



Research in Brief

Nutrition Concepts of Youth

This study was designed to meet some needs recognized by Cooperative Extension Service staff members involved in the Expanded Food and Nutrition Education Program (EFNEP) in Iowa. The focus of the study was to develop and test materials to be used with youth in teaching food and nutrition.

More effective means for evaluating the teaching of food and nutrition is needed by the Cooperative Extension Service to determine whether the program has resulted in changes of comprehension of the youth in the food and nutrition concepts. The pictorial test described in this study could be used by professional youth staff and home economists of the Cooperative Extension Service and/or the paraprofessional (aide) working directly with the youth in the program. The pictorial test has the potential use for aides with

youth on their regular visit to the homes of families or in group meetings of youth.

Development of Pictorial Test

Ombwara identified food and nutrition concepts for teaching youth, ages 8-11, in the Iowa expanded nutrition program and developed and tested a pictorial test of knowledge about food and nutrition containing 20 multiple-choice items to measure comprehension of the concepts.

Pictures of foods to be illustrated in the test and food models were collected to aide the artist in the actual drawings of the foods in the test. Using the pictures as a guide, the artist illustrated the test. Because of the cost, the foods weren't illustrated in color as was originally planned.

Home economists and/or youth staff from 21 counties in Iowa administered the test to youth in the counties involved in EFNEP. Youth staff in each county selected 1 boy and 1 girl

for each of the age levels 8 to 11, making the total sample 168. Of the 168 questionnaires distributed, 156 were returned from 20 of the 21 counties participating in the youth phase of the program.

Results

Raw scores of the youth on the 20-item questionnaire ranged from 3 to 19. There were no items in the questionnaire answered correctly by all the participants and none that was answered incorrectly by all.

At least 81 percent of the youth held the following correct concepts: (1) liver, beef, and raisins as foods rich in iron; (2) two boys playing with a ball as using the most energy of four activities given; (3) peanut butter sandwiches and milk as a nutritious snack; and (4) a healthy boy can be recognized by his appearance. The misconception held by 51 percent of the youth was that milk, green beans, tomatoes, and eggs are the main sources of energy for the body. Thirty-eight percent believed the misconception that the teeth are the part of the body needing vitamin A.

Uses for Concepts and Test

Based on the nutrition concepts judged as appropriate for the age level in this study, teaching materials, such as pictorial games, could be developed. A slide-tape presentation will be de-

veloped by the Home Economics Education Department for use in the Iowa Extension Service.

The test has potential use in other states as a pre-test and post-test to evaluate the youth phase of EFNEP. The test in the original form is available from Iowa Extension Service, Publications Distribution Center, Ames, Iowa.

"Nutrition Concepts of Youth in Iowa Expanded Nutrition Program." Stella A.K. Ombwara. Ames, Iowa: Iowa State University Library, 1972.

I. Beavers

Participatory Democracy – and More!

A new theory of democratic government is emerging, one which provides for more meaningful "participation" of all citizens. Voting does *not* meet any meaningful definition of "participation" and, over time, electoral processes will diminish in importance.

All activities in *all* organizations will be seen as *political* in nature, in that they affect the future course of society. No organizations will be exempt from a requirement to function in participatively democratic ways.

The fundamental unit of organizational activity and analysis will be a collegial, nonhierarchical, face-to-face, problem-solving group. It should be large enough to include the perspectives and expertise necessary to

deal with the problem at hand, but small enough to assure each participant that his contribution is substantial, meaningful, and indispensable to the process.

Reasons for Participation

Origins of the drive for "participation" include:

1. The growth of "welfare statism" producing ever-increasing involvement of government in all activities that affect all individuals (and citizens seek participation to ensure that *somebody* deals with issues).
2. The immediate corollary that elected and appointed officials are suffering from the "overload factor."
3. The present cultural revolution where new and different social norms are being legitimized (for example, peaceful large-scale demonstrations are widely accepted as permissible even if cities are partly paralyzed in the process).
4. Political theorists who are recognizing that participation is educative, integrative, and facilitates the acceptance of decisions.
5. A combination of these factors that present political elites with the need to be *proactive* and facilitate the emergence of new forms.
6. All the above reasons that are both causes and effects

of the rising level of education in the citizenry.

7. The fact that *participation probably is the most efficient and cost-effective manner of making decisions.*

Supporting Trends

Most contact between citizen and government is at that point where agencies do their business. Because that point is significant to the individual citizen, it's where change must be effected.

Recent developments that seem to be setting the stage for participative innovation are the multiorganizational or "temporary" approach (collegial or non-hierarchically interactive), the "organizational development" approach (T-groups, encounter, sensitivity), and the "citizen participation" approach (advocacy, charrette).

Issues

The cultural revolution suggests that participation and competition aren't compatible concepts. Assignment of individuals to temporary and ambiguous organizations might be frightening unless security is built-in. Each individual will become more a generalist — a reversal of a long-term trend.

The collective sharing of responsibility and the awareness of interdependence ultimately

may challenge individual ownership of property.

Temporary problem-solving systems will threaten the dominance, if not the permanency, of all formal organizations including the state.

Operationalizing

Political and administrative policy makers simply *must* involve subordinates (employees and citizens) as a matter of fundamental right. This suggests a *collective* decision process, not *restricted to government officials*. Such processes should be structured as nearly as possible in conformance with what we know about effective small-group decision making.

While gradualness is preferable, there must be a willingness to experiment. If collective responsibility, already a norm in parliamentary government, can be expanded, perhaps we can come to share both success and blame.

Participation and Liberal Democratic Government. Frederick C. Thayer. Toronto, Ontario: Queen's Printer, Committee on Government Productivity 1972. [Available from: Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, \$1.00.]

D. Blackburn

Ego-Stage, Personality, and Group Work

Since many of the adult's learning experiences are group

centered, the work of Valbur should be of interest to the Extension specialist who frequently functions within a group learning framework.

Purpose

This study investigated congruence in ego-stage and group relevant aspects of teachers' and learners' personalities, and between their preferences for, and perceptions of, group work and emotionality behavior, as related to learning achievement and to teacher and student satisfaction with group membership.

Procedure

A total of 130 learners and 7 teachers completed the Ideal Group and Self-Description questionnaires and measures of perception and satisfaction. Each teacher also developed a test of terminal student proficiency. Overall evidence from analysis of the ego-stage dyadic congruency, the group relevant congruency, and the preference and perception congruency variables in association with teacher and learner satisfaction and learning achievement didn't form any assumptions concerning their predictive relationships.

Results

Data revealed some strength by the ego-stage dyadic congru-

ency variable, especially in association with the dependent variables of learner achievement. Supplemental analysis of the eight ego-stages indicated that teacher-learner dyadic congruency wasn't significantly related to learner satisfaction. Reasons for the findings were suggested along with wider implications.

"The Predictive Association Believes the Ego-State and Group-Relevant Aspects of Personality and Learning Achievement on the Basis of the Degree of Congruence in Teacher-Learner Dyadic in Adult Learning Groups." Borger Valbur. Madison, Wisconsin: University of Wisconsin, 1969. [Order number: Ed 041 191. Price: MF 25¢, HC 90¢.]*

H. Long

Children's Books

Helson begins with the thesis that "characters and fantasy written for children differ significantly from one historical period to another, and the fantasy itself holds up a curious kind of mirror to the culture. When we examine literary fantasy, we look upon a reflection of the social pressures of the period, problems of sex role and personal identity, and the changing role of the artist."

The author used the techniques of personality assessment and systematic sampling to study children's literary fantasy. For her analysis, she developed a questionnaire that was used by

rater-analysts who ranked the relative importance of five formal dimensions in children's stories: setting or mood, personality or relationships between characters, plot, verbal play or humor, and analysis of parts — the use of maps, diagrams, or other analytical schemata. She also rated 10 "needs" on a 5-point scale. The needs, such as aggression, achievement, getting love or affection, and exploring were adapted from Henry Murray's list of needs.

A list of books was compiled on fantasy considered by critics to be the best in the tradition for 8- to 12-year-old children. The sample fell naturally into 2 groups: 15 books written before 1880, Victorian England's first golden age of fantasy, and 15 books written between 1880 and World War I, during another flowering of this type of imaginative writing.

The author carried out a cluster analysis of the 15 variables for each of 91 stories contained in the selected books. When the variables were intercorrelated, three clusters emerged and were labeled as *heroic*, *tender*, and *comic*. The stories that scored high on the heroic cluster were filled with a sense of purpose, achievement, and overcoming opposition. Fantasies in the tender cluster emphasized love in the sense of feeling and relationship. Books in the comic

cluster described a Walter Mitty syndrome—wish fulfillment, achievement and humor.

Finally, books were compared that rated above average in the contemporary sample with fantasies of the past. Works of fantasy in the 19th and 20th centuries showed no significant differences on any formal literary dimension or on the expression of any need or any cluster score.

There was, however, one area of conspicuous change—that of characters and their relationships. The 19th century books give significantly more importance to relationship between humans and animals, to boy and girl pairs, and to an alliance with a wise or magical female. The 20th century books gave significantly more importance to an alliance with a wise or powerful male, to peer groups, and to relationships between a child and an adult of the same sex.

Editor's Note: Does the emphasis on youth and animals in 4-H reflect a 19th century cultural pattern or is there another dimension involved that wasn't studied by the author? What would a historical analysis of 4-H literature reveal about the Extension youth program?

"Through the Pages of Children's Books." Ravenna Helson. *Psychology Today* VI (November, 1973), 107-17.

D. Stormer

"Contamination of New Careerists by Professionalization: Fact or Fancy?" Margaret A. Thompson. Minnesota University, Minneapolis, 1971. [Order number: ED 042 956. Price: MF 50¢, HC \$4.15.]*

A study was undertaken to analyze the new careerist's perception of his involvement in his community and his proximity to the role of the professional in his agency, among a group of 185 previously low-income persons in the Minneapolis New Careers Program.

The author relates the new careerist's position to the concept of the "marginal man," who's now moved to the fringe of his own poverty group by becoming employed. She raises the question of whether the program has not weakened the new careerists' relationships with their own neighborhoods, perhaps by removing them from their neighborhoods for a good part of the day.

Despite this marginality of the new careerist's role, responses to a brief questionnaire indicated that participants' community orientation was stronger than their professional orientation.

In contrast, dropouts from the program exhibited several characteristics of professionalism to a greater extent from the outset than did those who stayed in.

C. Trent

“A Study of Delegation of Duties to Hospital Dietary Supportive Personnel.”

Angeline Joyce Kline. Ph.D. dissertation, Ohio State University, Columbus, 1968. [Available from: University Microfilms, 300 N.Zeeb Rd., Ann Arbor, Michigan 48106. Order number: 69-4920. Price: MF \$3.00, Xero-graphy \$5.40.]

This study uses questionnaires to explore the extent of delegation to supportive personnel in Ohio hospitals of 100-or-more bed capacity that employ at least 1 full-time dietitian, with primary focus on the use of the food service supervisor.

Food service supervisors who had taken a battery of courses established by the American Dietetic Association were compared to those who had only on-the-job training. The opinions of dietitians working in Ohio hospitals were compared with those of dietitians who had been designated as judges or experts.

The number of duties that were delegated in each hospital was explored. Large hospitals were compared with medium ones to determine if significant

differences existed in the number of duties delegated.

Analysis of the data suggested that the completion of either an American Dietetic Association approved course or other courses wasn't associated with the extent of use in the supervisory capacity.

There was a high level of agreement between the dietitians and judges in defining duties appropriate for delegation. Factors other than completion of educational courses were involved in promoting maximum use of supportive dietary personnel.

C. Trent



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