

Leg. Finance - Finance Comte Files (1971-72) 8879

SB 229 cont., 236

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By VOULIA B. CROUCH Photographs by Dr. D. B. Crouch

Enthusiastic art lovers agree that Mary Annis of Anchorage, a tall, slender, freckle-faced young woman with a soft, gentle voice is a gifted artist in soapstone.

"This whole thing has kind of been a gift," Mary herself says simply. "Everyone thinks of it as being a permanent thing, but I feel that it's temporary because someday we may move away from here and I'll have to quit working in soapstone."

"There's something about this stone that satisfies me," she explains. "It's almost a compulsion, an obsession. I have to work in stone. Painting and other types of art work don't affect me this way. I took a ceramics course at Anchorage Community College last year, and now I know that pottery is not for me. I don't feel that I can do my thing in it, and I'm

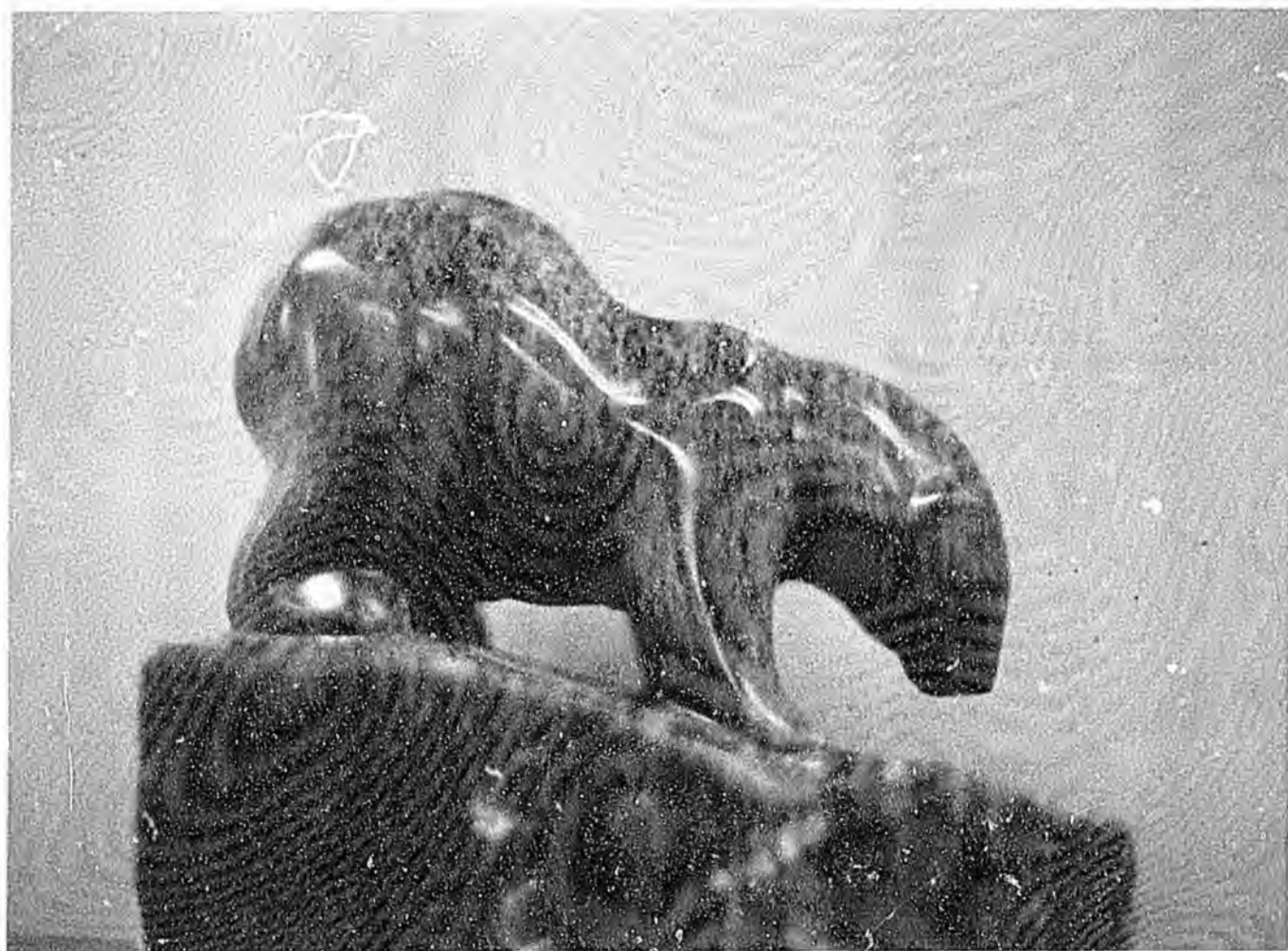
not interested any more. But I had to find that out by taking the course.

"A lot of sculpture, for me, is seeing and thinking. I can't describe how I see figures in stone. And I don't think it is something that can be taught."

Mary was born in Duluth, Minnesota, in 1943, one of eight children, and grew up on a small farm. "We were well-fed poor kids," she recalls. But artistic talent is by no means alien to her family. Mary's mother is very creative with handicrafts, and an aunt is a well-known local artist. Several brothers and sisters have also shown signs of budding artistic talent.

Mary began carving small animal figures from yellow cedar when she lived at Davidson's Logging Camp, at North Whale Pass on Prince of Wales Island, in Southeastern Alaska. Her

Bear, in green soapstone, on pedestal. Bear and pedestal are carved from one piece of stone.



Catholicism became an independent institution, free of imperial control, while Orthodoxy, founded on the union of church and state, was only as powerful as its emperor. Since, under Orthodoxy, head of church and head of state were essentially the same, it became customary to display a likeness of the reigning monarch at religious processions and ceremonials, particularly when the monarch himself could not appear. This attendance by proxy satisfied his retinue and aided in appeasing the imperial vanity.

As the center of Christianity, Constantinople flourished. By the sixth century, political and religious division from the Western empire was complete.

Early Christian art is generally assigned to work done prior to the "Golden Age" of Justinian in

the sixth century. Art associated with Constantinople after that time is known as Byzantine art. It was during Justinian's time that image painting became popular among the Orthodoxy. The ceiling frescoes were so high overhead as to be distorted and the congregation wanted something more personal to which it could pay homage.

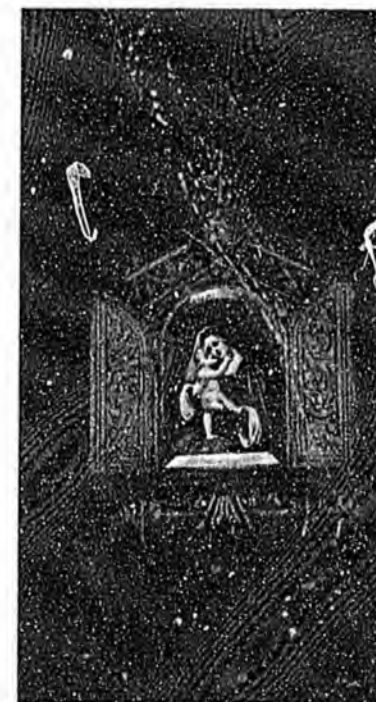
The Greek word "icon" means "reflection" or "image," and it was believed that the holy image could help facilitate religious devotion. The painting was done on wood, usually cypress or lime. Preparation for painting included priming the panel with a coat of gesso, layering a piece of cloth or canvas into the primer, and applying another coat of gesso, sometimes impregnated with alabaster. Wooden slats were



1.



2.



3. Wooden miniatures. 16th century. (2½" x 3½") Top row: first and last—Christ, middle—St. John; Bottom row: first and last—Virgin Mary, middle—St. Nicholas.

2. Detail of archangel from aer. (The aer, often referred to as an altar cloth, is used to cover the chalice of the Eucharist.) Cloth is red velvet embroidered with metallic threads.

3. Traveling icon of Western influence. Bronze side panels close to protect painting. Madonna and Child. 19th-20th century. Porcelain miniature (about 2 x 3 within painted area).

4. Detail of St. John from bible cover.



4.



inserted behind the panel to retard warping. After it hardened, the gesso was polished to a smooth luster which often conformed to the plaster in the basilica where it was to be used. Tempera color was then applied, being thinned with hot wax to give transparency. A basic background was usually done first, with details and the central interest done last. Inverted perspective was often used to emphasize the key or dominant figure in the painting. A three-dimensional effect was deliberately avoided to prevent the beholder from entering the hallowed scene.

The first icons were Biblical scenes depicting Christ, the Virgin, the Saints, and sometimes Metropolitans of the Orthodox Church. They were arranged in a definite pattern on a screen, later called the iconostasis, which separated the sanctuary from the main church body. First was the Deesis tier, consisting of a large icon of Christ centered between the Virgin on His right and St. John, the mediator for mankind, on His left. Then came the archangels and the fathers of the church. Next were the scenes of the Annunciation, the Nativity, the Purification of the Virgin, the Baptism, the Raising of Lazarus, the Transfiguration, the Entry to Jerusalem, the Crucifixion, the Resurrection, the Ascension, the Pentecost, the Assumption of the Virgin, representing, in all, the Twelve Festivals. The fourth and final tier presented the Virgin surrounded by Old Testament prophets headed by David and Solomon.

Objects to be looked upon but not prayed to, Eastern icons were meant to convey austere beauty through the use of line and color. The subject's elongated body and prominent features were not to be sensual or have carnal qualities, but were, on the contrary, designed to impart a feeling of an ethereal hereafter or otherworldliness. Even as late as the seventeenth century the Church held firmly to the strict rules of Byzantine

1. *Entry Into Jerusalem*, 16th century. This icon represents one of the church's Twelve Festivals celebrated on Palm Sunday.

2. 100-150-year-old bible written in Slavonic, the alphabet used by the Slavs of the Eastern Church. Bible weighs 22 lbs.; is made of gold washed over brass and silver. Here front cover depicts icons of Matthew, Mark, Luke, and John surrounding an icon of the Resurrection.

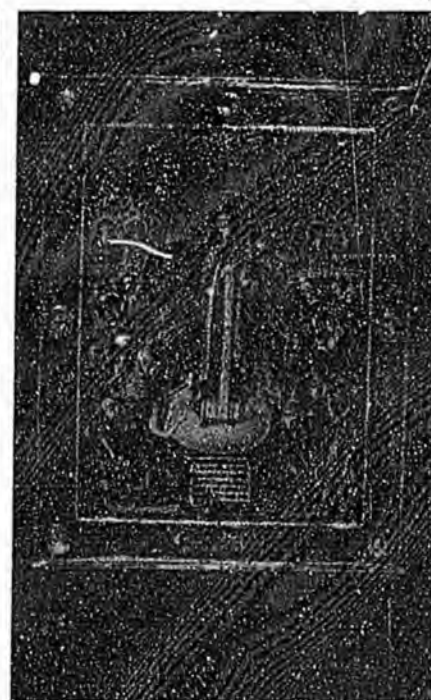
3. *Icon Not Made With Hands*. Also known as *The Vernicle*, and *Veronica's Veil* in the Western Church. According to legend, St. Veronica wiped the face of Christ with her veil and His image was miraculously impressed upon the cloth. 15th century. Enamel on bronze.

4. *Madonna and Child*, 19th century. Western influence.

5. *St. John the Baptist*. From end section of triptych.



1.



2.



3.



4.



5.

Savior, 19th century. Painted on tin. Paintings done on inexpensive metal were very popular during this period in Russia, tin being cheap enough even for the peasantry.



Virgin and Child, 16th century.

gained particular fame for their excellence and should be mentioned.

Mrs. Martha Cushing of Sitka holds one such collection that has been in Alaska since Russian days. Originally it belonged to the family of her late husband, Peter Kostrometinoff, and Mrs. Cushing has added icons from throughout the United States to

the principal assemblage, although she admits that "there are not too many good ones from outside." One that she does not consider very good formerly had a diamond in its riza crown. The Kostrometinoff-Cushing collection, as Mrs. Cushing prefers to call it, consists mainly of fourteenth and fifteenth century icons. It was displayed in Seattle and in Juneau a few years ago.

Another private collection, possibly the largest in Alaska, is owned by Mr. and Mrs. Warren Nystrom of Anchorage, who have "been interested in icons since we came to Alaska forty-three years ago." The Nystrom icons, mostly of sixteenth and seventeenth century vintage, are from all over Alaska and include several from Kodiak. One of their favorites is The Virgin of Korsun, on loan to the Anchorage Historical and Fine Arts Museum. When he toured Alaska in the 1950's, President Eisenhower directed his comment to it: "That is the kind of art you will never see again."

The Nystrom home itself is a museum contender and contains just about everything from silver collections by Fabrege and a pectoral cross given to them by Barrett Willoughby to a Soapy Smith bar.

It is today estimated that Alaska's Orthodoxy has a membership of between 15,000 and 20,000, ninety percent of them being Natives. The priests admit that Orthodoxy has been neglected in the past and their mission now is to rejuvenate it. Services are conducted in mother tongue Slavonic, English, Aleut, and in various dialects.

Hand painted icons are still an inseparable part of Orthodoxy in the church and in the homes of those who can afford them. Less expensive lithographed versions are sometimes available for those who might otherwise be deprived. Twentieth century icons are painted in the humanistic style evolved by the Italian Renaissance. Some are still done in Europe, others in monasteries in the United States

and by a few individuals. One of the best known of present icon painters in America is Matthias E. Von Reutlinger of Philadelphia. He is noted in Alaska for his official interpretation of Saint Herman, painted for the Orthodox Church in America after Father Herman of Spruce Island became, on August 9, 1970, the first Orthodox saint canonized in North America.

Notes

1. Rice, Tamara Talbot, "Russian Icons," Marboro Books, New York, 1963, p. 20.
2. Bancroft, Hubert Howe, "History of Alaska: 1730-1885," The History Company, San Francisco, 1890, p. 704.

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Another Russian missionary of great stature in Alaska's history was Father Ivan Veniaminof who arrived in Unalaska in 1823 from Irkutsk, Siberia. He mastered the Aleut language, developed a grammar and dictionary, and translated the scriptures into native dialects. Later he was assigned to Sitka where life moved at a quite different pace and few of the Tlingits had been Christianized. At Sitka he was ordained first Bishop of Alaska and Kamchatka, started a boys' school and a seminary training program for clergy, and dedicated St. Michael's Cathedral in 1848. After he returned to Russia his successor was Bishop Peter who remained in Alaska until the purchase by the United States.

By 1880 the Orthodox Church in Alaska claimed 10,950 members, all reported to the holy synod as being voluntary Native converts. Perhaps it would be prudent, however, to bear in mind the words of the historian, Hubert Howe Bancroft: "...it is nowhere recorded, except by the priests themselves, that, with the single exception of Veniaminof, the teaching of the ecclesiastics made much impression on the natives. They squatted and smoked during service, listened, bowed, crossed themselves, and laughed so uproariously that the officiating priest was often interrupted in his solemn duty."²

With the influx of missionaries and colonists the glories of old and new Russia came to Alaska. Members of the Orthodoxy brought with them their faith and their icons, but like the exodus that followed the raising of the American flag in 1867, so went the icons. The finest treasures were taken back to Russia. A few quality works did remain in the new territory and they have found their way into churches, chapels and homes all over Alaska, as well as some museums.

To enumerate all of the icons in the state would be impossible. Some private collections have



St. John the Baptist. 13th century. Within the goblet is the Christ Child. This icon has three layers of wood sandwiched together and is badly warped in spite of the two slats inserted behind to retard it. The riza was put on much later.



The Virgin of Korsun. 18th century. Full view. This riza has been nielloed, a process often used in early silver work which employs a composition of metallic alloys filled into the silver to blacken the engraved design.



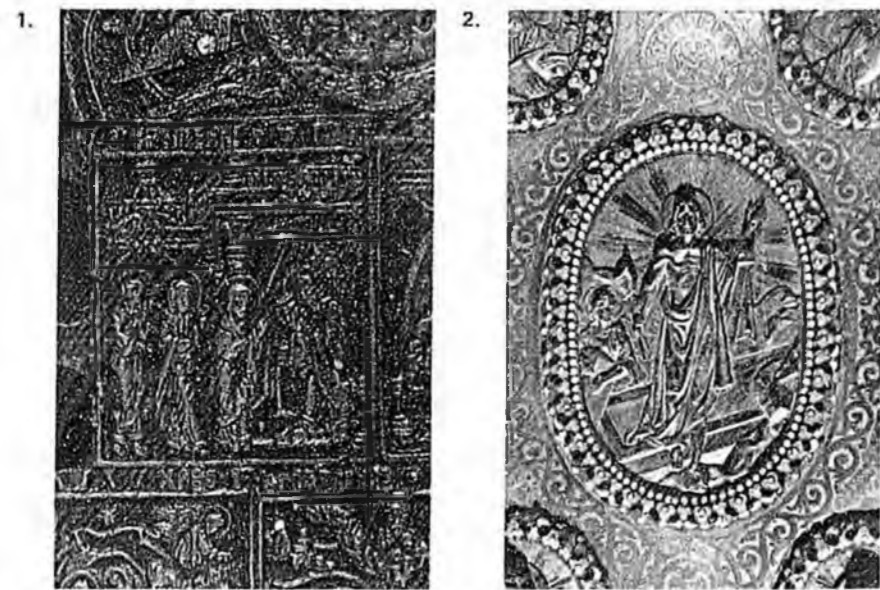
The Nativity. 14th century.



Our Lady of Vladimir. 18th century.

iconography: "He who shall paint an icon out of his imagination shall suffer endless torment." Nor was the painter allowed to exalt himself by adhering his signature to such a consecrated article. Thus, few names of icon painters are known until after the tenth century when iconography spread to Russia. There, one of the first names associated with icons is Alimpy.

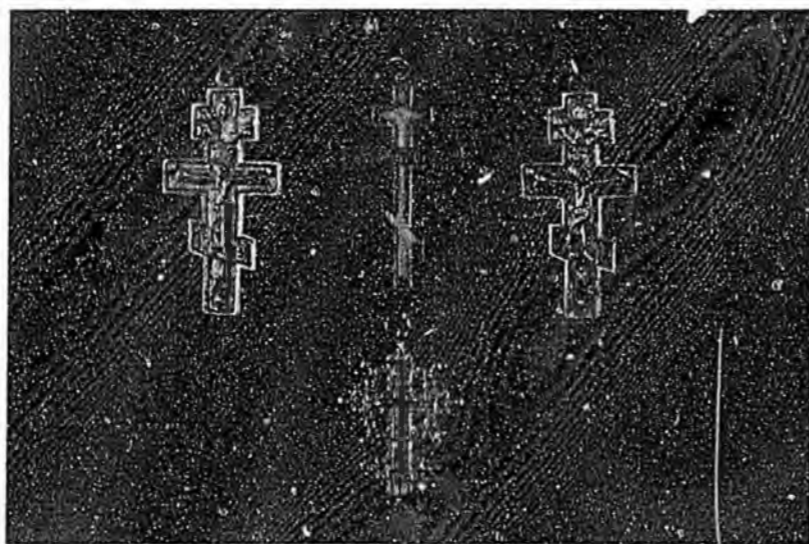
By early in the eighth century, religious zealots had promulgated a belief that the image seated the divine essence and thereby possessed miracle-working powers of the subject portrayed. This was a tenet that bordered on paganism and resulted in an imperial edict forbidding icon painting. The Church split into two segments: the iconolaters (also called iconophiles), or image worshipers; and the



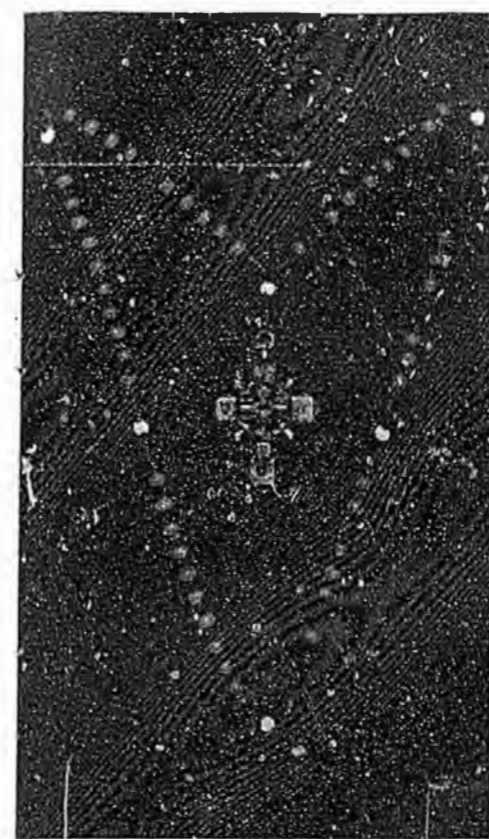
1. Processional cross. 15th century. Cast bronze.
2. Detail from Resurrection icon on bible cover. Floral border is painted in enamel.
3. Another version of Our Lady of Vladimir. 17th century.
4. This skull at base of the synthesis cross symbolizes that Christ has overcome death and passed beyond it.



3. iconoclasts, or image breakers. Iconoclasts were intermittently triumphant during the long controversy, but the iconolaters were ultimately victorious in the year 843. Stated Bishop Theodosius: "If the imperial effigies are sent through the cities and the provinces, the



5. Pectoral crosses. Cross at bottom is pure gold, undated. Side crosses are bronze, 18th century. Middle cross is silver, 18th century: lettering says "God Save Russia". crowd comes to meet them bearing wax tapers and incense, thus honouring not a picture painted in wax but the emperor; how much more then should this happen to the image of Christ our God painted in the Church, of his unstained Mother, and of all the Saints..."



Above left—Pure silver pectoral cross. 18th century. Formerly owned by Barrett Willoughby.
Above right—Crucifixion. Large processional cross. 15th century. Bronze.



Left—St. Spiridon. 19th century.

the "window of Europe," St. Petersburg. He replaced Moscow's patriarchate with the holy synod headed by the Tsar and ordered his subjects to wear Western clothing. In 1721, he assigned to himself the title of Emperor and, in 1724, he crowned his second wife Empress of Russia. She was Catherine I, an illiterate servant girl who bore him several children out of wedlock.

Posterity has come to regard Peter the Great as the half-crazed genius who did more to revolutionize Russia than any ruler before or since, but in his own time he was regarded as the Antichrist. This was due mainly to his contempt for everything old, his sacrilegious behavior, and his founding of a society, "All Drunken Sobor of Fools and Jesters," which mocked Orthodox ritual. At the expense of all that was traditional in Russia, he looked increasingly to the Western world, but it was after his death that Catherine actually fulfilled his goal with a Russian Empire in North America.

One needs but a smattering of Russian-American history to know how the Byzantine heritage entrusted to Russia came to the "Great Land." It has been written that when Vitus Bering claimed Alaska for Russia he conducted a service in his own Lutheran faith in honor of the occasion, but the new country's first organized religion was that of Orthodoxy. In 1894 the Church of Russia celebrated its 100th anniversary of the arrival of its first American mission in Alaska.

Among the Holy Brothers of Valaam who arrived with that first mission was Monk Herman who had spent his youth in the County of Moscow and had joined the monastery of Holy Trinity—St. Sergius at age sixteen. Father Herman selected Spruce Island near Kodiak for his hermitage. He called it "New Valaam," named after the old Valaam on Lake Ladoga near Novgorod, and he spent the remainder of his life there.

structure that would prevail until the revolution of 1917, but also received recognition as a rising European power through renewed contacts with Lithuania and Poland as well as Turkey, Venice and the Emperor of Rome. Ivan III, "Ruler of all Russia," had married Sophia Paleologue, the niece of Constantinople's last emperor. She took to Moscow with her a number of Italian artists to feed her passion for Italian art, acquired through an education in Rome.

This was, in a sense, the beginning of corruptive influences in iconography. But Russia did not feel the full impact of Western influence on this art form until after the great Moscow fire of 1547. Most of the capital's icons were destroyed. The Tsar, wanting to replace them quickly, brought icon painters from regions throughout Russia, including old-school painters from Novgorod. Iconographic tradition was temporarily restored, but the schism which resulted from the union of the Churches had taken its toll and even iconography did not escape challenge. Scores of icons that were thought to be debased products of Byzantium were deliberately burned during the sixteenth and seventeenth centuries. This caused Old Believers to have their icons made of indestructible materials such as brass, cast bronze and ivory.

The tradition of family icons extended over a period of centuries. At least one icon was placed in a corner of the living room with a burning taper beneath it to "light" or inspire religion in the home. Smoke rising from these tapers, which were also used in cathedrals and monasteries, soon darkened the images and brought about frequent overpaintings. This practice accounts for hidden masterpieces which are sometimes uncovered by collectors in later centuries, particularly the current one.

By the sixteenth century there was a new trend which continued into the seventeenth century and led to important developments in iconography. Personalized icons of saints for whom individuals were named set this new course. Among its most ardent supporters was the Tsar and his relatives, whose immoderate demands obliged the Tsar to commission painters for work within the Kremlin's walls. Coupled with increased affluence among the peasantry, this new whim was the cornerstone of



Christ. 19th century. Very popular icon mass produced in Russia.

private workshops established by ambitious merchant princes.

The Stroganov family, noted art patrons, opened its shop in 1580 near Perm in the Ural foothills. Its artists came from all parts of Russia and from the Orient, but the finest talent came from Novgorod. An example was Procopius Chirin. To the relaxed discipline of the private iconographic schools has been attributed a decline in quality icon painting. It was at this time that painters began to discard self-denial and to indulge in freer styles, and they were even permitted to sign the reverse side of their work. Few quality works

have been recognized from the Stroganov school with the exception of Chirin and perhaps two generations of Savins: Theodore, Istom, Nicephorus, and Nazarius, plus Simon Ushakov. More important than the Stroganovs' contribution to icon painting was their effort, with the help of Don Cossacks, in settling Siberia.

Icon painting survived after the death of the Stroganov founder in 1601 but most of the artists went to the royal workshops. There Western influence led to sometimes gaudy embellishments and digressive innovations, such as the use of *rizas*, expensive metal covers with openings to show portions of the painting. This oftentimes encouraged ill-trained craftsmen to paint only the essential parts. Traditional painters struggled from impoverished shops scattered in secluded woodlands,



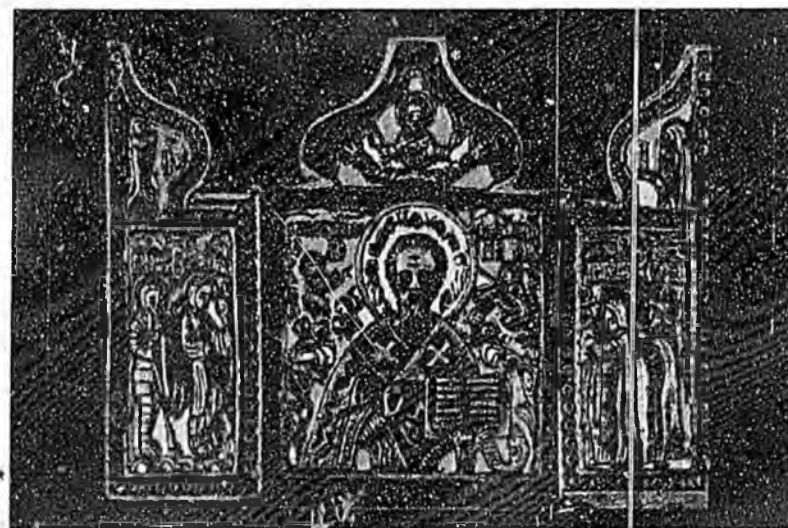
Madonna and Child. 19th century. Painted on tin with wooden backing. Very Western.

and the Westernization of the following century brought demise.

Tsar Peter I moved the Russian capital from Moscow to



Above—St. George. 16th century. (This icon was obtained from Frank Waskey, Alaska's first delegate to Congress from 1906-1907.)



Below—St. Nicholas. 15th century traveling icon. Enamel on bronze.

Unfortunately, many fine paintings had already been destroyed as objects of heresy.

Icons were declared sacred and assigned to control by the Church. A canon was appointed to produce a manual of rules and prescribed methods for use in painting. Certain characteristics and body features of a St. Nicholas, for example, were to be portrayed over and over again, to be easily recognized wherever the icon appeared. Even details such as color of eyes and hair were to follow a predetermined formula. The icon was to be painted only by the righteous, and with religious fervor so as to impart the virtues of its painter. Because of this official, ecclesiastical bond, none but ascetics of the hermitage seemed worthy of such an undertaking, so the servile task of providing church and family icons was assigned to the monastery. Under control of district bishops, experienced monks of each diocese toiled to perfect the venerable subjects, usually painting the delicate facial features themselves and relegating backgrounds and less important areas to novice students.

A small principality along the Dnieper River had for centuries maintained contractual ties with Rome and had at the same time engaged in trade with the Byzantine Empire by traversing the Black Sea from Kiev to Constantinople. In the ninth century this principality became the state of Russia. Successful trade relations continued from the primary commercial center at Novgorod near the Gulf of Finland and at the political seat at Kiev, until 988. In that year Vladimir, Prince of Kiev, took a bride from Byzantium and declared Greek Orthodoxy the official religion of Russia. Rome was outraged and severed its ties, while Vladimir summoned artists and architects from Byzantium to commence construction of a church, Virgin of the Dime. This was the first of many onion domed structures that would eventually dot the countryside.

(Vladimir's son, Yaroslav, was later responsible for the construction of the Cathedral of St. Sophia, in 1036.) And in this way the art and architecture of Byzantium became the art and architecture of Russia.

Armies of the Fourth Crusade entered and took control of Constantinople in 1204. Many Greeks were exiled during the ensuing fifty years, but managed to retake their city in 1261. Surprisingly, the Latins made few alterations in art and architecture during their reign, and samples of their craftsmanship at that time are scarce. But religious art fared badly and much of it, suffering the ravages of war, was accidentally destroyed. Although Constantinople recovered from the Latin invasion, and by virtue of its emperors managed for nearly two centuries to resist repeated encroachments of barbarous tribesmen, it fought its last battle and passed into history in 1453 when it fell to Osmanli Turks.

In the meantime, Russia had also been invaded, but from the east, by Mongols. When the Byzantine Empire came to an end, Russia had not yet removed her "Tartar yoke" and was still influenced by the Golden Horde. One of the few regions that was not overcome by more than 200 years of Mongol dominance was that of Novgorod. This was perhaps owing to the vast woodlands surrounding it. Icon painters and other craftsmen fled to its outer perimeters with the Mongol advance. As early as the Fourth Crusade, artists moved from Byzantium to Russia to settle and open new monastic schools. One of these was Theophanes the Greek who arrived in Novgorod sometime in the mid-fourteenth century. Theophanes was not a monk, a fact which possibly accounts for the personalized freedom he allowed his students. The most promising of these was Andrei Rublev who became Russia's most highly esteemed medieval painter. Rublev's best known

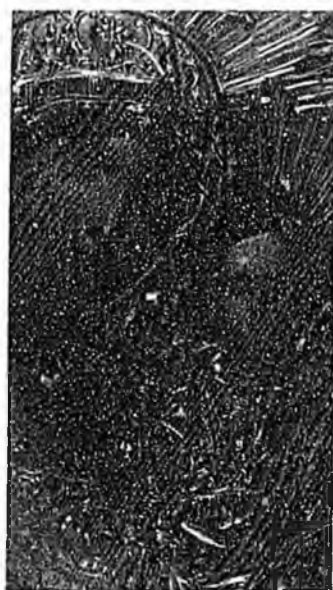
icon, Old Testament Trinity, gave him dominance over other icon painters until his death in a Moscow monastery in 1430. Students from his workshops became so proficient in the Rublev style that it was often difficult to tell the student from the master.

Another of Russia's outstanding painters was Dionysius, who lived from about 1440 until 1505. Dionysius evolved a somewhat impressionistic style and



Left—Christ. From middle section of triptych.

Below—A version of The Virgin of Korsun, 17th century (facial study).



Below—Transfiguration. Christ, Moses, and Elias with the three prophets. Detail from synthesis.



Our Lady of Vladimir. 18th century. Shown without riza, thus the nail heads seen around vestments.



Left—Old Testament Trinity icon from the Bible's back cover. The pegs visible at each corner elevate the gospel from its resting position.



Right—The Baptism of Christ—usually called Theophany within the Orthodoxy.

frequently painted his characters on tiptoe, or elevated heavenward. This technique was evaluated as "a faint element of effeminacy, which seems to foreshadow a period of decline."¹

Distinctly different schools of icon painting arrived in Russia by different routes. One came via Byzantium; the other was represented by an admixture of painters who streamed into Novgorod via the Volga and Baltic. Different materials were put to use. There was a greater variety of wood available, including pine, birch, alder and oak, depending upon the region. Tempera was thinned with kvas, a fermented drink used during fasting; egg yolk replaced the old encaustics used earlier. Brighter

colors were achieved. Figures became less rigid, their expressions less stern. Crosses and scenes depicting the life of Christ were commonly cast in bronze and carried on pilgrimages by the wealthier class. Porcelain pectorals and wooden miniatures also gained popularity.

Russia had all but cut its ties with the Mother Church prior to the fall of Constantinople. For centuries Russia had learned from the lessons of Byzantium to abhor the Western Church as its most threatening predator. Constantinople had dared defy tradition by sending its Metropolitans, including one from Moscow, to the Latin Ecclesiastical Council in Florence with the objective of unifying Eastern and Western Churches. But Russia wanted no part of unification; Greek Orthodoxy, it was felt, was the one true faith. Moreover, Russia wanted freedom from its subordination to Constantinople. They did not, after all, even share a common language.

The expansive Mongol Empire and its long occupation of Russia made it necessary for the ruling khan to appoint deserving princes to help rule from numerous principalities. Some of the princes served with true allegiance to their khan; others waited obsequiously until the weakened mongols finally succumbed to the rise of Muscovite leadership. After Constantinople fell, the sovereign of Moscow became head of the national church.

That Constantinople had met destruction by disavowing the true religion was not doubted by righteous Russians: the first Rome had fallen in favor of Catholicism; the second "Rome," Constantinople, had been smitten for patronizing the Western Church; now arose the third "Rome"—Moscow.

The word "tsar" is derived from the old Roman "caesar," meaning emperor or highest rule of autocracy. With Muscovite tsardom not only did Russia acquire the social and political

Committee Report

HOUSE OF REPRESENTATIVES

200000

May 7 1972
Date

Mr. Speaker

The Committee on FINANCE has had SB 229

under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for _____ and that
CS for _____ do pass
- (and) recommends it be referred to the _____
committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

<u>[Signature]</u>	<u>[Signature]</u>	_____
<u>[Signature]</u>	<u>[Signature]</u>	_____
<u>[Signature]</u>	_____	_____
<u>[Signature]</u>	_____	_____

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

<u>[Signature]</u>	recommends: <u>[Signature]</u>
_____	recommends:
_____	recommends:
_____	recommends:
_____	recommends:

[Signature]
CHAIRMAN

A M E N D M E N T

Offered in the HOUSE

By HOWARD CLAUDE ROBERTSON

To: _____ HOUSE BILL NO. _____

_____ SENATE BILL NO. 300

AMENDMENT: Page 2 Line 21 & 22

After "EXECUTIVE DIRECTOR" delete the first sentence and substitute the following sentence: "The commission shall appoint, subject to approval by the Governor, an executive director who shall be a member of the exempt service as set out in AS 19.45.11." "

Page 2 Line 25

Delete the word "commission" and substitute the word "Governor".

Introduced: 4/17/71
Referred: State Affairs

1 IN THE SENATE

BY JOSEPHSON, CROFT, HAMMOND,
PALMER, POLAND, RADER, THOMAS

2

SENATE BILL NO. 229

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

SEVENTH LEGISLATURE - FIRST SESSION

5

A BILL

6 For an Act entitled: "An Act establishing the Alaska Historical Commission."

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

8 * Section 1. AS 44.19 is amended by adding new sections to read:

9

ARTICLE 7. ALASKA HISTORICAL COMMISSION.

10

Sec. 44.19.461. CREATION. There is created in the Office of the

11

Governor the Alaska Historical Commission.

12

Sec. 44.19.466. COMPOSITION. The Alaska Historical Commission

13

consists of four members appointed by the governor, ex officio the

14

lieutenant governor, and ex officio the executive director who may

15

not vote. The lieutenant governor shall serve as chairman.

16

Sec. 44.19.471. APPOINTMENT. The governor shall make his appoint-

17

ments from a list of recommended nominees submitted to him each year

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by the Alaska Historical Society. In the first year of the commission

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the list of nominees shall contain at least eight names and in each

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subsequent year the list shall contain at least four names. A person

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who has served on the commission may be renominated.

22

Sec. 44.19.476. TERMS OF OFFICE. The term of office for each

23

appointed member of the commission is two years, provided that of the

24

members first appointed, two shall serve for one year and two shall

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serve for two years. When a member's term has expired and a replace-

26

ment has not been appointed, the member shall continue to serve until

27

a replacement is appointed.

28

Sec. 44.19.481. COMPENSATION. The members of the commission

29

shall not receive compensation for their services, but they shall

1 receive the same travel pay and per diem as state officials and
2 employees.

3 Sec. 44.19.486. DUTIES OF THE COMMISSION. The duties of the
4 commission shall be to

5 (1) survey, evaluate, and catalog Alaska prehistory and
6 history materials now in print;

7 (2) ascertain and register what Alaska prehistory and
8 history work is now in progress;

9 (3) identify the existing gaps in the coverage of Alaska's
10 past in presently available published works and establish priorities
11 for bridging them;

12 (4) prepare a thematic study of Alaska's history for
13 historic preservation;

14 (5) identify the sources of Alaska's history;

15 (6) coordinate the production and publication of works that
16 will adequately present all aspects of Alaska's past; and

17 (7) cooperate with the federal government in programs relat-
18 ing to history and archaeology.

19 Sec. 44.19.491. REPORTS. The commission shall make an annual
20 report to the governor.

21 Sec. 44.19.496. EXECUTIVE DIRECTOR. The commission shall hire
22 an executive director and determine his salary. The executive director
23 shall serve as the executive officer of the commission in the accom-
24 plishment of its functions. He serves at the direction and at the
25 pleasure of the commission.
26
27
28
29

A NEW MULTI-VOLUME, MULTI-AUTHOR APPRAISAL OF ALASKA'S
PREHISTORY, HISTORY, AND RECENT PAST:

A PROPOSAL TO ALASKA'S SEVENTH LEGISLATURE AND DEPARTMENT OF EDUCATION

RATIONALE

In 1969 the Alaska State Historical Society advocated House Concurrent Resolution No. 9 which was adopted by the First Session, Sixth Legislature. This resolution related to the subject of Alaska history and requested. . . "a study to determine the feasibility and cost of commissioning the writing of an adequate history of Alaska. . ." The following concept is presented for your consideration.

The importance of Alaska's human and natural history to local, regional, and global problems is immense. "Alaska's past makes the North Pacific archipelago of prime importance in the history of man. As the prehistoric gateway from Asia to America it is both the first frontier in the New World and a last frontier. It has the unique distinction of being an eastern frontier and a western frontier. It is both the oldest frontier and the newest frontier on this continent. That it's prehistory and history deserve serious research and writing is manifest."¹

While there have been a few one-volume histories of Alaska written (and a few revised) in the past decades, it is impossible to expect an up-to-date appraisal in textbooks and school materials until further research is accomplished in the primary sources of our history and prehistory. Any effort short of this approach will yield nothing but "borrowing of material" (often inaccurate) from the meager secondary works.

Concerning this deplorable state of the Great Land's historiography Alaskan-born historian Morgan B. Sherwood has written, "The literature is strewn with nonhistories, irresponsible duplications, 'how-to' books, and just plain sloppy and superficial research."²

Today "history" has been enlarged to multi-disciplinary dimensions. It encompasses geography, natural resources, natural history, anthropology, art, economics, sociology, science, and political experience. In an age which recognizes the benefits of specialization, it is no longer possible for one scholar to accomplish the task alone.

To provide up-to-date and accurate materials for the study and teaching of Alaskan history it will be necessary for a fresh and thorough research of a wide range of primary sources. Such research by competent personnel would yield a multi-volume, multi-author set of books from which graded textbooks and readers could then be properly written. Anything short of this approach will yield an out-dated, inadequate, and wholly unsatisfactory product.

The practice of state-underwritten or commissioned multi-volume histories is not new. Often such a project is realized at a state's centennial. However, Alaskans (and non-Alaskans) cannot afford to wait until 2059 AD for such an evaluation! It is urgent that such a project be inaugurated soon to assist in the process of historical examination which will yield accurate analysis of the past so necessary for a people to best chart its present and future.

DESIGN

The following comprehensive design is presented as inclusive of the many facets of our past.

- | | |
|-------------|--------------------------------------------------------------------|
| Volume I | THE GEOGRAPHY AND NATURAL RESOURCES OF ALASKA
READINGS |
| Volume II | ALASKA'S NATIVE PEOPLES: THEIR PREHISTORY AND ART
READINGS |
| Volume III | ALASKA'S NATIVE PEOPLES IN THE RECENT PAST
READINGS |
| Volume IV | THE EXPLORATION OF ALASKA
READINGS |
| Volume V | RUSSIAN ALASKA
READINGS |
| Volume VI | AMERICAN ALASKA: POLITICAL DEVELOPMENT
READINGS |
| Volume VII | AMERICAN ALASKA: ECONOMIC DEVELOPMENT
READINGS |
| Volume VIII | AMERICAN ALASKA: FEDERAL AND SCIENTIFIC DEVELOPMENT
READINGS |
| Volume IX | ALASKAN SETTLEMENT AND SOCIAL HISTORY
READINGS |
| Volume X | ALASKA'S TOMORROW: THE SIGNIFICANCE OF ALASKAN HISTORY
READINGS |

The first part of each volume would contain the historical narrative and the second would include readings significant to the topics addressed.

The above project could be planned in such a time schedule that most of these volumes be researched and written within a three-year period. This assuming that scholars commissioned to do the volumes would have two years to research each book (readings would be selected simultaneously by each author) and one year to write each book. This is also assuming full-time effort.

A general editor of the series would be necessary to submit nominations for authors of each volume, to coordinate the project over the period of its research and writing until the series is completed.

WANTED: A NEW EVALUATION OF ALASKA'S PAST

The following excerpts have been taken from scholarly papers presented at the Conference on Alaskan History in 1967 sponsored by the National Endowment for the Humanities and the American Historical Association.

"In these endeavors, which would advance the study of all periods of Alaskan history, it may be hoped that Alaska itself will play an important role. It is Alaska which should produce more of the specialists in its history, with all of the insight and enthusiasm which birth there or long residence may provide. A scholarly journal, book publishing, and the development of a major historical research facility should logically appear in Alaska."³

-- Richard A. Pierce
Professor of History
Queen's University (Canada)

"It is my hope that, in the future, as historians and anthropologists are attracted to ethnohistorical research, the results will be embodied in the classroom approach of people like yourselves who will be encouraged to 'spread the word' about Alaskan culture history. I remember how disappointed I was a number of years ago when I was working in an Alaskan coastal town and a local high school student told me that his teacher had said the area had no history! A comment like this suggests that ethnohistorical studies have been neglected too long."⁴

-- James W. VanStone
Curator of Anthropology
Field Museum of Natural History (Chicago)
formerly University of Alaska; University of Toronto

"It will be seen. . . that there is still much to be learned of the period of Russian occupation to occupy the attention of future historians. The discovery and utilization of fresh materials will, it is to be hoped, enable them to clear up many of the points that the absence of records has, thus far, left wrapped in obscurity."⁵

-- Stuart Ramsay Tompkins
Emeritus Professor of History
University of Oklahoma
resides in Victoria, British Columbia

"Hopefully, we shall move from mere optimism, or self-delusion, or perhaps indifference, to the realism required for writing, reading, teaching and applying Alaska's economic history. There is no better time than now."⁶

-- William H. Wilson
Associate Professor of History
North Texas State University
formerly University of Alaska

"All of this is heightened in Alaska's case as economic development is a prerequisite to our very survival. There has been a great deal of writing on Alaska economic history. . . Some is published, but most is in the form of unpublished scholarly research and government reports or little known reports. Alaskans should become better acquainted with their economic history and scholars have a responsibility to make the means of this knowledge more accessible.

But it is with the teachers of history in the high schools that the greatest challenge is given. . . The need for widespread understanding of basic economic relationships is urgent, particularly in Alaska. The opportunities for teaching economics through the course in United States history and for teaching its application in Alaska through the course in Alaska history are numerous and exciting. They await exploitation."⁷

-- George W. Rogers
Professor of Economics
University of Alaska

"To summarize the four instances I have chosen, we have seen that in each case the early comers, the pioneers, found no suitable Federal statutes under which they could legally engross parts of the public domain. So in each instance the expectant capitalists devised their own rules and operated under them for years. All but the Mormons were notably wasteful in their use of the natural resources. The purpose was to achieve a quick return and then move on, there was little thought to the future. In two cases, the Mormons and the cattlemen, the requirements and potentialities of a new environment inspired the invention of a way of life that was unlike anything practiced hitherto among English-speaking peoples. The miners made a comparable break with precedent. Their achievement was partly technological, partly the creation of a large economic surplus in what would otherwise have been a poor land. The lumbermen seem to have been much less innovative than the miners, and no more permanent in the settlements that they inspired. Thus it is a varied picture that we find when we probe into actual cases of pioneering in the American west. The truth is much more complicated than the familiar generalizations to which we have all been accustomed. Would it not be appropriate to make similar studies of Alaska's experience? Surely here, too, we would find patterns of culture that would tell much about our national ability to adapt to a strikingly new environment."⁸

-- Rodman Wilson Paul
Professor of History
California Institute of Technology

"What is to be the future of the Forty-Ninth State? Of one thing her citizens can be certain: skyrocketing world population and transportation break throughs will mean that Alaska's greatest handicap, her geographic location, will become a diminishing liability. William Seward had dared predict that Asian and European civilizations would be reunited in the Pacific. Is it being too bold to hope that here in Alaska, America and her Pacific neighbors can meet, and in peace, and while reflecting the best of each culture, provide richer, more luminous refracted values to light the way for a better tomorrow?"⁹

-- Ted C. Hinckley
Professor of History
San Jose State College

NOTES

- 1 Robert A. Frederick, "On Imagination and New Paths: Our Multi-Frontier in the Far North", in Frontier Alaska: Historical Interpretation and Opportunity, Proceedings of the Conference on Alaskan History (Anchorage; AMU Press, 1968), 160. Author: "Caches of Alaskana: Library and Archival Sources of Alaskan History", Alaska Review, II-3, 1966-67. Director of the Conference on Alaskan History and editor of its Proceedings.
- 2 Morgan B. Sherwood, "The Significance of Alaska's Past", Frontier Alaska, 22. Author: Exploration in Alaska, 1865-1900 (Yale University Press, 1965); Alaska and Its History (University of Washington Press, 1967); "Science in Russian America", Pacific Northwest Quarterly, January, 1967. Professor of History at the University of California, Davis
- 3 Richard A. Pierce, "The Russian Period of Alaskan History", Frontier Alaska, 73. Author: Russian Central Asia, 1867-1917 (1960); Russia's Hawaiian Adventure, 1815-1817 (1965); Cities of Central Asia (1961); Soviet Central Asia: A Bibliography (1965); "Prince D.P. Maksutov: Last Governor of Russian America", Journal of the West, July, 1967; "New Light on Ivan Petroff, Historian of Alaska", Pacific Northwest Quarterly, January, 1968; "Alaska Treasure", Alaska Journal, Winter, 1971.
- 4 James W. VanStone, "Ethnohistorical Research in Alaska", Frontier Alaska, 58-59. Author: Point Hope: An Eskimo Community in Transition (1962); The Changing Culture of the Snowdrift Chipewyan (1965); Ethno-Archaeology of Crow Village, Alaska (1968). Founder and first editor, Anthropological Papers of the University of Alaska.
- 5 Stuart Ramsay Tompkins, "Another View of Russian America", Frontier Alaska, 88. Author: Russia Through the Ages (1940); Alaska: Promyshlennik and Sourdough (1945); The Russian Mind: From Peter the Great Through the Enlightenment (1953); The Russian Intelligentsia: Makers of the Revolutionary State (1957); The Triumph of Bolshevism: Revolution or Reaction? (1967); "Drawing the Alaskan Boundary" in Alaska and Its History (1967).

NOTES (continued)

- 6 William H. Wilson, "Landmarks and Open Questions in Alaskan Economic History", Frontier Alaska, 133. Author: "The Founding of Anchorage: Federal Town Building on the Last Frontier", Pacific Northwest Quarterly, July, 1967; in progress the history of the Alaska Railroad.
- 7 George W. Rogers, "Alaskan Economic History", Frontier Alaska, 126. Author: Change in Alaska: People, Petroleum, and Politics (1970); The Future of Alaska: The Economic Consequences of Statehood (1962); Alaska in Transition: The Southeast Region (1960); with Richard A. Cooley, Alaska's Population and Economy (1962); with Charles F. Herbert, Alaska-Northwest Canada Economic Activities (1967-1968); with Don C. Foote and Victor Fischer, St. Paul (Pribilof Islands) Community Study (1968).
- 8 Rodman Wilson Paul, "Patterns of Culture in the American West", Frontier Alaska, 150. Author: California Gold: The Beginning of Mining in the Far West (1947); Mining Frontiers of the Far West (1963); The California Gold Discovery (1966); in progress a book on the Far West and the Great Plains from the Civil War to the First World War.
- 9 Ted C. Hinckley, "Reflections and Refractions: Alaska and Gilded Age America", Frontier Alaska, 103. Author: The Americanization of Alaska, 1867-1897 (to be published in April, 1971); in progress a biography of Alaska's territorial governor John G. Brady. Many articles on Alaska in scholarly and popular journals.

15 February 1971

Robert A. Frederick
for the Legislative Committee
ALASKA HISTORICAL SOCIETY
Box 35, Alaska Methodist University
Anchorage, Alaska 99504

The Legislature of the State of Alaska
 FISCAL NOTE
 Second Session - Seventh State Legislature

I. REQUEST

Bill Identification: SB 229
 Title: Alaska Historical Comm
 Requested by: Legislative Finance Date: 2/24/72
 Return Date Requested: 5/4/72
 Agency: Gov. Off Program: _____

II. FISCAL DETAIL

Budget Request Unit(s) Affected: _____
 A. EXPENDITURES: (Thousands of dollars)

OBJECT	FY 72	FY 73	FY 74	FY 75	FY 76	FY 77
100 PERSONAL SERVICES	-0-	32.1	33.9	35.8	37.8	39.9
200 TRAVEL	-0-	9.8	10.3	10.9	11.5	12.1
300 CONTRACTUAL	-0-	4.4	4.6	4.9	5.2	5.5
400 COMMODITIES	-0-	.4	.4	.4	.4	.4
500 EQUIPMENT	-0-	1.2	-0-	-0-	-0-	-0-
600 LAND & STRUCTURES	-0-					
700 GRANTS, CLAIMS, ETC.	-0-					
TOTAL	-0-	47.9	49.2	52.0	54.9	57.9

B. FUNDING: (Thousands of dollars)

GENERAL FUND	-0-	47.9	49.2	52.0	54.9	57.9
FEDERAL FUNDS	-0-	-0-	-0-	-0-	-0-	-0-
OTHER	-0-	-0-	-0-	-0-	-0-	-0-

C. POSITIONS:

PERMANENT/TEMPORARY	0/	2/	2/	2/	2/	2/
MAN MONTHS (P./T.)	0/	24/	24/	24/	24/	24/

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

Assumption used 5.5% increase for projection.

Executive Director - Range 21; Annual Salary 18,984 plus benefits @17% of 3,227 for a total annual salary expense of 22,211.

Secretary I - Range 10; Annual Salary 8,424 plus benefits @17% of 1,432 for a total salary expense of 9,856.

IV. ATTACHMENTS

Budget Documents

V. DATE: February 28, 1972

PREPARED BY: James D. Fennel

James D. Fennel, Fiscal Officer
 for Warren W. Wiley
 Administrative Assistant
 to the Governor

Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)

19

PERSONAL SERVICES
NEW POSITIONS SUMMARY

FY 73

AGENCY	CATEGORY	code
	PROGRAM	
DIVISION	SUB-PROGRAM	
	ELEMENT	
	SUB ELEMENT	

CLASSIFICATION TITLE (1)	Priority (2)	PCN (3)	PAY RGE (4)	MTHLY. SALARY (5)	BUDGETARY USE (6)	TOTAL POSITION COST (7)	FISCAL YEAR 73			
							NO. POS (8)	NO. MO. (9)	ANNUAL AMOUNT	
									MAINTENANCE (10)	CHANGE (11)
1 Juneau										
2 Executive Director			21	1579			1	12		18,984
3 Secretary I			10	702			1	12		8,424
4										
5 Subtotal										27,408
6										
7 Employee Benefits @17%										4,659
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
SALARIES										27,400
OVERTIME										
BENEFITS										4,700
SUB-TOTAL										32,100
LESS: VACANCY AND TURNOVER										-0-
TOTAL										32.1
PERMANENT FULL-TIME POSITIONS										2
PERMANENT PART-TIME POSITIONS										
TEMPORARY (FULL-TIME EQUIVALENTS)										
NUMBER OF MAN-MONTHS										24

20

FY 73

PERSONAL SERVICES
REQUEST FOR NEW POSITION

AGENCY	CATEGORY	code
DIVISION	PROGRAM	
	SUB-PROGRAM	
	ELEMENT	
	SUB-ELEMENT	

POSITION TITLE Executive Director		RANGE 21	LOCATION Juneau	APPROVED CLASSIFICATION
TYPE OF POSITION Permanent Full Time		M/C: C	REF: FORM 19 LINE	
TYPE OF EXPENDITURE	AMOUNT	FY 73 FUNDING SOURCE	DETAIL OF RELATED EXPENSES	CLASS CODE
PERSONAL SERVICES	22,211	General Fund	Salary 18,984 plus Benefits 3,227	
EQUIPMENT	400		Desk 200; Chair 60; File Cabinet 110; Costumer 30	
OTHER	6,650		Travel 1,850; Contractual 4,400; Commodities 400	
TOTAL	29,261	General Fund		

PROJECTIONS		FY 74	FY 75	FY 76	FY 77	RANGE
TOTAL EXPENSES						
FUNDING SOURCE	General Fund	30.6	32.3	34.1	36.0	APPROVED BY:
						EFFECTIVE DATE
						LOCATION
						PCN

EXPLANATION:

TRAVEL - IN ALASKA

Two trips each area; 3 days ea.

Anchorage 92.00
Fairbanks 148.00
Nome 238.00
Ketchikan 76.00

554.00 x 2 trips = 1,108.00 (Trans)

Four areas x 2 trips @ 30/day = 720.00 (Per Diem)
1,828.00 or 1,850

Commodities/Office Supplies

Both positions 200 x 2 = 400

CONTRACTUAL: Both positions

Commun. 100/mo. x 12 1,200.00
Ofc. rental 200 sq. ft.
@45¢ 90.00 mo. x 12 1,080.00
Trans. of Things 1,500.00
Equip. Rental 600.00
4,380.00

(Difference of \$20 - add on rent) or 4,400

CERTIFICATION BY AGENCY HEAD

DATE

20

FY 73

PERSONAL SERVICES
REQUEST FOR NEW POSITION

AGENCY	CATEGORY	code
	PROGRAM	
DIVISION	SUB-PROGRAM	
	ELEMENT	
	SUB-ELEMENT	

POSITION TITLE <u>Secretary I</u>		RANGE <u>10</u>	LOCATION <u>Juneau</u>		APPROVED CLASSIFICATION			
TYPE OF POSITION <u>Permanent Full Time</u>		M/C: <u>C</u>	REF: FORM <u>19</u> LINE <u>3</u>					
TYPE OF EXPENDITURE	FY 73		DETAIL OF RELATED EXPENSES					
	AMOUNT	FUNDING SOURCE						
PERSONAL SERVICES	9,856	General Fund	Salary 8,424 plus Benefits 1,432					
EQUIPMENT	800		Desk 200; Chair 50; Typewriter 550					
OTHER								
TOTAL	10,656	General Fund						
PROJECTIONS				FY 74	FY 75	FY 76	FY 77	CLASS CODE
TOTAL EXPENSES								
FUNDING SOURCE	General Fund			10.4	11.0	11.6	12.2	RANGE
								APPROVED BY:
EXPLANATION: Other expenditures included in Executive Director's request.								EFFECTIVE DATE
								LOCATION
CERTIFICATION BY AGENCY HEAD						DATE		PCN

23

OTHER OPERATING EXPENSES
TRAVEL

FY 73

		code
AGENCY	CATEGORY	
	PROGRAM	
DIVISION	SUB-PROGRAM	
	ELEMENT	
	SUB-ELEMENT	

CODE	TRAVEL CLASSIFICATION	FY 71 ACTUAL	FY 72 AUTHORIZED	FY 73			GOVERNOR'S BUDGET
				AGENCY		Request	
				Maintenance	Change		
200	TOTAL					9.8	
	FIELD TRAVEL						
	IN-STATE					1.9	
	OUT-OF-STATE						
	ADMINISTRATIVE TRAVEL						
	IN-STATE					5.5	
	OUT-OF-STATE						
	CONVENTIONS AND MEETINGS						
	IN-STATE						
	OUT-OF-STATE					2.4	
920	INTER-AGENCY CHARGES						

EXPLANATION:

200 Travel: 4 member board; 4 trips in AK: 2 Juneau, 1 Anchorage, 1 Fairbanks; 4 days @ (Inside AK per diem) 4 days, 4 men = 16 x 35 = 560 x 4 trips = 2,240
 Outside AK: 2 members @ 2 Nat'l meetings; 400 trans & 200 per diem = 600 per trip per person
 600 x 4 = 2,400

4 members: 2 Anchorage area; 1 Fairbanks area; 1 Southeastern
 Juneau meeting: Anch. fares 100 @; Fbx. 150 @; S.E. 90 @; 930 x 2 meetings 1,860
 Anch. meeting: Fbx. fares 75 @ S.E.; Anch 50; Junea 100 = 625 x 1 meeting = 625
 Fbx. meeting: Anch 75 (3); Juneau 150 (3); Fbx 50 (2) = 775 x 1 meeting = 775

Total:

Inside Alaska 3,260 Trans
 2,240 Per Diem
 Outside " 2,400
 1,900 Board members travel
 1,900 Exe. Director travel

24

OTHER OPERATING EXPENSES
CONTRACTUAL SERVICES

FY 73

AGENCY	CATEGORY	GROUP
	PROGRAM	
DIVISION	SUB-PROGRAM	
	ELEMENT	
	SUB-ELEMENT	

CODE	CONTRACTUAL SERVICES CLASSIFICATION	FY 71 ACTUAL	FY 72 AUTHORIZED	FY 73			GOVERNOR'S BUDGET
				AGENCY			
				Maintenance	Change	Request	
300	TOTAL				4,400	4,400	
310	Communications				1,200	1,200	
330	Rents & Utilities				1,100	1,100	
350	Transportation of Things				1,500	1,500	
360	Equipment Rental				600	600	
930	INTER-AGENCY CHARGES						

EXPLANATION:



RECORDS CERTIFICATION



I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

James D. Smith
Signature of Camera Operator

4/4/89
Date

Committee Report

HOUSE OF REPRESENTATIVES

3/24/92

7

Date

Mr. Speaker

The Committee on FINANCE has had CRSH 216 under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for _____ and that CS for _____ do pass
- (and) recommends it be referred to the _____ committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

CHAIRMAN

Testimony by Michael J. Kirk before the Alaska State Joint House and Senate
Committee of Health, Education, and Welfare

February 1, 1972

RE: Senate Bill 236

It is my opinion that not only can the State of Alaska afford a Class-A Free lunch for every child who needs it, but we can't afford not to make such lunches available.

Because of my limited time and resources, my data into work efficiency vs malnutrition is limited to two studies: one dealing with older adults; another with Alaskan rural school children. Both studies suggest a significant correlation between malnutrition and work ineffectiveness.

Notice that I did not say good nutrition and work effectiveness because I am aware of other variables.

My own personal, eighteen year experience in the classroom, sixteen of which were spent in Juneau, indicates a high correlation between poor physical and emotional health factors on one hand and low study effectiveness on the other. Malnutrition influences both physical and emotional health.

Now to the cost. In Juneau, one of the less expensive Alaska school districts, it costs more than \$950 per year to educate a public school child, whereas my data from the Alaska Department of Education indicates that it would, with current Federal subsidies, cost only \$25.20 local funds (and none from the state) to give a child free lunches for one year. Thus, while it is true that a nutritionally balanced school lunch will not guarantee you the pupils' academic success, it is highly likely that your odds will be better than 1/38 which \$25.20 for lunches per pupil per year/\$900.00 for school costs per pupil per year, would indicate. In other words, school lunches are a very good investment.

Senate Bill 236

M. J. Kirk

The next questions: how? and for whom?

I think that the school lunch program ought, with the guidance of competent personnel, to be closely tied to the study of nutrition.

In the past there have been subtle and sometimes not-so-subtle, deliberate and non-deliberate ways of humiliating children, and discouraging those children from participating in the free lunch program.

I feel it is necessary to provide safe-guards of information access and privacy for those in need. Some of these safe-guards might be:

1. Each parent or student indicates on the registration form at the time signing up for classes whether he or she needs free school lunches; and whether this need is long-term or short-term. If it is a short-term need the student promises to inform the school when the need is over.
2. The students who can ^{buy a lunch permit} pay/at the office for a given number of actual meals ahead. Both types of students are checked off the lunch list (as is done at the University of Alaska) when they come to the end of the lunch line. No lunch money is handled in the lunch line.

Once again, I believe that even if we must deny our humanitarian instincts by insisting that our children raise themselves by their boot straps, we must, in good conscience, at least provide the bootstraps.

We can't afford not to.

General Information

NATIONAL SCHOOL LUNCH PROGRAM

Mike Kirk

WHO IS ELIGIBLE

All public and non-profit private schools to be eligible for Federal aid must agree to:

- (1) Operate the lunch program on a non-profit basis for all children regardless of race, color or national origin.
- (2) Serve nutritious lunches that meet the requirement for Type A lunches as established by the Secretary of Agriculture.
- (3) Provide lunches free or at a reduced price to children who are determined by local school authorities to be unable to pay the full price of the lunch. Children receiving free or reduced price lunches must not be identified, nor otherwise discriminated against in any way.

HOW TO INITIATE A PROGRAM

School district requests application forms from the Alaska Department of Education.

Application may be made at anytime.

ASSISTANCE AVAILABLE

Cash - Federal funds for the School Lunch Program are apportioned among the States to be used in reimbursing schools for part of the cost of the food they purchase. The amount of money each state receives is determined by:

- (1) the school lunch participation in the State
- (2) per capita income for the State

Reimbursement this year will be .06¢ for each Type A lunch served to children plus an additional 30¢ for each lunch served at a free or reduced price.

Food - The U. S. Department of Agriculture buys and distributes food to the states for food service programs in the schools. The State Department of Administration, official state distribution agency, distributes the food to the school districts according to the supply and the participants of the school district. The items available vary as well as the effective use in each district.

The cash value averages about .14¢ per meal.

SOURCES OF PROGRAM INCOME

Children's Payments
Reimbursement from Federal Funds
Donations from civic groups

Funds needed to be provided by sponsor in order to operate a program include:

- (1) Food and Labor costs
- (2) Facilities- Maintenance- etc.



THE SCHOOL
LUNCHROOM:

Time of Trial

BERNARD BARD

JOHN WILEY & SONS, INC.

NEW YORK LONDON SYDNEY

PHOTOGRAPH CREDITS

Frontispiece: USDA

1. Introduction: Charles Harbutt, copyright 1967 Magnum
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3. The "Central" Question: USDA
4. Frozen Foods: W. Miller, Magnum
5. Prepackaging: Elizabeth Wilcox
6. Vending Machines: Holland Illustrative Photography, Courtesy of *Automatic Merchandiser*
7. Catered Service: Elizabeth Wilcox
8. School Lunch—The Nature of the Crisis: Monkmeyer
9. Narrowing the Nutrition Gap: Bruce Roberts, Rapho Guillumette

FOREWORD

This book, which is nontechnical in its approach and anecdotal in style, gives an interesting, readable report of the school lunch program today.

Bernard Bard traces the history of the school lunch from its earliest beginning, as an emergency measure for feeding deprived children, to the greatly expanded programs of today. Although a nutritious noon meal is now available to children from families of varying socioeconomic levels in many communities, some communities have no programs. A number of cities provide lunch in a few schools but have no facilities in others, particularly in the elementary grades. Mr. Bard points out the need for even further expansion of the school lunch program and cites reasons for lack of progress in meeting the needs of school children who are not now participating.

Attention is focused on a crisis brought about by rising costs, inadequate financial support, and a lack of facilities in many school districts, especially in major cities. The ways in which some school districts are attempting to solve these problems include the centralized kitchen, use of frozen prepared foods, prepackaged meals, vending machines, and catered service. Pros and cons of these variations of the traditional school lunch are documented by quotations from school food-service directors and by actual case histories.

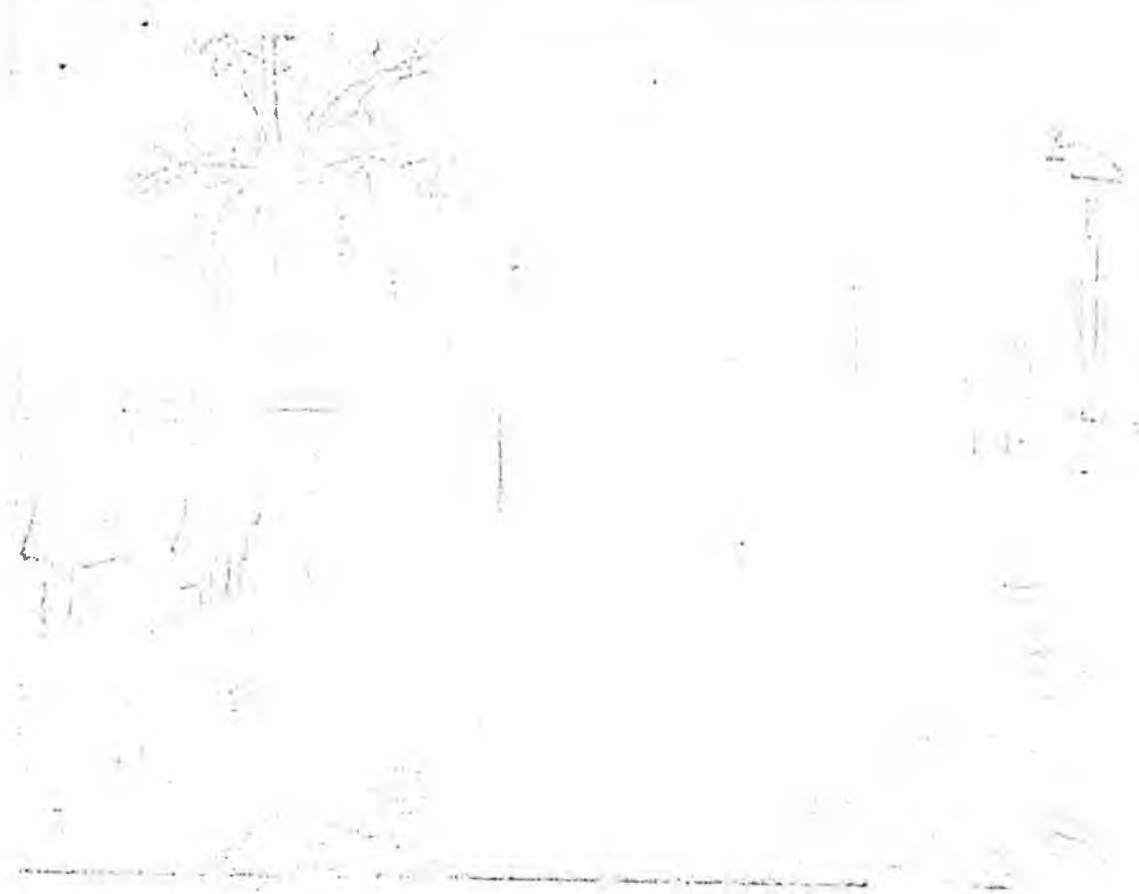
The book is provocative and challenges the reader to consider ways of taking action to improve the school lunch program in the American community.

The School Lunchroom: Time of Trial is excellent because it is timely and informs us of the myriad problems facing this phase of education today. School lunch has become an inherent part of life for many American children, and it merits the special attention of school administrators, Board of Education members, school food-service directors, parents, and others who are interested in the nutritional well-being of the future citizens and leaders of our country.

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Always, it was the sight of the hungry child that gave impetus to the school-lunch movement.

The starter, in 1790, was a municipal soup kitchen set up in Munich for unemployed workmen. It was observed that thousands of school-children were undernourished and lackluster in class. They were invited to partake. This was the beginning of school feeding in Europe.

France opened canteens in 1819 with surplus National Guard funds. They received official recognition by the Ministry of Public Education a year later. Within a decade, school lunches were made mandatory as part of the compulsory education law.

England found during the Boer War that only two out of five men who sought to enlist in the armed forces were physically fit. This set off a national scandal and parliamentary debate, culminating in the 1906 Provision of Meals Act, which transferred school-lunch programs from private charities, such as "The Destitute Dinner Society" of London, to educational authorities.

Eloquent testimony on the need for school lunches was compiled by the Ratantata Foundation and published by the University of London in 1914. The study found that compulsory education laws were bringing to the attention of educators thousands of "needy children who had before been hidden away in courts and back-alleys. The effect of education on a starving child proved useless."

It was found that the network of private charities was insufficient to the challenge. In Norwich, for instance, funds were often short and children had to take turns for a free lunch. Some were fed only once a week. Hull fed its children only every other day. They had to take a physical test as well as a poverty test, to certify that they were "physically below certain specified standards of size and weight."

In a lead letter to the editor of *The Times* of London, Dr. Robert Farquharson of London Hospital wrote on April 15, 1930:

"Ill fed and badly housed and clothed, exposed to depressing sanitary and domestic conditions, these poor creatures are frequently expected to do an amount of school work of which their badly nourished brains are utterly incapable. I have long been familiar with the pale, dejected look, the chronic headache, the sleeplessness, the loss of appetite, the general want of tone caused undoubtedly by the undue exercise of nervous tissues unprovided with their proper allowance of healthy food."

A head teacher at Orange Street School, Southwark, found a child in "deplorable condition." The Ratantata Foundation study recounted, and asked a physician for advice. He was told "the child was simply starving."

Highly developed school-lunch programs were under way in Italy, Austria, Belgium, Denmark, Finland, Norway, and Sweden before World War I. England's program is today regarded as one of the world's finest, and it is the goal of the Government to make all school lunches free. Norway perfected the world-famous "Oslo Breakfast," a cold meal of milk, sandwiches, and a raw carrot, apple or orange to fortify children in mid-morning.

School lunches on a mass scale began later in the United States and, some say, has never caught up to several European nations, as measured by financial support, rate of participation, and adequacy of facilities. There are, of course, widespread variations—from the prizewinning (American Association of School Administrators) outdoor patio at Torrance, California, to the tyo-room Seuddy Elementary School at Seuddy, Kentucky, which has no refrigerator.

In America, too, the roots of school lunch were private charity. "Penny lunch" programs were begun in many cities—New York, Philadelphia, Boston. The objective was to feed the hungry, and to induce the child of the slums to come to school to seek "instruction in industry and mental training."

Parent-Teacher Associations, civic clubs, and even volunteer fire departments stepped forth as sponsors. (Even today in Hazard, Kentucky, the Hazard Boosters Club underwrites the cost of school lunches—for the football team of Hazard High.)

During the Depression of the 1930's, an era when surplus corn was being burned at the same time that thousands of school children were going hungry, the Federal Government stepped into the school-lunch program. The Reconstruction Finance Corporation gave loans to several cities in Missouri to pay the labor costs of preparing and serving school lunches. By the end of 1934, similar assistance was granted to 59 states through the Civil Works Administration and Federal Emergency Relief Administration.

In 1935, the Federal Government began to contribute donated surplus commodities to school lunchrooms under Section 32 of the school-lunch law, still one of the mainstays of the national program. The objective was to end what one historian termed "the cruel paradox of want in the midst of plenty."

The World War II years produced a major back and a major stimulus for school lunches. Food shortages forced the abandonment of the surplus-commodity program—and Selective Service figures showed that one third of all men rejected for military service were physically unfit because of nutritional deficiencies. Selective Service Director Lewis

Hershey told Congress that the nation sustained 155,000 casualties as a result of malnutrition.

That shocking statistic, plus the widely quoted remark by U.S. Surgeon General Dr. Thomas Parran in 1941—"We are wasting money trying to educate children with half-starved bodies"—set the stage for what was to become the "Magna Carta" of the school-lunch movement in the United States. In 1946, Public Law 396, 79th Congress, second session, established the National School Lunch Program on a permanent basis. It meant stability for a program that had been forced to squeak through Congress year after year. It provided for cash grants, surplus commodities, and milk subsidies. It established the "Type A" lunch, a byword today among school administrators. It spurred the growth of the school-food service industry into a billion-dollar-a-year business.

The number of children fed under the National School Lunch Program jumped from 6,016,129 in 1947 to an estimated 19,000,000 in 1967. An additional 10,000,000 pupils are fed in independently operated programs outside the National School Lunch Act. The program consumes 350,000,000 pounds of surplus commodities annually, and a like amount in local purchases. School lunch services spend a half-billion dollars a year on equipment, serve 2 1/4 billion meals annually, and operate in more than 100,000 schools around the nation.

School lunches—after a long and sometimes tumultuous history—have arrived. In the 1930's, when school lunches were still in their infancy, some opposed the institution as "making a generation of dependents of the state; there is a danger of developing a permanent pauper class" (cited by Marie Claire Murray, thesis, 1943, Faculty of Graduate Division of Training for Public Service, New York University). In the 1960's, according to a nationwide survey by "The Nation's Schools" (September, 1961), more than 9 out of 10 new schools are being built with a kitchen and dining-room facility.

To state that school lunches are a big business is to belabor the obvious and to invite complacency. A 1964-1965 survey by this writer revealed the following information.

Indianapolis had no lunchroom in half of its 57 elementary schools. Many were in older buildings with no room for a kitchen. Cleveland had "no lunchroom program whatever" in its 157 elementary schools, according to Dorothy Gaylak, school-lunch director, and was facing demands from the United Freedom Movement, a parents organization, to sign up with the National School Lunch Program. Davenport, Iowa, had lunch service in 9 out of 25 schools, and "there are many needy

children who are not reached," according to Mary C. Findley, director of food services. A small beginning was made to transport lunches to one small school but, said Mrs. Findley, "it is a slow process at this rate, the needy children will not be fed for years. . . ."

Pittsburgh had cafeterias in all secondary schools, but none in its 80 elementary schools. "It would be heaven if we had it," said John Brewer, then Principal of the Miller School in a slum district and now Assistant Director of Special Programs for deprived children. "There is a real need here. These kids are falling flat on their faces. These kids can't function in school with their little bodies panging from hunger." Some Miller School pupils patronize a chicken-fry store down the block at lunch hour, and come back, according to Brewer, with "a little chicken wing that has been lying in fried grease for two or three days." St. Louis had cafeterias in only half of its elementary schools, and was perfecting and expanding a centralized-kitchen arrangement to deliver to the "have-nots." Minneapolis had lunchrooms only in 4 out of 70 elementary schools, those for exceptional and handicapped children. Jersey City, an area of high unemployment with many blighted neighborhoods, had no lunchroom in any elementary school. Chicago had 200 elementary schools without lunch service, but was pushing an expansion program to add 8 to 10 lunchrooms a year.

Detroit had lunchrooms in only 92 out of 285 schools. Some 52 lunchrooms were closed in 1963, partially because of a lagging participation rate and also because the Board of Education had to curtail financial support when a new tax proposal went down. Philadelphia had lunch service in 40 elementary schools and none in 160. The city's several thousand "latchkey children," who have both parents working, were bearing the brunt, according to Mrs. Leah Gingrich, a child-care specialist with the Board of Education.

Boston served lunch only in junior and senior high schools, but had no lunchrooms in its 160 elementary schools. Children were permitted to bring a bag-lunch to school, but many of their home-packed meals are poorly chosen, according to Assistant Schools Superintendent Marguerite Sullivan. "Some children come to school without lunch," she said. "The others are most generous about sharing." Boston's school-lunch director Priscilla Richards is looking to New York's experiments with frozen foods for possible salvation.

San Francisco had lunchrooms in 45 elementary schools, and 45 without. Newark lacked lunch service in 27 buildings. School-lunch service was lacking in some or all of the elementary schools in some of the major cities in New York—Albany, Buffalo, Elmira, Ithaca, Rochester, and Syracuse—according to Mrs. Helen L. Diehl, director of the school-

lunch unit of the State Education Department and then president of the American School Food Service Association. In most instances, the situation is largely unchanged.

On November 10, 1945, *The New Yorker* magazine said:

"One of the most pervasive phenomena that ever hit the United States is the hot lunch for school children. It is the warm sun around which American education now seems to revolve.

"It is clear and plain. It is inescapable; wherever you go the hot lunch has got there ahead of you. It has given parents, schools, pedagogues, demagogues, civic betterment leaders, and women's clubs something they can grab hold of with vast satisfaction. It is one thing that has arisen from the educational melee which is tangible, sure, universally comprehensible, in which there is a considerable measure of agreement. In the exact center of every school system you find the Mid-Day Bowl, nourishing to young and old alike."

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onal, state, and local officials cooperating in this project have truly demonstrated that a little means a lot when it comes to feeding youngsters. It is a dramatic illustration of the potential of the National School Lunch Program to help improve child nutrition among our less fortunate citizens."

The program brought nourishing lunches to 200,000 children in 817 demonstration-project schools the first year. In many schools, it was possible to cut the lunch price by a nickel or a dime—bringing the price down to 10 or 15 cents. The schools were able to increase free-lunch servings to needy children by about 90 per cent. Significantly, participation rates in these schools jumped as much as 75 to 85 per cent in most cases.

A Denver parochial school principal reported "phenomenal improvements among our elementary school children after they began getting good lunches. Before, our absentees had been running about 50 to 60 youngsters a day of a total student body of 350. After lunch service began, the number of absentees dropped to 7 or 8 a day."

Teachers at the school had been discouraged by dull, unresponsive classes. They were "amazed at the lively spirits emerging when the children began getting good food at school," reported the principal. "They're so hungry we have to cook enough food for two servings each, with practically no food wasted. We had just never realized these children were not getting enough to eat."

Some financially-starved lunchrooms, or lunchless schools, have been getting newfound help through the backdoor, so to speak. While altogether divorced from the National School Lunch Act, the Elementary and Secondary Education Act of 1965 has been a boon to many school-without-food service. That act was intended to equalize educational opportunities by offering innovations, specialists, and extra funds for a variety of instructional techniques aimed at reaching the nation's impoverished children. Under Title I of the program, numerous school districts have begun outfitting lunchrooms where none existed before. Some state education authorities, who have the final word on how ESEA funds are allotted, have refused to allow spending of the money for lunchroom purposes. This has been the policy in Connecticut, for instance. In some others have given the go-ahead, with the realization that the best education in the world is wasted on a hungry child. Title I funds have been used most frequently in the South and Southwest to work the transformation. Pittsburgh is an example of a Northern city that is using the money to bring food service to elementary schools in its most deprived neighborhoods.

In a similar vein, some antipoverty funds distributed by the U.S.

Office of Economic Opportunity are being used for expansion of lunch services, especially in conjunction with prekindergarten Head Start classes for disadvantaged children.

These developments, of course, are promising and long overdue. But there is much to be done—in terms of money, legislation and, perhaps most of all, attitudes.

The backbone of the federal lunch program is cash payments and commodity contributions to the states. They have not kept pace with the rise in the cost of foods and cafeteria personnel. A high U.S. Department of Agriculture official put it this way:

"Every year Congress increases the cash payments by about 8 per cent. It's as regular as clockwork, and is aimed at keeping up with the annual population growth and increase in enrolments. But it does not take into consideration the steady increase in the participation rate in the schools, nor the increases in the cost of everything that goes into a school lunch. Let's put it another way—almost everyone gets a 'cost-of-living' increase these days, but not the school-lunch program. We just get a normal accretion allowance."

For the 1966-1967 fiscal year, cash payments amounted to \$147,445,000. The President's budget request for 1967-1968 amounts to \$157,150,000. School-lunch officials on the state level say candidly they wish it were twice or three times as much. Surplus commodities plowed into the program amounted to \$116,000,000 in 1967; and, in addition, \$59,825,000 worth of surplus commodities purchased by the Department of Agriculture "on the open market" were contributed to the program to keep lunch costs down. But the long-range outlook is for a drop in surplus commodities and, therefore, a more precarious financial future for the federal lunch program. Simply stated, the rising U.S. population is consuming far more of the total output of American farms. The era of surplus stockpiles is near an end.

The children felt the pinch, financially, in late 1966. A Department of Agriculture survey of 831 schools in five states showed that 308 had raised their prices, usually a nickel a lunch. Rising costs were one factor, but another was a dropoff in surplus food donations in early 1966. A few weeks after these price increases were made known, Agriculture Secretary Freeman said the school-lunch program would soon be receiving substantially larger quantities of Government-donated foods in the months ahead. He mentioned butter, beef, frozen chicken and other meats, canned grapefruit, flour, raisins, dried milk, corn meal and grits, and wheat and oats, and shortening.

"Since many schools frequently run into the worst financial difficulties in their lunch operations in the late winter and spring," he said, "the increased supplies of donated foods will be of maximum help. They help."

No doubt the Secretary's words of reassurance were welcome. For school-lunch managers also knew that under the new federal minimum-wage legislation, taking effect in early 1967, some school kitchens would soon be coping with heavier payroll expenses. So the lunch program eternally in a financial bind—remains on the "pay-as-you-go" merry-go-round from which there is no escape. It is the only part of the school program forced to fight its way through the intricacies of double-entry bookkeeping to survive.

Often it must fight even to be born.

Some schoolmen still resist and resent it. In helping to set up free breakfast programs for needy Head Start children, Department of Agriculture officials occasionally ran into educators who failed to see the point of it all. "The next thing you'll want us to do is to serve them dinners before they go home," was a not infrequent remark heard by officials at the Northeast Area Office of the Department of Agriculture located in New York City and covering Maine to West Virginia.

Federal money, in other words, does not automatically solve the problem. If local school officials resent federal help or look on school lunches as foreign to the educational scheme of things, children will still go hungry. The help is optional; take it or leave it.

Sometimes, school officials prefer to leave it.

For instance, in Washington, D.C., where the "bag-lunch" shuttle was set up when pupil-malnutrition became a city-wide scandal, some principals refused to permit distribution of the lunches. They told Mrs. Albert Swingle, the Director of food services, that free bag-lunches were "hand-outs" and "detrimental to character building." One principal protested that eating in school "made such a mess and teachers didn't like it." Another said there was no space, nor staff to supervise. One principal argued that, since some of her children bring their own lunch, psychological damage would be done to those who got a free lunch. Another took an opposite tack; if many got a free lunch, those who paid would feel left out.

Often, Mrs. Swingle found, the real reasons go deeper than these surface excuses. Many recalcitrant principals want to avoid the stigma of poverty. Lists are circulated among the principals showing the number of free lunches distributed in each school. Many principals find status in keeping their number as low as possible.

Children receiving Welfare Department assistance are automatically

eligible for free lunches, but teachers and principals can use discretion in managing or discouraging applications from others. Quite often they set a hard line. Washington's "hold-out" principals were finally brought around—not by pressure from higher authorities—but by protests of neighborhood parents.

Fortunately, these principals were not the rule.

The enlightened approach of Mrs. Dorothy W. Harris, a Washington principal who eagerly welcomed the lunch program, was far more typical. "Whenever a child is sent to me for being evil or mean in the morning," she says, "I've learned, before doing anything else, to ask, 'Have you had any breakfast?' The answer is 'No' almost every time. I bring the child to the lunch room and ask the lady in charge for a cup of soup or something. What a difference it makes. I check with the teacher and find the child has been fine the rest of the day. I've come to believe that the biggest part of the discipline here, not to mention the learning problem, is food."

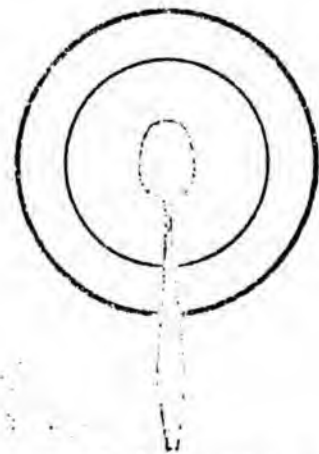
John P. Marland, Jr., Pittsburgh's Superintendent of Schools, says that attitudes are changing and many educators are becoming more sophisticated about the ingredients of what must go into a productive school day.

"Having a full belly may be more important," he says, "than getting good instruction. But remember that the idea that a school should be concerned with the social environment of children is very new to most people. There's been a sudden change in national attitude.

"Not long ago, if an educator said a school should worry about the mental health of children, he'd be considered far out. Now mental health is accepted as the business of the school. Until a short time ago, segregation in housing was not considered a school problem. Now it is. Should it be a school's responsibility to guarantee that a child has a roof over his head, or a blanket to keep him warm, or clothing as good as his classmates? Right now the answer is no. Society doesn't expect it. But for the first time society is expecting us to be concerned that a child has food. Social relations are changing more rapidly than ever before, and we're trying to meet the new demands."

The school-lunch crisis is more than economic of course; it has to do with nutrition education as well. While the needy and hungry child poses a compelling and dramatic challenge to the nation, the malnourished middle-income child who might equally benefit from school lunch poses a nagging problem.

While three out of four children attend schools offering lunch under the federal program, only half of these take advantage of the nutritional gain that is offered there.



White House
Conference
on Food,
Nutrition
and Health

FINAL REPORT

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PANEL II-2: Children and Adolescents

Chairman: Samuel J. Fomon, M.D., Professor of Pediatrics, School of Medicine, University of Iowa, Iowa City, Iowa.

Vice Chairman: Robert J. Haggerty, M.D., Professor and Chairman, Department of Pediatrics, School of Medicine, University of Rochester, and Pediatrician-in-Chief, Strong Memorial Hospital, Rochester, Rochester, N.Y.

Panel members

Harold W. Bartlett, Jr., D.D.S., Community Health Center, Poland Springs, Me.

Roy E. Brown, M.D., M.P.H., Assistant Professor, Departments of Community Medicine and Pediatrics, Mt. Sinai School of Medicine, New York, N.Y.

Beverly A. Bullen, Sc.D., Director, Graduate Program in Health Dynamics, Sargent College of Allied Health Professions, Boston University, Boston, Mass.

Virginia A. Campbell, Ph. D., Chief Nutritionist, Child Development and Mental Retardation Center, University of Washington, Seattle, Wash.

C. Conrad Carson, Chief, Bureau of Health Education, Physical Education, Athletics and Recreation, California State Department of Education, Sacramento, Calif.

Catherine Cowell, Supervising Nutritionist, Bureau of Nutrition, New York City Department of Health, New York, N.Y.

Janice Dodds, Nutritionist and Instructor in Pediatrics, John F. Kennedy Child Development Center, University of Colorado Medical Center, Denver, Colo.

Felix Heald, M.D., Professor and Chairman, George Washington University School of Medicine, Washington, D.C.

Ellen Jackson (Mrs. Hugh Jackson), Executive Director, Black Women's Community Development Foundation, Washington, D.C.

Loretta Juhas, Nutritionist, Children's Centers Division, San Francisco Unified School District, San Francisco, Calif.

Consultant

Mary B. McCann, M.D., Medical Officer, Nutrition Program, Regional Medical Programs Service, U.S. Department of Health, Education, and Welfare, Bethesda, Md.

REPORT OF PANEL II-2

Highest priority should be given to assuring adequate nutrition for the fetus, infant, child, and adolescent because the consequences of unsatisfactory nutrition are likely to be greatest in the growing individual.

The Panel, together with the workshop participants, unanimously agreed upon the following priorities for action:

1. Interim food programs. To eliminate hunger, existing food programs must be immediately implemented, expanded and improved.
2. Day care centers must be established and expanded.
3. Dental care and preventive programs including fluoride in all public water supplies and substitutes for sucrose in the diet must be implemented.
4. Consumer nutrition education programs should be expanded toward the best utilization of the family's resources.
5. Comprehensive health care programs including nutritional services should be expanded and coordinated to avoid duplication.

Other significant areas considered by the Panel workshop include overnutrition and physical fitness; iron deficiency anemia; and the need for compilation and dissemination of information regarding feeding practices for infants and toddlers among various cultural groups.

Recommendation No. 1

Hunger is a biologic phenomenon and is not in itself indicative of disease or of unsatisfactory nutritional status. It should be clearly distinguished from undernutrition (chronic caloric deficiency) and malnutrition (disease caused by deficiency, excess or imbalance of nutrients). Because persistent hunger is personally distressing, it may interfere with the learning process and is likely to precede undernutrition and should be alleviated even in the absence of disease.

The most effective way to meet the immediate problem of hunger in the United States today is through full application of all existing laws and programs in all 50 States, territories, protectorates, and the Commonwealth of Puerto Rico. We ur-

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gently request that a Presidential directive be immediately issued calling for elimination of inefficiencies, inequalities, and inflexibilities of food stamp distribution systems, supplemental food programs, and school breakfast and lunch programs. This directive should call for the establishment of Federal standards for distribution of food for families and individuals as well as set up a method for monitoring compliance at the State and local levels.

Expansion of these programs is essential if the needs of all Americans are to be met. A flexible food stamp program is particularly needed, including the ability to use stamps for selected items required for the maintenance of hygienic conditions for food preparation and consumption.

New, expanded, or revised programs should require that special attention be given to the needs of individual families, their ability to pay, and the dignity of the recipients. Legislation is necessary to provide a more adequate quality of living for currently disadvantaged groups. In developing such legislation, serious consideration should be given to the possibility that direct financial support may be no more costly than food distribution programs, while proving more satisfactory in promoting the dignity of the individual and offering a better opportunity for nutrition education.

Although we do not yet have the final answer to the question of the relation between malnutrition and mental development, the possibility of intellectual impairment resulting from malnutrition reemphasizes the need for immediate establishment of well-planned nutrition and feeding programs for pregnant women, young infants, and children.

Recommendation No. 2: DAY CARE

Day care centers, designed to support home and school in care and education, must be established and expanded for children from early infancy through elementary school. Such programs provide an extremely favorable setting for general education, including health and family life. The opportunity for improving nutritional status of children and for teaching elements of sound nutrition to small children and their families is in itself an important aspect.

Day care should be available particularly for children of teenage and working mothers and for physically and mentally-handicapped children. A

clear need exists for additional well-trained personnel to staff these facilities. As day care facilities expand, establishment of flexible guidelines for nutrition of the children involved will become a concern of even wider public health significance.

1. Funds should be appropriated from Federal, State, and local sources which, together with incentives for funds from private sources, can be used to expand and build day care facilities for preschool and school-age children, especially those of working mothers. A reasonable goal is 600,000 additional children receiving day care each year for the next 5 years. By 1975 the number of children in day care would then be approximately 3,500,000.
2. The nutritional services provided in day care facilities will depend upon the hours children are in attendance. For example, centers open from 7 a.m. to 5 p.m. should provide 80 percent of the child's total nutritional requirement.
3. Nutrition and nutrition education programs in all day care centers should be supervised by qualified nutritionists with responsibility at policymaking level.
4. Nutrition education in day care centers is to be provided for:
 - (a) Teachers, teacher aides, and food service personnel—should if possible be persons recruited from the local community, paid and educated to offer skilled services and given opportunity to move up the career ladder.
 - (b) Children.
 - (c) Parents of children.
5. A group of nutritionists (including some who work in day care centers), specialists in early childhood education, directors of day care centers, physicians, and dentists should be appointed to prepare specific goals and programs for nutrition and nutrition education for day care centers for infants and children. These goals should be flexible to allow for the best facilities and programs for these children and should be integrated into the total services—educational, health, and social. Every effort should be made to establish these goals by the end of 1970.

Recommendation No. 3: DENTAL HEALTH

Dental caries is a nutrition-related disorder affecting most children in the United States.

1. Drinking water should be adequately flouridated. Where this is not possible, flouride supplement should be provided. Topical flouride should be used where possible.
2. Sucrose is a prominent causative agent of dental caries. Candies, confections, and beverages containing sucrose should not be ingested by children between meals. Food manufacturers should limit sucrose in foods primarily intended for consumption by children. Education of the consumer on this point is essential.
3. Congress should be urged to provide sufficient funds to fully establish the pilot comprehensive dental program for school children already authorized in the Social Security Amendments of 1967.
4. Funds should be provided for development and clinical trials of caries prevention by promising new approaches to the prevention of dental caries. (See section II report.)

Recommendation No. 4: CONSUMER NUTRITION EDUCATION

Consumer education includes family budgeting in which food is one of the major components. As an essential and integral concern of consumer education, nutrition education should be directed toward the best utilization of the family's resources for food. Low-income families have special difficulty in meeting nutrient needs and therefore will benefit from practical nutrition education efforts tailored to their particular problems.

New innovative nutrition education materials and methods are needed that mean something to the consumer. The mass media offer particular opportunities for creative programs to reach the general public. Other channels for educational efforts include consumer cooperatives, grocery stores, churches, health centers, welfare centers, PTA's, schools, Granges, Four-H Clubs, and other similar groups.

In developing materials and programs, collaboration between professionals and the groups for which the material is being designed is essential to assure that it is effective, convincing, and appropriate for the cultural patterns of the intended audience.

In implementing nutrition education activities, special efforts should be directed towards:

1. The pregnant women and the new mothers to encourage breast feeding, especially for the first 6 months of life;
2. Mothers of young children who do not have available commercially prepared formulas and baby foods and who need assistance in adapting available and culturally accepted family foods for their children;
3. Preadolescents and adolescents, both boys and girls, to emphasize the importance of current nutritional habits that will have lasting effects.

Public health nurses, county agricultural agents, teachers, and other professionals can often be more fully utilized for nutritive education. To increase the manpower for and effectiveness of education programs, special emphasis should be given to training community workers who are familiar with practices and needs of specific cultural groups. Opportunities for continuing education and job advancement for the community workers must be built into all educational efforts. Universities and colleges should be given incentives to provide special training programs and inservice education programs to meet these manpower needs.

Recommendation No. 5: COMPREHENSIVE HEALTH CARE PROGRAMS

Comprehensive health care programs with effective nutritional services should be provided all children. Personnel, programs, facilities, and financing should be developed. Existing health programs should be coordinated at a grassroots level so as to avoid duplication of staff and effort. Expansion of such programs should follow a decentralized plan in order to insure accessibility and availability and should be directed by local community people as fully as possible. Funding must be implemented immediately to the full amount authorized for the children's health programs of the Social Security Act.

Manpower education should include the full range of professionals with increased emphasis on education of supervised allied health workers, especially under the new career training program and other training programs for indigenous persons.

A major nationwide program should be undertaken to attack on every feasible level the problem of drug usage among the teenage population since drug users often have more flagrant nutritional deficiencies associated with improper food intake and associated diseases.

Facilities and comprehensive programs that should be supported and coordinated include: neighborhood health centers and local community health stations with provision for referral and transportation, hospital emergency rooms designed to provide privacy and continuing care, both general and specialty clinics, such as mental health, teenage pregnancy, drug abuse and dental clinics as well as mobile units wherever indicated.

Health problems of various kinds affect all Americans. The problems of hunger and improper nutrition are of paramount importance and deserve immediate attention. However, we recommend that adequate nutrition services be provided in context with, rather than at the expense of, other critical health care services.

Recommendation No. 6: OVERNUTRITION AND PHYSICAL FITNESS OF CHILDREN AND ADOLESCENTS

Substantial evidence has accrued implicating physical inactivity as an important factor associated with some of our major health problems. The sedentary pattern of living in the United States today has contributed to a 10 to 20 percent prevalence of obesity and the low levels of physical fitness seen among our youth. Furthermore, lack of physical activity has been linked to increased risk of cardiovascular degenerative disease.

PREVENTION OF OBESITY AND POOR PHYSICAL FITNESS

1. Early screening for obese preschoolers should be established.
2. Sound physical activity patterns, which can be continued throughout life should be emphasized from an early age. Physical education instruction for all students (i.e., preschool through senior high) should include vigorous activity, and should be taught or supervised by persons trained in this field. Interscholastic athletic programs are not the same as physical education programs.
3. Nutrition programs should be made available to all children and their families. Specialized programs for overweight children

must be established and present programs expanded to encompass an interdisciplinary approach involving health and physical education as well as nutrition.

SERVICE

1. Specialized attention should be given to the nutritional and activity needs of handicapped and institutionalized children and adolescents. Existing school and health programs can be extended and utilized for these groups.
2. Where nutritional problems such as obesity exist low-calorie foods should be made available from preschool through adolescence (school lunch, day care, Head Start, etc.). Efficient means of implementing and monitoring a concurrent nutrition education program should be developed. Attention should be given to the cultural implications of food habits.
3. Specific changes in provision of food should include:
 - (a) Availability and subsidization of low-fat, fortified milk both as 2 percent and skim.
 - (b) Availability of both breakfast and lunch to children judged "at risk" because of low income, undernutrition, or other specific dietary problems.
 - (c) Immediate establishment of food delivery systems in schools and other facilities needing them.
4. Communities should organize with medical backing to provide for physical fitness of children and adults. Existing school facilities should be used for physical activities and recreational purposes under skilled leadership during nonschool periods. Future school and recreational facilities should be planned for child and adult use.
5. Proper evaluation and monitoring of the above programs should be provided by appropriate interdisciplinary teams.

Immediate action should be taken to provide updated normative data on children from infancy through adolescence in the following areas: Height; weight; skinfold thicknesses; AAHPER physical performance tests for children age 10 years and older and appropriate tests for younger children; aerobic capacity test for children age 6 years and older; and average nutrient intake.

These data should be collected on the basis of a nationwide random sampling, such as available through the National Health Survey.

A mechanism should be set up for coordination between national and regional or local health surveys to avoid duplication of data collection. These data will provide for establishment of standards and will permit monitoring of changes in the population.

6. In terms of priorities, the resource needs should be met first for the particular areas and groups in this country for which nutritional status is in question, and for which activity programs are partially or totally lacking and in which physical fitness is poorest.

Recommendation No. 7: IRON DEFICIENCY ANEMIA

Iron deficiency anemia of infants and preschool children in the United States is widespread. Because it is most unlikely that desirable intakes of iron in infancy will be achieved through consumption of unfortified foods, efforts must be directed to increasing availability and intake of iron-fortified foods or medicinal iron and to identification of high-risk groups who warrant more intensive efforts. Consideration should be given to iron fortification of milk, pasta, and cereals, including rice and grits.

Recommendation No. 8: NEED FOR COMPILATION AND DISSEMINATION OF INFORMATION REGARDING NUTRITIONALLY SOUND FEEDING PRACTICES

A task force should be assembled to record what is already known and to define specific areas in which additional information is needed regarding feeding practices of infants, toddlers, school-age children and teenagers among various cultural groups. People with firsthand information regarding such practices should be included. From this information reference materials should be developed for advising parents regarding choice and preparation of foods including milk and formula. Every effort should be made to complete these reference materials by the end of 1970.

The task force should classify (as to calorie and individual essential nutrients) commercially available foods and, particularly, foods used in specific cultural groups and determine the types of information to be included in a data bank, which can then serve as a ready reference source for health workers.

Other Conclusions

The following conclusions of the panel are based on considerations reviewed in detail in accompanying documents:

1. In nutrition programs in most areas of the United States, priority need not be given to eliminating protein deficiency, iodine deficiency or deficiencies of vitamins A, C, and D. Such deficiencies appear to occur sporadically or in localized areas. Where these deficiencies are identified, remedial programs should be instituted.
2. Nutrition should be included in the curriculum for students in the fields of early childhood education and child development.
3. Courses in food preparation should be instituted to train personnel to prepare food suitable for young children.
4. Monosodium glutamate (MSG) should not be "generally recognized as safe" (GRAS) for infants.
5. Reduction in amounts of sodium chloride in commercially prepared strained or junior foods for infants is desirable.
6. Parents or guardians should be instructed in the use of a simplified growth grid. Patterns of growth should be evaluated periodically by a medical or paramedical person.

COMMENTS OF THE CONSUMER TASK FORCE

PANEL II-2: Children and Adolescents

We feel that breakfasts as well as lunches should be available to all school children.

102
to S Food Service

9 Blacks

Work Book
on
NUTRITION



for Participants in
Community White House Conferences on Aging
Section on Nutrition

WHITE HOUSE CONFERENCE ON AGING
Washington, D.C. 20201
January 1971

Carbohydrates and Fats

Starch and sugar are the sources of carbohydrates. In this country, the trend has been toward using sugar rather than starch, and this may contribute to the prevalence of dental problems here. Excessive consumption of carbohydrates in the United States is less of a problem than it used to be.

We consume both animal and vegetable fats. Because there is good evidence that animal fats raise cholesterol levels in the blood and thus may contribute to heart disease, the Food and Nutrition Board recommends substituting vegetable fats for some of the animal fats in the diet. Limiting the intake of all types of fats is also recommended.

Proteins

Proteins come from animal sources (meat, fish, poultry, milk, cheese, eggs) and from grains and vegetables. About a third of our protein intake should come from animal sources. Men over 55 need 65 grams of protein a day and women over 55 need 55 grams.

Minerals

Fruits, vegetables, grains, and animal foods are the best sources of the minerals we need. Iron, calcium, fluoride, iodine, and magnesium are some of the important minerals that are deficient in many people's diets. Lack of iron is a cause of anemia; lack of calcium (and, some studies indicate, fluoride) can be a cause of osteoporosis, fractures, and other bone disorders; iodine is needed by the thyroid gland and prevents goiter; magnesium nourishes the soft tissues of the body as well as the bones.

Vitamins

Vitamins come from the same food sources as minerals. Some of the important vitamins are: A, which affects vision; D, which helps to strengthen the bones; E, which nourishes the red blood cells; K, which affects blood clotting; C, which affects oxidation and various other reactions in the body; B₁ (Thiamin), which helps to prevent neuromuscular and cardiac disorders; and other B Vitamins such as riboflavin, niacin, B₆ and B₁₂ -- all of which are essential to the normal functioning of our complex bodies.

WILL DIET DO IT?

The ordinary sources of food can supply all the nutrients a normal person needs. Nevertheless, many people have dietary deficiencies because they do not eat the right kinds and amounts of food or do not prepare their foods properly.

There are several ways of conducting studies of people's dietary habits and all the methods have shortcomings, but they are accurate enough to indicate what diet problems are most common. They have revealed that deficiencies in minerals and vitamins are quite prevalent. Dietary deficiencies are found frequently among older as well as younger people. Deficiencies are found less often among people with higher incomes and a high degree of education.

Income

As people grow older, they need less food, but the kinds that have a high content of the nutrients they need are apt to be costly. In addition to being unable to afford the food itself, the elderly poor often live in housing that lacks good kitchen, storage, and refrigeration facilities and have transportation problems that make it difficult to shop where supplies are cheap and varied. Many live in places that have no elevators so that the burden of carrying up food supplies is a deterrent to proper eating.

Physical Conditions

Lack of teeth or ill-fitting dentures as well as diseases that require special diets create nutritional problems for older people. Often they need counseling on how to select and prepare foods, but even when there are community resources to help them cope with such problems, many people do not know about them.

Lack of Information

Many of the elderly do not know much about nutrition: how important it is, what kinds and amounts of food must be eaten daily and how they must be prepared. This lack of knowledge not only prevents them from getting balanced diets but also makes them especially susceptible to the wiles of food faddists and quacks. An estimated 10 million Americans spend millions of dollars annually for products that claim to provide nutrients they need but that actually bring them no benefits and may even harm them.

Joseph M. Pitts

DOES BREAKFAST HELP?

A
THESIS

Presented to the Faculty of the
University of Alaska in Partial Fulfillment
of the Requirements
for the Degree of
MASTER OF SCIENCE

By
TERESE MARIE KOONCE, B.S.

Anchorage, Alaska

May 1971

school districts. However, special cash-for-food under general food assistance is available to schools without the matching funds aid. (Title 7--Agriculture).

Effects of Nutritional Deficiency

Some studies suggest that early nutritional deficiency may not only affect physical growth but may also produce mental and emotional changes that cannot be reversed. (Krueger, 1969). In the classroom some of these students display behavior that is indicative of malnutrition. This behavior is frequently shown by irritability, aggressiveness, frequent crying or by withdrawing. Even if the student is not displaying any of the above behavior, he may not learn if he has to worry about what he's going to eat. The possible anemia and resulting lethargy that develops may cause him to sleep in class. A child cannot learn if he cannot stay awake.

Hungry children cannot compete with children who have adequate diets. (Kallen, 1971). Malnutrition limits the amount of energy a child has to spend, consequently the child's classroom involvement is limited or non-existent. The malnourished child is more susceptible to disease; this factor and the social apathy that the poor diet may generate can cause school absences. The height and weight gain of poorly nourished children is usually less than that of properly fed children. (Kallen, 1971). Symptoms of inattention, fatigue (often to the point of falling asleep in school), poor memory, slow comprehension, and unusual restlessness were observed in German children after World War I. These symptoms were attributed to poor nutrition. (Cooper, Barber, Mitchell, 1935).

Hypothesis IIIa

Classroom responsiveness is defined as more alert, not drowsy or apathetic during classroom activities, more adaptive and receptive to teacher suggestions. These sorts of variables are related to good nutrition. (Kallen, 1971).

In the recent study it is hypothesized that teacher ratings of classroom activity and responsiveness will indicate more improvement for the students who eat breakfast and lunch than for those who eat only lunch at school.

Hypothesis IIIb

Classroom participation includes acceptance and completion of assignments readily and without unnecessary prompting, as well as active involvement in class recitations and discussions. Poor nutrition may adversely affect these behaviors, thus it seems likely that teacher ratings of classroom participation will improve more for the students who eat breakfast and lunch than for those who eat only lunch at school.

Hypothesis IIIc

It is predicted that the general disposition of students as rated by teachers will improve more for those who eat breakfast and lunch than for those who eat only lunch at school.

Children described as having a good disposition generally are cooperative, agreeable, and less prone to be argumentative or combative. Attitudes toward teacher would be cooperative and the child would be receptive to praise and reasonable criticism.

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FOOD BECOMES YOU
OR
BETTER HEALTH THROUGH
BETTER NUTRITION

RUTH M. LEVERTON



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I. FOOD'S THE THING

Everything in your body was once in your food.

Starting with a single cell, growing to your present size, and for as long as you live—food becomes YOU.

Food becomes your blood and bones, your brain and brawn.

Food becomes your size and strength, your energy and stamina.

Food contributes to your personality, effectiveness, and emotional stability.

Moreover, food is becoming to you—the right kind and amount, that is—because it gives you the appearance and feeling of radiant health. This is the result of good nutrition.

Food is part of your nutrition. Nutrition includes everything that happens to food—from the time you eat it until it is used for building, repairing, and operating the body. Nutrition is the result of the kind of food supplied and the body's use of that food.

If your nutrition is poor, you are seriously handicapped. You tire easily, you lack stamina, purpose, and enthusiasm. You are a drudge and a drag; you are subject to discontent, worry, and irritability. Poor nutrition is an insidious thing. Sometimes it creeps into your life, like a spy, and slyly sabotages your enjoyment. Other times it attacks outright and quickly defeats everything you try to do.

Your nutrition can be an asset or a handicap to you

depending on whether it is good or poor. You are the person who has the most to do about your nutrition and the food that becomes you.

Scientists are working constantly to increase our knowledge about food and nutrition and to find ways of applying this knowledge to the benefit of individuals and of nations. Whether you benefit from this knowledge depends on whether you use it in choosing the foods your body needs to be well nourished.

Perhaps you are thinking that you do not know how to do this. You don't have to be a nutritionist or a food scientist to select wisely the food that becomes you. If you have a dependable source of information and follow intelligently the directions given, you can choose food for health and vigor.

The chapters ahead are your source of information—a handbook to guide you in selecting the food that becomes you. Follow it confidently and be not only well fed, but also be well nourished.

II. FOOD HABITS

Habit is a powerful force in determining the food that becomes us. We eat according to our established food habits—and like all habits these can be good or they can be poor.

Food habits are the sum of our attitudes and ideas, our likes and dislikes, and our experience and practices of choosing and eating food.

Our food habits are good when we are willing to eat the kinds and amounts of food which science has proved we need for optimum nutrition. Good food habits mean that we know food becomes us, that we mean to supply the best and become the best. "Willingness to eat" does not mean that we have to like all kinds of food equally well. Most of us have special preferences, favorite foods, and also definite dislikes. A willingness to eat means a promise to ourselves that we will not confine our food selections to favorite foods, especially when doing so leads to poor diet and on to nutritional bankruptcy.

Poor food habits mean that we eat only what we like regardless of what we need, and that we have a closed-door policy toward change. Often we do not realize that our food habits may be built on whim and prejudice and indifference. When we become aware of this we have taken the first step toward building better food habits.

BASIC MENU PATTERN FOR AN ADULT

This pattern is not a complete daily menu. It is an assortment of foods that will supply the major part of your needs for good nutrition. To this you can add other foods to round out your meals, or to use for snacks, and to satisfy your calorie need.

Food Group	Number of Servings*	Example of the Kind of Food
BREAKFAST		
Vegetable-Fruit A good source of vitamin C	1	Grapefruit—½
Bread-Cereal	2	Toast Ready-to-eat cereal
Meat or Milk	½ 1	Egg—one Milk—one cup
LUNCH OR SUPPER		
Meat	½ to 1	Luncheon meat
Bread-Cereal	1	Bread for sandwich
Vegetable-Fruit	1	Cabbage slaw or apple
Milk	1	Milk—one cup
DINNER		
Meat	1	Baked ham
Vegetable-Fruit A good source of vitamin A at least every other day	1	Mashed sweet potatoes
Other	1	Vegetable or fruit salad
Bread-Cereal	1	Hot biscuit
Milk (if not used at breakfast)	1	Milk—one cup

Also include some butter or margarine and other fat (see Chapter X, Fats in Food).

The servings that are listed will supply between 1,300 and 1,600 calories, depending upon the kinds of foods you choose from each food group.

* The size of servings is given in the Daily Food Guide, pages 75-77.

low when selecting our meals. It is equally useful when we are planning and preparing meals at home or when eating out and buying our meals ready-made.

The Basic Menu does not list all of the food we need. It is the foundation of our total food intake for a day—a foundation of the right foods to become us. To this we can add more servings from the four food groups and other foods to round out our meals to suit our needs and preferences.

Food in the Morning

Everyone needs to eat good food at the beginning of each day. "Eat a good breakfast to start a good day" is more than a slogan; it is a research fact. Studies have shown that people who eat a good breakfast are more alert and get more done than those who skip the morning meal. Even after lunch the breakfast skippers perk up for only the early part of the afternoon and then slow down again.

The body needs regular refueling and nourishing to be in top-notch working condition all of the time and to give us health and vigor. It is not like a machine that stops running as soon as the fuel tank is empty. When supplies are lacking, the body will cut down on whatever activities it can, but many living processes must be maintained continuously. For this it has to borrow from its cells, skimp along, and "make do" until food energy and nutrient supplies arrive.

Working all morning without eating breakfast is a little like spending money before we earn it—each meal or pay check must be used to pay off the accumulated debts instead of giving us some working capital for the time ahead. The coffee-break system in offices and factories has had an unfortunate effect on many people's breakfast habits and on their health, too. It has led them to substitute mid-morning coffee and a snack for breakfast. Yet

the snack they choose often supplies chiefly lone-wolf calories.

Another reason for eating breakfast is to make a start on the important job of eating all of the foods we need each day. If we wait until noon to start, it is difficult to complete the job satisfactorily by the end of the day.

A good breakfast will include servings from at least three of the four food groups in the Daily Food Guide. A breakfast need not be heavy with calories to meet this specification although you do need some food energy to start the day. A half a grapefruit, a slice of toast with a teaspoon of butter or margarine, and a glass of skim milk or a boiled or poached egg would supply 225 to 300 Calories (305 to 380 Calories if you prefer to use whole milk). This is too short on food energy for starting the day unless your total energy need is very small indeed, or unless you are going to have a morning snack.

People differ in how much food they like or get accustomed to eating at the beginning of the day. If you have not been in the habit of eating breakfast, you may need to start with small servings and gradually work up to eating ordinary amounts of the important foods. You will be pleasantly surprised at how much better you will feel at the end of the day as well as at the beginning.

The food we eat in the morning does not need to conform to a conventional breakfast menu. Perhaps we are too unimaginative in choosing the food that "becomes us" at the start of the day. If you are tired of ordinary foods, why not have a new taste adventure? Try cheese and crackers, or baked custard made with only a little sugar, soups made with milk, cottage cheese served with fruit, a fried egg or egg salad sandwich, or a broiled cheese or hamburger sandwich.

For many who need lots of food at this meal, potatoes are still a favorite accompaniment of ham and eggs.

Whether you call it breakfast or "just eating something," whether you sit at a well-laid table or stand at the

counter in your kitchen or at the drug store, be sure that some nutritious food becomes you as you start your day.

The Later Years

Having a long life is getting to be a habit with us. But many men and women with lots of birthdays behind them are not as healthy and happy as they would like to be and as they could be if they were wise eaters. Food becomes older people just as it does younger ones, but some oldersters seem to retire from their responsibility for being well fed.

Many of the common ills of older people—fatigue, depression, sleeplessness, worry, slow recovery from illness, and even overweight—often can be traced to poor food habits and a poor nutritional state. These handicaps can be removed when people have an adequate diet which provides the nutritional essentials needed for normal functioning of the adult body at every age.

Our bodies and the calendar do not always agree even when we begin to get old. Some people are still young when they are 70 years old, while others are old at 40. Age is judged more by activity, muscular coordination, and agility, endurance, and by our attitudes and outlook on life, than by the number of years we have lived.

In the usual process of aging, our bodies function less efficiently and we have less strength and endurance as we approach and pass the three-score-and-ten milestone. The wise person adjusts his activities to a slower pace and learns to live within his physical budget while still enjoying life and having fun.

As activity decreases, less food energy is needed, but needs for protein, calcium, and the vitamins remain much the same. The Daily Food Guide is still our best standard, but we usually need to cut down on some of the extras, especially the lone-wolf calories. There is less room for

sweets, fats, and rich gravies and desserts in our calorie budget than when we were younger.

Many people are not fortunate enough to have good teeth in later years when they particularly need to chew food thoroughly to aid in its digestion. The paring knife, the food chopper or blender, a little extra cooking to soften the sturdy fibers, and sometimes even the food strainer or sieve can substitute for the teeth of younger days. Often raw vegetables cause discomfort because of their rough-and-tumble capers in the intestinal tract. But the same vegetables after being cooked and mashed become digested and important contributors toward supplying daily food needs. Raw fruits often are tolerated better than raw vegetables; and grinding or chopping meat is particularly helpful in making it ready for digestion.

Many older people need to eat more often than when they were younger. For them smaller meals and between-meal snacks are more suitable than the conventional three-squares-a-day.

An older person has to exert more effort to be well fed when living alone than when living with a family where generous meals are prepared routinely. People alone often slip into the habit of living on a very limited and inadequate diet—too many meals of just tea and toast or soup and crackers. Such poor food habits start a self-perpetuating merry-go-round of fatigue, physical and mental sluggishness, poor appetite, and lack of interest in food.

Starting early to form good food habits and then keeping them will add greatly to our good health in the pleasant, rewarding "later years."

X. FATS IN FOOD

Many people have been confused and worried about the possible relation of fat in the diet to atherosclerosis and certain kinds of coronary heart disease. There have been many hastily formed, inaccurate theories, and these have led to some unsound dietary recommendations. This chapter is written especially to explain what we do and do not know about the part played by diet and by other factors in our daily living in relationship to this disease. It also suggests what we can do to take advantage of the facts and leads that science has given us thus far.

First, a look at the normal aspects of fat in our diet. Fats are an important kind of food for all of us. In addition to adding variety and flavor to many foods, fats are concentrated sources of energy, suppliers of essential fatty acids, and carriers of vitamins A and D, E and K. Reasonable amounts of fat deposits are *needed* in the body to support and protect the vital organs and areas. A layer of fat under the skin is good insulation and protects the body from excessive loss of heat.

Linoleic Acid

One substance of particular importance which occurs in some fats is *linoleic acid*. (Chemically it is referred to as an essential unsaturated fatty acid.) Linoleic acid is needed for growth and reproduction, for a healthy skin, and for the body's proper use and storage of fat. A

CITIZENS VS. HUNGER

An important White House Conference on Food, Nutrition, and Health was held in Washington, D.C., on December 2-4, 1969. It was important because it dealt unflinchingly with one of the most urgent problems of our time—hunger and poverty. The conference was attended by representatives of many national organizations, all of whom were deeply aware of the urgency of their task. Pervading the addresses and discussions was the consciousness that these deliberations were crucial for millions of Americans.

Naturally the PTA was there. The National PTA president, Mrs. Price, and other PTA leaders were active among those who thought together at the conference. Other delegates represented consumers and food manufacturers; religious, health, and community organizations; students and teachers; and labor unions.

Out of the conference came a "Task Force Action Statement," which we will be presenting in its entirety. The National PTA Board of Managers will discuss the statement at its winter meeting this month.

Task Force Action Statement

In opening the White House Conference on Food, Nutrition, and Health, President Nixon said: "This meeting sets the seal of urgency on the national commitment to put an end to hunger and malnutrition due to poverty in America." We who have come here are already firmly dedicated to that goal. The President said: "Our job is to get resources to people in need, and then to let them run their own lives." He did not provide any new or meaningful program by which this can be accomplished. Obviously, he wanted us to do this, and intended that we should do so. To paraphrase the President, we "not only accept the responsibility, [we] claim the responsibility." Therefore, the combined task forces on Voluntary Action by Women, Consumers, Religious Organizations, Community Organizations, Health Organizations, Faculty and Students, and Organized Labor present the following action priority program:

1. A National Emergency

There is a hunger and malnutrition emergency in this country today. Therefore the President must immediately declare that a national hunger emergency exists, and under existing authority must now free funds and implement programs to feed all hungry Americans this winter.

2. Guaranteed Adequate Income

The overriding remedy for hunger and malnutrition is a minimum guaranteed adequate cash income with a floor of \$5,500 annually (for a family of four). The government must also guarantee a meaningful job with a living wage to those who can work, elevation of wages and benefits to those presently

underemployed, the "adequate income" to those unable to work or find employment, and maximization of the purchasing power of the food dollar for all.

3. Interim Family Food Programs

As interim measures only, present food programs must be reformed and expanded immediately in order to assure truly adequate benefits and participation by all who need them in all parts of the country.

4. Universal School Food Programs

A national free lunch and breakfast program must be made immediately available to all children, through secondary school and regardless of income, that will provide at least two thirds of the minimal requirements of the Recommended Dietary Allowance, while respecting cultural food preferences.

5. Running the Programs

All administrative responsibilities for all hunger relief and nutrition programs must be shifted from the U.S. Department of Agriculture to the U.S. Department of Health, Education, and Welfare, with corresponding shifts in congressional committee responsibilities. The recipients of these programs must have responsibility for local administration of the programs under standards determined at the federal level.

To put these priorities into action requires the following:

1. A National Emergency

This nation today faces a national hunger and malnutrition emergency. This emergency situation requires emergency action.

While we initiate emergency programs to eliminate hunger in America, a great deal must be taken immediately to deliver food to the millions of Americans whose chronic malnutrition the nation can no longer tolerate. Only within the context of adequate food now can a program of nutrition education for all Americans have meaning.

We therefore call on the President to adopt immediately the following emergency program to feed hungry people *this winter*:

- A. Invoke Section 11 of the Disaster Relief Act of 1969 and like statutes in order to supply free food stamps to meet the needs of hungry people.
- B. Instruct the Secretary of Agriculture to immediately revise food stamp price schedules of less than \$100 per month (based on a family of four) and at a maximum cost of 20 percent of income.
- C. Instruct the United States Department of Agriculture to implement directly a food program in every county and town in the United States within the next three months using all available funds, including the customs receipt funds (Section 32 funds).
- D. Actively support immediate passage and funding of the following essential legislation.
 1. The Senate-passed Food Stamp Reform Bill (S. 2517).
 2. A School Lunch Program Reform which consists of the Talmadge school lunch bill, the McGovern amendments, and the Javits proposals.
 3. The Economic Opportunity Act, particularly its section on emergency hunger relief (Section 401, Title X), and without the Green-Quie type state control amendments, which will in effect destroy OEO.
- E. Instruct the Department of Agriculture to immediately require that all schools receiving federal financial and commodity assistance for their lunch and breakfast programs provide free meals to all children whose families are receiving any type of public assistance.

Because each of these actions is either already authorized or embodied in pending legislation, action to meet this emergency can be taken within the next month.

2. Guaranteed Adequate Income

To implement this number-one remedy to hunger and malnutrition, the following program is imperative:

- A. The adequate cash income presently at \$5,500 annually for a family of four sets a floor. It should automatically follow the cost of living as defined by the Low Standard Budget of the Bureau of Labor Statistics.

B. Establishment of government careers in nutrition and allied health professions, in connection with other private and public efforts to solve simultaneously social problems and unemployment problems. These suggestions alone should provide two million new jobs.

C. Grants to encourage and support broadly based organizations of low-income citizens in local ownership and operation of such services as food production and distribution.

D. Establishment of housing factories on the order of the automotive industry to serve the dual function of provision of low-cost housing and the provision of jobs at desirable wages. This involves creation of 750,000 to 1 million new jobs to produce 3-4 million housing units.

E. Extension to all working people of the right to bargain collectively for wages, hours, and working conditions, including the right to strike or boycott when necessary.

F. Extension of unemployment insurance coverage to working groups presently excluded, such coverage to be on the same terms and conditions as provided for other workers now covered.

G. Improvement of the scope of Social Security laws with a 50 percent raise this year, so that the program provides a reasonable return on investment.

H. Reform of certain pricing, packaging, promotion, and other food industry policies and practices which add unnecessarily to the cost of food. This cost-inflation is unfair to every consumer and particularly disastrous to the poor. We need:

1. Price reduction through mandatory limitation of promotional and advertising expenditure and other means suggested in the Food Marketing Commission Report.

2. Mandatory price marking and posting which facilitates and simplifies price comparison.

3. Effective inspection and regulation to insure availability of safe, nutritious food at fair prices and conditions of sale.

4. Mandatory processing, packaging, and labeling requirements to identify and preserve nutrient content and assure accurate and honest promotion.

5. Encouragement of retail distribution systems which take special account of the needs of the poor.

I. Establishment of a national prepaid health insurance program and new methods for the delivery of health care and extension of existing health programs to all states. The Medicaid Bill should be fully implemented by 1971.

The task forces feel that it is especially important to note that many of the above programs can be self-supporting and/or income-producing, and none will require appropriations higher than a fraction of the cost of the space program. Together they should

create substantial new tax revenue (four million jobs should produce an average increase of \$5 billion a year in taxes), substantial increase in income through increased buying power, and a saving of \$7 billion of funds misspent under the present public assistance programs.

3. Interim Family Food Programs

None of the existing family food programs—food stamps, commodity distribution, emergency food and medical services—provides an adequate diet or permits the participation of all who have need. Major reforms and expansions are necessary to make sure that all people in need have access to an adequate diet until an adequate income becomes a reality.

As an interim measure only, the food stamp program must be altered so that it can become the primary vehicle for providing an adequate diet to those in need in all parts of the United States and its territories, and on Indian reservations. Free food stamps to those whose income is less than \$100 a month (for a family of four), modification of the price schedule so that no recipient must pay more than 20 percent of his income for food stamps, national eligibility standards, self-certification, a coupon issuance to all recipients equal to the Low Cost Food Plan of the Department of Agriculture, a several-fold expansion of the program—all are necessary to make the food stamp programs adequate.

The commodity distribution program should no longer serve as a means of surplus disposal but should provide direct food aid adequate to a nutritious diet wherever necessary, fully respecting the ethnic and cultural preference of the recipients. Hunger programs of the Office of Economic Opportunity should also be expanded to supplement the above.

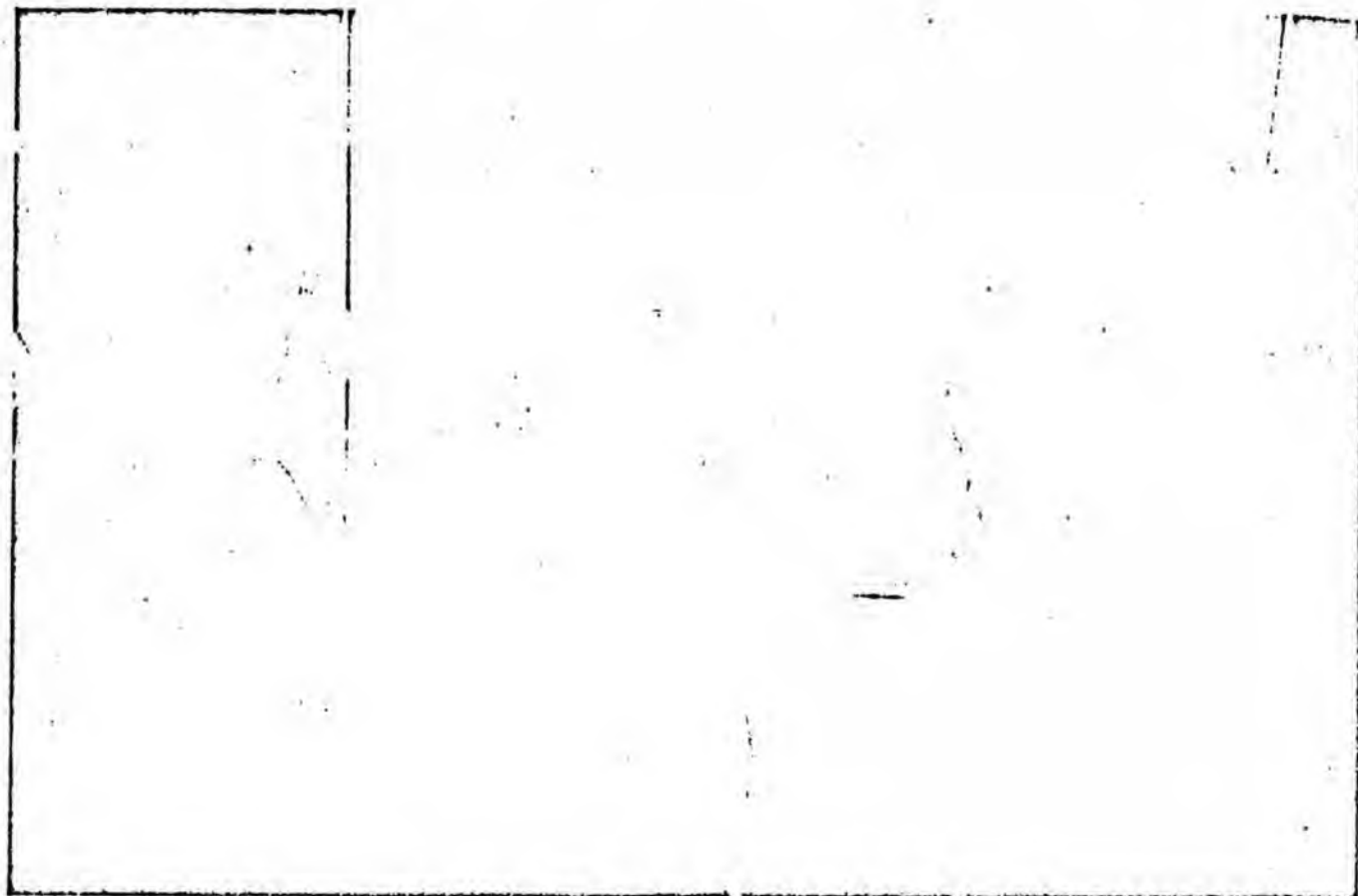
We must do the following:

A. The President should support, and the House quickly approve, the Senate-passed food stamp bill. The program should be fully funded and fully implemented in all parts of the United States and its territories, including Indian reservations, before the end of this fiscal year.

B. The Economic Opportunity Act Amendments of 1969, particularly the new section on emergency hunger relief (Title 4, Section 401—Title X), should be quickly approved and fully funded by the Congress, without crippling amendments subjecting part or all of the programs to state and local government control.

C. The federal government should immediately initiate food programs in the 321 counties still without them.

The rest of the statement, plus suggestions for PTA effort in this vital area, will be presented next month.



MALNOURISHED BODIES... MALNOURISHED MINDS

L. V. WILDER

From the end of the depression in the thirties until the late sixties, few Americans worried about malnutrition. They were more likely to be weight worriers and watchers. Where there was concern about hunger, it was usually for children in other parts of the world. After all, who knew of anyone starving in America?

Then members of congressional committees, government agencies, and private groups undertook field trips to investigate poverty. They made shocking discoveries. Mass-media reports of their findings and TV documentaries made the nation painfully and acutely aware of the existence of hunger and malnutrition in the United States.

First, a word about the distinction between malnutrition and hunger. Hunger is a state that can be immediately relieved with food; malnutrition implies the lack of one or more nutrients over a period of time, to the extent that health or development is impaired. Malnutrition, unlike hunger, requires prolonged rehabilitation and may leave lasting effects. In reality, though, the two conditions are frequently related. The malnourished are often

hungry, and the chronically hungry are likely to be malnourished as a result of insufficient food.

Two types of severe malnutrition affect children. The first, known as *marasmus*, occurs when a child's diet is inadequate in both calories and protein. Often marasmus begins in early infancy when the baby is not breastfed and doesn't get a suitable substitute for mother's milk. The second type, *kwashiorkor*, is an acute, often fatal disease that occurs when a child gets sufficient calories but inadequate protein. Young victims of marasmus are more likely to suffer permanent intellectual damage, probably because marasmus strikes more often than kwashiorkor during early infancy, when the brain is developing most rapidly.

The time in a child's development when nutritional deficits occur is crucial in determining whether permanent organic damage will result. Experts tell us the brain is most likely to be affected during its period of fastest growth—from about five months before birth to about ten months after birth. During this time malnutrition can inhibit the division of brain cells, thus resulting in fewer cells—a deficit

that cannot be corrected by adequate nourishment later in life. In later infancy, severe food restriction may interfere with the growth of individual cells but does not affect the total number of cells, and undersized cells are able to enlarge with proper diet.

Critical period

The importance of nutrition to cell division in early infancy has been dramatically demonstrated by Myron Winick of Cornell University. In one study, three of five rats that were severely malnourished during the period of rapid cell division were found to have less than half the normal brain-cell content. Dr. Winick found similar results in human babies. The brains of infants who died of marasmus in Chile, he found, contained only 40 percent as many cells as the brains of infants the same age who died in accidents.

Since rapid cell division begins during the fetal period, damage may occur even before the infant is born. In a new book, *Poverty and Mental Retardation*, Rodger Hurley, director of a malnutrition research group appointed by the President's Committee on Mental Retardation, describes the effects of an expectant mother's poor nutrition on her unborn infant. He points out that maternal malnutrition has been established as a cause of premature birth, and that mental retardation is ten times more likely to occur in premature infants than in full-term ones, if the premie survives at all. The President's Committee on Mental Retardation, drawing on a Johns Hopkins University study, reports that 50 percent of premature infants have handicaps ranging from minimum neurological damage to severe mental deficiencies and blindness.

Some research indicates that, even if the child is not born prematurely, his intelligence may possibly be affected by his mother's prenatal diet. Preliminary findings of the Perinatal Project conducted by the National Institute of Neurological Diseases and Blindness suggest that a pregnant woman's nutritional problems may be reflected in her child's IQ. A study by R. F. Harrell and his associates compared babies of undernourished mothers with babies whose mothers had received vitamin supplements during the last half of their pregnancy. When these children were four-year-olds, those whose mothers had had the vitamins were eight IQ points ahead of those whose mothers had not.

But don't rush out for a supply of vitamins to increase your unborn baby's IQ. No pregnant woman, physicians warn, should take dietary supplements or any drugs without medical advice. It should be noted, too, that Dr. Charles U. Lowe, scientific director of the National Institute of Child Health and Human Development, is pessimistic about the value of crash corrective programs for maternal malnutrition. He says, "You can't expect a woman to catch up

with a state of malnutrition in a few months and then reproduce performance up to that of a woman who was well nourished from birth onward."

Eating for learning

Because we cannot raise children in laboratories, where all other factors are kept exactly the same while we regulate their diets, it is impossible to be sure whether differences in children's learning ability are directly due to differences in their nutrition. Malnutrition is most often associated with poverty, and so the malnourished child often suffers not only from lack of energy and illnesses stemming from improper diet, but also from crowded living conditions, family tensions, and lack of stimulation from his environment, his parents, and his peers. Any of these might dull his intellectual performance. Comparative studies of children and experimental research with animals, however, yield rather positive evidence of the effects of nutrition on intelligence. First, the animal studies.

According to Nevin S. Scrimshaw, head of the department of nutrition and food service at Massachusetts Institute of Technology, experiments with rats as early as the 1920's began to show that nutritional deficiencies affected the central nervous system as well as physical growth. More recently it has been demonstrated that early malnutrition sufficient to impair growth in experimental animals has affected their later learning, memory, and adaptive behavior.

Richard H. Barnes, dean of the graduate school of nutrition at Cornell, and his associates have studied both rats and pigs, but they put more value on their experiments with pigs, since the development of the pig's brain parallels that of the human brain much more closely than does that of the rat.

These experimenters imposed very severe malnutrition on their pigs by putting them on a low-protein, low-calorie diet at about three weeks of age. For the next eight weeks they provided a diet that only permitted the pigs to maintain their three-week weight. This period in the pig's development is roughly comparable to the fifth through the eighteenth month in a child's development. A child on an equally severe diet for this period would have marasmus requiring hospitalization.

After the eight-week diet period, the pigs were rehabilitated by means of a good diet. At six months of age, they were tested for behavior responses. Each pig was first left alone to explore a room divided into four sections, with hurdles in the doorways between the sections. Later the pig was exposed to a conditioning stimulus—a buzzer that sounded for ten seconds. If he stayed in the same section for the full ten seconds, he received a shock. Thus the pig's task was to learn to avoid the shock by jumping over a hurdle through one of the doorways within the ten seconds the buzzer was sounding.

Two measurements of the pigs' behavior were taken. One was the number of times that the pig moved from one section to another during the exploratory period, when no buzzer was sounded. This type of activity was related to the animal's level of excitement when confronted with an unfamiliar environment. The second was the length of time the animal took to learn to jump over a hurdle when he heard the buzzer. Both types of behavior were compared with those of a control group—litter-mates that had been well nourished since birth.

The results showed clearly that malnutrition in early life had a marked effect on later behavior and ability to learn. The pigs who had previously suffered malnutrition, though they were currently well-fed, were much more nervous and less able to learn than those who had always had good food.

Studies like this one, says Dr. Scrimshaw, lead to the "stunning implication that infants and young children whose physical growth is stunted by malnutrition may also be prevented from attaining their full mental capacity and social development."

Checking out the variables

Recently studies have been conducted with children in which efforts were made to control all variables except nutritional differences. Dr. Joaquin Cravioto, head of the department of nutrition at the Hospital Infantil de Mexico, and Dr. Rafael Ramos-Galván studied the family dietary practices of school-age children in a Mayan village in Guatemala. They found that variations in height and weight among the children were not related to the stature of their parents, *but to malnutrition at an early age*. Also, retardation in height was accompanied by poorer performance on tests indicative of learning ability.

Further support for a link between malnutrition and mental development comes from a three-year study completed just a month ago by Dr. Cravioto and Dr. Herbert G. Birch of the Albert Einstein College of Medicine. To reduce socio-economic variables, experimental and control groups were chosen from the same families. A group of Mexican children who had suffered kwashiorkor were compared several years after their recovery from that nutritional disease with their brothers and sisters who had not had it. The average IQ score of the kwashiorkor group was thirteen points below that of the other group. Dr. Birch believes this shows the lasting effect of malnutrition on its victims.

Malnutrition can be harmful even when it is not severe enough to cause brain damage or mental retardation. A now-famous memo from Daniel P. Moynihan to the President of the United States says: "Clearly, malnutrition can affect personal development in endless ways other than in the formation or destruction of brain cells. A sickly child obviously is not likely to learn as well as a healthy one. The

issue is not brain damage, but rather the impairment of normal physical functioning."

Moynihan was referring to such effects as poor hearing, weak eyesight, severe anemia, and other ailments. As Rodger Hurley points out, malnutrition lowers children's resistance to diseases and infections. Any of these defects or weaknesses could keep the poorly nourished child out of school frequently or prevent him from receiving the full benefit of his education when he did attend. The malnourished child usually suffers not one, but a combination, of maladies.

Even if an undernourished child shows no symptoms of ill-health, his chances in school are poor. The Council on Foods and Nutrition of the American Medical Association goes so far as to say that he will most likely become a handicapped adult. "Even though there be no mental impairment," the Council claims, "the poorly nourished child, the hungry child will have a shortened attention span which interferes with learning."

Centuries ago, says Rodger Hurley, it was recognized that poor diet depressed intellectual development, and in modern times "the lethargy, dullness and pseudo-mental retardation of many poor children can be ascribed to this same factor." The human body, he adds, moderates its activity to match its nutritional status. The child who has had too few calories and nutrients is listless and dull because he hasn't enough energy to act otherwise.

Classroom behavior

Dr. Merrill S. Read, of the National Institute of Child Health and Human Development, elaborates on the learning problems of undernourished, or even just plain hungry, children:

"Those who have worked with [these] children know that they exhibit behavioral alterations. These include apathy, lethargy, inability to pay attention, and perhaps, overconcern about food to such a degree that responses to classroom stimuli do not occur. A child in such condition no longer meets the expectations of his family or teachers. He begins to live in a world of his own and may seek recognition . . . by ways that disrupt learning experiences.

"Learning is increasingly recognized as progressing in stages, each stage becoming a foundation for the next. By not responding to early stimulation, the child gradually becomes unable to benefit from 'normal' experiences at a later period."

Finally, children who are hungry have negative attitudes that interfere with their education. Dr. Robert Coles of Harvard, who has worked extensively with children of poverty, points out that the child who is never properly fed is surly and looks upon the world as a hostile place. Rodger Hurley found that hungry children feel insecure, anxious,

Continued on page 31



Does Breakfast Help?

By Terese Marie Koonce

What happens when some students receive both breakfast and lunch at school and some receive only lunch? Are there any differences between the two groups? To find the answers to these questions, University of Alaska graduate student Terese Marie Koonce studied 40 Anchorage, Alaska school children.

Malnutrition's Symptoms

Studies suggest that early nutritional deficiency may not only affect physical growth but may also produce mental and emotional changes that cannot be reversed. In the classroom some of these students display behavior that indicates malnutrition. This behavior is frequently shown by irritability, aggressiveness, frequent crying or by withdrawal. Even if the student is not displaying any of these behavior symptoms he may not learn if he has to worry about what he's going to eat. The possible anemia and resulting lethargy that develops may cause him to sleep in class. A child cannot learn if he cannot stay awake.

Research further implies that hungry children cannot compete with children who have adequate diets. Malnutrition limits the energy a child has to spend. Consequently the child's classroom involvement is limited or nonexistent. The malnourished child is more susceptible to disease. This factor and the social apathy that the poor diet may generate can cause school absences.

Height and weight gains of poorly nourished children are usually less than those of properly fed children. Inattention, fatigue (often to the point of falling asleep in school), poor memory, slow comprehension and unusual restlessness were observed in German children after World War I. These symptoms were attributed to poor nutrition.

School Breakfast and Lunch

Breakfast as well as lunch is available to students in the Anchorage Borough School District, Anchorage, Alaska. Children in families receiving food stamps or other forms of welfare assistance, as well as children from families who do not qualify for welfare assistance but who meet minimum criteria set up by the school district, are eligible for free meals. Those who can afford to pay for lunch are charged 45¢ in the first and second grades, 50¢ in the third, fourth, fifth and sixth grades, and 60¢ for junior and senior high school students. Those

children who wish to purchase breakfast are charged 25¢—except in senior high school where they can buy breakfast or lunch a la carte.

Anchorage schools began a lunch program in 1952, with approximately 250 students participating. At present there are 15,000 students out of approximately 31,895 students participating in the school lunch program. Federal reimbursements are made to the school of 30¢ per meal for those children receiving free lunch, and 6¢ for those children who pay full lunch price.

The breakfast program was introduced at the beginning of the 1970-71 school year with 800 students participating. This number includes kindergarten children who do not as a rule eat at school. Federal reimbursement for the breakfast program is 15¢ per meal, or total cost of the meals per month—whichever is less.

As part of the requirements for her Master's degree, University of Alaska student Terese Marie Koonce compared two groups of Anchorage school children—those eating both breakfast and lunch at school and those eating lunch only. Researcher Koonce tested a number of hypotheses.

Hypothesis I. One part of the study was designed to assess absences of breakfast and lunch students for the three-month period from September to December, 1969 as compared to absences in 1970 for the same group and same time period.

One incentive for attending school may be the breakfast program. There may not be adequate food at home for breakfast or, even if there is food, no morning meal is prepared and the student maybe cannot or will not prepare food for himself.

Another reason for eating breakfast at school is socialization. An opportunity to eat with the child's peer group may be another incentive to come to school. The added nutritional benefit of breakfast will make a healthier individual who is more resistant to illness that can cause absences. Any or all of these reasons could lessen number of school absences for these students.

Hypothesis IIa. There would be a significant increase in height for those students who eat breakfast and lunch as compared to the increase for those who eat lunch only at school.

A balanced diet for breakfast as well as lunch with an adequate calorie intake would provide more elements for increase in height than lunch alone could provide.



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* See previous p. for identical

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- William G. Hollister, M.D. "Why Adolescents Drink and Use Drugs." March 1969, pages 2-5.
- William G. Hollister, M.D. "Drug Use: An Emotional Storm Signal" (in "PTA—Where the Action Is"), March 1968, pages 25-26.
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Adolescence

DIRECTED BY CAROL AND HARRY SMALLENBURG

"A Parent's Manifesto—Our Grievances" (page 2)

Program suggestions

- This meeting could well begin with a review, by the entire group, of the grievances stated in the article. Follow this summary with a statement of any additional grievances your group members feel are widespread and important.
- Invite several teenagers to meet with your group. Give them copies of this issue of the magazine well in advance, so they will have a chance to read the article and be ready to discuss the grievances expressed in it. If yours is a PTSA, the student members can carry out this part of the program.
- Instead of several teenagers, ask a young adult—someone of college age who is on youth's side—to talk with you informally and help you understand youth's point of view.
- Set up a panel made up of a school counselor, parents, and a clergyman to examine the grievances cited in the article and make constructive suggestions about how we can handle them. Leave plenty of time for suggestions from group members about how they think communication channels between children and parents can be kept open.

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and suspicious—psychologically unable to respond well to their environment, including education.

Although we may not know the full effect of hunger and malnutrition on children's ability to learn, teachers tell us that just a little food makes a big difference. At the National PTA convention last spring, Paul W. Briggs, superintendent of Cleveland's public schools, told delegates that "attendance went up, tardiness went down, and education moved ahead" since his school system began serving free breakfasts in the classroom to 40,000 hungry children. Miriam Hughes, director of the National School Lunch Program in New Jersey, recently reported that "teachers of students who were benefiting from the Pilot Project Breakfast Program were astounded at the alertness of children who were previously apathetic and listless."

Expanded food assistance programs can help substantially to improve nutrition. But inadequate diet is not necessarily confined to the poor. Some families who can afford good food may be ignorant of the principles of nutrition. Meals may be abundant and filling but lack essential elements.

Other families may become careless. Soft drinks and snacks may supply calories at the expense of needed nutrients. In the morning rush, children may dash off to school without a proper breakfast or any breakfast at all. They may carry, or come home to, a poorly planned lunch. Physicians warn constantly about the faulty eating habits of teenage girls who starve themselves to stay thin. They also cite perils to the babies of ill-fed teenage mothers.

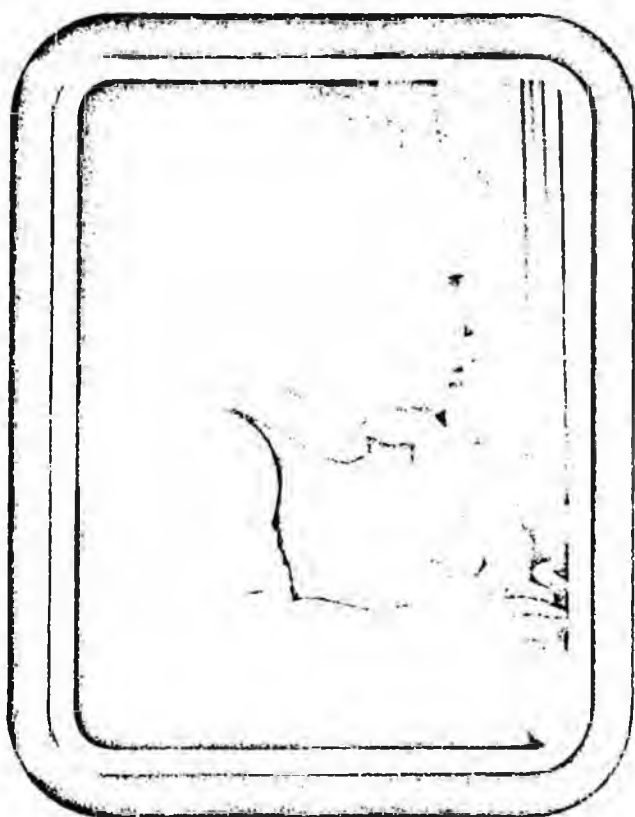
From Dr. Arnold Schaefer of the U.S. Public Health Service comes the information that enrichment of flour with essential nutrients, milk with Vitamin D, and salt with iodine has been cut back considerably over the past ten to twenty years. Most prepared cake and roll mixes, he says, do not use enriched flour. With unenriched items costing a few pennies less and food prices rising, the shopper may choose cheaper items, or simply reach for a product without reading the label.

Purchasing power alone does not assure a proper diet. Families, whatever their income, might well review their eating habits and brush up on nutrition facts. Nutrition education is essential, and it should be made part of a comprehensive school health program, starting in kindergarten. It can even start—and should start—with the preschooler at home.

If we can produce a generation knowledgeable about nutrition and committed to good practices, future generations will be better protected from the scourge of malnourishment, with its impairment of the ability to learn and live with zest.

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Without pushing or pressuring children, parents can help them develop healthy, inquiring, discovering minds.



Vitamins for Young Minds

FRANK J. ESTVAN

What's the most important period in a person's life? For growth and development, the answer without doubt is the first five years. Never again do the body and the use of language develop so rapidly. By the age of six a child's brain and system of nerves have reached 80 to 90 percent of their adult growth. In addition, basic personality tendencies, such as being outgoing or withdrawing, active or contemplative, daring or fearful, innovative or conforming, are apparent.

During these critically formative early years, the growth of the mind, like that of the body, depends on good growing conditions. The better the nurturing environment, the more certain it is that the ability to learn and think will develop to its full capacity. Thus teachers find that children coming from "poor" backgrounds seldom make normal progress in school. And this is just as true for children who suffer psychological neglect in prosperous homes as for children deprived by poverty.

Like the body, the mind needs its own "vitamins"—*sensory impressions, practice in language, experience in the discovery type of thinking, and a positive concept of self*—to name some of the most important.

Let us briefly consider each of these in turn. Sensory impressions, of course, are the basis for all

mental activity. A person born blind can form a concept of the shape of the American flag in his mind by feeling its outlines—by experiencing the shape. But he can never imagine the flag's colors because he has never experienced red, white, and blue. The child's need for sensory experience is so great that he is constantly "getting into everything," as weary mothers put it. He explores the world with all his senses. He looks, he listens, he grasps at objects so that he can touch them, taste them, smell them. In this way he learns about form, size, space, texture, time, temperature, movement, weight, number, social qualities, aesthetic qualities, even humor.

Language is just as essential as sensory impressions for developing the mind. If the many sensory impressions the child gathers are to be useful to him, they must be labeled and classified. Only then can he think about these ideas or share them with others. Through language he can clarify, express, and communicate his feelings and thoughts. He says he *liked the sand* and the *waves* and would like to go to the *beach again*, or he didn't care for the *crowds* that *pushed* in the *elevator* or on the *street downtown*.

Experience in finding things out for oneself—the discovery method of learning—fosters mental growth, independence, and confidence. It is essential to all of us because, even though we may not be scientists or

innovators of one kind or another, we do have to be able to find answers and solve problems on our own. For the child everything in the world is new, and he spouts a constant stream of questions. If, in his first five years of life, he is encouraged to ask questions and also helped to find answers, he forms the habits and develops the skills that make for an inquiring, independent, capable mind. If, on the other hand, he is not encouraged to discover the nature of things for himself, he may fall into apathy, intellectual laziness, or overdependence on others.

The child's self-concept, the way he sees himself or thinks about himself, is important for mental growth because it influences the way he deals with situations. The child with a healthy respect for himself tends to approach problems with confidence and gusto. As a result, he is more likely to succeed, and thus learn to relish new ventures. Low self-esteem, on the other hand, is usually accompanied by a fear of failure. Far too often this leads to withdrawal from new or challenging situations or a lessened capacity to deal with them.

To make sure a youngster gets the required vitamins for intellectual development, parents need to plan and provide a balanced mental diet. First, they can set up an environment that offers opportunities for a wide variety of experiences. Second, they can arrange for play and other activities with other children and adults. Third, they can help guide their children's thinking.

The home is a first-rate learning laboratory. Think of all the possibilities for sensory experience that abound in the kitchen! Some cans are big and some are small; some are heavy, some light. Bowls and kettles are of various shapes, sizes, materials. Some fit into each other; some do not. There are measuring devices—spoons and cups. Then there are differences in hot and cold, in the sounds made by the coffee percolating and the teakettle boiling, in the smells and tastes of an assortment of tempting substances.

Not only can the child learn the names of various things, but he can classify them. Peas, beans, potatoes, and corn are vegetables; hamburger, wieners, and chops are meat; cups and saucers and plates are dishes. Also, there are simple experiments or discoveries to make: how water freezes to make ice, and ice cubes melt to make water; how water disappears into the air as steam and condenses to water again on a cold surface; how some things float on water whereas others sink.

Into this rich setting parents can bring library books, pictures, phonograph records, arts and crafts materials, television programs especially for young children, pets to be cared for, and so many other things that the danger in some homes is too much rather than too little.

Outside is the fascinating world of nature—the sky, the weather, birds, insects, trees standing along the curb, and in the yard (if there is a yard) a variety of flowers and bushes, a garden plot, perhaps a birdbath or feeder. The child—even the apartment-dwelling child—can note changes taking place in the heavens and in living things as the seasons come and go. Indoors or outdoors he can have his own plants to tend and observe how they grow from seed to harvest. Indoors or outdoors, by climbing and crawling, swinging and sliding on the jungle gym or other objects, he not only learns how to use his body but gains some notion about its size and capabilities.

As he becomes increasingly secure in familiar surroundings, the child is led to places farther off—to Grandmother's or to a playmate's home, to the neighborhood store. Gradually his environment is extended to include parks, the zoo, museums, the library, and other parts of the community, including business and factory sections.

How stimulating the child finds all these parts of the environment depends on how closely he can interact with them. Seeing sheep some distance away or on television is not the same as standing beside a sheep—seeing how tall it is, stroking its wool, patting its muzzle, hearing it bleat, smelling it. The more ways a person can get to know an object, the more real it becomes to him. A child forced to live in a "No, no—don't touch" world is not only denied opportunities for enriching his mind but also is frustrated in a wholesome desire, for one sign of a healthy mind is interest in one's surroundings. It's prudent, of course, to put fragile objects out of reach, but even a small child can be allowed to examine them, under careful supervision, when his curiosity has been aroused.

Although a child should do many things by himself in order to develop independence and creativity, he needs to be with other children too. Ideas are contagious. One child's idea often stimulates another's imagination. When two children play "house" together, they are likely to have many more ideas than either could think up by himself. Of course, many activities, like playing tag and seesawing, can't be done alone. But even when the play is solitary, it is reassuring to a child to know that someone his own age is close by, doing some of the same things he is. Besides, it is more fun to laugh and shout with a friend than by yourself.

Equally important, the child needs to share experiences with a sympathetic adult—watching television, for example. Then the parent can comment or ask questions to help the child understand what is happening and distinguish the real from the make-believe. Later, they might talk about the program, or the child might act out certain parts, or the parent might read aloud a book that tells more