University; and Jerry Moore, Associate Director of Nutrition, Pillsbury Company Research and Development Laboratories.

The panel members' backgrounds included a range of training and diverse occupations. They had input into the design of the study and then made recommendations as a result of what was found. In addition, approximately 20 percent of the SNE membership was surveyed to learn their opinions and practices pertinent to food advertising issues.

Food advertisements containing nutritional information and educational materials were selected and examined to determine ways nutrition information could be and was conveyed. The nutrient composition of foods was reviewed in various ways to test the feasibility of certain "nutritious" claims in the proposed regulations. College nutrition textbooks were examined to determine how and to what extent the word "nutritious" was used. (SNE 1976)

The final 180-page report *Nutritional Claims for Food* (1976) included results of the study which reviewed proposed emphasis and comparisons for food and nutrients and protein claims. It recommended ways to convey specific, meaningful nutrition information in advertising.

About 75 copies of the report were sold to food companies, trade associations, and advertising agencies as well as some government agencies, schools, and universities. An article based on the survey of SNE members was written by the staff consultants and published in *JNE*. (Schwartzberg et al. 1977)

In November 1976, Joan Gussow testified on behalf of the panel at FTC hearings on the proposed regulations. She remembered that she was scared to death wondering whether she was appropriately representing the panel. She was particularly pleased to have a chance to speak for SNE because the comments included a response to the FTC proposal

to ban the terms ‘organically grown’ and ‘natural’. The SNE panel felt that banning such terms would serve no useful purpose and made some suggestions about how those terms might be defined.

Just prior to the 1977 SNE Annual Meeting in Washington, the expert panel met with FTC staff to comment on revised proposals. Kate Clancy had joined the FTC staff at about the same time and would assist the lawyers in writing and reviewing proposed regulations for about five years.

Unfortunately, all their work went for naught when Congress decided in Fall 1979 to restrict FTC’s power including all actions related to the food advertising regulations. SNE wrote letters of protest to legislators citing membership resolutions in support of FTC involvement in marketing and advertising practices related to food. But the Reagan administration came into office and all bets were off. (See Table 10.2 for SNE actions on FTC regulations)

In September 1982, the SNE Board sent a letter to James Miller, the new FTC Chairman, protesting the fact that FTC was planning to terminate Phase One of the advertising regulations. But the trade regulations were dropped and little or nothing happened with the proposed guidelines for food advertising from that point on.

Clancy left FTC in Fall 1982 to go to Syracuse University. After that, almost the only actions taken which related to food advertising were those done by the National Advertising Division of the Council of Better Business Bureaus. The group censures misleading advertising but has no power to require changes in ads.

In the 1990s, it appears there is a renewed interest in looking again at implied health claims in food advertising. FTC Chair Janet Steiger announced in Spring 1991 that hearings would be held on environmental marketing claims. (Kraft Case Said...1991) SNE should once again take an active role in promoting “truth in advertising.”

The Nutrition Message and Public Service Advertising

Richard Manoff, an advertising agency owner and proponent of nutrition education, wrote several articles for *JNE* about the need to use mass media to get the nutrition message across. Manoff (1975) proposed the establishment of a “time bank” of air time from all radio and TV stations in the country for mandatory public service messages including nutrition education. He outlined strategies nutrition educators could use to generate public service time in their communities until there was an official adoption of his idea.

Table 10.2

Highlights of SNE Actions on FTC Regulations

Membership Resolutions

- 1974 Urge FTC to publish proposed food advertising regulations
- 1974 Applaud FTC investigations of antitrust activities in the food field
- 1982 Support consumer protection activities of FTC
- 1984 Restriction of advertising of beer and wine on radio and television

SNE Participation in FTC Rule-Making Process

- 1973 Board comment requested FTC to publish trade regulations on food advertising
 - 1975 Board commented to FTC on proposed regulations on food advertising
 - 1976 Statement by Margaret Phillips at FTC hearing on proposed regulations for food advertising
 - 1976 Joan Gussow testified at FTC hearing on behalf of the expert panel on results of SNE study of certain issues relating to proposed regulations for food advertising
 - 1977 SNE expert panel commented to FTC on revised proposal on food advertising regulations
 - 1978 Sarah Finklehor, Lynda Schwartzberg, and Helen Ullrich testified on behalf of SNE expert panel on results of a survey of nutrition/health professionals' views of TV advertising during children's programs at an FTC hearing on rule making for food advertising directed to children
 - 1980 Board sent to legislators a letter of concern about reduction of FTC's authority
 - 1980 PPAC task force sent recommendations to FTC for coordination and promotion of voluntary nutrition information and education through the media to the U.S. general public
 - 1982 Board expressed concern regarding proposed termination of Phase I of the Food Advertising Rule
-

It was partly in response to a Manoff proposal that FTC decided that it needed to look at alternative ways of using mass media to get the nutrition message across instead of relying on regulations and lawsuits.

In 1978, I was asked to speak at an FTC workshop on alternative advertising and nutrition. In preparing to present an overview of the extent of nutrition information in advertising, we conducted the small study *To Identify Nutrition Messages in Advertising and in Public Service Messages*. We concentrated on PSAs because of the feeling at the time that commercial advertisements did not provide much information for making informed food choices.

We found that close to 200 PSAs on nutrition were prepared in the United States between 1973 and 1978, but they had very little national distribution. Moreover, 200 was about equivalent to the number of food product commercials recorded in a three-hour span in one day by a study done in Minnesota. (Brown 1977) The conclusion from our modest study (Ullrich et al. 1978) was that the PSAs with nutrition messages woefully lacked quality and quantity and could not be considered a force in nutrition education.

SNE Position Paper on Ways of Promoting Nutrition Education in Food Advertising

At FTC's request in 1980, SNE's PPAC took on a project to develop a position paper on the use of nutrition education in food advertising. Jerry Moore, a member of PPAC, and Ardyth Gillespie cochaired the committee which included Carol Christopher, Julie Chryst, Annette Dickinson, Timothy Hesla, Janet Tenney, and Joyce Vermeersch. The committee proposed establishment of a foundation representing all interested sectors to oversee a voluntary information and education program. There was some feeling that SNE could establish such a foundation.

SNE's recommendations were in line with the goals of an FTC-sponsored conference in 1981 which eventually led to the formation of the Network for Better Nutrition. (See Chapter 3 for discussion of that effort)

NATIONAL CONSUMER EDUCATION AND INFORMATION ACT

In 1977, Luise Light was detailed from USDA to the Subcommittee on Domestic Marketing, Consumer Relations and Nutrition, House Committee on Agriculture, to develop hearings related to nutrition education. As a part of the SNE 1977 Annual Meeting, she arranged for members to meet with subcommittee members to look at what kind of consumer nutrition information was needed.

Rep. Fred Richmond (D-N.Y.), chair of the subcommittee and sponsor of The Nutrition Consumer Education and Information Act, spoke at the meeting and explained his vision of what the legislation could accomplish. Major provisions of the bill would empower USDA to:

1. Establish a National Nutrition Education Council to coordinate nutrition education activities of the federal agencies;
2. Conduct demonstration and pilot projects in metropolitan and rural areas to demonstrate methods of delivering information concerning the relationship of diet and health and methods of achieving a healthy diet;
3. Test and evaluate consumer acceptance and use of graphic methods of food labeling on fresh fruits and vegetables; and
4. Initiate TV public service announcements and evaluate the cost effectiveness of such a media program.

Soon after Richmond's bill was introduced, Helen Guthrie issued a statement commending the subcommittee for developing the legislation. (SNE President...1978) Unfortunately, Richmond resigned from the House of Representatives for personal reasons not long after the introduction of the bill. When the new administration came in, no one was ready to pick up the Consumer Information and Education Act and carry it through to passage.

CASE STUDY: CHILDREN AND COUNTER-NUTRITIONAL MESSAGES

SNE was involved with food advertising directed to children from 1972—when Robert Choate sent a copy of Joan Gussow's testimony before the Subcommittee on the Consumer of the Senate Commerce Committee to *JNE* with a note saying "I thought you would be interested in seeing this"—through January 1980 when SNE representatives testified at the FTC hearings.

The total experience was challenging yet rewarding, frustrating, and—at the end—very traumatic. It also was very revealing about who we were as nutrition educators and how we felt in relation to scientific evidence and our own attitudes toward food.

Choate formed the Council on Children, Media and Merchandising in 1970 with a group of consumers and professionals who were concerned about food advertising directed at children. They tried to encourage the food and broadcasting industries to adopt a code to regulate such advertising.

The proposed code included "mandatory identification of ingredients and nutrients in food advertised over the nation's air waves;

reduction in the advocacy of sugar; elimination of toys, gimmicks, and bonuses to make a child select one food over another; restriction of the number and timing of advertisements; separation of advertising from program content; and establishment of a research center to maintain surveillance over television's impact on children." (Council on Children, Media and Merchandising 1971) Gussow's testimony was truly exciting because it was the first time a nutritionist looked at mainstream advertising from the point of view of how those counternutrition messages might affect the attitudes of the general public.

In the past, nutritionists had looked at blatant misstatements by counter-cultural health food promoters and mostly talked to one another about how terrible such advertising was. Gussow (1972) and some other graduate students in the Nutrition Program, Teachers College, Columbia University, logged Saturday morning TV programs aimed at children and found that of 388 network commercials run during 29 hours of TV programming aimed at children, 82 percent were for ingestible items: food, drink, candy, gum, or vitamin pills.

They found the total impact "blatantly antinutrition." Even more disturbing was the fact that some of the companies advertising to children were producers of nutritious products like cheese and yogurt, fruits and vegetables, and yet what they advertised to children was candy and highly sugared cereals. Gussow's scholarly and colorful testimony was published in the next issue of *JNE*.

Also in 1972, ACT petitioned FTC to prohibit all advertising of vitamins and other drugs on children's and family television programs on the grounds that such ads were unfair and misleading. Almost immediately the major manufacturers of vitamin supplements for children voluntarily withdrew their advertising from children's programs. (Ullrich 1972)

By June 1972, I was a consultant to the Committee on Children's Television (CCT), a San Francisco-based community action group. CCT's main focus was to work with San Francisco TV stations to improve the quality of television viewing for children in the Bay Area. They worked to encourage stations to develop their own PSAs as well as to identify other PSAs which they might use. (Morse 1972)

"Sesame Street" started in 1972, a time of focus on the kinds of programs available to children and efforts to improve programming. ACT President Peggy Charren was quoted as saying "children do not have the mature judgement to discount puffery and make rational consumer decisions. We believe that all commercials should be directed to parents, the true consumers, and that advertisers should not be allowed to use children as surrogate salesmen to pressure their parents."

Commenting on the above statement, San Francisco TV columnist

Dwight Newton (1972) wrote “some stations are enlightened about taking on constructive children’s programs. But leave out the commercials? They are not that enlightened.”

By 1973, some SNE members were very concerned about sugared products being sold to children. Several resolutions concerning school breakfast pastries, limiting sugar content of breakfast cereals, and urging General Mills to stop the sale of Mr. Wonderful’s Surprise—a new cereal product, were introduced at the 1973 annual meeting.

Those resolutions were tabled because they were controversial and involved philosophical considerations about the appropriate functions and actions for SNE. There was debate over whether a professional society should praise or condemn specific foods.

General Mills distributed to members a statement saying the resolution was a false attack on a product. Its statement defended presweetened cereals as highly nutritious since, it argued, children add the same amount of sugar to other cereals.

A suggestion was made at the SNE meeting to appoint a committee to evaluate the literature on the relation of sugar to health and develop a position paper. At the same time, some SNE members thought that nutrition educators should instruct the public in the principles of good nutrition but not act to remove sugar from their diets.

Very strong emotions were involved in the debate over whether nutrition professionals should actively participate in recommending change in the formulation of food products available on the market. SNE members were divided on how to approach the issue of sugar being substituted for more basic and nutritious foods. There was heated discussion about those issues at later annual meetings.

During the next two or three years, there were continued activities related to children’s television programming and counternutrition messages. By June 1976, number of items relating to mass media and nutrition education that had appeared in *JNE* and *SNE Communicator* were published as *NNECH Monograph No. 2, Mass Media and Nutrition Education*.

Also in 1976, members passed a resolution urging SNE to establish a liaison with ACT to work toward attainment of mutual goals. The SNE staff continued cooperate with the volunteers at CCT in San Francisco.

In March 1978, with extensive input from SNE members Kate Clancy and Carol Christopher, FTC finally issued its staff report on television advertising to children. The report urged sharp restrictions on such advertising. The proposed rule would ban all advertising from TV shows seen by substantial audiences of children under the age of 8. It would ban advertising of highly cariogenic [sugary] foods that posed a

dental health risk from shows seen by or directed to children between ages 8 and 11 and would allow TV advertising of less cariogenic sugared products directed to or seen by a significant portion of older children ages 8 to 11 but require that the ads be “balanced by nutritional and/or health disclosures funded by advertisers.” (FTC Issues Report...1978)

FTC announced it would hold a round of hearings with industry and public witnesses, a process that could take 18 to 24 months. FTC staff came to SNE asking if we would testify at the hearings. They also suggested that issues raised by the proposed rule could be addressed by a research project conducted by SNE. (Donegan 1978)

Survey of Views of Messages About Food to Children

In 1978, FTC asked SNE to conduct a survey of nutrition/health professionals to obtain their views as to the extent that television advertising influenced the food choices and nutrition attitudes of children. I had serious reservations about conducting such a survey, recognizing that our membership was broadly divided on whether sugared products should be restricted in promotion and use. However, the SNE Board felt that conducting such a survey was in line with a 1977 membership resolution approving regulation of television advertising of sugared snacks to children.

As was frequently the case with such projects, the time frame was very tight. We didn't get approval from FTC until the first week of August but were expected to have the final written report of the results by October 27, 1978. Bette Caan and Sarah Finkelhor were project directors for the survey which used the format of the earlier FTC project. An SNE expert panel reviewed the survey questionnaire and approved it. The questionnaire contained 12 opinion questions, all of which related in some way to the use of presweetened cereals by children and the effects television advertising might have had on developing a preference. The panel later analyzed the results of the survey in which the questionnaire was sent to 2,000 SNE members.

Panel members were George Briggs, Professor, U.C. Berkeley; David Hurt, Associate Director of Nutrition and Biochemistry, Del Monte Research Center; Sheldon Margen, Professor, U.C. Berkeley; Christine Olson, Assistant Professor, Cornell University; Lynda Schwartzberg, Nutrition Education Consultant, Berkeley; and Helen Smicklas-Wright, Associate Professor, The Pennsylvania State University.

The questionnaire was mailed Sept. 19, 1978. By October, we were getting letters from some members voicing concerns about the objectivity of the questions. The Survey Research Center at U.C. Berkeley and

statisticians with special expertise in the field of questionnaires had been used in the development, *but the questionnaire was narrowly focused to respond to FTC's requirement that only legally defensible issues should be included.*

A few members protested vehemently that the questionnaire was biased and gave little or no opportunity for expression of opinions on the broader issues of sugar in the total diet and the role of sugar in food acceptance. A letter from Michele Clum (1978) expressed the feeling of some other respondents:

My personal feelings regarding the over use of sugar in the American diet is rather strong in that I feel we consume *too many* concentrated carbohydrates resulting in too many calories for the amount of nutrients we eat.

I am not, however, sure we should legislate what can or cannot be advertised although I believe that the advertising must be *truthful*. I think we health professionals should work more closely with industry to upgrade commercials and to use commercials more effectively to teach sound nutrition principles.

Because Roslyn Alfin-Slater, SNE President 1978-79, denounced the questionnaire as blatantly biased, there was some thought given to not completing the survey. However, the majority of written comments about the questionnaire indicated that most of the SNE members surveyed were happy to have an opportunity express opinions about the issue. A special telephone survey of nonrespondents reinforced the validity of the construction of the questionnaire.

Christine Olson, cochair of the expert panel, recalled that she felt the survey was one of the first well-done surveys showing what a professional nutrition organization thought about a hot topic. She remembered that it was a well-constructed piece of research even if some disagreed with the mode of presentation and the findings. Olson said further that the scientific methods used in the survey were fine, and there was nothing wrong with what was found.

She added that the results disagreed with the philosophy of some people and, as a result, they didn't want the findings to go forward. They wanted to discredit the scientific evidence. She also felt that the criticism was very revealing because it showed the bias that can exist in science.

Analysis of the returned questionnaires (Opinion Poll...1978) showed that:

- 66 percent of those in the sample returned the questionnaire.
- 99 percent of respondents felt that children, at that time, ate too much sugar and that television advertisements encouraged eating patterns that include too much sugar in the diet.

- 84 percent felt that television advertising of sugared products on children's programming encouraged children to eat foods that from a nutritional point of view are poor.
- 76 percent disagreed that fortifying presweetened cereals with vitamins is a good way to supply the nutrients children need for breakfast.
- 28 percent viewed the consumption of presweetened cereals along with some selection of other foods as moderately acceptable but more respondents—46 percent—still felt that the consumption of those cereals was unacceptable even in the context of other foods.
- 66 percent of the respondents felt that it was very likely, and an additional 25 percent felt it was somewhat likely, that preferences developed during childhood for foods that are high in sugar will continue in later life.
- 99 percent of the respondents felt that there is a relationship between a person's childhood food habits and his/her food habits in adult life.
- 82 percent of all respondents expressed their views in an open-ended question on the impact of television advertising for sugared products.

The report was filed with FTC at the end of October. Finkelhor, Schwartzberg, and I testified at the FTC hearing in San Francisco on Jan. 17, 1979. Lawyers from the food industry lined up at the hearing to listen closely to what we said.

That was an intimidating experience because SNE had to express an adversary viewpoint without having opportunity to respond in the usual equivocal scientific manner. Unfortunately, soon after the hearings Congress restricted FTC actions. The food industry had lobbied Congress and succeeded in stopping the guidelines for advertising to children.

By 1987, few changes had occurred in TV advertising to children. Nancy Cotugna (1988) found that 80 percent of all food commercials on TV programs for children were for products of low nutritional value. She also was concerned that television viewing is a sedentary activity which displaces caloric-intensive activity with the potential to contribute to obesity problems.

Christine Olson believes that the issues of advertising to children have not gone away, and it still is important to monitor the ads and be advocates for what we feel should be allowed.

Teaching Nutrition and Training the Teacher

SNE members always have been involved with and concerned about teaching nutrition throughout life in classrooms and informal one-on-one and group settings.

SNE was instrumental in getting a nutrition education component written into the WIC legislation and then produced three films and educational materials useful in that program. It has been particularly interested in EFNEP, and at Congressional hearings has frequently requested adequate funds for the program. SNE also provided testimony in support of nutrition programs for seniors as well as making a film on nutrition for the elderly to be used in these programs.

However, the greatest concentration of effort has been on nutrition education for children. SNE took an early position on promoting nutrition education for children in grades K-12. It subsequently helped draft and promote passage of legislation for NET which provided specific funds to employ persons specially qualified to be nutrition education specialists. (See Chapter 5)

A number of articles published in *JNE* addressed various aspects of the NET program: assessment of need for the program, what is being taught, effectiveness of the program, how it is evaluated, teacher training, and curriculum development. This chapter reviews SNE's involvement in programs for grades K-12 including NET and dairy council programs. It also discusses health education and training needs of other health professionals.

TEACHING NUTRITION, K-12

SNE justifiably points to the NET program as one of its major accomplishments. There is pride in the way SNE helped get NET

established and then worked for reauthorization of the program in face of executive branch recommendations to eliminate or reduce funding for the program. (See Case Study... in Chapter 5)

Nutrition Education and Training Program (NET)

Establishment of the NET program made it possible for all states to have a nutrition education coordinator and a program targeted to school age children.

In their 10-year perspective on NET, Kalina et al. (1989) point out that in FY 1978—when the program received \$20 million in federal funding—5,680,023 children, 211,798 educators, and 103,373 food service personnel received NET program services. As the funds were reduced to \$5 million, the numbers served also diminished. But in FY 1990, funds were increased slightly and 4,613,634 children, 56,603 educators, and 58,743 food service staff were served.

In response to cuts in funding, some states reduced programs and targeted their resources. Some carry on their programs by building partnerships with public and private agencies.

When Cook et al. (1977) assessed schools in New York State and Northern New Jersey during the 1974-75 school year to determine the level of nutrition education in grades K-6, three-fourths of the teachers said they taught food or nutrition on an average of just under 10 hours during the school year. Teachers in the upper grades, particularly grade 6, were significantly less likely to teach nutrition than were teachers in the lower grades. Somewhat over half of the teachers had some food or nutrition training in high school or college, but only three percent had attended an inservice workshop. That was before the NET legislation was passed.

Olson et al. (1986) made a similar survey during the 1980-81 school year after NET started; 68 percent of respondents reported teaching food or nutrition with an average increase of about one and a half hours since the Cook survey in 1974-75. Attendance at inservice workshops increased from 3.3 percent in 1974-75 to 23 percent in 1980-81. Half of the teachers attending workshops attended those conducted by a dairy council, a less than one-fourth were conducted by the local districts, and the remainder were NET-related training workshops.

Frongillo et al. (1990) assessed administrators' views on school-based nutrition education and found that superintendents and principals felt they shared the role in teaching food and nutrition to children with teachers and school nurses. Three-fourths of the administrators reported that their teachers wanted to learn more about food and nutrition teaching and most preferred inservice or workshop training.

Administrators appeared to prefer first, that a government agency and second, that the dairy industry provide needed food and nutrition teaching plans and materials or training. Those studies demonstrate the increased interest and activity in nutrition education in the schools as a result of government involvement.

Once SNE started, there was an explosion of studies about nutrition education. Johnson and Johnson (1985) found that, of the nutrition education studies published from 1910 to 1984, 80 percent were done after 1968. Of those, 59 percent were studies conducted in elementary and secondary schools. As the nutrition education data base increased, there also was an increased recognition of the need for research and evaluation methodology along with theory-based approaches to learning. Kalina et al. developed a series of recommendations to improve both NET effectiveness and the measurement of its impact. (Table 11.1)

National Dairy Council Projects

Probably the most widespread single curriculum program of nutrition education in the schools is the one provided for many years by the National Dairy Council (NDC). Regional, state, and local dairy councils are affiliated with NDC. They have nutritionists who provide training in nutrition to various professional groups including teachers.

NDC curricula for preschool through high school have been widely disseminated through local dairy councils. As the study conducted in New York and Northern New Jersey showed, the program has been quite effective and reached a large number of school children.

SNE was involved with an assessment of curriculum materials as a part of NDC's planning for new materials in the '70s. (See Chapter 7) Evaluation studies have frequently been published in *JNE*.

Dairy council nutrition educators have been active in SNE. Judy Brun, Vice President, Nutrition Education Division, NDC, served as chair of ESPAC and SNE President 1989-90. Others from NDC were instrumental in carrying out workshops on developing strategies for nutrition education research.

School Food Service Education Programs

The school lunch program established in 1946 had no provision for nutrition education until the passage of the Nutrition Education Act of 1970. Then one percent of the administrative appropriation was allotted for nutrition education, training of school food service personnel, and studies on nutritional adequacy of lunches. A section on nutrition education and training was established at USDA in 1970 as

Table 11.1
Recommendations to Improve Nutrition
Education and Training Program (NET)

Effectiveness and Measures of Impact*

- Adopt a working definition of nutrition education applicable to the program.
- Develop or adopt a nutritional framework which includes goals, objectives, and learner outcomes. Identify and use reliable and valid instruments to measure knowledge, attitude, and behavior changes.
- Clarify and define phases such as “wise food choices” and “optimal diet” in relation to nutrient-risk recommendations for children.
- Foster cooperation between researchers and practitioners to refine models for delivery of nutrition education.
- Communicate with Congress and the Administration about the program impact and the needs for research, adequate and stable funding, and administrative support.
- Emphasize staff development as a means to institutionalize nutrition curriculum adoption.
- Stress the school cafeteria as a learning laboratory and align the messages of the cafeteria with those of the classroom.
- Develop cooperation with key groups such as parents, school nurse, food service personnel, staff, and teachers of preschool, elementary education, home economics, science, health, and physical education.
- Examine less traditional settings for programs such as programs for latch key children, parents, and other out of classroom settings.

*Adapted from Kalina (1989).

part of the Child Nutrition Program. Several states developed nutrition education curriculum materials for use with their school food service programs.

Josephine Martin (1978) indicated that ASFSA had an interest in furthering nutrition education because the association's purpose was described in its bylaws as "(a) maintain and improve the health and nutrition education of school children through nutritionally adequate and educationally sound nonprofit school food service programs; (b) to work for the highest standards of nutrition education and school food service programs; (c) encourage and promote between school personnel and the general public such united efforts as will assure for every school child an opportunity for adequate nutrition education and school food service..."

Allene Vaden, who was active in SNE, helped ASFSA recognize the importance of nutrition education and school food service training. She established and edited *School Food Service Research Journal* which often included nutrition education research articles.

During the '80s, ASFSA was effective in developing an increased level of professionalism among its members and strengthening their focus on nutrition education and training both for the school food service personnel and school children. In 1989, ASFSA was successful in getting Congress to approve establishment of a National Food Service Management Institute in 1991 at the University of Mississippi. The institute includes divisions of applied research, education and training, and technology transfer.

Martin, a long-time member of SNE, is the first executive director of the institute. She had been with the Georgia Department of Education administering its school food service program as an associate superintendent of education for many years. (Management Institute...1991) The new institute offers one more way in which SNE could work cooperatively with school food service programs as well as NET programs to further the effectiveness of nutrition education in schools.

ADA's Program for Children

In the 1990s, ADA started to take a more aggressive role in nutrition education of children. The National Center for Nutrition and Dietetics began a campaign in March 1991 called "Healthy Start...Food to Grow On" which was focused first on children ages 2 to 6 in cooperation with American Academy of Pediatrics and Food Marketing Institute. In Fall 1991, ADA announced publication of educational materials for grades 4-8 in cooperation with the International Food Information Council.

ADA had published position papers on nutrition education and dealt with special dietary needs of children in the past, but that was its first activity in the public school education arena. SNE members have expertise in this area which could be combined with the financial strength of ADA to produce educational materials.

Nutrition Education As Part of Health Education

The School Health Education Study which began in 1961 and extended through June 1969 was a landmark in school curriculum development. It was one of the first in-depth studies constructed to develop a conceptual approach to curriculum design in which nutrition education was one component. (Sliepevich and Creswell 1968)

The study included a survey of health instructional practices in the public school systems and a health behavior inventory of students at various grade levels. The survey found that “(1) where instruction in health is included in the school curriculum, nutrition will be one of the topics comprising such instruction; (2) the fact that a topic is included in the school curriculum does not necessarily assure effective teaching; and (3) the extent of knowledge one has about a health topic does not mean that the level of attitudes and practices will be comparable.”

The major goal of the study was to develop a sequential curriculum framework built around a conceptual model. Curriculum development for nutrition education has often followed in the same pattern. Up to now, SNE has had little interaction with school health education professionals. As educational priorities include greater emphasis on health promotion, nutrition educators need to work with health educators to assure that sound nutrition principles are included in health education programs.

Some states require that students majoring elementary education complete a health education course that includes some training in nutrition. In recent years, there is so much emphasis on programs about smoking, drugs, alcohol, and AIDS that little time is left to teach nutrition.

Program Impact

The only nationwide evaluation of NET was done in 1980 by Abt Associates under a USDA contract. SNE assisted Abt in identifying the professionals most qualified to conduct the literature review in order to establish the “state of the art” in nutrition education.

They found that “consensus has not been reached on evaluation measures or methodologies; indeed, much of the literature is anecdotal. There is little cross-referencing on any article—evidence of the lack of

agreement on principle. Definitions and methodologies are unclear.” (Nestor and Glotzer 1981)

The study concluded that nutrition education was still in infancy and was an art rather than a science. They concluded further that because approaches to behavioral change have not been well-articulated in the literature, there seems to be very little theory development.

Although NET and other programs have been going for more than 10 years, there has been no national assessment of their effectiveness since 1980. However, two studies published in 1988 helped to provide some insight to expected outcomes.

Shannon and Chen (1988) reported on a three-year, school-based nutrition education study of third-, fourth-, and fifth-graders. Students achieved significantly higher knowledge scores, and improvement in attitudes was consistent though not dramatic. They found it difficult to show increased knowledge substantially affects attitudes about nutrition and eating behavior.

Lewis et al. (1988) did a three-year study of nutrition education integrated into home economics, science, and social studies courses for teenagers. Although they found that students' intentions to include more high-nutrient foods in their diets increased significantly, a major finding was that teacher experience and commitment to nutrition education are important factors in influencing the teenagers to make positive changes in food consumption patterns.

As nutrition educators gain skill in developing research design and evaluation techniques, they can expect to learn a great deal more in the next few years about how to be more effective in nutrition education for school children and have a greater ability to measure its effectiveness.

CURRICULUM DEVELOPMENT CONCEPTS

SNE was involved with the development of educational concepts through the curriculum analysis project (See Chapter 7) and membership resolutions to develop a series of useful concepts. Cooper and Go (1976) analyzed 22 curriculum guides and found that most of the guides were organized as a presentation of concepts in a sequential framework. However, the concepts were often inadequate, and the potential effectiveness of many of the guides was found to be limited.

The National School Health Study in the 1960s showed there was considerable interest even then in developing concepts as an element of agreement on fundamental facts about nutrition which would have an impact on human thought and action.

The idea of concepts about nutrition is not new. Leverton (1967)

described the first set of basic concepts of nutrition called “laws of nutrition” published in 1898. (See Table 11.2) At the same time, she presented a set of basic concepts developed by a subcommittee of ICNE. Those were broad, research-based statements which the committee considered to be needed by everyone making decisions about food in order to achieve a desirable level of health and growth:

Basic Concepts for Nutrition Education

1. Nutrition is the food you eat and how the body uses it.
2. Food is made up of different nutrients needed for growth and health.
3. All persons throughout life have need for some nutrients but in varying amounts.
4. The way food is handled influences the amount of nutrients in food, its safety, appearance, and taste.

The Panel on Nutrition Teaching in Elementary and High Schools at the White House Conference reviewed the concepts and made some additional recommendations and changes in their report. The result was generally known as the White House Conference Concepts which were used in most nutrition education curriculum guides in the early '70s.

In 1977, Penn State's School Nutrition Education Curriculum Study (SNECS) surveyed a sample of SNE members as part of a project to develop a set of learner objectives. The objectives were to be achieved by a high school graduate who had been exposed to comprehensive nutrition education during 12 or more years of schooling. SNE members were to identify and prioritize eight factors of learning objectives. In turn, the factors were used to develop a comprehensive preschool through grade 12/adult education curriculum.

Sherman et al. (1978) and Barnette and Branca (1978) described the survey as a part of the design and development of a comprehensive nutrition education curriculum.

In 1979, the SNE membership passed a resolution recommending the recognition and use of the Nutrition Concepts for Comprehensive Curriculum developed by the 1977 Penn State study. It also recommended that SNE appoint a committee to critique sets of concepts in order to determine whether SNE should endorse one or more of them.

Committee members Isobel Contento, Christine Olson, Mary Jo Tuckwell, Mary Weaver, and Ellen Weiss suggested that a set of concepts which combined the better features of concepts from the White House Conference and the Penn State study would be useful, but there was a need to institute a process of validation. As a result of

Table 11.2
Laws of Nutrition*

(The basic concepts of human nutrition)

1898

1. A certain amount of food material, that is, protein, fat, and carbohydrate, is required for maintenance. Mineral matter is also essential, but very little is known regarding the kind and amount necessary.

2. A more abundant ration is required for muscular work, fattening, and milk production.

3. Food supplied in excess of all needs is stored, in part at least, as reserve material, principally as fat and glycogen.

4. Body fat may be formed from food fat or from carbohydrates, and doubtless from protein also.

5. As furnishers of energy, the different nutrients may replace each other in approximately the following ratios: Protein:fat:carbohydrate as 1:2.5:1.

6. The nutrients of the food combine within the body with the oxygen of the air and undergo combustion, thus liberating energy for the body.

7. All nitrogen (the hallmark of protein) is supplied by food and none is excreted as gaseous nitrogen in respiration.

8. An animal adjusts itself to its nitrogen intake and comes into nitrogen equilibrium at different levels of protein intake.

*Originally published by Longworthy in the *Experiment Station Record*, 1898, and somewhat condensed by Leverton (1967).

further revisions, a single, conceptional framework—SNE Concepts for Food and Nutrition Education—was sent out to an expert panel of 80 SNE members for validation.

The final draft of the SNE concepts were presented to the SNE Board for approval and eventually published. (SNE Concepts...1982) These were also incorporated into the publication *Profiling Nutrition Education Materials*. (1983)

The committee cautioned that “concepts along with generalizations are the ideas around which the content of a nutrition education curriculum can be built, and the first step in curriculum development process is the identification of concepts to be included...Since concepts are mental images or ideas abstracted from objects, procedures, or relationships, they do not by themselves serve well as organizers for operational teaching and learning plans.” (See Table 11.3)

JNE continues to publish articles related to the significant nutrition education research projects and innovative programs in this field. While several other organizations are now involved at some level with K-12 formal education, SNE remains in the forefront of this field. SNE also cooperates with other organizations and associations and private industry on developments in the field.

HIGHER EDUCATION

Because a number of SNE members are in higher education, the Society is involved with that level of education in a number of ways. One of the first involvements was cosponsorship in April 1972 with AIN and NDC of a symposium on nutrition education at the undergraduate and master's degree levels. Proceedings of the symposium were published as a *JNE* supplement. (See Chapter 4) The other higher education symposium proceedings published in *JNE* were on medical education. (Nestle 1988)

The Division of Higher Education has put most of its efforts toward developing the scope and practice of nutrition educators. (See Chapter 3) There has been a continual flow of articles in *JNE* about teaching students at an undergraduate level and specific programs for training other health professionals in nutrition. Some examples are Trooboff's (1972) program for integrating nutrition into the nursing curriculum, DePaola's (1978) integrated nutrition education program for dental students, the survey by Perkin and Crandall (1985) of nutrition education curricula in physician assistants' training programs, a graduate course for K-12 teachers by Neafsey et al. (1985), and Schafer's (1986) nutrition home study course for food and health professionals.

Table 11.3
Nutrition Concepts and Generalizations

The following list of six major concepts and related generalizations for food and nutrition education is from the official statement of the Society for Nutrition Education (*Journal of Nutrition Education*, 14:1, 1982)

A. Nutrition Defined

1. Nutrition is the process by which food is selected and becomes part of the human body.

B. Food and Its Handling

1. Food contains nutrients that work together and interact with the body chemicals to serve the needs of the body.
2. No one food by itself contains all the nutrients in the appropriate amounts and combinations for optimal growth and health.
3. Many different combinations of foods can provide the needed nutrients in appropriate amounts.
4. Food contains important nonnutritive components such as dietary fiber which are needed for healthy functioning of the body.
5. Toxicants, additives, contaminants and other nonnutritive factors in food affect its safety and quality.
6. The way food is grown, processed, stored and prepared for eating influences the amount of nutrients in food, its safety, appearance, taste, cost and waste.
7. Food requires varying amounts of energy and other resources to produce, process, package and deliver to the consumer.

C. Nutrients and Dietary Components

1. Nutrients in the food that we eat enable us to live, to grow, to keep healthy and well and to be active.
2. Each nutrient (carbohydrates, protein, vitamins, minerals and water) has specific functions in the body.
3. Nutrients must be obtained from outside the body on a regular basis because the body cannot produce them in sufficient amounts.
4. Most healthy people can obtain all the nutrients in amounts needed from a variety of foods.
5. Nutrients are distributed to and used by all parts of the body.
6. Nutrient interactions may affect the amounts of nutrients needed and their functioning.
7. The body stores some nutrients and withdraws them for use as needed.

Table continues

Table 11.3 (continued)

C. Nutrients and Dietary Components (continued)

8. Nutrients are found in varying amounts, proportions and combinations in the plant and animal sources which serve as food.
9. Ongoing scientific research determines nutrients, their functions and the amounts needed.
10. Both dietary excesses and nutrient deficiencies affect health.
11. Optimal intakes of nutrients and dietary components have both upper and lower limits.
12. All persons throughout life have need for the same nutrients but the amounts of nutrients needed are influenced by age, sex, size, activity, specific activity, specific conditions of growth, state of health, pregnancy, lactation and environmental stress.

D. Nutrition and Physical Activity

1. Balancing energy intake and energy expenditure is important for achieving and maintaining desirable body weight.
2. There is a synergistic relationship between nutrition and physical activity which affects health and well-being.

E. Food Selection

1. Food—that is, what people consider to be edible—is culturally defined.
2. Physiological, cultural, social, economic, psychological and geographical factors influence food selection.
3. Knowledge, attitudes and beliefs about food and nutrition affect food selection.
4. Food availability and merchandising influence food choices.

F. National and International Food Policy

1. Food plays an important role in the physical, psychological and economic health of a society.
 2. Food production, distribution and merchandising systems have economic, social, political and ecological consequences.
 3. Effective utilization of individual and community resources is beneficial for the economic and nutritional well-being of the individual, family and society.
 4. The availability of food and maintenance of nutritional well-being is a matter of public policy.
 5. Knowledge of food and nutrition combined with social consciousness enables citizens to understand and participate in the development and adoption of public policy affecting the nutritional well-being of societies.
-

SNE has done little analysis of nutrition training programs available to professionals who are responsible for nutrition components within their professions. For example, what is being taught about nutrition in health education courses? What are the textbook resources for the courses? A nutrition education course is required for dietitians. What are they learning? How is nutrition education being taught in medical, dental, and nursing schools?

While nutrition has always been a component of home economics, the emphasis in home economics training has changed dramatically. Attention should be given to nutrition behavior changes being taught in home economics courses on child development, family relationships, and related specialties.

It appears there will be changes in where and how nutrition will be incorporated in higher education. Basic nutrition scientists are finding the field changing to a cellular or microbiological focus, and yet the applied nutrition field is a component of many other kinds of specialties in the social and biological sciences. Nutrition education will be very different 25 years from now in contrast to what we have seen evolve in the past quarter century.

NUTRITION IN MEDICAL EDUCATION

Philip White was Director, Council on Food and Nutrition, AMA for many years. In 1962, he organized a conference addressing the concerns about the lack of nutrition education in medical schools which was held in Chicopee, Mass. (King 1976) When White was program chair for two SNE annual meetings, there were several sessions at which the issue of nutrition training for physicians was discussed.

There have been articles on nutrition in medical education in *JNE*, and concern has been expressed about inadequate nutrition training in medical schools. Yet SNE has done little to advocate or support such training except for the production of its film on high risk pregnancy.

Christakis (1972) wrote about an ambitious model program planned at Mt. Zion-Sinai School of Medicine, New York City, which was one of the first attempts to provide an integrated nutrition program for medical students. Eleven years later, Howard and Bigaouette (1983) surveyed 90 medical schools and 241 universities and found that 72 percent of the medical schools had or were planning to have a nutrition clinical fellowship program. The National Research Council (1985) found in a study that most medical schools do so in a separate, required course.

Nestle (1988) pointed out that obstacles to teaching nutrition in medical schools are formidable. The crowded course schedules and lack

of trained faculty are notably difficult problems to overcome. She also indicated that “antinutrition attitudes among the faculty and administrators, expressed not only by statements that nutrition is not a discipline, has no basis in science, and is ‘flaky’ but also has a lack of support—or even has outright hostility—for inclusion of nutrition information in lecture hours, clinical training, and national board examinations.”

In spite of those obstacles, there still are recommendations aimed at improving the status of nutrition as a medical discipline. (See Table 11.4) There will be more emphasis on nutrition in medical training in the future because, as Feldman (1991) said, the National Nutrition Monitoring and Related Research Act of 1990 requires various agencies along with the director of the National Science Foundation to submit a report describing the appropriate federal role to ensure that students enrolled in U.S. medical schools and physicians in practice have access to adequate training in the field of nutrition and its relationship to human health.

It will be a hard battle to try to carve out a place for nutrition in medical training. But it is a battle in which nutrition educators should be taking a more active role. A physician who is better informed about nutrition is more apt to use the knowledge and skills of a trained nutrition educator in an appropriate way.

INFORMAL EDUCATION

A large number of SNE members have been and are involved with nutrition education in settings such as WIC clinics, Head Start programs, EFNEP, elderly feeding, weight management, and a variety of health promotion programs. Many of the educational materials prepared by SNE during the '70s and '80s were particularly useful in those programs. SNE also monitored legislation, passed resolutions, and wrote letters of concern to keep the programs funded. (See Appendix for SNE Actions)

Head Start

The guidelines for Head Start programs require that a significant amount of nutrition education be carried out as part of the program. However, many of the persons involved with the program have little or no training in nutrition.

In 1982, I worked with Margaret G. Phillips, nutrition specialist with Head Start programs, to identify program needs as preparation to develop a curriculum guide for Head Start teachers and aides. However, after I left SNE, the SNE Board chose not to proceed with a project proposal for development of materials for the Head Start program.

Table 11.4

Recommendations for Teaching Nutrition in Medical Schools

*Issued by the 1962 Chicopee conference and the
1985 National Research Council (NRC) report*

Source	Recommendations
Recommendations issued by both the Chicopee conference and the NRC	<ul style="list-style-type: none"> ▶ Teach nutrition as a distinct, required course during the first two years ▶ Vest authority for the program in a professorial-rank faculty member trained in basic or clinical nutrition ▶ Administer the program through an identifiable nutrition department or division ▶ Teach clinical nutrition in all relevant departments and at all levels of medical training ▶ Seek funding for clinical nutrition training from federal and private sources ▶ Encourage research in nutrition
Additional recommendations issued by the Chicopee conference	<ul style="list-style-type: none"> ▶ Develop an active continuing education program in nutrition for present and future physicians ▶ Establish nutrition training as a criterion for approval of hospital residency programs
Additional recommendations issued by the NRC	<ul style="list-style-type: none"> ▶ Allocate a minimum of 25 or 30 classroom hours to nutrition instruction during the first two years ▶ Improve and expand clinical nutrition questions on national board examinations ▶ Establish a system to monitor changes in the status of nutrition education in medical school

While executive director, McKechnie served on a Head Start Advisory Council, but there has been little SNE interaction with the program in recent years.

In order to provide better resources for Head Start programs, a cooperative project between Head Start and AHEA to provide training for home economists who would work as volunteers in local Head Start programs was carried out in 1986.

Red Cross

When Luise Light was at USDA, she worked closely with the Red Cross to develop a nutrition education program its chapters across the country could use. It was to have been published as a supplement to *JNE* in the mid-80s, but the plans fell through.

EFNEP

The *Journal of Nutrition Education* has been a vehicle for articles about the success of the Expanded Food and Nutrition Education Program (EFNEP), a nutrition education program for low-income families that through one-on-one education has changed food behaviors. Chipman and Kendall (1989) reviewed the evolution of EFNEP over 20 years, pointing out that the original one-on-one approach—while it was effective for the first 10 years of the program—was costly.

As a result, other approaches have been tried and constantly monitored. There have been questions about the adequacy of evaluation techniques but there appears to be no question that the program is effective and should be continued.

Randall et al. (1989) outlined the key features associated with EFNEP's success: (1) EFNEP paraprofessionals are crucial to the program's education success; (2) many EFNEP clients become program volunteers; (3) EFNEP changes the nutritional behavior and lifestyles of its participants; and (4) EFNEP is voluntary, focused, and flexible.

EFNEP has a problem of inadequate funding. SNE actively lobbied in 1991 for appropriation of increased funds.

Older Adults

SNE has done little about health promotion policies related to older adults. The special *JNE* issue on "Improving the Quality of Nutrition Education for Older Adults" in 1990 raised the level of awareness of the issues. Nestle and Gilbride (1990) presented a case for greater emphasis on nutrition for the elderly when setting educational priorities for the 1990s. They stressed that "nutrition professionals have much to contribute to the improved health of older adults. Nutrition policies for health promotion can help empower older adults to follow dietary

guidelines, to engage in reasonable levels of daily physical activity, to avoid taking unnecessary medications and thereby to improve the length and quality of their lives.”

As the proportion of the older adults in the general population increases, it is an area to which nutrition educators should pay increased attention to their needs.

(For accounts of various informal education approaches, see Chapters 8, 9, and 10.)

RESEARCH AND EVALUATION OF NUTRITION EDUCATION

Nutrition education research and evaluation methodology are at the core of advances that SNE members have made in our first 25 years. The progress has been impressive.

Several nutrition education researchers have been trailblazers in their field. For example, Isobel Contento and Cheryl Achterberg have demonstrated their ability to interpret the use of social and educational research methodologies in assessing nutrition education problems.

Contento (1981, Griedanus and Contento 1989) provided insights into the reasoning process through a Piagetian-based theoretical framework. Later, she and Maksymowicz (1990) studied psychosocial factors influencing change.

Achterberg and Trenker (1990) provided a provocative perspective on developing a working philosophy of nutrition education in an article in *JNE*.

When SNE was founded in 1968, no nutrition education research articles were submitted to *JNE*. What research was published related to nutrition surveys of various populations. For example, Eppright et al. (1969) wrote about eating behaviors of preschool children who were studied as part of a North Central Regional Project on Factors Relating to Diets of Preschool Children. It provided valuable data as a needs assessment for programming.

In 1972, a couple of *JNE* editorials pointed up the problems that existed at that time:

“The Generation Gap” noted that “much informational material appears in the ‘same old manner’ as a generation ago. Until we get past just listing in informational materials the Four Food Groups, the nutrients, their sources, and functions, and the Recommended Daily Dietary Allowances in the name of nutrition education, the gap will not be closed. Facts about nutrition do not change behavior unless they have some *meaning* for the individual and relate to his needs.” (Ullrich 1972)

A subsequent editorial stated “In the past, nutrition educators have tended to use techniques from the ‘educational school’ or appealed to the intellect to change food attitudes. They have been known to be derogatory toward the ‘promotional school’ which appeals to the emotions to change attitudes. These two approaches must be combined before people can be reached effectively.” (Ullrich 1972)

By 1973, nutrition education research articles began to appear. Such articles were separated and designated as research in the journal.

There was considerable movement by 1980 toward developing frameworks for nutrition education research. The most notable was the workshop on nutrition education research applying principles from the behavioral sciences. (Olson and Gillespie 1981) The proceedings of the workshop—which focused on the behavioral sciences of anthropology, communications, psychology, and social psychology—provided a major resource to assist nutrition education researchers to move ahead in developing some basic concepts for theories for research.

Sims and Light organized conferences held from July to October 1980 at Penn State. The conference proceedings *Directions for Nutrition Education Research—Penn State Conferences* (Light 1980) were made available to the SNE membership. Five groups were convened to establish directions for research in the areas of eating patterns, nutrition communications, formal nutrition education, community nutrition education, and evaluation research in nutrition education. USDA instituted the conferences to develop objectives for establishing directions and priorities for funding nutrition education research in the 1980s.

Nestor and Glotzer (1981) summarized the review of programs and research in nutrition education particularly related to K-12 programs and stated that “Research and evaluation of projects is hampered by several problems resulting in a body of information of uncertain quality and limited generalized ability. Among the problems is lack of consensus on desirable behaviors and attitudes and on necessary knowledge; lack of recognition of the complexity of the interrelationships among knowledge, attitude, and behavior...and lack of time, money, and skilled personnel required for research and evaluation.”

While that statement may be more dire than nutrition educators really deserved at the time, the fact is that since the time of the Nestor-Glotzer book, great strides have been made in changing the picture of nutrition education research and evaluation.

In November 1981, NDC held the conference Nutrition Education Research: Strategies for Theory Building. The proceedings edited by Judy Brun (1983) provided a stimulus for a framework for theory building complete with several case studies and relevant discussion.

St.Pierre (1982) provided guidance on developing ways to specify outcomes which should be evaluated in nutrition education programs and addressed the issues of fairness in evaluation by considering problems surrounding the specification of outcomes in evaluation of nutrition education programs.

In 1984, SNE published *An Inventory of Nutrition Education Evaluation Instruments*. It was developed under the leadership of the ESPAC to provide a resource to help nutrition educators and researchers locate data gathering instruments. The publication included profile forms describing 69 existing research instruments. This was one more effort to help practitioners and researchers learn what's available to them.

Johnson and Johnson (1985) used meta-analysis, a process of combining results of independent experiments, to assess the effectiveness of nutrition education intervention. Using 103 studies which they found to have useable research findings, they concluded that there is considerable evidence that nutrition education is effective in developing knowledgeable consumers who value good nutrition and consume nutritious foods. They recommended a long-term, large-scale program of field experiments to illuminate the conditions under which nutrition education programs will have maximum impact on knowledge, attitudes, and behavior.

For future programs of nutrition education research, they recommended (1) a generic theory as to how nutrition education programs should be designed and implemented; (2) to validate the theory through a series of experimental studies in field settings; (3) specifically designed nutrition education programs to operationalize the variables that research has shown to have the greatest potential for maximizing the effectiveness of nutrition education programs; and (4) to conduct large-scale field evaluations of the programs.

Edwards et al. (1986) developed a model for evaluating innovative nutrition education programs. This model focused on the interdependence among preconditions participants bring to the learning process, elements of program delivery, and educational outcome.

In 1986, NDC again held a conference which was cosponsored with various professional organizations including ADA, AHEA, AMA, and SNE. The proceedings of the conference were published as a supplement to the *Journal of the American Dietetic Association*. (Lewis 1987) The conference *The Leading Edge in Nutrition Education: Research Enhancing Practice* provided a series of program examples with reactions from researchers, and then research examples were given with reactions from the practitioners.

As a result of the conference, a Nutrition Education Research Advisory Committee (NERAC) was formed. Nitzke and Athens (1987) conducted a survey of nutrition education research in progress in Summer 1987. One hundred and four nutrition educators responded to the survey and described 157 research projects, 59 percent of which were currently underway or about to begin. The target audiences for these research projects are shown on Table 11.5.

NERAC (1987) subsequently announced the start of a grant program funded by NDC. The program was designed to provide funding in three areas: (1) theory building; (2) small scale controlled studies; and (3) field studies in natural settings. The research areas reflected the recommendations of the conference cited above.

NDC had for several years provided leadership in nutrition education research. However, in 1989 due to reorganization it began to change its areas of emphasis, and its future support for nutrition education research may also change.

A special issue of *JNE* focusing on nutrition education research and its development will be published to celebrate the 25th SNE Annual Meeting in July 1992. It will once again provide a body of information to help those who are involved with theory building and methodology related to nutrition education. This is an area in which SNE's contribution is unique and in which the Society continues to make a major contribution.

Table 11.5
Nutrition Education Research in Progress

1987		
Target audiences reported by researchers	N	%
Low-income/EFNEP/WIC	40	21
Adults/General public/Families/Parents	22	12
Children/Preschool children/Infants	21	11
Teachers/School personnel/4H leaders/ Nutrition educators/Coaches	19	10
Adolescents	12	6
Household managers/Consumers/Shoppers	12	6
Women/Mothers/Pregnant women	10	5
College students	9	5
Dietitians/Health professionals	8	4
Elderly/Home-delivered meal recipients	8	4
Patients/Special syndromes/Cardiac rehab/Dental	7	4
Overweight and obese adults	5	3
Others	18	9

Source: *J. Nutr. Educ.*, 19:6, 1987. p. 267. Reprinted with permission.

The SNE of the Future



What Is the Future of SNE?

In 1962, when George Briggs introduced the idea that led to the creation of SNE, he expressed concern that the word “nutrition” meant absolutely nothing to about 75 percent of the public and most people had no real concern about nutrition.

Three decades later 80 percent of respondents to a consumer survey conducted by ADA said that they believed diet and health were important. Two-thirds of the respondents said they chose food based on their perceptions that the foods were nutritionally good or bad.

The word “nutrition” is no longer used just by nutritionists and dietitians but is a part of the daily life of many people. However, there is wide variation in the general public’s understanding of nutrition and ability to make use of nutrition knowledge. Thus the need for nutrition educators who are interpreters of nutritional science to the public is even greater in 1992 than it was in 1962.

Today “nutrition” is everywhere. The challenge to nutrition educators is to help people eat well, not allowing them to drown in the sea of food choices in the supermarket or succumb to misleading health claims made in advertising for specific products.

As SNE enters its next stage of development, the changes demanded of it will probably be as dramatic as the changes in the interest in “nutrition” over the last 25 years.

OVERVIEWS FROM SNE LEADERS

In preparation for this book and in an effort to identify possible future SNE strategies, I sent a questionnaire to former and current SNE leaders. It included the question “Looking at today’s world, what do you see as SNE’s future?” Those who returned the questionnaire responded in ways that reflected their own perspectives but there were

several recurring themes. Most often mentioned as being important to the thrust for the future were:

1. Environmental protection, access to quality food supplies, and agricultural sustainability on a global basis;
2. Health promotion and disease prevention including issues related to the poor health of those in poverty and the elderly; and
3. The need to more clearly define nutrition and the relationship of nutrition education training and research to the overall discipline in the academic setting.

Although the respondents suggested some directions for SNE in the future, there was no unanimity among the leaders about whether the Society *has* a future. About one-fourth of those responding felt there were difficult times ahead. A couple of people suggested that SNE had served its purpose.

The following statements illustrate the concern:

“SNE does not have a future unless it shakes itself up and decides it will be forward-thinking.”

“There is a need to expand beyond a select group of nutrition educators or a select group of people who are emotionally attached to SNE.”

“Some people are trying to make it too exclusive. It should be more inclusive.”

“SNE’s future is not rosy unless the outlook is broadened by bringing in a lot of people who are not nutritionists.”

“The public is going to get more interested in the environment and will ‘squeeze out’ their time to be interested in nutrition.”

In answer to the question about strategies to promote growth, few respondents offered any new ideas. There were, however, some important suggestions for the future of SNE.

The SNE leaders urged that SNE once again be action-oriented and take a broad view of issues. SNE should be bold and take stands on controversial issues by cultivating opportunities to express diverse views which will eventually result in building a consensus of opinion on those issues. SNE should promote interdisciplinary research related to the nutrition education process. They also felt the Society should:

1. Articulate an SNE vision for the future which addresses how SNE’s mission statement will be implemented in relation to priority issues such as the environment, health promotion, and educational strategies and the time frames for implementation.

2. Consider itself as a consortium organization rather than a monolith of nutrition educators. In that way, it can work to attract

non-nutritionists into the organization. It should find ways to cooperate with other groups and organizations by building coalitions. It is better to avoid competition with other professional associations and instead offer consultation and cooperation to those groups.

3. Address the broader social, economic, and cultural issues not dealt with by organizations such as ADA, AIN, and IFT.

4. Develop strategies to further its programs by targeting different groups: policy makers, practitioners, and consumers. SNE should become the facilitator for effective communication of messages between those target groups and the people developing the messages.

5. Help professionals see the advantages of belonging to more than one professional group. SNE has a unique role in a specialized area. It is the organization that can supplement and improve the skills of professionals who work in nutrition education although employed as dietitians or in some other profession.

FUTURE DIRECTIONS

After recording the successes (and failures) of the past 25 years throughout this book and then reviewing the responses from SNE leaders, it's time to look at what the future might hold. When George Briggs and I discussed in 1988 the possible content of this book, he said it would be important to look to the future and not dwell only on the past. He felt that too often a history only tells what had happened and does not provide direction for the future.

The following perspectives are largely my own. They are in the main what I perceive as the needs of, and possible directions for, SNE in the future. They are offered as a way to open avenues to discussion. I hope SNE members and leaders will find some inspiration from what is offered here.

This is a time of major evolution of the art and science of nutrition and the role the nutrition educator will play in its future. In the 1960s, nutrition broke away from the traditional home economics role in higher education which was to train young women as homemakers. Some nutritional sciences departments were established to include all aspects of human and animal nutrition. They were not a part of home economics or agriculture departments.

As a result, there was a greater interaction between men and women involved in the scientific and technical aspects of food and nutrition. Thus the early involvement of men in SNE. The intervening years have seen a healthy increase in the numbers of women being trained in the predominantly male segments of the field.

Women also have been entering the fields of medicine and the

physical and behavioral sciences in greater numbers. Opportunities for women in nutrition have increased greatly as is seen by the increase in membership in ADA from 20,000 in 1968 to more than 65,000 in 1990. Yet the numbers of nutrition educators have not grown. In the 1970s, there was a flourish of interest in nutrition education. It was viewed as a way to solve many problems such as hunger, malnutrition and chronic diseases, and SNE flourished during that time.

We have learned that the mechanisms to change food habits are very complex and issues themselves relate to much more than knowing which foods to choose. SNE members have done a good job in developing research strategies to understand some of the barriers to nutrition education.

In the 1980s, the focus was on health promotion. Mass media information about nutrition for the public grew manifold. SNE did not seem to be able to establish a large enough niche in either the communications or the education field during that time to grow with the changes in emphasis. Unfortunately, SNE has increasingly been viewed as less important to the forward-thinking nutrition educator.

New opportunities are again at hand in the 1990s, this time in relation to the environment with emphasis on food. SNE has taken stands on environmental issues in the past and should move forward quickly in this area. As one SNE leader said, nutritionists ought to be guardians of the food supply.

We must look at the role of nutrition and nutrition education in the global environmental and health issues and how to interact on them with other disciplines. Nutrition may no longer be a separate entity but rather a component of a myriad of other specialties. How SNE deals with these changes in nutrition and nutrition education is a major element in the future of SNE.

Change SNE's Image

SNE is currently perceived as an organization for those who teach nutrition in the classroom or informal settings. If it is to be a guardian of the food supply and help people make informed food choices, it must articulate a broader vision and expand its activities and thus its image.

As part of the expansion, I recommend changing the name. "Society for Nutrition Education" is too narrow for the field of the future. The term "nutrition education" served its purpose well in the '70s. To still capitalize on recognition of the acronym SNE, I suggest retaining Society for Nutrition and only changing the last word from "Education" to "Environment" so the new name would be "Society for Nutrition in the Environment."

The proposed new name does not diminish the importance of nutrition education but expands its capabilities by opening opportunities for interaction with other professionals such as anthropologists, economists, sociologists, and other behaviorists. It moves away from competing with other organizations like ADA and IFT.

Update JNE

In an age where information is transmitted immediately by telecommunications, especially by facsimile machines, it is unacceptable that authors have to wait up to two years to get their research findings published in the *Journal of Nutrition Education*. Such delay slows down growth in the field and will eventually turn SNE members and potential members away. An article should be published within three to six months of submission.

A serious overhaul of the content and production of the journal is needed. There may no longer be a need to publish such extensive reviews of educational materials. Desktop publishing methods might greatly reduce the cost of publication.

A Focus for SNE

It appears that SNE's current orientation is to academia along with some concern about and interest in development of nutrition policies. The Society could combine the two and work toward becoming a think tank, an advisory organization addressing broad nutrition issues as they relate to environmental, health, and social problems.

SNE's history is one of identifying and developing policy statements using surveys of membership opinion and panels of members with a range of expertise. Setting policy and analyzing trends might well attract leaders in other organizations who would like to be involved in influencing policy making and implementing the resultant policies.

In the past, SNE developed a number of position papers which influenced the legislative process. Such policy papers can be expanded to help set trends of thinking for SNE members and affect the way concerns are addressed in the workplace.

One advantage of being a small organization is that innovation can be instituted with few or none of the bureaucratic complications of a large organization. With an attitude of being innovative, there is opportunity to break through the "establishment" stance and help policy makers and practitioners develop new perspectives on problems.

SNE has carved its niche in nutrition education research. Now we should encourage interdisciplinary research that benefits the process of nutrition education in order to build on the significant contributions

it already has made. That niche should represent one of the focuses for the future.

To implement SNE's mission and enhance the ability of its members to do a better job, the Society should provide skills development programs and support materials. It's not enough to publish focused supplements or *JNE* theme issues. SNE should hold regional training workshops and develop innovative materials to educate other professionals and the public. When SNE provided a range of audiovisuals and other educational materials, it was viewed as an important source of reliable resources for nutrition educators and others.

As a small organization with limited funding from members' dues, SNE could augment its income through the sale of educational materials and workshops fees. Such activities should not be thought of as competitive to member activities in state and local nutrition education programs but rather as enhancement for those programs.

DEAL WITH ISSUES

The SNE leaders who responded believed some of the following issues would be important in the future. Some of them have been on SNE's agenda since its beginning but must be addressed if there is to be lasting change.

Hunger

Soon after SNE was started, many of us in the older generation felt hunger would be eradicated with the establishment of programs such as food stamps and WIC and expansion of school feeding programs. It has not turned out that way. Hunger in the United States and around the world has, in fact, increased rather than decreased. The Band-aid measures applied have been inadequate.

SNE should take responsibility for educating policy makers about the serious impact of hunger on mental and physical health. To do so will require greater understanding about how people in poverty cope with their food needs and how the resulting lifestyles affect their ability to reach their health and educational potentials.

Environment

This is not a new issue for SNE. Issues related to nutrition, food, and the environment have grown in importance through the years.

Heightened national and international concern about the ecological impact of worldwide decline of the natural resource base underscores the urgent need to educate populations on the consequences of food choices made with disregard for global ecology.

SNE could be a leader in facilitating the debate on the pros and cons of the role of biotechnology in the sustainable food system and other critical issues.

Diversity

In the past, SNE has not placed much priority on the economic, ethnic, and lifestyle diversity in North America or throughout the world. Yet, the increase of various ethnic populations within the U.S. requires special skills and understanding to deal with the needs of those populations. Coping with the crush of the growing world population requires establishment of additional policy strategies. SNE could provide leadership in developing nutrition education methodologies that take into consideration all the diversities of the population in relation to health and economic conditions.

Another present-day factor to be considered is the multitude of choices offered in the marketplace to those diverse populations. It can lead to such confusion that people are incapable of implementing what they know about good nutrition practices. Also, nutritional claims on packaging often are almost impossible to evaluate unless you have a degree in nutrition.

SNE members would probably not agree totally about how food selection should be made beyond meeting the basic nutrient needs. At one end of the scale, there are those who believe that only minimally processed foods are best; at the other end, there are advocates of prepackaged foods which have been altered to reduce fat and caloric content.

There is a need to create a greater understanding among SNE members of the diversity of views and the advantages and disadvantages of different approaches to food selection. Those should then be reflected in educational materials.

Access to Information

Throughout SNE's history, concern with nutritional labeling, dietary guidelines, and other issues that affect public access to information has been central. In the future, global marketing will require greater attention to harmonizing of regulations between countries in the world community.

While nutritional labeling has been established in the U.S. by law, the education component of the new law has not yet been implemented. In fact, some aspects of the law may confuse consumers rather than help them know the nutritional quality of foods. For example, if nutritionists can't understand the Reference Daily Intakes (RDIs), how can we expect consumers to understand and use the information? Nutrition

educators need to push for greater emphasis on educating people on how to use nutritional information on food labels.

Is Nutrition A Unique Discipline?

Nutrition is currently going through an identity crisis. In some universities and colleges, nutrition departments have been closed down. In others, questions are being asked about the role of nutrition in higher education. Funds for research in nutritional sciences have been diminishing. Many nutritional science researchers are concerned about the future.

SNE can play a role in providing direction for the field of nutrition. For example, can or should the departments of nutrition encompass agricultural ecologists, biochemists, microbiologists, and/or social and behavioral scientists, economic planners, and applied food and nutrition technologists or specialists?

The field of human nutrition should provide the opportunity to meld the social and physical sciences in ways to provide for total nutritional well-being. The above issues must be addressed if nutrition departments are to survive. It will require the cooperative efforts of a number of professional organizations addressing the problems.

Although SNE members are not frequently in leadership positions in academia, SNE could provide a forum for such cooperative efforts. In the past, SNE always looked at the broad issues; that makes it an ideal organization to identify the nutritional boundaries and areas of interaction with the fields of medicine, public health, social science, and behavioral science.

With the passage of nutrition monitoring legislation, there will be increased research opportunities to assess and evaluate the knowledge, attitudes, and behavior needed to increase the level of visibility and importance of nutrition education.

One of the SNE leaders pointed out that in the past 25 years nutrition education curricula have not been changed substantially to reflect the increase of knowledge in the social and behavioral sciences. Those who wish to specialize in nutrition education are often not getting adequate training.

Global Concerns

The millions of people living in poverty throughout the world should be a major concern of SNE. For years, SNE members have passed resolutions expressing concern about international social issues, but the Society has done little to address the issues in any depth. SNE should provide international leadership in nutrition education for the Third World.

The Society is an organization oriented mainly to women and health. As such, it should address global issues related to women and nutrition such as women and their role in household food security, the work force, economic stability, and protection of their health through the various stages of the life cycle. Those issues are related to effective nutrition education.

UTILIZE EXISTING STRUCTURES

Divisions

The expertise and special interests of each SNE division should be maintained and challenged to develop new vitality for SNE and provide ways of drawing other professionals and organizations into nutrition education.

Divisions should be involved in the development of SNE policy. Representing the diversity of SNE, they should be given more responsibility for the Society's programs. Presently, there is no structure whereby divisions have direct access to SNE decision making and policy setting except by the resolutions process.

Divisions need identifiable representation and should be represented on the SNE Board of Directors. Then issues should be dealt with by representatives of divisions with expertise related to the issues. Until there is enough money to expand the board to assure such representation, better interaction with the divisions is needed.

Divisions should be encouraged to make recommendations about educational materials to be prepared, programs for regional workshops, or position papers on issues such as dietary guidance in school feeding programs.

The divisional structure provides a core of resource persons for developing policies related to priority issues. First, SNE must identify and prioritize issues of importance if it intends to be the premier organization in promoting optimal nutritional health worldwide. Second, it should then involve members from the various divisions in implementing programs.

The following are some suggestions about how each division could strengthen SNE activities:

Division of Food and Nutrition Extension Educators members work directly with consumers and others who are concerned with the food supply. They can assist in identifying those who are particularly trained in food production and distribution in relation to environmental issues. They can help SNE develop an interactive involvement with such groups.

Division of Higher Education members are involved with other academics who could help us sharpen the definition of our field and determine what should be included in curricula for training nutritionists and more particularly nutrition educators.

Division of International Nutrition Education is structured as a division but an international focus should underlie all aspects of SNE programs. Division members have the expertise and interests to look at SNE's priorities in a global way.

Day by day, the world's political barriers are falling. Increasing numbers of people live in poverty in the United States and often their needs are not that different from those in Third World countries. It is time for us to look at human beings wherever they are and adjust our recommendations to reflect the overall needs as well as the special circumstances.

Division of Nutrition Education of Children members work with teachers, health educators, physical educators, and health professionals with a special focus on children. These members can help ensure that those who teach nutrition as a part of their job have adequate training and educational resources. The division can help to identify needed educational materials to be produced and sold by SNE.

Division of Nutrition Educators with Industry members are part of the food supply system. They can help others working in the food industry such as product managers and food technologists to understand the importance of maintaining the nutritional quality of our food supply.

The food industry is currently interested in nutrition education as a means to promote products. The kinds of new foods being developed and methods of promoting them are important to nutrition education. SNE could develop guidelines for sound approaches to development of new foods and their place in the diet. Nutrient-altered foods are heavily promoted, but the nutritional quality of those foods is not understood by consumers. That is another challenge for nutrition educators.

Division of Public Health Nutrition members provide SNE with an opportunity to further its involvement in health promotion and disease prevention. Many members of this division work in community health programs and deal directly with issues important to the well-being of the public.

Division of Public Policy/The Legislative Network members can provide leadership in developing strong national, state, and local nutrition policies by identifying other groups who have compatible missions. SNE should develop cooperative efforts with those groups in

support of nutrition policy. Part of the function of nutrition education is to educate legislators about nutrition policy and the need to include nutrition education components in all food and nutrition programs. Policy leaders should be sensitized to the need to address the greater social problems having a nutrition component that face our nation and the world.

Division of Sustainable Food Systems members are involved in programs and issues that are on the cutting edge of change in the way we look at our environment and encourage sustainable food systems. This is a group that can help put SNE in the forefront on issues of prime importance in the future.

Affiliates and Chapters of SNE

These organizations can be a means of carrying out SNE's mission. Professionals working at the local level implement the programs that reflect the goals and visions of SNE. Affiliates and chapters can provide increased exposure for the Society and create interest in SNE at the local level where they are a part of the larger organization.

There should be more significant interaction between SNE and the affiliates and chapters which are the grass roots groups that can help to carry out national agendas. They can identify problems and issues at the local level which in turn should be dealt with nationally.

The current two-hour meeting of representatives of affiliates at the annual meeting does not provide sufficient guidance for strengthening the alliance. Funds should be sought to have extensive work sessions during which representatives of SNE and the affiliates would develop strategies for cooperation.

Developing Member Satisfaction

As SNE addresses issues which are important to its vision of the future, it is equally important to define the role of the nutritionist and the nutrition educator. How can nutrition education expertise be translated into jobs to address the issues?

We have been reluctant in the past to show others why nutrition education expertise is needed in fields such as health education, childhood education, advertising, policy planning in agriculture and food distribution, and other programs related to health and education. At the present time, special skills that effect change in dietary habits and food selection are not highly valued. Thus nutrition educators on the whole are poorly paid. A job in food preparation such as "restaurant chef" with its accompanying mystique is more highly valued. The food technologist who perfects a successfully marketed "new food" also is highly valued.

SNE should work to increase perception of the value of nutrition educators and assist them by showing that their special training and expertise are not easily duplicated. SNE could survey the marketplace to:

1. Determine where professionals with nutrition education expertise are currently employed;
2. Identify the kinds of places where nutrition educators should be employed; and
3. Set goals for increasing the number of nutrition educators in various work places.

Examples of goals SNE could set are:

1. A nutrition education specialist in every school district having a certain number of students; and
2. Every county health department should have X number of professionals with nutrition education expertise who set policy and develop programs for its health promotion agenda.

Involve Members

Involvement is a key to membership expansion and retention. Serious efforts should be made to provide opportunities for new members to have active roles in SNE. Those opportunities include being on the annual meeting's planning and program committees, task forces within divisions, or helping to develop a position papers on specific nutrition and health issues. Involvement with affiliates and chapters is directly significant to wanting to be a part of SNE. Such involvements help provide a feeling of ownership of SNE. The promotion of student chapters and student reports at annual meetings helps to gain a commitment to membership when the students graduate into the professional world.

Resources for SNE Members

One of the reasons for the growth of SNE in its early days was the availability of various educational materials prepared by the Society. In recent years, that approach has been dropped. Most professional organizations provide skills development training, supportive materials for members' activities, and a range of other support in addition to a journal and an annual meeting.

If SNE expects to provide leadership to those involved in nutrition education, it should consider developing educational materials useful in various programs. Revenues from those activities could help to expand SNE's financial base.

Financial Stability

The past several years have been consumed by preoccupation with SNE's financial problems. When an attractive program is provided for persons working in nutrition education, the membership should grow and revenues increase. However, serious thought also must be given to other ways in which SNE can generate revenues beyond members' dues and requesting grants for special projects.

The Society for Nutrition Education's past activities and involvements provide a base on which to build a solid and exciting future. SNE has spent the last 10 years advancing research methodologies to increase the effectiveness of nutrition educators. That was a very important first step.

Move Forward

Now it is crucial that we move forward and apply what has been learned to the nutrition issues still facing us. It is crucial that we "do what has to be done" so that in its second quarter-century SNE will again flourish as it did through most of its first when it took action on pressing issues of the times.

Finally, it is crucial that we move forward because there are almost daily reports by the media of disturbing statistics about the dire social and economic conditions more and more people in the U.S. and around the world are facing.

At the same time that corporate executives, athletes, rock stars, and film actors receive huge salaries, more and more families, many with small children—even new-borns, are living in poverty. To again paraphrase Dickens: It is still the best of times for some, it is still the worst of times for others.

What are you and SNE going to do about that?

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Acronyms

AARP	American Association of Retired Persons
ACT	Action for Children's Television
ADA	American Dietetic Association
ADAF	American Dietetic Association Foundation
AES	Agricultural Extension Service
AHEA	American Home Economics Association
AID	Agency for International Development
AIN	American Institute of Nutrition
AMA	American Medical Association
APHA	American Public Health Association
ARS	Agricultural Research Service
ASCN	American Society of Clinical Nutrition
ASFSA	American School Food Service Association
CCT	Committee on Children's Television
CDC	Centers for Disease Control
CNC	California Nutrition Council
CNE	Center for Nutrition Education
CNI	Community Nutrition Institute
CSFSA	California School Food Service Association
CSM	Center for Strategic Management
CSPI	Center for Science in the Public Interest
DCC	Dairy Council of California
DHEW	U.S. Department of Health, Education and Welfare
DHHS	U.S. Department of Health and Human Services
DOE	U.S. Department of Education
DPG	Dietetic Practice Group
EFNEP	Expanded Food and Nutrition Education Program
ERIC	Educational Resource and Information Center
ESPAC	Educational Services Policy Advisory Council
FDA	Food and Drug Administration
FNB	Food and Nutrition Board
FNIC	Food and Nutrition Information Center
FRAC	Food Research and Action Center

FTC	Federal Trade Commission
FY	Fiscal Year
GEM	Great Educational Material
ICNE	Interagency Committee on Nutrition Education
IFT	Institute of Food Technologists
IRS	Internal Revenue Service
IUNS	International Union of Nutritional Sciences
JNE	Journal of Nutrition Education
JPAC	Journal Policy Advisory Council
NAL	National Agricultural Library
NAS	National Academy of Sciences
NASNET	National Association of State NET Coordinators
NBN	Network for Better Nutrition
NDC	National Dairy Council
NEN	Nutrition Education Network
NET	Nutrition Education and Training Program
NIH	National Institutes of Health
NLM	National Library of Medicine
NNC	National Nutrition Consortium
NNE	National Nutrition Exchange
NNECH	National Nutrition Education Clearing House
NRC	National Research Council
OOE	Office of Education
PPAC	Public Policy Advisory Council
PSA	Public Service Announcement
PTA	Parent Teacher Association
RDA	Recommended Dietary Allowances
RDI	Recommended Daily Intake
SCINE	Select Committee on International Nutrition Education
SNE	Society for Nutrition Education
SNEF	Society for Nutrition Education Foundation
U.C.	University of California
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
USDA	U.S. Department of Agriculture
WIC	Women, Infants, and Children Program

Appendices



Appendix I — SNE Boards of Directors

Office	1968-69	1969-70	1970-71	1971-72
President	George Briggs	Ruth Huenemann	Helen Walsh	Gaylord Whitlock
President-elect	Ruth Huenemann	Helen Walsh	Gaylord Whitlock	George Stewart
Past-President		George Briggs	Ruth Huenemann	Helen Walsh
Secretary	George Stewart	George Stewart	George Stewart	Helen Cacheris
Treasurer	Gaylord Whitlock	Gaylord Whitlock	Ann Burroughs	Ann Burroughs
Director-East				Horace Sipple
Director-Midwest				Helen Hunscher
Director-West			George Briggs	Doris Lauber
Director-at-Large	Helen Walsh			George Briggs
1972-73				
President	George Stewart	Sue Williams	Jean Mayer	Philip White
President-elect	Sue Williams	Jean Mayer	Philip White	Johanna Dwyer
Past-President	Gaylord Whitlock	George Stewart	Sue Williams	Jean Mayer
Secretary	Helen Cacheris	Helen Cacheris	Jerry Moore	Jerry Moore
Treasurer	Ann Burroughs	Ann Burroughs	Ann Burroughs	Ann Burroughs
Director-East	Horace Sipple	Horace Sipple	Joan Gussow	Joan Gussow
Director-Midwest	Helen Hunscher	Ruthe Eshleman	Ruthe Eshleman	Ruthe Eshleman
Director-West	Carol Ives	Carol Ives	Carol Ives	Betsy Nobman
Director-at-Large	Alice Kriss	Alice Kriss	Alice Kriss	Gerald Combs
1975-76				

Appendix I (cont'd)

Office	1976-77	1977-78	1978-79	1979-80
President	Johanna Dwyer	Helen Guthrie	Roslyn Alfin-Slater	Joan Gussow
President-elect	Helen Guthrie	Roslyn Alfin-Slater	Joan Gussow	Ruthe Eshleman
Past-President	Philip White	Johanna Dwyer	Helen Guthrie	Roslyn Alfin-Slater
Secretary	Jerry Moore	Ronald Deutsch	Ronald Deutsch	Ronald Deutsch
Treasurer	René Bine	René Bine	René Bine	Allene Vaden
Director-East	Joan Gussow	Kristen McNutt	Kristen McNutt	Kristen McNutt
Director-Midwest	Jane Armstrong	Jane Armstrong	Jane Armstrong	Kathryn Kolasa
Director-West	Betsy Nobman	Betsy Nobman	Margaret Phillips	Margaret Phillips
Director-at-Large	Gerald Combs	Gerald Combs	Bee Marks	Bee Marks / Cheryl Lee
	1980-81	1981-82	1982-83	1983-84
President	Ruthe Eshleman	Katherine Clancy	Jerry Moore	Kristen McNutt
President-elect	Katherine Clancy	Jerry Moore	Kristen McNutt	Katherine Kolasa
Past-President	Joan Gussow	Ruthe Eshleman	Katherine Clancy	Jerry Moore
Secretary	Laise Light	Laise Light	Laise Light	Lynn Parker
Treasurer	Allene Vaden	Allene Vaden	Janet Tenney	Janet Tenney
Director-East	Christine Olson	Christine Olson	Christine Olson	Eleanor Williams
Director-Midwest	Kathryn Kolasa	Kathryn Kolasa	Jane Voichik	Jane Voichik
Director-West	Margaret Phillips	Joyce Vermeersch	Joyce Vermeersch	Joyce Vermeersch
Director-of-Affiliates	Bee Marks / Cheryl Lee	Cheryl Lee	Louise Lambert-Lagacé	Louise Lambert-Lagacé

Appendix I (cont'd)

Office	1984-85	1985-86	1986-87	1987-88
President	Katherine Kolasa	Audrey Marezki	Janice Dodds	Lenora Moragne
President-elect	Audrey Marezki	Janice Dodds	Lenora Moragne	Janet Tenney
Past-President	Kristen McNutt	Katherine Kolasa	Audrey Marezki	Judy Brun (Vice Pres.)
Secretary	Lynn Parker	Lynn Parker	Roberta Duyff	Roberta Duyff
Treasurer	Janet Tenney	Carolyn Lackey	Carolyn Lackey	Carolyn Lackey
Director-East	Eleanor Williams	Eleanor Williams	Michael Latham	Michael Latham
Director-Midwest	Jane Voichik	Guendoline Brown	Guendoline Brown	Guendoline Brown
Director-West	Amanda Mellinger	Amanda Mellinger	Amanda Mellinger	Jennifer Anderson
Director-of-Affiliates	Louise Lambert-Lagacé	Nancy Schwartz	Nancy Schwartz	Patricia Britten
<hr/>				
	1988-89	1989-90	1990-91	1991-92
President	Janet Tenney	Judy Brun	Nancy Schwartz	Barbara Shannon
President-elect	Judy Brun	Nancy Schwartz	Barbara Shannon	Jennifer Anderson
Vice President	Nancy Schwartz	Barbara Shannon	Jennifer Anderson	Guendoline Brown
Secretary	Roberta Duyff	Linda Smith	Linda Smith	Linda Smith
Treasurer	Ardyth Gillespie	Ardyth Gillespie	Ardyth Gillespie	Ellen Parham
Director-East	Michael Latham	Isobel Contento*	Isobel Contento*	Isobel Contento*
Director-Midwest	Rebecca Mullis	Rebecca Mullis**	Rebecca Mullis**	Glenda Warren**
Director-West	Jennifer Anderson	Jennifer Anderson	Suzanne Pelican	Suzanne Pelican
Director-of-Affiliates	Patricia Britten	Patricia Britten	Kathleen McMahon***	Kathleen McMahon***

* Director-Northeast

** Director-South

*** Director-Central

Appendix 2

Society for Nutrition Education Foundation

(formerly Center for Nutrition Education)

Trustees and Directors

George Briggs 1975-83
George Stewart 1975-82
Helen Ullrich 1975-84
Helen Walsh 1975-78
Frederick Stare 1976-79
Bee Marks 1977-96
Robert Harkins 1977-94
Anita Owen 1977-84
Virgil Wodicka 1980-82
Mary Hughes 1982-84
Jerry Moore 1982-88
Robert Nesheim 1982-84
Amanda Mellinger 1984-87
Rebecca Mullis 1984-87
Janet Tenney 1984-94
Alexander Grant 1985-95
Marshall Matz 1985-94
Judy Brun 1988-92
Roberta Duyff 1988-92
Irving Warner 1988-96
Priscilla Naworski 1989-92
Nancy Schwartz 1989-92
Barbara Shannon 1990-93

Appendix 3

SNE Membership Resolutions

1970

- A. Support of 1969 White House Conference on Food, Nutrition and Health. Passed.
- B. Commendation of the food industry for 1970 Nutrition Awareness Campaign. Passed.

1971

- A. Obligations of individual members of the Society. Passed.
- B. Meals eaten away from home. Passed.
- C. Child feeding program. Passed.
- D. Elimination of the use of the term MDR. Passed.
- E. Nutrition education of the medical student. Passed.
- F. Society members' use of mass media. Passed.
- G. Attracting new members to SNE. Passed.
- H. Establishment of a group to make public statements on nutrition issues. Passed.

1972

- A. Nutrition in medical education. Passed.
- B. Nutritionist for Senate Select Committee. Passed.

1973

- A. Nutrition education in food programs. Passed.
- B. Increase food stamp allotment. Passed.
- C. Vending machines in federal buildings. Passed.
- D. Nutritional quality of food for the aged. Passed.
- E. Use of breakfast pastries in Breakfast Program. Tabled.
- F. Interagency Committee on Nutrition Education. Tabled.
- G. Stop sale of Mr. Wonderfull's Surprise. Tabled.
- H. Limiting sugar content of breakfast cereals. Tabled.

1974

- A. Support passage of S. 3864, National Nutrition Education Act. Passed.
- B. Urge FTC to publish proposed food advertising regulations. Passed.
- C. Support FTC action eliminating premium offers from TV ads to children. Passed.
- D. Applaud FTC investigative activities of antitrust activities in the food field. Passed.
- E. U.S. nutrition education to acknowledge world food scarcity. Passed.
- F. Formation of a task force to determine optimal ranges of nutrient intake. Passed.
- G. Encourage breastfeeding. Passed.
- H. Encourage Americans to base larger part of diet on vegetable foods. Passed.
- I. Tax on sugar. Failed.

1975

- A. Support National Nutrition Act of 1975. Passed.
- B. Support H.R. 4222, National School Lunch Act and Child Nutrition Act of 1966, Amendments of 1975. Passed.
- C. Formation of special interest divisions within SNE. Passed.
- D. Prefix "International" to name of the Society. Failed.

1976

- A. Support National Nutrition Act. Passed.
- B. Encourage breastfeeding. Passed.
- C. Hearings on infant feeding practices. Passed.
- D. No smoking at annual meetings. Passed.
- E. Liaison with Action for Children's Television. Passed.
- F. Qualifications for the title of professional nutritionist. Passed.
- G. Interaction between SNE and hotel/restaurant profession. Passed.
- H. Influence of television advertising of food to children. Failed.
- I. Labeling of artificially colored and flavored foods. Failed.

1977

- A. Adoption of National Nutrition Goals. Passed.
- B. Regulation of television advertising of sugared snacks to children. Passed.
- C. Placement of nutritious foods in school vending machines. Passed.
- D. Nutrition Education Specialist in school systems, K-12. Passed.

1978

- A. Organization structure for affiliates. Passed.
- B. Discontinuance of the fortified grain-fruit products in the breakfast program. Passed.
- C. Development of a new food guide. Passed.
- D. Disclosure of sodium content of foods. Passed.
- E. Disclosure of fat content of processed meat products. Failed.
- F. Disclosure of sugar and refined sweetened content of foods. Failed.

1979

- A. NIH campaign on saturated fat, cholesterol, sodium, obesity, and the risk of cardiovascular disease. Passed.
- B. Endorsement statement use in relation to foods high in saturated fat and cholesterol. Passed.
- C. Ballots for SNE officers listing affiliations and responses. Passed.
- D. Develop definitions for nutrition and other terms. Passed.
- E. Urge reauthorization and funding for the NET program. Passed.
- F. Commend Senator McGovern on use of term junk diet rather than junk food. Passed.
- G. Establish a committee to critique Penn State Nutrition Concepts and other concepts. Passed.
- H. Encourage USDA to allow vegetable protein foods in school lunch. Passed.
- I. Support Delaney Clause. Failed.

1980

- A. Development of public policy. Passed.
- B. Support of Nutrition Education and Training Program. Passed.
- C. Encouragement of USDA production and distribution of popular nutrition education publications. Passed.
- D. Development of a new food plan for the Food Stamp Program. Passed.
- E. Endorsement of the USDA/DHHS publication *Nutrition and Your Health: Dietary Guidelines for Americans*. Passed.
- F. Encouragement of all types of nutrition education exhibits at SNE annual meetings. Passed.
- G. Restriction of annual meeting exhibits to those which carry SNE review statement. Failed.
- H. Encouragement of advertising in *JNE*. Passed.
- I. Prohibition of food advertising in *JNE*. Passed.

- J. Clarification of areas of agreement between *Toward Healthful Diets* and *Dietary Guidelines for Americans*. Passed.*

1981

- A. Regarding food and energy. Passed.*
- B. Regarding farmland. Passed.*
- C. Regarding re-localized diets. Passed.*
- D. Public Advocates petition to promote breastfeeding and control formula abuse. Passed.*
- E. Support of the International Code of Marketing Breastmilk Substitutes. Passed.*
- F. Regulation of competitive food sales in schools. Passed.*
- G. Protecting the nutritional integrity of the school meal programs. Passed.*
- H. Support for expansion and access to national, USDA funded, food and nutrition library. Passed.*
- I. The SNE award for outstanding contributions to nutrition public policy development and implementation. Passed.*
- J. Increased participation of student members. Passed.*
- K. Support for nutritional status monitoring. Passed.*

1982

- A. Support of continuation and adequate funding of child nutrition programs. Passed.*
- B. Support of WIC program. Passed.*
- C. Support of updating the food stamp allotment to match the cost of food. Passed.*
- D. Support of consumer protection activities of FTC. Passed.*
- E. Support of SNE involvement in food safety policy. Passed.*
- F. Support of SNE involvement in food production and marketing matters. Passed.*
- G. Change the name of SNE to Society for Food and Nutrition Education. Failed.*
- H. Marketing improvements made in WIC food package regulations in 1980. Passed.*
- I. Point of sale nutrition information programs. Passed.*
- J. Support of the diet, nutrition, and cancer report by the National Academy of Sciences. Passed.*

1983

- A. Support of the Human Nutrition Information Service. Passed.*
- B. Nutrition as a 1984 campaign issue. Passed.*

C. Support of the Expanded Food and Nutrition Education Program. Passed.

D. Promoting self-reliance in Central America. Failed.

E. Restraints of alcoholic beverage advertising. Passed.

1984

A. Six issues of the journal per year. Passed.

B. SNE involvement in international nutrition education issues. Passed.

C. Support of physical exercise and nutrition education. Passed.

D. Continued support of EFNEP. Passed.

E. SNE's role in public policy. Passed.

F. Active involvement in food policy. Passed.

G. Support of calorie labeling of alcoholic beverages. Passed.

H. Ban advertising of beer and wine on radio and television. Passed.

1985

A. SNE statement of objectives. Passed.

B. Restrictions on health claims on labels and in advertising. Passed.

C. Mandatory ingredient labeling of fast foods. Passed.

1986

A. Change the date of SNE annual meeting. Passed.

B. Breastfeeding promotion in the workplace. Passed.

C. Breastfeeding promotion within the media. Passed.

D. Nutrition education and food assistance for the poor. Passed.

E. Entitlement to the WIC program. Passed.

F. Support for the sanctions against South Africa. Passed.

1987

A. Licensure of nutritionists. Passed.

B. Nutrition education for persons with AIDS or infected with HIV virus. Passed.

1988

A. Licensure of nutrition professionals. Passed.

B. Member support of state efforts to provide farmers' market coupons to WIC and senior meal participants. Passed.

C. SNE to review ways to increase the recycling of solid waste. Passed.

D. SNE supports including nutrition in the merging national child care policy. Passed.

1989

- A. SNE participation in the reauthorization of the Farm Bill. Passed.

1990

- A. Expand SNE Mission Statement. Passed.
- B. SNE's responsibility for reducing and recycling solid waste. Passed.
- C. Review and revise SNE resolution process. Passed.
- D. SNE activities should reflect responsible conservation of food and other resources. Passed.
- E. Support the Harvest of Peace resolution in the U.S. Congress. Passed.
- F. SNE support for continued U.S. and Canadian economic, political, and cultural sanctions against the government of South Africa. Passed.
- G. Include a "Director International" position on the Board of SNE. Failed.
- H. Support the international boycott of Salvadoran coffee. Passed.
- I. Build a broader constituency for SNE's financial and professional security. Failed.
- J. Develop culturally sensitive and relevant strategy to impact nutrition habits of new and emerging American majority (disadvantaged youth, elderly, and minorities). Passed.

1991

- A. Annual meeting siting and scheduling cost considerations. Passed.
- B. SNE support of Universal Health Care Coverage in the U.S. Passed.
- C. Support of the Horn of Africa Recovery and Food Security Act. Passed.

Appendix 4

Highlights of Testimony, Positions, and Responses to Proposed Federal Legislation and Regulations

prepared by
Public Policy Advisory Council, Legislative Committee,
Task Forces, and Board of Directors

(See tables in Chapter 9 for action related to FDA food labeling regulations and FTC advertising regulation)

NUTRITION EDUCATION, GENERAL

- 1972 George Briggs and Helen Ullrich testified before the Senate Select Committee on Nutrition and Human Needs on the federal role in nutrition education through educational and food programs.
- 1974 SNE National Nutrition Policy Statement presented at the National Nutrition Policy Study Hearings, Helen Ullrich testified and developed the position paper "Manpower Resources for Nutrition Education in Schools, Colleges, and Universities." Several other SNE members testified at the hearings.
- 1978 Helen Guthrie testified before the House Subcommittee on Domestic Marketing, Consumer Affairs, and Nutrition in support of the proposed National Consumer Information Act.
- 1978 SNE statement to the House Subcommittee on Domestic Marketing, Consumer Affairs, and Nutrition on SNE activities in relation to the national role in nutrition education.
- 1980 Eleanor Williams testified before the Senate Subcommittee on Health on the availability and effectiveness of nutrition information and education services for the consumer.
- 1982 SNE Board commented on opposing financial cuts for USDA Human Nutrition Information Service.
- 1983 SNE Board commented on opposing staff cuts at FNIC.
- 1983 SNE Board commented on legislation regarding cuts in Child Nutrition Programs, WIC, and Food Stamps.
- 1985 SNE issued policy position on the Food and Agriculture Bill including all segments having a nutrition component.

- 1987 SNE Board commented on concerns about proposed reductions in NET, WIC, National School Lunch, EFNEP, and Elderly Nutrition Program.
- 1991 SNE requested USDA to print the publication *Eating Right Pyramid*.

NUTRITION EDUCATION AND TRAINING PROGRAM (NET)

- 1976 Julie Chryst testified before the House Subcommittee on Elementary, Secondary and Vocational Education presenting the SNE statement requesting reinstatement of \$1 million for surveys, training, and education in the Child Nutrition Act.
- 1977 Helen Ullrich testified before the Senate Subcommittee on Nutrition in support of the proposed nutrition education amendment to the Child Nutrition Act; the legislation was passed soon after. (SNE had supported previous nutrition education bills in 1974, '75, and '78. SNE members participated in a Senate Select Committee Task Force to draft the bill in 1973)
- 1978 Helen Ullrich testified before the Senate Government affairs Committee against the proposed move of the Child Nutrition Program including NET from USDA to the new Department of Education.
- 1981 Amanda Mellinger and other SNE members testified before the House Subcommittee on Elementary, Secondary and Vocational Education about the success of NET.
- 1981 SNE Board submitted a position paper on NET to the House Subcommittee on Elementary, Secondary and Vocational Education.
- 1982 SNE Board commented to legislators with recommendation for retention of NET at a \$5 million level of funding.
- 1983 SNE Board commented to USDA opposing regulations to allow part-time nutrition coordinators for NET.
- 1983 and 1984 Anita Ellis testified before the House Subcommittee on Elementary, Secondary and Vocational Education on the successes of NET.
- 1984 Gwen Chegwedden testified before the House Education and Labor Committee in favor of continued funding for NET.
- 1989 Rebecca Gardner testified before the House Education and Labor Committee in support of continued funding for NET.
- 1990 Judith Cogburn submitted written testimony to the House Subcommittee on rural development, Agriculture and Related Agencies supporting increased appropriations for NET School Feeding Programs.

SCHOOL LUNCH

- 1973 SNE Board commented to USDA opposing proposed regulation on a grain-fruit product in school breakfast program.
- 1976 SNE Board commented to USDA on regulation removing requirements to use butter or margarine, smaller servings for younger children, and choice of components for high school age.
- 1978 SNE Board commented to USDA opposing use of a fortified product for the breakfast program.
- 1978 SNE Board commented to USDA in factor of regulations to restrict sale of certain foods in competition to school lunches. (The regulation did not last long!)
- 1981 Kate Clancy testified before the House Subcommittee on Elementary, Secondary and Vocational Education on proposed changes in meal pattern requirements.
- 1982 SNE Board commented to legislators in support of retaining federal control of the Child Nutrition Program.
- 1984 SNE Board commented to legislators supporting the restriction of sale of foods competitive to school lunch.
- 1987 Kate Clancy testified before the Senate Subcommittee on Nutrition on the school feeding program and food stamps.

FOOD STAMPS

- 1975 SNE Board commented to USDA on food stamp regulations.
- 1977 SNE Board commented to USDA regarding nutrition education component of food stamp program.
- 1977 SNE Board commented to legislators in opposition to restrictions on foods to be purchased by food stamp recipients.
- 1983 SNE Board commented to legislators requesting that commodity food distribution be restricted to short term.
- 1984 Luise Light testified before the House Subcommittee on Domestic Marketing, Consumer Relations and Nutrition on H.R. 515 on nutrition education grants in food stamp programs.
- 1991 SNE Board commented to legislators requesting funds for food stamp nutrition education outreach grants program.

WOMEN, INFANTS AND CHILDREN PROGRAM (WIC)

- 1977 Sarah Finkelhor and other SNE members testified at regional USDA hearings regarding USDA regulations for WIC.
- 1977 SNE Board commented to USDA encouraging inclusion of nutrition education in WIC regulations.

- 1986 SNE Board issued position paper on WIC Funding Allocation Formula.
- 1986 SNE Board endorsed the National Association of WIC Directors policy statement on Nutritional Risk Criteria.
- 1991 SNE Board commented to USDA on the proposed Nutritional Risk Criteria and the food package for supplemental food programs for WIC.
- 1990 Judy Brun testified before the House Subcommittee on Rural Development, Agriculture and Related Agencies on EFNEP funding for Fiscal Year 1991.
- 1991 Nancy Schwartz sent written testimony to the Senate Subcommittee on Agriculture, Rural Development and Related Agencies on EFNEP funding increase.

DIETARY GOALS AND GUIDELINES

- 1967 SNE Board commented to Senate Select Committee on Nutrition and Human Needs on the proposed dietary goals.
- 1981 SNE Board statement in support of Dietary Guidelines for Americans.

MONITORING AND SURVEILLANCE

- 1985 SNE Board commented to legislators in favor of nutrition monitoring and surveillance legislation. (PPAC had been advising the framers of the legislation for several years)
- 1987 SNE again commented in support of nutrition monitoring legislation.
- 1989 Patricia Swan testified before the House Subcommittee on Department Operations, Research and Foreign Agriculture and the Subcommittee on Domestic Marketing, Consumer Relations and Nutrition and the Subcommittee on Science, Research and Technology in support of nutrition monitoring legislation.

HUNGER ISSUES

- 1983 Yolanda Hall testified before the Task Force on Food Assistance in Chicago.
- 1984 SNE Board issued position statement on proposals of President's Task Force on Food Assistance.
- 1984 SNE Board sent written testimony to the House Select Committee on Hunger field hearing in San Francisco.
- 1987 SNE Board endorsed the FRAC Welfare Reform Statement of Principles.

- 1987 SNE Board commented to legislators in support of H.R. 4990, the Hunger Relief Act of 1986.

MISCELLANEOUS

- 1976 Linda Neuhauser testified before the House Ways and Means Subcommittee on Health on the lack of nutritional services for the elderly.
- 1980 SNE Board commented to legislators in support of the nutritionist dietitian on the health care team in nursing care facilities.
- 1980 Helen Ullrich testified at the regional USDA hearing in support of changes in the USDA food grading system.
- 1985 SNE issued policy position on Food and Agriculture Bill regarding many facets of the bill besides food stamps, WIC, NET, EFNEP, and school feeding programs stressing the importance of examining the entire food system.
- 1985 SNE Board commented to Department of Aging on Older Americans Act Interim Final Regulation.
- 1985 SNE Board commented to FASEB regarding the DHHS Nutrition Objectives for the Nation.
- 1985 SNE expressed concern to NAS and NIH regarding the process to revise the RDAs.



Since the mid-1980s, PPAC,* the Legislative Committee, and public policy director have worked with other organizations and coalitions having a mutual interest in proposed legislation, regulations, and administrative change. These include:

American Dietetic Association, American School Food Service Association, Child Nutrition Forum, Food and Nutrition Labeling Group, National Association of State Nutrition Education and Training Coordinators, National Association of State Universities and Land Grant Colleges, National Association of WIC Directors, Nutrition Education Task Force, Nutrition Monitoring Coalition. Letters relating to membership resolutions were regularly sent to the appropriate federal agencies, legislators, and others having activities relevant to the consensus expression by the membership. (See Appendix 3, Membership Resolutions, for issues addressed)

* After PPAC was established in 1980, all SNE Board comments and position papers were developed by PPAC and/or PPAC task forces appointed to address the issue. When PPAC was discontinued in 1988, the Committee on Public Policy continued to appoint special task forces.

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