DOCUMENT RESUME

ED 141 004 RC 009 940

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TITLE The Effectiveness of Three Media in Disseminating Basic Information to Low Income Families.
INSTITUTION North Carolina State Univ., Raleigh. Agricultural Experiment Station.
SPONS AGENCY Rural Development Service (DOA), Washington, D.C.
PUB DATE Nov 76
NOTE 177p.

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS Cartoons; Changing Attitudes; Communication (Thought Transfer); Comparative Analysis; Control Groups; *Economically Disadvantaged; Experimental Groups; Females; Food; *Geographic Location; Health Education; *Information Dissemination; *Media Selection; *Nutrition; Reading Level; *Rural Population; Rural Urban Differences; Socioeconomic Background
IDENTIFIERS *North Carolina; Place of Residence; Regional Differences

ABSTRACT

In order to measure the effectiveness of information leaflets, circular letters, and cartoon booklets in disseminating basic foods and nutrition information to low-income homemakers, a sample of 700 North Carolina homemakers involved in the Expanded Foods and Nutrition Education Program sponsored by the Agricultural Extension Service was divided into three experimental groups and one control group. Relationships between knowledge and practice change and the situational characteristics of the respondents (rural, urban, etc.) were also examined. Employing the test--treatment--retest design, the study's conceptual framework was based on Berlo's communication model. Data collected via personal interview were analyzed by computer using least squares analysis of variance. Major findings were: all experimental groups and the control group showed significant changes in foods and nutrition knowledge and practices; no one of the media was significantly more effective than another in affecting changes in foods and nutrition knowledge or practices; knowledge gain was found to be significantly related to certain aspects of geographical location of the respondents and to attitude toward the medium received; and attitudes toward the three media were positive and significantly related to "ease of reading". Results suggested that there are regional differences in the attitudes toward different media and media reading levels. (Author/JC)

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ED141004

center for rural
resource development
report number 3
november 1976

north carolina state university
raleigh, north carolina

U.S. DEPARTMENT OF HEALTH,
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Disseminating Information to Low Income Families

A Comparison of Cartoon Booklets, Leaflets and Circular Letters

RC 009940

THE EFFECTIVENESS OF THREE MEDIA IN DISSEMINATING BASIC INFORMATION TO LOW INCOME FAMILIES

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Supported by

North Carolina Agricultural Experiment Station and
North Carolina Agricultural Extension Service

Under Title V - Rural Development Act of 1972

Center for Rural Resource Development Report No. 3
North Carolina State University
Raleigh, N. C.

November, 1976

ACKNOWLEDGEMENTS

Appreciation is expressed to the North Carolina Agricultural Extension Service and the North Carolina Agricultural Experiment Station for financial support of this study through Title V, Rural Development Act funds. More specifically, appreciation is expressed to Drs. George Hyatt, Jr., Carlton Blalock, George Kriz, Paul Stone and Edgar J. Boone.

Grateful acknowledgement is given to Miss Jean Learn, Supervisor, Educational Services, Proctor and Gamble Company for her untiring efforts in negotiating with the television network, the producers, directors and the cast of the daytime serial "The Edge of Night" for permission to use the format and characters of the serial in the cartoon booklets developed for use in the study. Appreciation is expressed also to Mr. Tex Blaisdell and Mr. Paul Levitz for the quality of art work and story portrayed in the cartoon booklet series.

Appreciation is expressed for the guidance and support given by Dr. Eloise Cofer, Mrs. Minnie Brown, Mrs. Helen Branford, Mrs. Marjorie Donnelly and Dr. Edgar J. Boone.

The cooperation of the 700 EFNEP homemakers who participated in the study is gratefully acknowledged. Acknowledgement is made also to the following area Extension Agents and County Extension Home Economics Agents for their efforts in coordinating the collection of the data: Jane Taylor, Virginia Credle, Lenoir Walston, Willa Sarvis, Victoria Bynum, Cheryl Summers, Earline Walker, Margaret Wade, Dorothy Johnson, Bernadette Watts, Yvonne Ray, Helen Payne, Ostine West, Diane Stanley, Carroll Beckham, Lois Williams, Jean Lancaster, Kathryn Hester, Elizabeth Jones, Linda VanDemark, Earline Waddell, Irma Altman, Mary Whitmore, Lynda Parris, Lillie Tunstall, Myra Stewar , Autrey Jenkins and Zelma Hinton.

Gratitude is expressed to the 68 EFNEP program aides who conducted the interviews. Their personal interest in the project and in the homemakers interviewed was invaluable to the success of the study.

Appreciation is expressed to Mr. Herbert Kirk, Department of Statistics, North Carolina State University, for the development of the statistical design of the study and computer programming. Recognition is given also to Liz Todd, Grace Hale and Brenda Warren who contributed to the typing of the manuscript and to the dozens of secretarial tasks necessary to the completion of the study.

ABSTRACT

This study measured the effectiveness of information leaflets, circular letters and cartoon booklets in disseminating basic Foods and Nutrition information to low-income homemakers in North Carolina. It also examined the relationships between knowledge and practice change and personal and situational characteristics of the respondents.

The primary impetus for the study evolved from the needs of the North Carolina Agricultural Experiment Station and the North Carolina Agricultural Extension Service for improved means of getting educational information to people concerning rural development.

The sample of 700 subjects who participated in the study was drawn from a population of 11,050 homemakers in North Carolina involved in the Expanded Foods and Nutrition Education Program sponsored by the Agricultural Extension Service. The study employed the test--treatment--retest design. The conceptual framework was based on Berlo's communication model. The data were analyzed by computer, using least squares analysis of variance. The data were collected through personal interviews.

The major findings were: (a) all experimental groups, as well as the control group, showed significant changes in Foods and Nutrition knowledge and practices; (b) no one of the media was significantly more effective than another in effecting changes in Foods and Nutrition knowledge or practices. However, the homemakers receiving the information leaflet exhibited slightly more knowledge gain, and those receiving the circular letter changed slightly more practices than those receiving other media; (c) knowledge gain was found to be significantly related to certain aspects of geographical location of the respondents and to attitude toward the medium received; and (d) attitudes toward the three media were positive and significantly related to "ease of reading."

The results of the study suggest that: (a) any one or all three media studied would be useful in disseminating educational information to the public considerably cheaper than face to face contact or meetings; (b) attitudes toward a specific medium of communication may differ by regions, and care should be taken to employ media that are compatible with existing attitudes; and (c) special effort should be made to ensure that the reading level of educational materials is adjusted to the reading ability level of the intended audience.

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SUMMARY AND CONCLUSIONS

Purpose and Need for the Study

The central purpose of this study was to determine whether nutrition knowledge and practices of low-income homemakers in North Carolina could be changed significantly through the direct mailing of three different media to their homes. A secondary purpose was to determine the relative effectiveness of these three media in effecting changes in nutrition knowledge and practices. The third purpose was to determine the level of acceptance of the three media by those receiving them. The fourth purpose was to determine the degree to which certain personal and situational factors were associated with knowledge change, practice change, and attitude toward the medium received.

The primary impetus for this study evolved from the needs of the North Carolina Agricultural Experiment Station and the North Carolina Agricultural Extension Service for improved means of getting educational information to people concerning rural development. This need was pointed up clearly in Research Task Force Report No. 18 prepared by the North Carolina Agricultural Experiment Station in 1973. The report stated: "Communication and the education process is of paramount importance to developing rural areas. It is the delivery system and the mechanism for public understanding of the alternatives to a better quality life. We believe that an increase and improvement in techniques and methods in this modern society could greatly facilitate progress of individual groups and communities in dealing with problems of change... It is imperative that more effective ways of reaching the several audiences be developed."

Along with this primary impetus related to rural development, the North Carolina Agricultural Extension Service has felt a need for some time for improved techniques for disseminating Foods and Nutrition information among low-income homemakers.

Since 1968 the North Carolina Agricultural Extension Service has coordinated a program entitled "Expanded Foods and Nutrition Education Program" (EFNEP) for low-income homemakers. The program is conducted by trained indigenous paraprofessionals (program aides) through person-to-person contact with low-income homemakers. Currently, approximately 12,000 homemakers are participating in the program. There is ample evidence from survey information that diets and nutritional practices have improved among the participants. However, it is impractical to assume that all low-income homemakers in North Carolina who need information on Foods and Nutrition can ever be reached by this approach. New techniques must be developed, tested, and used if a significant impact is to be made on the dietary problems of low-income families.

It was assumed that if the media examined in this study proved to be effective means of reaching low-income families on a mass basis with Foods and Nutrition information, perhaps the same approaches might be used effectively with rural people in communicating information on a variety of topics such as improved farm practices, economic concepts, public policy concepts, and land use planning.

Research Procedures

The study consisted of both a descriptive and an experimental design. The descriptive segment involved the use of personal and demographic data in developing a profile of the EFNEP homemaker in North Carolina. The experimental segment was designed to determine the effectiveness of three media in disseminating Foods and Nutrition information to low-income homemakers in North Carolina, and the relationship of personal and situational factors to knowledge and practice change. The pre-test - treatment - post-test design was utilized in this segment.

The population for the research consisted of 11,050 homemakers located in 97 North Carolina counties who were participants in the Extension Expanded Foods and Nutrition Education Program (EFNEP).

A computerized random selection procedure was used to select the 18 counties used in the study. The selection was based on population density and geographic location. A random sample of 48 homemakers was taken from the list of EFNEP program homemakers in each county. Twelve homemakers were randomly assigned to each of the three experimental groups and the control group in each county.

Six concepts related to Foods and Nutrition were selected by North Carolina Extension Foods and Nutrition Specialists to constitute the subject matter to be disseminated. A leaflet prepared by the Extension Foods and Nutrition Specialists on each concept was the basic information source. A circular letter was prepared for each concept, duplicating the content of the leaflet. A series of six cartoon booklets based on the format and characters depicted in the daytime serial, "The Edge of Night," was prepared; and the basic subject matter from each of the leaflets was injected into the corresponding cartoon booklet. The cartoon booklets focused on an emotionally charged human interest story in serial form--the story continued from one issue to the next, ending with the sixth booklet.

Each week for a period of six weeks homemakers in the sample received in the mail one of the three media. Group 1 received a

leaflet each week, Group 2 received a circular letter, Group 3 received a cartoon booklet, and Group 4 received no information and served as a control.

The interview schedule used in data collection served as both the pre-test and post-test. The instrument consisted of questions related to personal and situational characteristics of the respondents, nutrition knowledge and practices, and attitudes. EFNEP program aides conducted the pre-test and post-test interviews and recorded responses.

The data were analyzed using least squares analysis of variance, with accompanying t-tests.

Results and Conclusions

The "typical" North Carolina EFNEP homemaker as characterized in this study was more likely to be black. She was relatively young, less than 40 years of age, a rural resident, had some high school education, was married and living with her husband, lived in a household consisting of five people, did not work outside the home, belonged to few organizations other than church and Sunday School, did the food buying for her family, and had a positive attitude toward EFNEP, as did her husband.

In terms of communications patterns, the typical EFNEP homemaker's primary source of information was television--95 percent possessed at least one working set, and 13.9 percent had two or more working sets. The prime TV viewing time was afternoons and nights, and the type of program preferred was the daytime serial. The homemaker received some newspapers and magazines--approximately 30 percent received daily or weekly newspapers, and 26 percent purchased TV Guide. She was not an avid reader of funny papers or comic books. She possessed one or more working radios. Her main source of Foods and Nutrition information was the EFNEP aide.

The major thrust of the study was to determine whether nutrition knowledge and practices of low-income homemakers in North Carolina could be changed significantly through the direct mailing of leaflets, circular letters, and cartoon booklets to their homes. The analysis revealed that there was a significant change in both nutrition knowledge and practices among all homemakers in the study from pre-test to post-test. The greatest amount of knowledge change occurred within the experimental group receiving the leaflet, followed closely by the group receiving the circular letter, and next by the group receiving the cartoon booklet. The change in knowledge was least within the control group. The greatest change in practices occurred within the experimental group receiving the circular letter, followed by the group re-

ceiving the cartoon booklet. The control group was third, and the leaflet group was fourth. No one of the media appeared to be more effective than another in effecting changes in nutrition knowledge or practice change, including the control group.

The significant change in nutrition knowledge and practices exhibited by the control group and the consequent lack of significant differences in nutrition knowledge and practice change between the experimental groups and the control group might be explained by the fact that the respondents were aware that they were participating in a research project and through their desire to achieve, actively sought information and learned on their own. Another explanation might be simply an increased awareness of the subject matter stemming from the pre-test. Thus, one might conclude that the leaflet, the circular letter, the cartoon booklet, and the assessment of nutrition knowledge and practices of homemakers would be equally effective in effecting nutrition knowledge and practice change in low-income homemakers.

In an effort to determine whether nutrition knowledge and practice changes were related to personal and situational characteristics of the homemaker, the factors of age, residence, education, marital status, race, source of nutrition information, attitude toward EFNEP, and geographical zone were examined. The analysis revealed no significant relationship between nutrition knowledge or practice change and any of the factors. The only relationship approaching the .05 level of significance was between knowledge change and geographical zone.

Although the differences in knowledge and practice changes were not significant, the older homemakers showed slightly more knowledge gain than younger homemakers; rural homemakers gained more knowledge and changed more practices than urban residents; homemakers with lower education level gained more knowledge but changed fewer practices; married homemakers gained more knowledge than single or widowed homemakers; whites gained more knowledge and changed more practices than non-white homemakers; homemakers with more positive attitudes toward EFNEP gained more knowledge and changed more practices than those with less positive attitudes toward EFNEP; and homemakers in the eastern zone gained more knowledge and changed more practices than homemakers in the western and central zones.

Because the relationship between knowledge change and geographical zone approached the .05 significance level, the data were examined further to determine whether there were differences in knowledge change by geographical zone and medium received. The t-test revealed several significant relationships.

Homemakers gained significantly more knowledge through both leaflets and circular letters in the eastern zone than those in the central zone. Those in the eastern zone receiving the leaflet

gained significantly more knowledge than those receiving the cartoon booklet. Homemakers in the western zone gained significantly more knowledge from the cartoon booklet than from the leaflet, but gained significantly more knowledge from the circular letter than from the leaflet or cartoon booklet. Homemakers gained significantly more knowledge from the cartoon booklet in the western and eastern zones than in the central zone.

The data were examined further to determine whether knowledge change within each of the six Foods and Nutrition concepts was related to geographic zone.

The greatest amount of knowledge change related to "Milk in the Diet" occurred in the eastern zone, followed by the central and western zones. The central zone showed the greatest knowledge change on the concept "Convenience Foods," followed by the west and east. The greatest change in knowledge of "Weight Control" occurred in the east, and the least change occurred in the central zone. The only concept in which a significant difference in knowledge change occurred was the "Basic Four Food Groups." Knowledge change was significantly greater in the east than in the central zone. The differences in knowledge gain between the east and west, and west and central zones were not significant. The greatest change in knowledge on "Food Sanitation" and "Unit Pricing" occurred in the western zone, followed by the east and central zones.

One might conclude from the analysis that the leaflet would be more effective than the cartoon booklet in effecting nutrition knowledge change in the eastern zone of the state; the circular letter would be more effective than the leaflet or the cartoon booklet and the cartoon booklet would be more effective than the leaflet in effecting nutrition knowledge change in the western zone; the cartoon booklet would be more effective in effecting nutrition knowledge change in the western and eastern zones than in the central zone. No one of the media would be more effective than another in effecting knowledge change in the central zone.

The last variable related to knowledge and practice change examined was attitude toward the medium received. The respondents expressing the more positive attitude toward the medium received showed significantly more knowledge change than those with less positive attitudes.

It can be concluded from this study that careful consideration of the attitudes of the receivers toward the channel of communication is important to effecting nutrition knowledge change.

An important part of the study was the assessment of the attitude of the respondents toward the medium received. The attitudes toward all three media were positive. Overall, the

leaflet received the highest attitude rating, followed by the circular letter and the cartoon booklet. There were no significant differences in attitudes toward the three media.

An examination of the data related to factors that might be associated with attitudes toward the various media revealed only two significant rel[illegible] (1) ease of reading; and (2) whether the respon[illegible]d the information received with others. One migh[illegible]at ease of reading is a crucial factor in a r[illegible]itude toward a medium a[illegible] the receiver has a posit[illegible]ttitude toward that medium s[illegible]s more likely to discuss the information with others.

Because of the uniqueness of the cartoon booklet to disseminating educational information and the researchers' interest in the usefulness and acceptability of this medium, the data were examined more closely in an effort to determine what factors might account for the variance in attitudes toward it.

The variables examined included: (1) race; (2) attitude toward EFNEP; (3) TV program preference; (4) readership of funny papers; and (5) readership of comic books. It was hypothesized that housewives who preferred daytime TV serials over other programs would rate the cartoon booklets higher (the booklets were based on a popular daytime serial). Those who admitted reading funny papers and comic books would have more positive attitudes toward the cartoon booklets, and more positive attitudes toward EFNEP would be reflected in more positive attitudes toward cartoon booklets.

The least squares analysis of variance indicated that "attitude toward EFNEP" and "readership of comic books" had significant influences on homemakers' attitudes toward the cartoon booklet as an educational medium. "Race," "TV programs preference," "readership of funny papers" did not appear to influence attitudes toward the cartoon booklet to a significant degree. However, those who preferred TV daytime serials, read funny papers, and blacks expressed slightly more positive attitudes toward the cartoon booklets than comparison groups. It should be noted that attitudes toward EFNEP were more positive and preference for daytime TV serials, readership of funny books, and readership of comic books were greatest in the central zone.

A conclusion that might be reached from the above analysis is that attitudes toward the EFNEP program will influence an EFNEP homemaker's attitude toward the channel of communications, in this case, the cartoon booklet. Also, the homemaker's familiarity with the channel of communication will influence her attitudes toward that channel of communication.

IMPLICATIONS AND RECOMMENDATIONS

Implications

The findings of this study present a number of important implications for the Agricultural Experiment Station and the Agricultural Extension Service. Although the study was limited to the dissemination of Food and Nutrition education information to a specific audience--the low income homemaker--the findings provide some insight into the potential of the three media studied for disseminating community development, as well as other, information to a variety of audiences. There was general acceptance of all three media--leaflets, circular letters, and cartoon booklets--by the audience, and significant changes in knowledge and practices occurred in all groups. The fact that no one of the media studied appeared to be more effective than another in effecting knowledge and practice change would imply that we could expect similar results with each of the three media.

The selected personal and situational characteristics of the EFNEP homemaker appeared to have little influence upon knowledge or practice change that occurred in this study. This would imply that all adults could benefit from receiving a variety of educational materials through the media examined in this study.

Although the differences in knowledge and practice change between the media groups were not significant, it is interesting to note that the greatest changes in practices occurred within the group that received the circular letter. One of the major objectives of the Agricultural Extension Service and the Agricultural Experiment Station is to bring about changes in practices. The findings here suggest that the use of the most economical of the three media tested--the circular letter--might be the best choice if practice change is the objective of a specific educational program.

The state of North Carolina consists of at least three distinct geographical zones--the coastal area, the piedmont, and the mountain area. The peoples of each geographical zone, because of their cultural backgrounds or other factors, react differently to different types of communications. The findings of this study suggest that for effecting change in knowledge, consideration should be given to greater use of the leaflet in the coastal area, greater use of the circular letter and cartoon booklet in the mountain area, and the use of all three media in the piedmont.

Another finding of the study was that homemakers who had more positive attitudes toward the medium received, experienced

significantly greater knowledge change than those with less positive attitudes. This finding suggests that every effort should be made to select communications media that are compatible with existing attitudes of the audience to be reached.

It was found in this study that ease of reading was significantly related to attitude toward the medium received, and attitude toward the medium received was significantly related to change in knowledge. This finding implies that special care must be taken to ensure that the reading level of any form of communication is within the reading ability level of the intended audience. The Flesch Readability Test or a similar test for reading level should be applied to all educational materials prepared for distribution to the public.

Implications of the study more specifically related to the Expanded Foods and Nutrition Education Program can be summarized as follows:

1. The use of circular letters and/or specially prepared leaflets could substitute for a personal visit by the program aide every other month.

2. Circular letters may be just as effective without drawings or sketches as with them.

3. The technique of assessing the level of knowledge of homemakers about the subject to be discussed during the next home visit should result in increased knowledge gain.

4. Over one-fourth of the EFNEP homemakers receive daily newspapers, and nearly one-third receive weekly newspapers. More use of these media in disseminating Foods and Nutrition information to EFNEP homemakers seems warranted.

5. Eighty-nine percent of the EFNEP homemakers have one or more working radios in the home, and fifty percent listen sometimes--or often--to the County Home Economics Agent's radio program. More effort could be made to reach the EFNEP homemaker through this medium.

6. The use of cartoons and/or cartoon booklets without characters or format with which homemakers can identify may inhibit knowledge gain, particularly if they appear childish or immature.

7. The profile data related to the EFNEP homemaker in North Carolina should be useful to Extension agents and program aides in better understanding the homemakers with whom they work.

Recommendations for Further Research

Further research in other states and with other audiences replicating this study is needed. For example, could similar results be expected if the population consisted of middle and upper income homemakers? In future research, consideration should be given to extending the time frame for the educational program. Provisions should be made for follow-up after six months or a year to determine knowledge retention and practice change over time.

Research is needed to determine the appeal of the cover and title of leaflets, and the format and design of circular letters used for EFNEP homemakers.

Other non-traditional methods and techniques for reaching EFNEP homemakers with Foods and Nutrition information need to be developed and tested for effectiveness.

INTRODUCTION

Purposes

The primary purpose of this study was to determine whether nutrition knowledge and practices of low-income homemakers in North Carolina could be changed significantly through the direct mailing of three different media to their homes. A secondary purpose was to determine the relative effectiveness of these three media in effecting changes in nutrition knowledge and practices. The third purpose was to determine the level of acceptance of the three media by those receiving them. The fourth purpose was to determine the degree to which certain personal and situational factors were associated with knowledge change, practice change, and attitude toward the medium received.

The specific research questions toward which this study was directed were:

1. Which medium appears to be most effective in effecting knowledge and practice change among low-income homemakers? Which medium appears to be least effective:

2. What variables (apart from method of delivery) are associated with nutrition knowledge and practice change, among low-income homemakers?

3. Which medium do low-income homemakers rate highest and lowest as meeting their educational needs?

4. Is there a positive relationship between nutrition knowledge and practice change and attitude toward medium received by low-income homemakers?

5. Are there positive relationships between low-income homemakers' attitude toward the cartoon booklet and:

    a. Race?

    b. Attitude toward the EFNEP (Extension's Expanded Foods and Nutrition Program)?

    c. TV program preference?

    d. Readership of funny papers?

    e. Readership of comic books?

6. Which medium seems to be the most appropriate for the dissemination of each of six concepts of Foods and Nutrition?

Background and Need for the Study

The primary impetus for this study evolved from the needs of the North Carolina Agricultural Experiment Station and the North Carolina Agricultural Extension Service for improved means of getting educational information to people concerning rural development. This need was pointed up clearly in Research Task Force Report No. 18 prepared by the North Carolina Agricultural Experiment Station in 1973. The report stated: "Communication and the education process is of paramount importance to developing rural areas. It is the delivery system and the mechanism for public understanding of the alternatives to a better quality life. We believe that an increase and improvement in techniques and methods in this modern society could greatly facilitate progress of individual groups and communities in dealing with problems of change.... It is imperative that more effective ways of reaching the several audiences be developed."

Along with this primary impetus related to rural development, the North Carolina Agricultural Extension Service has felt a need for some time for improved techniques for disseminating Foods and Nutrition information to low-income homemakers.

Since 1968 the North Carolina Agricultural Extension Service has coordinated a program entitled "Expanded Foods and Nutrition Education Program" (EFNEP) for low-income homemakers. The program is coordinated by trained indigenous paraprofessionals (program aides) through person-to-person contact with low-income homemakers. Currently, approximately 12,000 homemakers are participating in the program. There is ample evidence from survey information that diets and nutritional practices have improved among the participants. However, it is impractical to assume that all low-income homemakers in North Carolina who need information on Foods and Nutrition can ever be reached by this approach. New techniques must be developed, tested and used if a significant impact is to be made on the dietary problems of low-income families.

If the media examined in this study prove to be effective means of reaching low-income families on a mass basis with Foods and Nutrition information, perhaps the same approaches can be used effectively with rural people in communicating information on a variety of topics, such as; improved farm practices, economic concepts, public policy concepts, and land use planning. The variety of subject matter that can be communicated through the media under study is almost limitless.

CONCEPTUAL FRAMEWORK AND REVIEW OF THE LITERATURE

Conceptual Framework

The conceptual framework for this study was based on an adaptation of the S-M-C-R communications model developed by David Berlo (1960). This model was selected because of its comprehensiveness. The S-M-C-R model is inclusive without being esoteric. The elements are easily understood. In addition, by the receiver's ability to decode the message and engage in feedback, allowances are made for the inclusion of learning in the communication process.

The S-M-C-R communications model is profiled in the writings of Roman Jakobson, a Danish linguist. In his analysis of the communication process, he isolates six elements. These elements are: addresser; message; code; contact; addressee; and context (Sebeok, 1960, pp. 353ff).

An idea begins with the addresser. This idea must in turn be interpreted into a set of symbols which is the process of encoding. The encoding process results in a message that is transmitted through a code or language. The medium for carrying the message to the receiving person is the contact. In transmitting a television image, for instance, the contact would be the wires, tubes, and electrical impulses. In communicating printed ideas, the contact would be ink and paper. In fact, for McLuhan (1964, p. 7), this stage is synonymous with the message: "In a culture like ours, long accustomed to splitting and dividing all things as a means of control, it is sometimes a bit of a shock to be reminded that, in operational and practical fact, the medium is the message."

The fifth element in Jakobson's communication process is the addressee, or the person who receives the message. Finally, there is the context in which the message is presented. This context refers to the larger background in which these elements operate. This background includes such things as the culture, attitudes, values, and knowledge of the addresser and addressee.

Thus, the basic S-M-C-R model appears in the writings of Roman Jakobson. It is David Berlo, however, who further elaborates on this core model. In his discussion of the communication process, the S-M-C-R model reaches its fullest potential. Building on Jakobson's work, Berlo identifies essential components of communication which are particularly applicable to mass communications (Berlo, 1960, pp. 23-70). Each component of the model used, along with its sub-elements, is discussed under separate headings (see Figure 1).

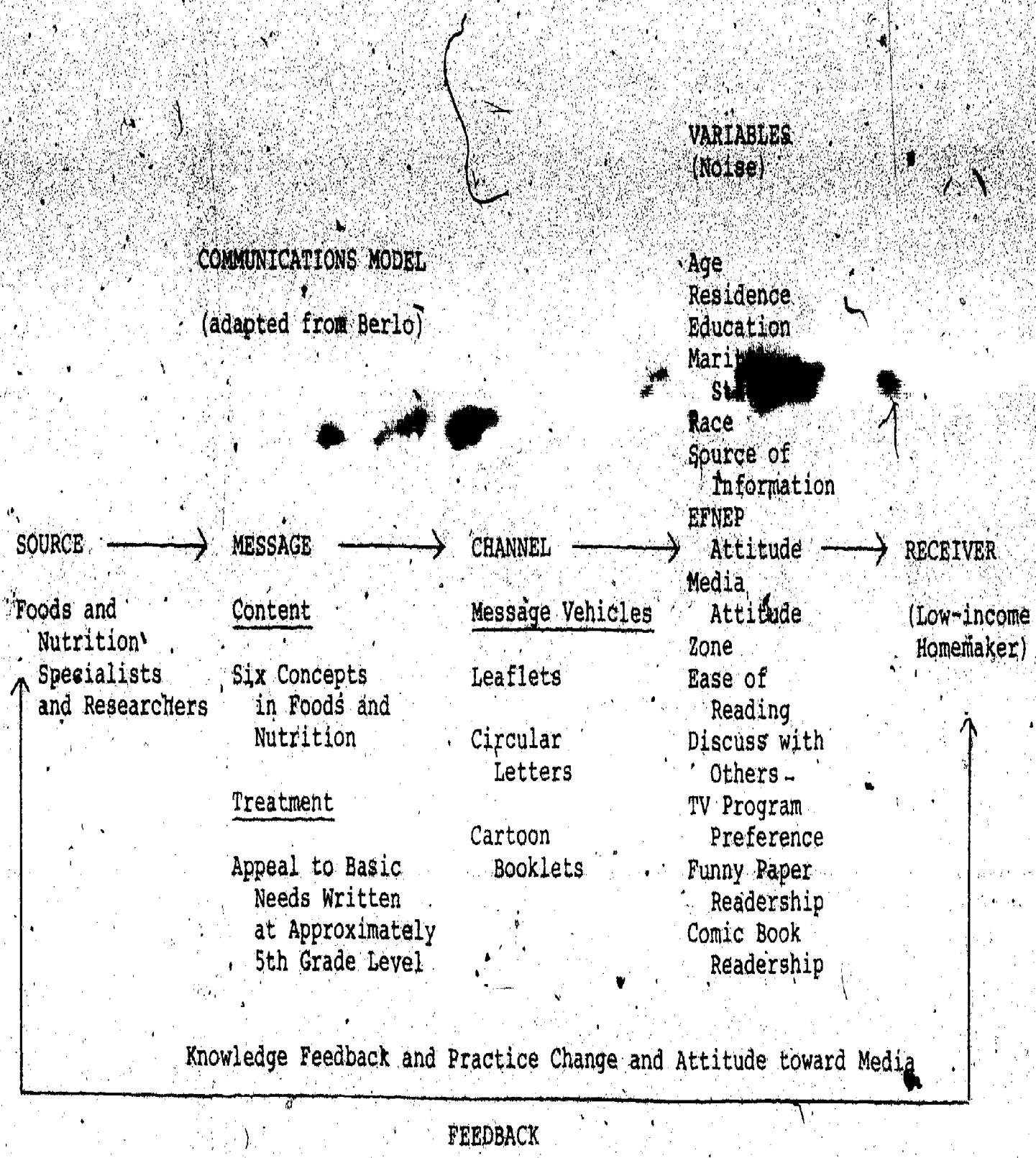

Figure 1. Conceptual framework for the study of the relative effectiveness of three media in disseminating foods and nutrition information to low-income homemakers.

The Source

Th[illegible] the individu[illegible] orga[illegible]on that initiates th[illegible]nication. [illegible] the sou[illegible]e are various sub-ele[illegible]ect the c[illegible]ication process. In planning successful [illegible]mination of information, these sub-elements should be carefully considered. Havelock (1975, pp. 10-37) states: "...the sources to which an individual turns for information about an innovation and the way in which these sources are perceived by the individual play a very important part in determining the outcome of the communication process."

The Message

According to Blake and Haroldsen (1975, p. 10), the message is "an ordered selection of symbols intended to communicate information." The message can be better understood in terms of its sub-elements. The primary sub-elements related to this study are the content and the treatment.

The content is important in message formation. Content includes the ideas within the message. For a given subject such as Foods and Nutrition, there will be many ideas for a source to draw from in encoding some message. Content should be appropriate to the audience and the content should be arranged in an appropriate manner. Also, the content should be tested for effectiveness with a particular receiver. Content often reflects the interests and values of the source. Receiver preferences and needs should be satisfied through careful content selection. Perhaps the most important issue for those developing content is whether the communication process should convey the prevailing social norms or whether it should promote changes in the normative standards (McQuail, 1969, p. 68).

The second component of the message is the treatment. Treatment involves selection of a code appropriate to the receiver, the content of the message, and the medium of transmission. Such techniques as the arrangement of sentences, the difficulty level or written material and the appearance of the final product are examples of treatment. The personality and characteristics of the source determine the treatment given the message.

The Channel

Rao (1972, p. 4) speaks of the channel in this way: "Communication channels are the effective links inter-connecting the source-receiver modes in a communication structure, through which

messages flow. Channels couple the source and the receiver, enabling them to communicate. Channel, thus, is a fertile concept with constitutive linkages to other concepts like source, receiver, and message in communication theory." Additionally, he distinguishes three characteristics of the channel: (1) a matter-energy unit or medium; (2) patterned matter-energy units or information; and (3) a coupling mechanism or link between participating units in communication. Rao's discussion of the channel helps to complement Berlo's treatment of this concept. In Berlo's view, the communication channel can be approached in three ways. One useful way is to consider channels to be the five senses. These would be channels for encoding and decoding messages. The message is heard, seen, touched, tasted, or smelled. Using two of these channels is better than one because a receiver will be able to decode the message more accurately if he can see and hear it at the same time (Fuchs and Reitberger, 1972, p. 70). Television's impact on American society stems from this fact. Another way of looking at the channel is to talk about the message passing to the receiver as a pattern of sound waves or a pattern of light waves. Borrowing from Rao, these matter-energy units are vehicle carriers. A third method for understanding the channel is in terms of message-vehicles. These message-vehicles are the disseminating channels of television, radio, newspapers, books, magazines, leaflets, newsletters, and cartoon booklets.

The Receiver

The receiver stands at the opposite end of the communication process from the source, but they are both part of an interdependent dyadic relationship. Communication cannot exist without a source and a receiver. Just as the source must encode the information he wishes to communicate, the receiver must decode the information (Berlo, 1960, p. 31): "...the receiver needs a decoder to retranslate, to decode the message and put it into a form that he can use."

In fact, the receiver mirrors many of the same characteristics of the source. Consequently, we can talk about the attitudes of the receiver, the communication skills, the knowledge, and the socio-cultural context of the receiver.

The attitudes about the source apply equally well to the receiver. The receiver's receptivity toward the information, his self-image, and his relationship with the source all determine his acceptance of the message presented. If the receiver is highly negative toward the source, communication is much less likely to be effective than if the receiver is highly favorable toward the source. In general, we can say the closer the attitudes of the receiver parallel the attitudes of the source, the more effective the communication will be.

Along with the attitudes, the knowledge of the receiver is obviously important. A receiver in a familiar communication situation will react differently from one who is in a completely new environment. In order to perceive a message correctly, the receiver should understand the code and content as well as the communication process itself.

Another aspect of the receiver is the communication skills he possesses. Like the source, the receiver should be able to think and analyze information. Writing skills also may be necessary, but, as DeVito (1970, p. 100) observes, "the focus would be on listening and reading abilities."

Besides communication skills, the socio-cultural context of the receiver would be essential. The receiver will belong to a certain group with norms and customs which may or may not belong to other groups. He behaves due to a certain cultural heritage. These factors will affect how he receives and interprets messages. Communication tends to break down if there are no common elements between the socio-cultural context of the source and that of the receiver.

Noise and Feedback

Berlo borrows the concept of noise from the Shannon and Weaver (1949) communications model. "Noise," he (Berlo, 1960, p. 40) states, "includes factors in each of the ingredients of communication that can reduce effectiveness." Eliminating noise, on the other hand, increases fidelity or clearness of message presentation.

Noise can also be divided into two types. Channel noise (Blake and Haroldson, 1975, p. 12) is "any disturbance which interferes with the fidelity of the physical transmission of the message." Some examples of channel noise would be static on the radio or blurred ink in a magazine. A door shutting or a phone ringing during a conversation would be another example.

The second type of noise is code noise. This results when messages are wrongly interpreted. Code noise occurs when the words or the subject are too difficult for the receiver. Different denotations or connotations of words between source and receiver may also result in code noise.

While noise interferes with the communication process, feedback may help or hinder communication. Feedback is the response of the receiver to the source's message. When a source receives feedback that is negative, he changes the message. When he gets positive feedback, the source continues to produce the same message.

Feedback may be direct or indirect (Ball, 1960, p. 35). Direct feedback occurs in a face-to-face situation where the source can observe both the receiver's responses and the consequences of those responses. For example, in a job interview, the interviewee's responses to the interviewer's questions are directly observed. The interviewee's feedback to the interviewer's questions may determine his suitability for a job. An audience's facial expressions, bodily movements, and questions indicate to a speaker their response to his message.

The other kind of feedback is indirect. The source does not have direct contact with his receivers. A writer, for instance, never sees his readers' reactions as they peruse his works. A television comedian cannot see the reactions of a family watching him in Toldeo, Ohio. Nonetheless, there are useful methods for obtaining indirect feedback. Some of these methods would be population surveys, questionnaires, and pretests followed by post-tests in the case of mailed information (Havelock, 1975, pp. 9-39).

The conceptual framework for this study is presented schematically in Figure 1. The primary focus of the study was to determine the relative effectiveness of leaflets, circular letters, and cartoon booklets in disseminating Foods and Nutrition information to low-income homemakers.

Each element in the communication process is described in the model as it pertains to this particular study. The source of the message is Foods and Nutrition Specialists and the researchers. The message content is the six concepts in Foods and Nutrition to be communicated and the treatment which focuses on an appeal to basic needs and assumed educational level of the receivers. The channel consists of the message vehicles--leaflets, circular letters, and cartoon booklets. Noise is represented by the independent variables which might influence the effectiveness of the message. The receiver is the low-income homemaker--the person for whom the message is intended. Feedback is represented by knowledge and practice change and attitude toward the media--the dependent variables in the study.

Review of the Literature

The Use of Cartoons as an Educational Medium

Several recent studies point to the cartoon booklet as an important channel for disseminating information. Arthur Berger's contention (1973) is that cartoons mirror American culture. They are an important means for conveying cultural norms. The Katzenjammer Kids, for instance, teach that evil is always punished. Mutt and Jeff show the exploitation of ordinary man

in everyday living. White and Abel (1963, pp. 8-9) also suggest that cartoons deserve serious study.

Despite these recommendations, however, little research has been done on the educational effectiveness of cartoon booklets. Even less research has been conducted in reaching low-income groups with cartoon booklets. The studies that have been done generally support the notion that the reading of cartoon booklets is an enjoyable pastime for Americans and/or that comics can be an effective technique for educational purposes. Charles Swanson (White and Abel, 1963, p. 180) conducted a study of newspaper readership over a twelve year period (1939-1950). Of 50,000 adults interviewed, comics ranked the highest in what they read in the newspaper.

According to the Robinson and White survey (White and Abel, 1963, p. 183), more than 100 million readers from young to old read one or more comic strips in their Sunday newspapers, with daily readership being slightly smaller. Paradoxically, college graduates read comics more than those with eighth grade education or less. On the other hand, the lowest occupational categories read comics the most (54%). The major ingredients for successful comics were humor, adventure, or domestic situation dramas. In another survey (White and Abel, 1963, pp. 238-245), 121 workers from the Lennox Hill slum area of Boston were interviewed. He concludes that comic readers take roles as they read, that comic reading declines with age, and that the greatest readership is among the lower and middle educational and socio-economic range.

Using the Rex Morgan, M.D. comic strip, Arnold Rose (1958, pp. 333-342) studied attitudinal changes toward mental health. In a sample of the entire sophomore classes of three Minneapolis high schools, he found that the readership was not reduced by the educational nature of the comic strip. A small but significant number of readers were influenced to change their attitudes toward mental health. He also concludes that a small proportion of readers (25%) learned factual information as well.

Fuchs and Reitberger (1972) also closely analyze the comics as a mass medium. In Chapter 5, "Comics in the Classroom," they cite numerous examples of effective uses of comics for educational purposes due to the combination of visual and verbal modalities. In the late 1940's, 2,500 classes of primary school children learned reading through the Superman Workbook. Five million copies of Picture Books from the Bible have been sold to date. Over the last thirty years, one billion copies of Classics Illustrated have been sold. The Archie Multigraph Reading Kit with its high interest and low vocabulary is a popular contemporary use of cartoons for educational purposes.

Since 1940, the Armed Forces have been presenting instructional material in a cartoon booklet format. Animated cartoons are used for teaching such diverse subjects as medication and weapons' functioning. Every month 110,000 copies of "P.S. The Preventive Service Magazine" are distributed. Donald K. Hubbard (1964, p. 33) observes:

> What the soldier sees is an attention-arousing combination of cartoons, color, and familiar contour, linked together by paragraphs of prose so informal in presentation as to appear almost an afterthought. But whether he is aware of it or not, what he is actually reading is a series of hard-core technical articles overlaid with a thin veneer of deliberate and studied spontaneity.

In recent years, cartoons have been used successfully to facilitate attitude change and learning, and to help slow readers. S. H. Lovibond (1967, pp. 99-100) used a Libert type scale to measure the effects of cartoon booklet violence on children's attitudes. In his study of 374 boys, grades 6-8, he found that exposure to cartoon booklets' violence influences these children in the direction of accepting this violence as measured by the scale. In the Curran study (1973, p. 113), cartoons were employed as visual aids to determine if they aided the learning process. Curran selected four educational groups consisting of twelve males and twelve females. The third grade group liked the cartoon presentation material the best. The sixth and ninth grade group preferred moderately verbal cartoons as much as the nonverbal presentation of information. The mixed adult group were equally satisfied with nonverbal cartoons, moderately verbal cartoons, and strongly verbal cartoons.

The Mulligan Stew 4-H Television Series is another example of the use of cartoon booklets to facilitate learning. Conducted by the Agricultural Extension Service, this study utilized six televised film productions of the Mulligan Stew gang to teach nutrition concepts to fourth, fifth, and sixth graders (Shapiro, Ball, and Scardino Vol. 1, 1974, p. 18) which states: "Those youth who had the comic workbook and watched the series in school increased in nutritional sophistication more than youth in any other experimental condition."

Finally, Hallenbeck (1976, p. 15) finds cartoon books very effective in remedial reading. Following each frame, the students move their eyes from left to right as they would in reading sentences. The cartoons present many facets of the real and fantastic. They also foster objectivity, abstract thinking, and verbal expression.

The Use of Leaflets or Bulletins as an Educational Medium

Bulletins or leaflets are not only used by the Extension Agent to reinforce the teaching program, but they are also a valuable source of reference material. In a study of 27 states, it was found that bulletins accounted for 8.5 percent of all practices adopted as a result of Extension influence (Preparation and Use of Extension Publications, p. 3).

McClintock (1953, p. 5) has summarized data published by various authors on bulletins as a means of communicating Agriculture and Home Economics information. He found that bulletins are used in large numbers, are received and read by farmers and farm women, are a noticeable factor in bringing about many improved practices on American farms, and are one of the most effective and economical methods of Agricultural Extension work.

Gallup and Frutchey (1953, p. 5) conducted a study of seven simplified leaflets written at the fourth and fifth grade levels that were distributed by neighborhood leaders to homemakers in the less privileged communities in North Carolina. Interviews with the homemakers showed that in general they had read and understood the leaflets and used the information contained in them.

Clark and Mason (1953, p. 5) studied the use of a four-page subject matter folder to learn the effectiveness of this publication in getting Extension teaching to a large number of women not enrolled in Extension groups. Ninety-five percent of all the women interviewed had read one or more of the three issues over a six-month period. Over two-thirds had read each issue. Two out of five women reported others in the household read the leaflet. Over one-half who read the publication had used the information.

The United States Department of Agriculture surveyed the people who requested a leaflet in 1967. Of those surveyed, 64% replied; more than half said the leaflet contained what they wanted to know, and about three-fifths said they had used or planned to use ideas from the leaflet (Brown, 1968, p. 4).

In a study in the Philadelphia area where leaflets on Japanese beetles were distributed upon request, recipients were asked if they had an opportunity to read the leaflets on Japanese beetles and 77% said yes; 59% provided some of the information on the leaflets to someone else (Brown, 1968, p. 5).

The Use of Circular or Newsletter as an Educational Medium

Aside from the "eyeball to eyeball" two-person conversation, the telephone conversation, or the personal letter, probably the most direct means of communicating is via the newsletter. In this respect, newsletter is defined as a more or less formally organized written piece, most generally mass produced by some mechanical means of duplicating, that is sent to more than one person on a more or less regular basis. The content may be on one subject or a variety of subjects.

Efficiency or effectiveness in any method of communication depends upon many factors, only one of which is the factor of getting the right message to the right person at the right time. Dail (1969) reports on a California survey that showed newsletters rate a favorite source of information for farm families. During 1961-1962 eleven newsletter mail surveys were conducted. California farmers said newsletters were two and one-half times more valuable to them than newspaper articles prepared by farm advisors and three times more valuable than radio programs presented by farm advisors. To a lesser degree they said newsletters were more valuable than meetings, visits to the farm, office calls, telephone calls, and tours.

Efionayi (1970) conducted an experiment on the newsletter as a communication medium in teaching low-income homemakers. Sixty newsletters on Better Breakfast were sent to sixty families in the experimental group, while no newsletters were sent to the control group. This study concluded that the newsletter is a potential communication medium through which the low-income families could be taught about nutrition principles. Of the sixty participants in the experimental group, 46.6% indicated the newsletter taught them much more about food and nutrition than other sources of information.

When homemakers were asked to indicate the influence of newsletters on Better Breakfast, 49 out of 60 homemakers indicated the newsletter had helped them to plan better breakfasts. This number constituted 81.6% of the experimental group. The level of formal education of the homemakers was a factor in the amount of learning acquired through the newsletters. Also, the formal education level of the families had a positive influence on their attitudes toward the newsletter as a medium of education.

Circulars or newsletters are a quick, effective, and relatively inexpensive means of influencing the adoption of Extension recommended practices. The potentialities of circular letters as a means of influencing changes in practices under optimum conditions is brought out by a study in Louisiana where 16 practices out of each 100 credited to Extension influence were associated with circular letters (Wilson and Gallup, 1955).

In ten different surveys among various Pennsylvania counties, men and women were asked how they would prefer to receive information on various topics. Methods were limited to those over which the County Extension staff would have some degree of control. In all studies, the newsletter was the preferred method of receiving information for home economics topics. In fact, in most studies, the newsletter is preferred by a big majority over the second method. In all studies the proportion who gave newsletter as first choice ranged from one-third to three-fourths (Brown, 1968).

Mazer (1970) measured the effectiveness of various newsletter formats in increasing knowledge among dairymen in Pennsylvania. The subject matter of the newsletter was harvesting, storing, and feeding of high-moisture corn. The universe of the study was the dairy farmers in seven counties who attended a five-week clinic relating to herd health and management. The dairymen in all counties took a pre-test and post-test of multiple choice questions. The farmers in two counties served as a control and did not receive newsletters. Four groups of dairymen selected at random in the other five counties received newsletters in one of the following formats: pictorial (one letter weekly for three weeks); outline (one letter weekly for three weeks); and pictorial (combination of three letters received at one time). There was a significant difference between dairymen who received the letters and those who did not--the ones who received them had higher knowledge scores. Younger dairymen showed a higher gain than older ones.

A study was conducted by James J. Robert (1960) to evaluate the comparative effectiveness of the circular letter, neighborhood meeting, and farm visit in getting a new farm practice adopted on rice farms in St. Landry Parish, Louisiana. Three sample groups were selected at random from the Agricultural Stabilization and Conservation Service Rice Growers list and exposed to one of the teaching methods. It was found that 77% of the farmers studied adopted the practice. The neighborhood meeting was the most effective method, probably because of added discussion and interchange of ideas among farmers, followed by the farm visit, and circular letter. However, the circular letter was as effective as the other two methods in creating an awareness of the need. Estimated costs per contact were: Farm Visit - $2.92; Neighborhood Meeting - $.90; and Circular Letter - $.80. Costs of individual contact should be considered in evaluating the teaching methods.

OBJECTIVES

Overall Objective

To determine and compare the relative effectiveness of information leaflets, cartoon booklets and circular letters in disseminating basic Foods and Nutrition information to low-income homemakers in North Carolina.

Specific Objectives

1. To develop a profile of the Expanded Foods and Nutrition Program (EFNEP) homemaker in North Carolina based on selected characteristics.

2. To determine and compare the amount of nutrition knowledge and practice change that occurred in participants during the experiment by medium received.

3. To determine the degree to which nutrition knowledge and practice change was associated with:

   a. Age
   b. Place of residence
   c. Education
   d. Marital status
   e. Race
   f. Source of Foods and Nutrition information
   g. Attitude of homemaker toward EFNEP
   h. Geographic zone of the state
   i. Attitude toward medium received

4. To determine homemakers' attitudes toward information leaflets, circular letters and cartoon booklets as educational communications media.

5. To determine the degree to which homemakers' attitudes toward the medium received was associated with:

   a. Age
   b. Place of residence
   c. Education
   d. Marital status
   e. Race
   f. Ease of reading
   g. Attitude toward EFNEP
   h. Source of information
   i. Discuss with others
   j. Geographical zone

6. To determine the degree to which homemakers' attitudes toward the cartoon booklet was associated with:

a. Race
b. Attitude toward EFNEP
c. TV program preferred
d. Readership of funny papers
e. Readership of comic books

PROCEDURES

The Research Design

This study consisted of both a descriptive and an experimental design. The descriptive segment involved the use of personal and demographic data in developing a profile of the EFNEP homemaker in North Carolina. The experimental segment was designed to determine the effectiveness of three media in disseminating Foods and Nutrition information to low-income homemakers in North Carolina and the relationship of personal and situational factors to knowledge and practice change. The pre-test - treatment - post-test design was utilized in this segment.

Population and Sample

The population for this study consisted of 11,050 homemakers located in 97 North Carolina counties who were participants in the Extension Expanded Foods and Nutrition Education Program (EFNEP).

A computerized random selection procedure was used to select the 18 counties used in the study. The selection was based on population density and geographic location. The map shown in Appendix Figure 1 shows the location of the 18 counties. A random sample of 48 homemakers was taken from the list of EFNEP homemakers in each county. Twelve homemakers were randomly assigned to each of the three experimental groups and the control group in each county.

Development and Testing of Media

Leaflets

Marjorie Donnelly, In-Charge, Extension Foods and Nutrition, and Rachel Kinlaw, Extension Specialist, Foods and Nutrition, North Carolina Agricultural Extension Service, identified six concepts in Foods and Nutrition which they felt every homemaker should understand. The six concepts selected were:

1. Milk in the Diet
2. Convenience Foods
3. Weight Control
4. Basic Four Food Groups
5. Food Sanitation
6. Unit Pricing

The two specialists prepared an information leaflet on each of the six concepts. The leaflets, as prepared, represented a departure from the traditional leaflet. Each leaflet: (a) contained information related to only one concept in Foods and Nutrition; (b) presented only the essential information; (c) was short, with considerable "white space;" and (d) carried a title aimed at relating to the basic psychological, sociological and economic needs of the target population; for example, the leaflet on the importance of milk in the diet was titled: "How to Build a Great Body." A future study will be conducted to compare the audience appeal of these leaflets with that of traditionally titled leaflets. The information leaflets served as the information base for the development of the circular letters and the cartoon booklets.

Circular Letters

The circular letters were prepared by the two investigators and were based on the information contained in the information leaflets. No drawings or illustrations were included in the circular letters. They were written in an informal manner and were signed personally (with a signature stamp) by the local County Extension Home Economics Agent.

Cartoon Booklets

Six cartoon booklets were developed expressly for use in the study. Research in the use of comics in teaching indicates that people in the lower socio-economic strata of society are infrequent readers of cartoons and comics. In order to overcome this barrier, the booklets were based on the format and characters of the popular daytime serial, "The Edge of Night."

Written permission for use of "The Edge of Night" format and characters was obtained from the show's producer, sponsor, and cast.

The set of six cartoon booklets consisted of a continuing story, beginning with the first booklet and ending with the sixth. The art work for the cartoon booklets was prepared by cartoonist Tex Blaisdell and the continuity was written by Paul Levitz.

Testing the Three Media

Each of the three media was subjected to the "Flesch Readability Test." The results are recorded in Table 1.

Table 1. Grade level readability of the leaflets, circular letters and cartoon booklets as determined by the Flesch Readability Test - by topic

	Grade Level Readability		
	Leaflet	Circular Letter	Cartoon Booklet
1. Milk in the Diet	5th	5th	7th
2. Convenience Foods	5th	5th	7th
3. Weight Control	5th	5th	6th
4. Basic Four Foods Groups	6th	5th	7th
5. Food Sanitation	5th	5th	7th
6. Unit Pricing	6th	6th	7th

The leaflets and circular letters were tested for comprehension by a selected group of low-income homemakers in Wake County who were not participants in the study. The homemakers found only one of the leaflets (Unit Pricing) somewhat difficult to understand. This leaflet dealt with a mathematical calculation.

The cartoon booklets were not tested for comprehension prior to the study.

Instrumentation and Data Collection

Instrumentation

The primary instrument used in data collection served as both the pre-test and post-test. The instrument (an interview schedule) consisted of four parts: (1) a general information section designed to elicit personal and demographic data about the respondents; namely, age, place of residence, level of education, marital status, ethnic background, size of family, church

affiliation, any organizational membership, use of mass media, sources of Foods and Nutrition information, attitudes toward EFNEP, attitude of man of the house toward EFNEP, etc.--this section was used only in the pre-test; (2) a series of questions which focused on the Foods and Nutrition information contained in the leaflets, circular letters, and cartoon booklets. The questions were constructed by the research team and were revised and approved for content validity by the Extension Foods and Nutrition Specialists at North Carolina State University. This series of questions was used to determine the level of knowledge possessed by the homemakers before and after the experiment. One point was given for each correct answer. The highest possible score was 58; (3) another series of six questions was used to ascertain the degree to which selected practices were being carried out by the homemakers before and after the experiment. A score of 25 was possible on this test; and (4) a section on the post-test to determine: (a) if the information was received, (b) if the information was read, (c) if the information was discussed with others, (d) if the information was easy or difficult to understand, and (3) the homemaker's attitude toward the medium received. The attitude scale was a modification of the Verner-Kropp (1957, pp. 212-215) scale for evaluating educational experiences. The twenty-item scale was reduced to ten items by eliminating inappropriate statements.

The data gathering instrument was pre-tested with three groups of low-income EFNEP homemakers in two counties not included in the study. The researchers found no case in which the low-income homemaker experienced difficulty in understanding the questions.

Data Collection

Paraprofessionals employed in the Extension EFNEP program served as interviewers. A one-day training session was conducted for interviewers in each geographical zone of the state. The paraprofessionals interviewed personally each homemaker in the study before and after the experiment. The interviewer read each question to the respondent and recorded each response. Interview schedules were collected by the local County Extension Home Economics Agent and returned to the researchers by mail.

Analysis of the Data

The research instrument used in this study was designed to allow for a quantitative measure of responses regarding the homemaker's knowledge, practices carried out, attitudes toward the medium received, and the independent variables studied.

All instruments in which data were grossly incomplete or improperly filled in were discarded. In addition, those instruments

were voided for all respondents in all groups who did not complete both the pre-test and post-test. These deletions resulted in a final total of 700 usable schedules out of a possible 864.

Processing of data and statistical procedures was carried out at the Triangle Universities Computation Center using the Statistical Analysis System (SAS). Procedures used were determined through consultation with Herbert Kirk, Statistician, North Carolina State University.

Data analysis involved six stages: (1) identification of personal and situational characteristics of the EFNEP homemakers in North Carolina; (2) assessment of knowledge gain and practice change that occurred; (3) determination of relationship between medium received and knowledge gain and practice change that occurred; (4) determination of the relationship between knowledge gain and practice change and personal and situational characteristics of respondents; (5) determination of homemakers' attitudes toward the medium received; and (6) determination of relationships between attitude toward the medium received and personal and situational characteristics of respondents.

In compliance with federal and state regulations related to "use of human subjects in research," respondents were told that all responses were completely voluntary. As a result, some homemakers chose to refrain from responding to certain items on the interview schedule. Consequently, the data in a number of categories were unbalanced and required special statistical procedures.

Because of the unbalanced nature of the data, least squares analysis of variance was used for testing of main effects and interactions. All tests were made using partial sum of squares (sum of squares adjusted for all other variables in the model).

RESULTS AND DISCUSSION

Profile of the EFNEP Homemaker in North Carolina

The first specific objective of the study was to develop a profile of the EFNEP homemaker in North Carolina based on selected characteristics. The personal and situational characteristics used in generating the profile were: age, place of residence, work situation, marital status, education, race, size of household, communications patterns, food buying patterns, sources of Foods and Nutrition information, and attitudes toward EFNEP. Table 2 shows the frequency distribution of respondents by characteristics and percent. The "typical" North Carolina EFNEP homemaker as characterized in the study was black, relatively young (less than 40 years of age), a rural resident, had some high school education, was married and living with her husband, lived in a household consisting of five people, did not work outside the home, belonged to few organizations other than church and Sunday School, did the food buying for her family, and had a positive attitude toward EFNEP, as did her husband.

Knowledge and Practice Change

The primary purpose of this study was to determine whether knowledge and practices of low-income homemakers could be changed significantly through the direct mailing of educational media to their homes. Six concepts related to Foods and Nutrition were selected by North Carolina Extension Foods and Nutrition Specialists to constitute the subject matter to be disseminated. A leaflet prepared by the Extension Foods and Nutrition Specialists on each concept was the basic information source. A circular letter was prepared for each concept, duplicating the content of the leaflet. A series of six cartoon booklets based on the format and characters depicted in the daytime serial, "The Edge of Night," was prepared, and the basic subject matter from each of the leaflets was injected into the corresponding cartoon booklet. The cartoon booklets focused on an emotionally charged human interest story in serial form--the story continued from one issue to the next, ending with the sixth booklet.

Each week for a period of six weeks homemakers in the sample received in the mail one of the three media. Group 1 received a leaflet each week; Group 2 received a circular letter; Group 3 received a cartoon booklet; and Group 4 received no information and served as a control.

Table 2. Frequency distribution of homemaker respondents by personal and situational characteristics and percent (N=707)

Characteristic	Percent
Age	
29 years or under	27
30-39 years	30
40-49 years	20
50 years or older	23
Total	100
Place of Residence	
Farm	8
Rural Non Farm	67
Town, less than 2500	8
Town, more than 2500	17
Total	100
Education	
None	0.57
1-4 grade	8
5-8 grade	37
9-12 grade	53
Beyond high school	1.43
Total	100
No. of Working TV Sets	
None	5
One	79
Two	14
Three or more	2
Total	100
Daily Newspapers Received	
None	74
One	23
Two	2
Three or more	1
Total	100
Weekly Newspapers Received	
None	68
One	27
Two	3
Three or more	2
Total	100

Characteristic	Percent
Marital Status	
Married living w/husband	57
Married not living w/husband	14
Divorced	3
Single	10
Widowed	15
Total	99
Race	
Black	68
White	31
Indian	1
Total	100
Size of Household	
1-3 persons	29
4-6 persons	45
7-9 persons	20
10 or more persons	7
Total	100
Readership of Funny Papers	
Never	61
Sometimes	33
Often	2
All the time	4
Total	100
Readership of Comic Books	
Yes	24
No	76
Total	100
Magazines Bought	
T.V. Guide	26
Reader's Digest	11
Family Circle	6
Movie magazines	4
Love Story	8
Other	3
Total*	

Table 2 (continued)

Characteristic	Percent
No. of Working Radios	
None	11
One	66
Two	19
Three or more	4
Total	100
Work Outside Home	
Yes	28
No	72
Total	100
Membership in Organizations	
Church	81
Sunday School	36
PTA	18
Extension Homemaker Clubs	1
Community Club	4
Lodge Auxiliary	1
4-H Leader	1
Total*	
Source of Foods and Nutrition Information	
Radio	4
TV	14
Newspaper	14
CHEA	1
Friend or neighbor	4
Grocery store employee	3
Program aide	57
Other	3
Total	100
Preferred Source of Foods and Nutrition Information	
Radio	3
TV	12
Newspaper	7
CHEA	3
Friend or neighbor	2
Grocery store employee	1
Program aide	68
Other	4
Total	100

Characteristic	Percent
Read News Articles on Foods and Nutrition	
Yes	67
No	33
Total	100
Listen to CHEA Radio Programs	
Never	50
Sometimes	41
Often	9
Total	100
Watch TV Programs on Foods and Nutrition	
Never	22
Sometimes	64
Often	14
Total	100
Food Purchaser	
Husband	10
Self	85
Child	2
Relative	2
Friend or neighbor	0
Other	1
Total	100
Attitude of Man of House Toward EFNEP	
Very pleased	42
Doesn't care	41
Hates it	1
No man of house	16
Total	100
Attitude of Homemaker Toward EFNEP	
Great help	71
Some help	28
Little or no help	1
Total	100

Table 2 (continued)

Characteristic	Percent	Characteristic	Percent
Preferred Time of Day for Watching TV		TV Program Preference	
Morning	12	Movies	16
Afternoon	45	Game shows	8
Night	30	Daytime serials	53
All the time	12	Cartoon shows	1
Other	1	Comedy shows	4
Total	100	Talk shows	4
		Crime shows	3
		Educational TV	7
		Other	4
		Total	100

*Multiple responses - totals greater or less than 100%

The t-test revealed that knowledge change for all media groups was significant at the .05 level of probability. The greatest amount of knowledge change occurred within the group receiving the leaflet, followed closely by the group receiving the circular letter, and next by the group receiving the cartoon booklet. The change in knowledge was least within the control group. Figure 2 shows the adjusted mean pre-test, post-test, and difference (knowledge change). The significant change in knowledge shown by the control group probably can be explained by the "halo" effect; i.e., the respondents being aware that they were participating in a research project and through the desire to achieve, actively sought information and learned on their own. Another explanation might be simply an increased awareness of the subject matter stemming from the pre-test. Thus a significant change in knowledge of the six Foods and Nutrition concepts did occur within the four groups.

When change in knowledge was assessed by medium received, the t-test revealed no significant differences. No medium appeared to be more effective than another in effecting changes in knowledge, including the control group. Perhaps in the case of the control group, one might hypothesize that the only prerequisite to effecting change in knowledge of Foods and Nutrition would be an assessment of current knowledge. In conversations with paraprofessionals following the experiment, a common statement was: "This project has helped me personally, my program families who were included in the study pay much more attention to the lessons than they did before the study."

The change in practices for all media groups was significant at the .05 level of probability.

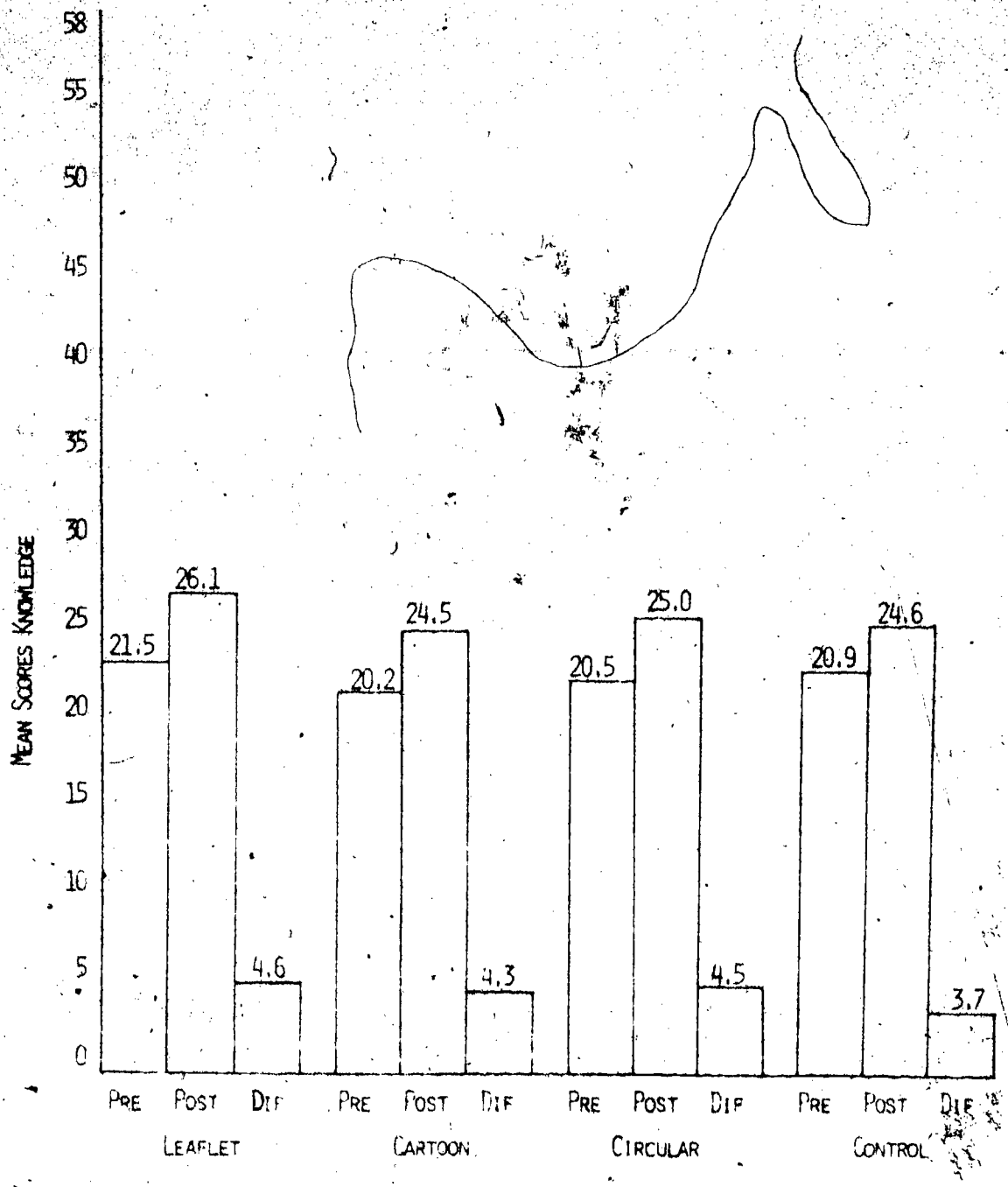

FIGURE 2. MEAN SCORES KNOWLEDGE OF SIX CONCEPTS BY MEDIUM RECEIVED.

The greatest change in practices occurred within the group ~~receiving the circular letter, followed~~ by the group receiving the cartoon booklet. The control group was third, and the leaflet group was fourth, showing the least change in practices. Figure 3 shows the adjusted mean pre-test, post-test, and difference (practice change). The differences in degree of practice change between and among the four groups were minimal and were not significantly different as measured ty the t-test. Thus one could assume that the leaflet, circular letter, cartoon booklet, and assessment of current practices of homemakers would be equally effective in effecting Foods and Nutrition practice change in low-income homemakers.

Personal and Demographic Factors Associated With Knowledge and Practice Change

Another objective of the research project was to determine the degree to which personal and demographic factors such as age, place of residence (rural-urban), education, marital status, race, source of information, attitude of homemaker toward EFNEP, geographic zone, and attitude toward medium received were associated with knowledge and practice change.

Table 3 shows the actual scores of respondents on knowledge and current practices (pre-test, post-test, and difference) by each personal and demographic variable, with the exception of attitude toward medium received.

The least squares analysis of variance was used to establish F values for each variable and its relationship to pre-test, post-test, and difference scores for both knowledge and current practices. The results appear in Table 4. These data indicate no relationship between knowledge gain or practice change and any of the demographic variables. The relationship between knowledge gain and zone approached the .05 level. Significant relationships were found, however, between education and knowledge and practices scores on pre-test and post-test; marital status and knowledge post-tests and practice pre-tests; race and knowledge pre-tests and post-tests and practice post-test; source of information and knowledge post-test and practice pre-test and post-tests; zone and knowledge and practice pre-tests and post-tests.

Although the differences in knowledge and practice changes were not significant, the older homemakers showed slightly more knowledge gain than younger homemakers; rural homemakers gained more knowledge and changed more practices than urban residents; homemakers with lower education level gained more knowledge but changed fewer practices; married homemakers gained more knowledge than single or widowed homemakers; whites gained more knowledge and changed more practices than non-white homemakers; homemakers

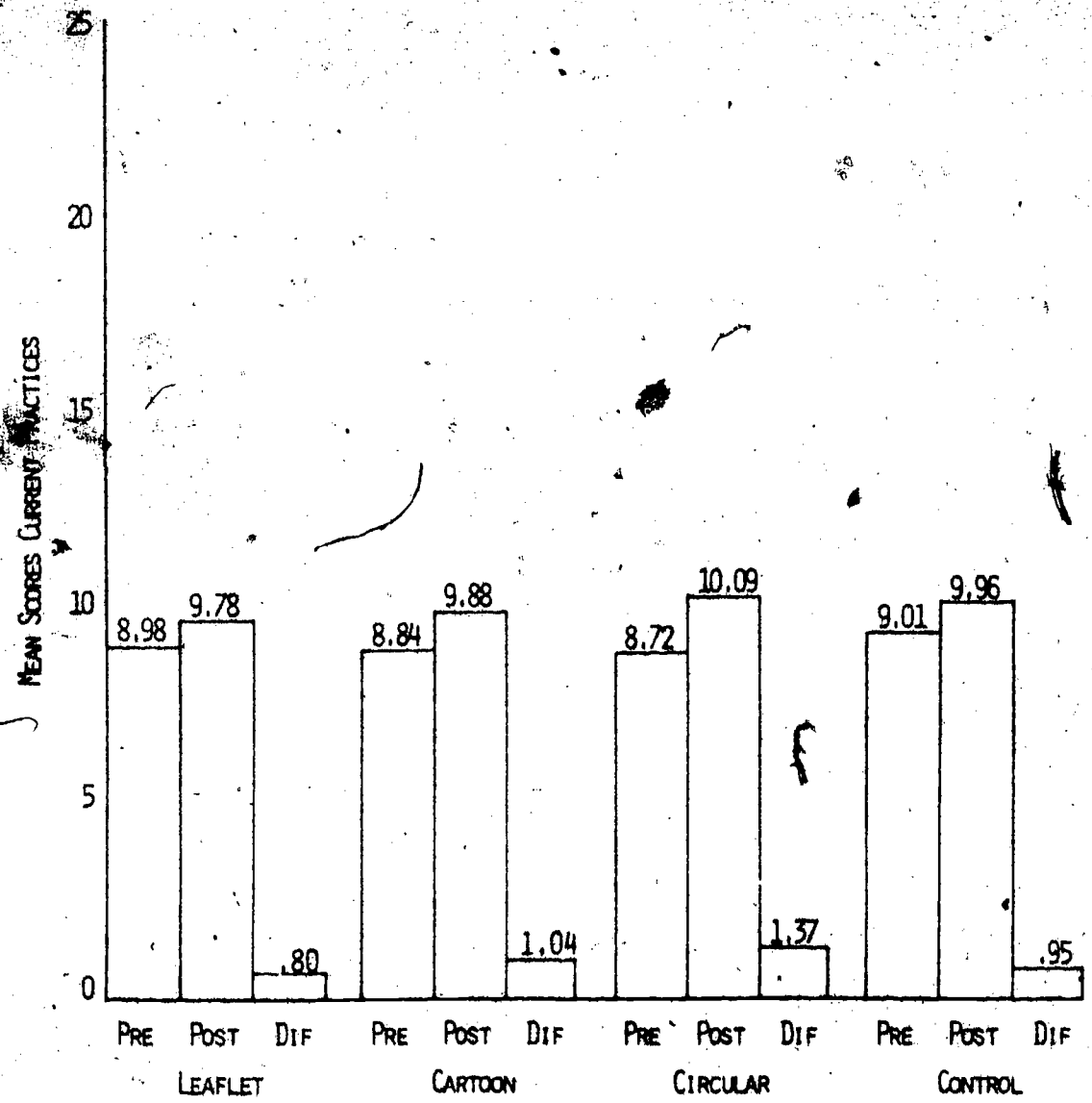

Figure 3. Mean scores current practices by medium received.

Table 3. Knowledge and practice change by demographic variables (N=667)

Demographic Variables	N	Pre	Post	Dif	Pre	Post	Dif
Age							
Young	389	21.1	25.3	4.2	8.9	9.9	1.0
Old	279	19.8	24.1	4.3	8.6	9.6	1.0
Residence							
Rural	499	20.5	24.9	4.4	8.9	10.0	1.1
Urban	169	20.8	24.5	3.7	8.5	9.4	0.9
Education							
Low	294	19.5	24.0	4.5	8.5	9.4	0.9
High	374	21.4	25.5	4.0	9.0	10.2	1.2
Marital Status							
Yes	388	21.1	25.7	4.6	9.2	10.2	1.0
No	280	19.9	23.6	3.7	8.3	9.3	1.0
Race							
Non-white	454	19.5	23.6	4.1	8.4	9.4	1.0
White	214	22.7	27.4	4.7	9.6	10.8	1.2
Source of Information							
Other sources	281	19.3	23.1	3.8	8.4	9.4	1.0
EFNEP aide	387	21.5	26.1	4.6	9.1	10.1	1.0
EFNEP Attitude							
High	477	20.6	24.7	4.1	8.8	9.8	1.0
Low	191	20.5	25.1	4.6	8.8	9.9	1.1
Zone							
Central	221	19.7	23.2	3.5	8.1	9.0	0.9
East	315	19.5	24.3	4.8	8.5	9.8	1.3
West	164	23.3	27.8	4.5	10.1	10.9	0.8

Table 4. Summary of personal and demographic factors and their relationship to knowledge and current practices (N=667)

Personal and Demographic Factors	F-values for pre-test, post-test, and difference					
	Knowledge Change			Practice Change		
	Pre	Post	Dif	Pre	Post	Dif
Age	.4580	.3874	.0265	.0273	.0225	.0000
Residence	1.5807	.0949	.4436	.1630	2.7299	1.6303
Education	17.2849*	5.0991*	.6196	4.6746*	7.1669*	.4856
Marital Status	.7370	3.9509*	2.4808	5.9143*	1.8699	.7258
Race	8.3992*	5.4688*	.1107	1.2307	6.1470*	2.1255
Source of Information	20.7135	20.4882*	2.2042	5.3960*	5.7547*	.0749
Attitude EFNEP	1.0022	.0049	.7931	.4150	.1766	.0282
Zone	10.0662*	5.9600*	1.3501	7.6753*	4.6348*	2.3110

For Independent Variable

*Significant at .05 level or greater

with more positive attitudes toward EFNEP gained more knowledge and changed more practices than those with less positive attitudes toward EFNEP; and homemakers in the eastern zone gained more knowledge and changed more practices than homemakers in the western and central zones.

Because the relationship between knowledge change and geographical zone approached the .05 significance level, the data were examined further to determine whether there were differences in knowledge change by geographical zone and medium received. The t-test revealed several significant relationships (see Table 5).

Homemakers gained significantly more knowledge through both leaflets and circular letters in the eastern zone than those in the central zone. Those in the eastern zone receiving the leaflet gained significantly more knowledge than those receiving the cartoon booklet. Homemakers in the western zone gained significantly

Table 5. Changes in knowledge by zone and medium received

Medium	Knowledge Change		
	Zone		
	East	Central	West
Leaflet	6.20	3.78	3.90
Circular Letter	5.60	2.94	5.12
Cartoon Booklet	4.46	3.73	4.73

*Significant at .05 level

more knowledge from the cartoon booklet than from the leaflet, but gained significantly more knowledge from the circular letter than from the leaflet or cartoon booklet. Homemakers gained significantly more knowledge from the cartoon booklet in the western and eastern zones than in the central zone.

The data were examined further to determine whether knowledge change within each of the six Foods and Nutrition concepts was related to geographic zone. Table 6 shows the knowledge change scores for each concept by geographical zone.

Table 6. Changes in knowledge by concept and zone

Concept	Knowledge Change		
	East (N=315)	Central (N-221)	West (N=164)
Milk in the Diet	.70	.61	.49
Convenience Foods	.57	.69	.61
Weight Control	1.16	.75	.91
Basic Four Foods Groups	.75	.26	.58
Food Sanitation	1.33	.99	1.47
Unit Pricing	.23	.23	.44

* Significant at .05 level

The greatest amount of knowledge change related to "Milk in the Diet" occurred in the eastern zone, followed by the central and western zones. The central zone showed the greatest knowledge change on the concept, "Convenience Foods," followed by the west and east. The greatest change in knowledge of "Weight Control" occurres in the east, and the least change occurred in the central zone. The only concept in which a significant difference in knowledge change occurred was the "Basic Four Foods Groups" (see Table 6). Knowledge change was significantly greater in the east than in the central zone. The differences in knowledge gain between the east and west, and west and central zones were not significant. The greatest change in knowledge on "Food Sanitation" and "Unit Pricing" occurred in the western zone, followed by the east and central zones.

In order to determine the relationship between knowledge and practice change and attitude toward medium received, the control group was dropped from the analysis. This group received none of the educational materials and thus did not respond to the attitude toward media scale.

The least squares analysis of variance was employed to establish F values for attitude toward medium received and knowledge and practice change. The results appear in Table 7. The analysis showed a significant relationship between attitude toward medium received and knowledge change. The respondents possessing the more positive attitudes toward the medium received showed significantly more knowledge gain than those with less positive attitudes. The relationship between practice change and attitude toward medium received was not significant.

Table 7. Relationship between attitude toward media and knowledge and practice change (N-488)

	Knowledge change		Practice change	
	Partial SS	F-Value	Partial SS	F-Value
Attitude toward medium received	421.2391	9.0608*	10.5890	1.0420

* Significant at .05 level

Attitudes Toward Media

The fourth objective of this study was to determine homemakers' attitudes toward information leaflets, circular letters,

and cartoon booklets as educational communications media. Figure 4 displays graphically the mean attitude scores by media group. The lower the score, the more favorable the attitude toward the medium.

The leaflet received the highest attitude rating and was followed by the circular letter and the cartoon booklet. The t-test, however, revealed that attitudes toward the three media were not significantly different. The attitudes toward all three media were positive, which indicated a relatively high level of satisfaction with the media. Table 8 shows the percentage response to each item on the attitude scale. The highest percentage response was to item number 2, "The materials helped me personally," followed by item number 3, "Solved some problems for me," and item number 1, "Exactly what I needed."

Table 8. Percentage distribution of responses to items on the attitude toward media scale

Item	Percentage Response*			
	Leaflet	Circular Letter	Cartoon Booklet	Mean
The materials:				
1. Were exactly what I needed	38.5	37.3	35.0	37.0
2. Helped me personally	69.2	68.6	56.2	65.0
3. Solved some problems for me	53.8	50.9	39.4	48.3
4. Were just fair	22.0	21.9	17.5	20.5
5. Were neither very good or very bad	11.5	13.0	13.1	12.5
6. Were not exactly what I needed	9.9	5.9	11.2	9.0
7. Were too general	0.0	0.6	3.7	1.4
8. Didn't hold my interest	7.1	8.2	15.6	10.8
9. Didn't help me at all	4.9	5.9	11.8	7.4
10. Were a complete waste of time	2.7	5.9	6.9	5.0

*Percentages equal more than 100 due to multiple responses

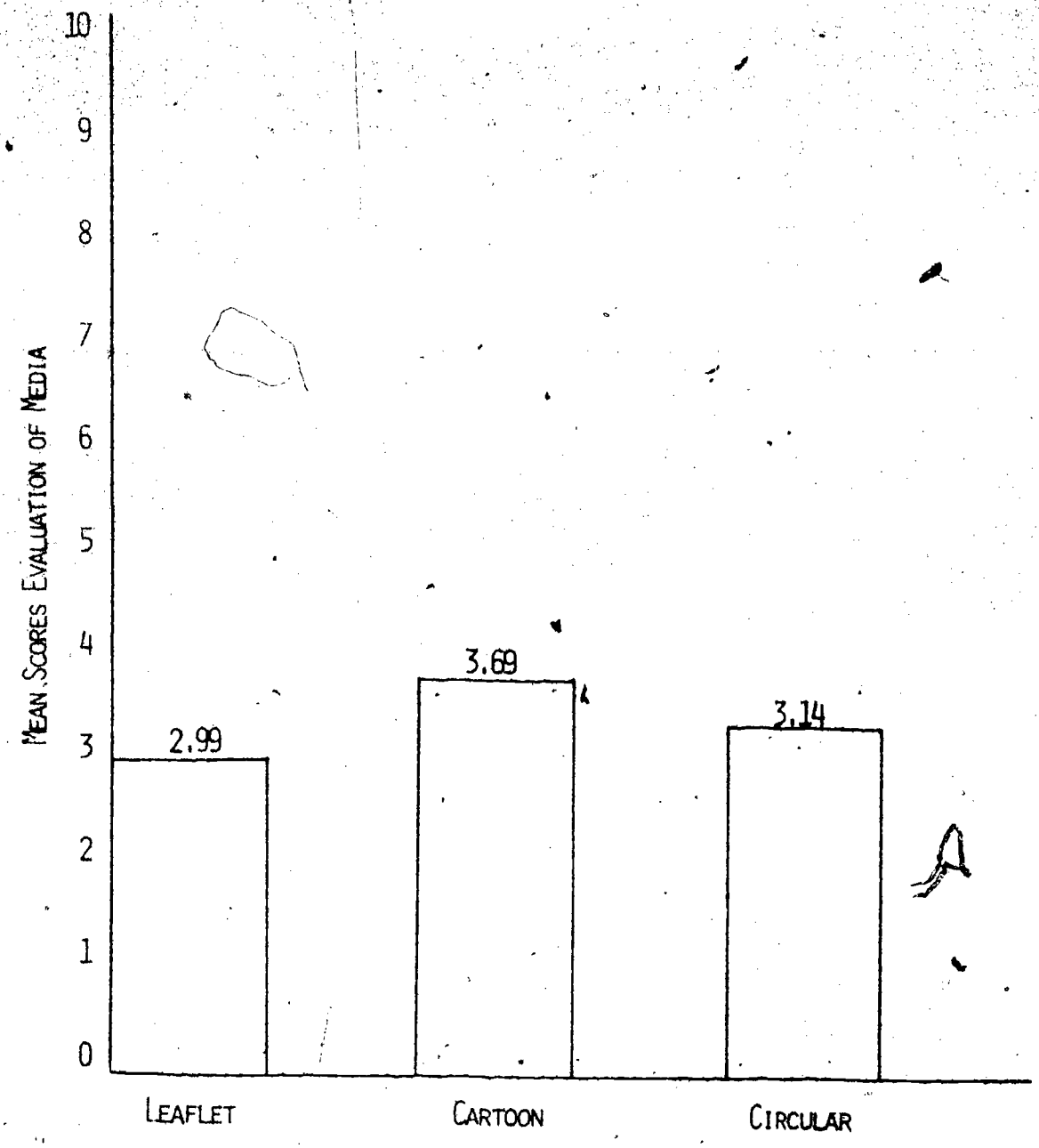

FIGURE 4. MEAN SCORES ATTITUDE BY MEDIUM RECEIVED.

The last objective was to determine the degree to which homemakers' attitudes toward the medium received were associated with: age, place of residence, education, marital status, race, readability of medium, attitude of homemakers toward EFNEP, source of information, whether information received was discussed with others, and geographical zone.

Table 9 lists the variables examined along with partial sums of squares, F values, and probability level arrived at through least squares analysis of variance. Only two variables, "ease of reading" and "discussion of media with others" were significantly associated with attitudes toward the medium received. Two other variables, "geographical zone" and "marital status" approached the .05 significance level.

Table 9. Summary of relationships between attitude toward medium received and demographic variables, (N=446)

Demographic Variables	DF	Partial SS	F Value	Prob>F
Age	1	0.4898	0.1480	0.7006
Residence	1	2.6728	0.8077	0.3693
Education	1	5.1292	1.5500	0.2138
Marital Status	1	10.3936	3.1410	0.0771
Race	1	3.9606	1.1969	0.2746
Ease of reading	1	57.2916	17.3138*	0.0001
EFNEP attitude	1	0.0139	0.0042	0.9483
Source of information	1	2.0527	0.6203	0.4314
Discuss with others	1	19.5310	5.9023*	0.0155
Geographical zone	2	16.2145	2.4500	0.0855

* Significant at .05 level

Although other relationships were not significant, it is interesting to note the direction of the relationships between the variables and attitudes toward the medium received. Attitudes toward the medium received were more positive among: (1) the

younger homemakers, (2) urban homemakers, (3) those with the higher level of education, (4) married homemakers, (5) black homemakers, (6) those with a more positive attitude toward EFNEP, (7) those who received most of their Foods and Nutrition information from the EFNEP program aide, and (8) homemakers located in the central geographical zone.

When attitudes toward the three media were examined by medium and geographical zone, some significant relationships were found (see Table 10). Homemakers in the central zone consistently rated all media higher than those in other zones. All ratings were lowest in the west.

Table 10. Attitudes toward medium received by medium and geographical zone (N=446)

Geographical Zone	Attitude Score		
	Media		
	Leaflet	Circular	Cartoon
Central	2.83	2.99	2.58
East	2.97	3.15	3.77
West	3.31	3.35	4.66

* Significant at .05 level or greater

Cartoon booklets were rated significantly higher in the central zone than in the east and west. Also, the cartoon booklets were rated significantly higher in the eastern zone than in the west.

Leaflets were rated significantly higher than cartoon booklets in the eastern and western zones, and circular letters were rated significantly higher than cartoon booklets in the western zone.

The highest rating given to any one medium was a 2.58 for the cartoon booklet in the central zone.

Because of the uniqueness of the cartoon booklet to disseminating educational information and the researchers' interest in the usefulness and acceptability of this medium, the data were examined more closely in an effort to determine what factors might account for the variance in attitudes toward it.

The variables examined included: (1) race, (2) attitude toward EFNEP, (3) TV program preference, (4) readership of funny papers, and (5) readership of comic books. It was hypothesized that housewives who preferred daytime TV serials over other programs would rate the cartoon booklets higher (the booklets were based on a popular daytime serial). Those who admitted reading funny papers and comic books would have more positive attitudes toward the cartoon booklets, and more positive attitudes toward EFNEP would be reflected in more positive attitudes toward cartoon booklets. Table 11 lists the variables examined, partial sums of squares, F values, and probability levels.

Table 11. Summary of relationships between attitudes toward cartoon booklets and demographic variables

Demographic Variables	DF	Partial SS	F Value	Prob>F
Race	1	18.7801	2.6820	0.1035
EFNEP Attitude	1	31.7344	4.5858*	0.0338
TV Program Preference	1	11.4514	1.6707	0.1981
Funny Paper Readership	1	14.7297	2.0959	0.1497
Comic Book Readership	1	50.0021	7.1586*	0.0083

* Significant at .05 level

The least squares analysis of variance indicated that "attitude toward EFNEP" and "readership of comic books" had significant influences on homemakers' attitudes toward the cartoon booklet as an educational medium. "Race," "TV programs preference," "readership of funny papers," did not appear to influence attitudes toward the cartoon booklet to a significant degree. However, those who preferred TV daytime serials, read funny papers, and blacks expressed slightly more positive attitudes toward the cartoon booklets than comparison groups. It should be noted that attitudes toward EFNEP were more positive and preference for daytime TV serials, readership of funny books, and readership of comic books were greatest in the central zone (see Tables 12, 13, 14 and 15).

Table 12. Attitude of homemaker toward EFNEP by geographical zone (N=691)

Geographical Zone	Great Help	Some to Little Help	Total
Central	77.88	22.12	100.00
East	72.03	27.97	100.00
West	60.74	39.27	100.00
Total (mean)	71.20	28.80	100.00

Table 13. Television program preference by geographical zone (N=678)

	TV Program Preference		
	Percent		
Geographical Zone	Daytime Serials	Other	Total
Central	62.15	37.85	100.00
East	53.72	46.28	100.00
West	38.71	61.71	100.00
Total	52.95	47.05	100.00

Table 14. Readership of funny papers by geographical zone (N=695)

	Readership of Funny Papers		
Geographical Zone	Read	Do Not Read	Total
Central	46.12	53.88	100.00
East	36.86	63.14	100.00
West	31.71	68.29	100.00
Total	38.56	61.44	100.00

Table 15. Readership of comic books by geographical zone (N=695)

Geographical Zone	Readership of Comic Books		
	Read	Do Not Read	Total
Central	29.86	70.14	100.00
East	23.91	76.09	100.00
West	16.67	83.33	100.00
Total (mean)	24.03	75.97	100.00

GLOSSARY OF TERMS

Low-income homemaker: any participant in the EFNEP program who is 18 years of age or older and who has an income of less than $4000 per year (Expanded Food and Nutrition Program: A Story of Progress, 1975).

EFNEP (Expanded Food and Nutrition Program): a federally funded nutritional program established in 1968 "to improve the dietary levels of low-income families and youth through education and the improved use of resources." (Helping Low-Income Families Improve Their Diets. U.S. Department of Agriculture, 1974).

Cartoon Booklet: a paper booklet of extended comic strips telling a humorous, adventurous, or melodramatic story; synonymous with comic book.

Bulletin or leaflet: a folder of varying length about a specific subject. It is a type of mass media communication because it is prepared in large quantities for wide distribution.

Newsletter or circular letter: a letter, formally organized, that is sent to a selected clientele. It is generally mass produced by mechanical means of duplicating and is sent on a more or less regular basis. The content may be on one subject or a variety of subjects.

Daytime serial: a daytime radio or television serial drama of a highly melocramatic, sentimental nature. (Webster's New World Dictionary, 1970).

Communication: a process of information transmission from one person to another consisting of a source, message, channel, receiver, noise, and feedback.

Source: the initiator of the act of communication.

Message: an ordered selection of symbols intended to communicate information (Blake and Haroldsen, 1975, p. 10).

Channel: the medium through which communication occurs.

Receiver: the recipient of the message.

Noise: factors that reduce the effectiveness of the communication process.

Feedback: the receiver's response to the message.

Attitude: the intensity of positive or negative effect for or against a psychological object. A psychological object is any symbol, person, phrase, slogan, or idea toward which people can differ as regards to positive or negative effect. (Thurstone, 1947, p. 39).

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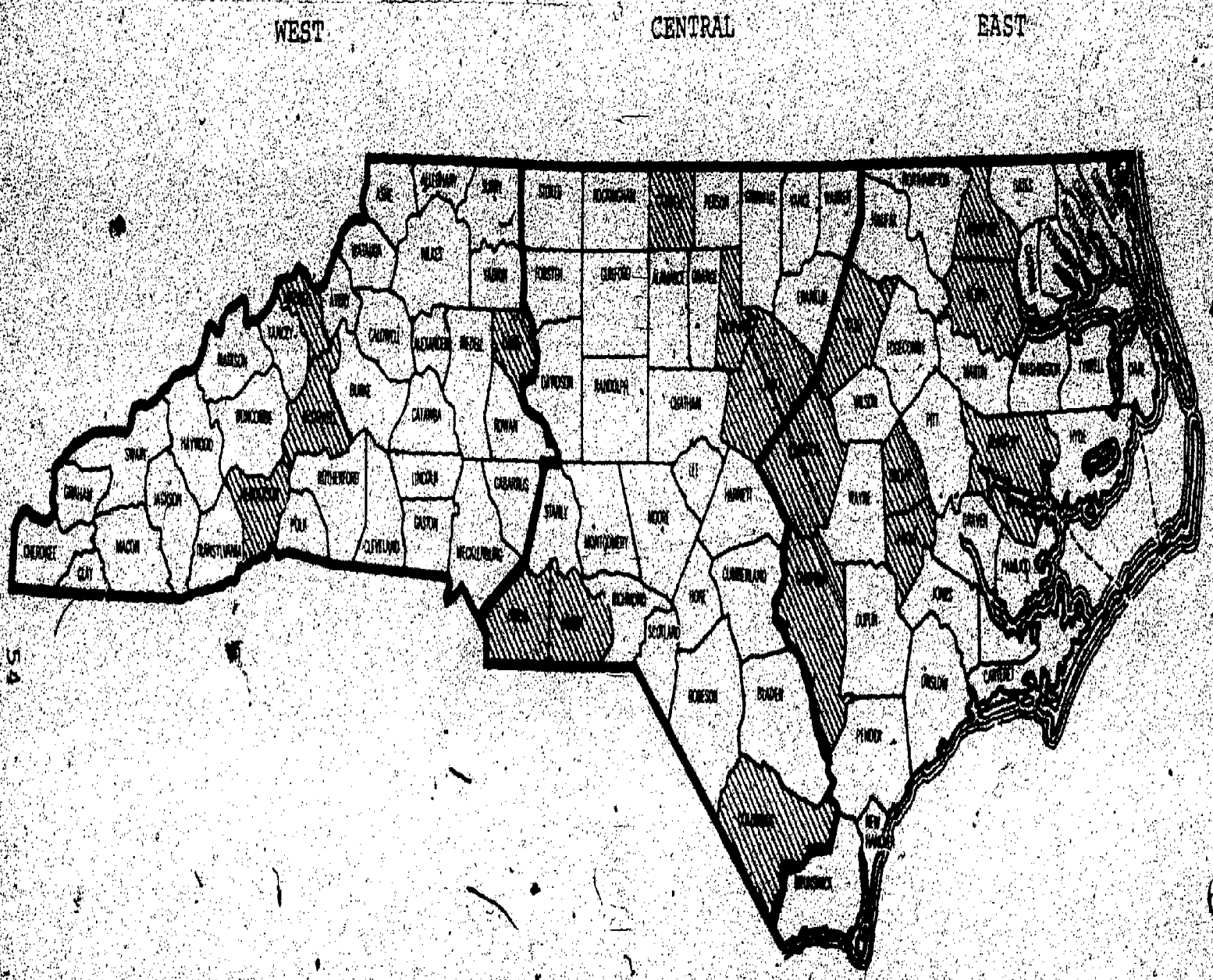
APPENDICES



Appendix Figure 1. Distribution of counties in the three zones selected for this study.

INTRODUCTORY STATEMENT TO HOMEMAKER

The Extension Service is trying to find better ways to get nutrition information to all homemakers in the State. We would like to ask your help.

You have been selected as one of 48 homemakers in the county to be interviewed. Would you be willing to answer some questions for me?

Your answers will be absolutely voluntary. You don't have to answer any question you do not want to answer.

No one will see the answers except the research people and your name will not be used.

I will ask you some questions about yourself, some of the things you do in feeding your family, and some questions about nutrition.

When all of the information we gather is put together, the Extension Service will work on some new ways to get information you need to you.

I will ask you some questions and will write down your answers. Are you ready?

IBM
123 Schedule No. _____

IBM (fill in from records if available)

4 What is your age?

1._____20 years or under

2._____30-39 years

3._____40-49 years

4._____50 years or older

5 Place of residence

1._____farm

2._____rural non-farm

3._____town less than 2500 population

4._____town more than 2500 population

6 What is the highest grade you completed in school? (check only one)

1._____none

2._____1-4 grade

3._____5-8 grade

4._____12 grade

5._____less than 1 year beyond high school

6._____1 year beyond high school

7._____2 years beyond high school

8._____3 years beyond high school

9._____college graduate

7 What is your marital situation?

1._____married living with husband

2._____married not living with husband

3._____divorced

4._____single

5._____widowed

PLEASE TURN OVER

IBM

8 What is your race?

1._____black
2._____white
3._____Indian
4._____Other (specify)

9-10 How many people are living in your house including you?

_____

11 How many television sets that work do you have in your home?

1._____none
2._____one
3._____two
4._____three
5._____more than three

12 How many daily newspapers do you take or buy?

1._____none
2._____one
3._____two
4._____three
5._____more than three

13 How many weekly newspapers do you take or buy?

1._____none
2._____one
3._____two
4._____three
5._____more than three

PLEASE TURN OVER

IBM

14 How often do you read the funny papers in the newspaper?

1. _____ never

2. _____ sometimes

3. _____ often

4. _____ all the time

15 Do you ever read comic books?

1. _____ yes 2. _____ no

16 How often do you buy papers such as National Enquirer or Midnight?

1. _____ never

2. _____ often

3. _____ very often

What magazines do you take or buy?

17 _____ T.V. Guide

18 _____ Reader's Digest

19 _____ Family Circle

20 _____ movie magazines

21 _____ Love Story

22 _____ other (write in) _____

23 _____ other (write in) _____

24 How many radios that work do you have in the home?

1. _____ none 4. _____ three

2. _____ one 5. _____ more than three

3. _____ two

PLEASE TURN OVER

IBM

25 Do you work outside the home?

1._____yes

2._____no

Which of the following organizations do you attend or belong to? (check all mentioned).

26 _____Church

27 _____Sunday School

28 _____PTA

29 _____Extension Homemakers Club

30 _____Community Club

31 _____Lodge Auxiliary

32 _____4-H Leader

33 _____other (write in)_____

34 Do you read newspaper or magazine articles about foods and nutrition?

1._____yes 2._____no

35 How often do you listen to radio programs presented by the county extension home economics agent?

1._____never

2._____sometimes

3._____often

36 How often do you watch T.V. programs on food and nutrition?

1._____never

2._____sometimes

3._____often

PLEASE TURN OVER

IBM

37 Where do you get the most of your cooking and grocery shopping information? (check only one)

1. ____ radio

2. ____ T.V.

3. ____ newspaper

4. ____ Home Economics Extension Agent

5. ____ friend or neighbor

6. ____ grocery store employee

7. ____ program aide

8. ____ other (write in) _____

38 Where would you like to get your information on cooking and grocery shopping? (check only one)

1. ____ radio

2. ____ T.V.

3. ____ newspaper

4. ____ Home Economics Extension Agent

5. ____ friend or neighbor

6. ____ grocery store employee

7. ____ program aide

8. ____ other (write in) _____

39 Who does the most of the food buying for your family? (check only one)

1. ____ husband

2. ____ myself

3. ____ child

4. ____ other relative

5. ____ friend or neighbor

6. ____ other (list)

PLEASE TURN OVER

IBM

40 How does the man of the house feel about you having lessons from the Extension Program Aide? (check only one)

1._____he is very pleased

2._____doesn't care

3._____hates it

41 How do you feel about the EFNEP program yourself? (check only one)

1._____it has been of great help to me

2._____it has been of some help to me

3._____it has been of little or no help to me

42 At what time of day do you watch T.V. most? (check only one)

1._____morning

2._____afternoon

3._____night

4._____all the time

5._____other

43 Which type of T.V. program do you like best? (check only one)

1._____movies

2._____game shows

3._____daytime serials

4._____cartoon shows

5._____comedy shows

6._____talk shows

7._____crime shows

8._____educational T.V.

9._____other (list)

PLEASE TURN OVER

PRACTICES CURRENTLY FOLLOWED

Let's begin by talking about some of your foods and nutrition practices. (write in answers)

1. What do you do if you want to lose weight?

2. How many cups of milk do you drink or eat each day?

3. When you buy sugar, how do you decide which size bag is the best buy for your money?

4. A. What do you do to make sure the food you serve your family is clean and free from germs?

   B. Do you leave food on the stove or table between meals?

5. List the kinds of foods you have eaten in the past 24 hours.

6. Some foods can be bought that have already been partly prepared. Would you name for me some of the partly prepared foods you have bought during the last week.

PLEASE TURN OVER

HOW TO BUILD A GREAT BODY

Now I would like to ask you some questions about nutrition. We will start with milk.

1. Can you tell me at least 5 things that milk does for you? (write in answer)

2. How many cups of milk do boys and girls need each day? (write in answer)

3. How many cups of milk do adults need each day? (write in answer)

4. Can you tell me at least 4 kinds of milk you can buy at the grocery store? (write in answer)

5. What are two ways you can get all the milk you need besides drinking it? (write in answer)

6. How is buttermilk like non-fat dry milk? (write in answer)

7. How is canned milk different from fresh milk? (write in answer)

Score _____

PLEASE TURN OVER

HOW TO SAVE MONEY

Some foods can be bought that are already partly prepared.

1. Can you name at least 4 foods you can buy at the grocery store that are already partly prepared. (write in answer)

2. Would you say that partly prepared foods are good buys? (check answer)

_____yes _____might be

_____no _____don't know

3. Can you tell me at least 5 things you should think about before buying partly prepared foods? (write in answer)

Score _____

PLEASE TURN OVER

HOW TO CONTROL YOUR WEIGHT

Now let's talk about ways to control weight.

1. Can you tell me what happens to the extra food when you eat more than your body needs? (write in answer)

2. Which type of person usually has more energy -- a fat person or a thin person? (write in answer)

3. Can you tell me at least 7 things a person can do to keep from getting fat? (write in answer)

4. Which type of person's heart works harder -- a fat person's or thin person's? (write in answer)

5. Can you give me at least 4 good reasons for not getting too fat? (write in answer)

Score _____

PLEASE TURN OVER

HOW TO LOOK BETTER AND FEEL BETTER

Now let's talk about the foods we need for good health.

1. Would you answer this question yes or no or don't know?

   "One food is as good for you as another as long as your stomach is full?" (check answer)

   yes_____ no_____ don't know_____

2. Also would you answer this question yes or no or don't know?

   "Extra vitamins and minerals are not needed if you eat the right kinds of foods every day?" (check answer)

   yes_____ no_____ don't know_____

3. Can you name for me the 4 food groups that are necessary for good health? (write in answer)

4. How many servings of meat do you need each day? _____

   How many servings of milk? _____ How many servings of fruits and vegetables? _____ How many servings of breads and cereals? _____ (write answers in blanks)

5. Can you tell me at least three things that might happen to you if one food group is missing from your diet over a long period of time? (write in answer)

Sc[illegible] _____

PLEASE TURN OVER

HOW TO STAY WELL

Now let's talk about food handling.

1. Do all foods have germs in them? (check answer)

   yes_____ no_____ don't know_____

2. Can you tell me at least 6 things you can do to be sure that the food you use is clean and as free from germs as possible? (write in answer)

3. Can you tell me at least 3 things you can do to make sure that food does not spoil? (write in answer)

4. Can you tell me at least 4 things that carry germs to food? (write in answer)

5. What should you do about cooking when you have cuts or sores on your hands? (write in answer)

Score _____

PLEASE TURN OVER

ONE WAY TO CUT YOUR GROCERY BILL

The last thing I would like to ask you about is food buying.

1. Which is the best buy for your money when you buy packaged food? (check answer)

   large economy size_____ large size_____

   small size_____ any one might be_____

   don't know_____

2. When you buy sugar, how can you tell which bag is the best buy for your money? (write in answer)

3. How would you figure the cost per pound if a 5-pound bag of sugar cost $2.00? (write in answer)

Score _____

Closing Statement to Homemaker

Thank you for your help.

I will check back with you in a few weeks and we will talk about this some more.

POST QUESTIONNAIRE

(Be sure to write the Homemaker's name on the top of the questionnaire)

INTRODUCTORY STATEMENT

TO HOMEMAKER

I want to thank you for taking part in the survey we conducted a few weeks ago.

Today I would like to go over some of the things we talked about then and see if you have changed your mind about them.

I will ask you some questions and will write down your answers. Are you ready?

PRACTICES CURRENTLY FOLLOWED

Let's begin by talking about some of your foods and nutrition practices. (write in answers)

1. What do you do if you want to lose weight?

2. How many cups of milk do you drink or eat each day?

3. When you buy sugar, how do you decide which size bag is the best buy for your money?

4. A. What do you do to make sure the food you serve your family is clean and free from germs?

   B. Do you leave food on the stove or table between meals?

5. List the kinds of foods you have eaten in the past 24 hours.

6. Some foods can be bought that have already been partly prepared. Would you name for me some of the partly prepared foods you have bought during the last week.

PLEASE TURN OVER

HOW TO BUILD A GREAT BODY

Now I would like to ask you some questions about nutrition. We will start with milk.

1. Can you tell me at least 5 things that milk does for you? (write in answer)

2. How many cups of milk do boys and girls need each day? (write in answer)

3. How many cups of milk do adults need each day? (write in answer)

4. Can you tell me at least 4 kinds of milk you can buy at the grocery store? (write in answer)

5. What are two ways you can get all the milk you need besides drinking it? (write in answer)

6. How is buttermilk like non-fat dry milk? (write in answer)

7. How is canned milk different from fresh milk? (write in answer)

Score _____

PLEASE TURN OVER

HOW TO SAVE MONEY

Some foods can be bought that are already partly prepared.

1. Can you name at least 4 foods you can buy at the grocery store that are already partly prepared. (write in answer)

2. Would you say that partly prepared foods are good buys? (check answer)

_____ yes _____ might be

_____ no _____ don't know

3. Can you tell me at least 5 things you should think about before buying partly prepared foods? (write in answer)

Score _____

PLEASE TURN OVER

HOW TO CONTROL YOUR WEIGHT

Now let's talk about ways to control weight.

1. Can you tell me what happens to the extra food when you eat more than your body needs? (write in answer)

2. Which type of person usually has more energy -- a fat person or a thin person? (write in answer)

3. Can you tell me at least 7 things a person can do to keep from getting fat? (write in answer)

4. Which type of person's heart works harder -- a fat person's or thin person's? (write in answer)

5. Can you give me at least 4 good reasons for not getting too fat? (write in answer)

Score _____

PLEASE TURN OVER

HOW TO LOOK BETTER AND FEEL BETTER

Now let's talk about the foods we need for good health.

1. Would you answer this question yes or no or don't know?

   "One food is as good for you as another as long as your stomach is full?" (check answer)

   yes_____ no_____ don't know_____

2. Again would you answer this question yes or no or don't know?

   "Extra vitamins and minerals are not needed if you eat the right kinds of foods every day?" (check answer)

   yes_____ no_____ don't know_____

3. Can you name for me the 4 food groups that are necessary for good health? (write in answer)

4. How many servings of meat do you need each day? _____

   How many servings of milk? _____ How many servings of fruits and vegetables? _____ How many servings of breads and cereals? _____ (write answers in blanks)

5. Can you tell me at least three things that might happen to you if one food group is missing from your diet over a long period of time? (write in answer)

Score _____

PLEASE TURN OVER

HOW TO STAY WELL

Now let's talk about food handling.

1. Do all foods have germs in them? (check answer)

   yes_____ no_____ don't know_____

2. Can you tell me at least 6 things you can do to be sure that the food you use is clean and as free from germs as possible? (write in answer)

3. Can you tell me at least 3 things you can do to make sure that food does not spoil? (write in answer)

4. Can you tell me at least 4 things that carry germs to food? (write in answer)

5. What should you do about cooking when you have cuts or sores on your hands? (write in answer)

Score _____

PLEASE TURN OVER

ONE WAY TO CUT YOUR GROCERY BILL

The last thing I would like to ask you about is food buying.

1. Which is the best buy for your money when you buy packaged food? (check answer)

   large economy size____ large size____

   small size____ any one might be____

   don't know____

2. When you buy sugar, how can you tell which bag is the best buy for your money? (write in answer)

3. How would you figure the cost per pound if a 5-pound bag of sugar cost $2.00? (write in answer)

Score _____

PLEASE TURN OVER

75. Which of the following did you get in the mail in the past 6 weeks?

_____ Leaflets on nutrition

_____ Circular letters from Home Economics Agent

_____ Cartoon books

_____ Nothing

If the homemaker received none of the materials, stop here...

76. Did you read the (leaflets, circular letters, cartoon books)?

_____ Yes _____ No

77. Have you discussed the materials with friends or neighbors?

_____ Yes _____ No

78. Were the materials easy to understand?

_____ Yes _____ No

I will read you some statements about the materials you got in the mail. Tell me if you agree with each statement (check only those that the homemaker agrees with).

_____ 1. The materials were exactly what I needed.

_____ 2. The materials helped me personally.

_____ 3. The materials solved some problems for me.

_____ 4. The materials were just fair.

_____ 5. The materials were neither very good nor very bad.

_____ 6. The materials were not exactly what I needed.

_____ 7. The materials were too general.

_____ 8. The materials didn't hold my interest.

_____ 9. The materials didn't help me at all.

_____ 10. The materials were a complete waste of time.

/79-80

Score _____/

How to Build a Great Body . . .

Prepared by,
Marjorie Donnelly, In Charge, Extension Foods & Nutrition
and
Rachel Kinlaw, Specialist in Foods & Nutrition

Published by
THE NORTH CAROLINA
AGRICULTURAL EXTENSION SERVICE

North Carolina State University at Raleigh and the U. S. Department of Agriculture, Cooperating. State University Station, Raleigh, N. C., George Hyatt, Jr., Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.

milk will help you do it.

Milk is good food.

It does many things for us.

1. It builds up the body and helps us grow.
2. It helps build good bones and teeth.
3. It helps our eyes.
4. It helps keep our skin clear.
5. It helps keep body in good repair.

DRINK IT!

Every boy and girl needs 3 to 4 cups of milk daily, adults need 2 or more cups.

We do not have to drink all of our milk.

We can use some of our milk on cereal and in cooking.

Milk comes in many forms - canned, dried, fresh and buttermilk.

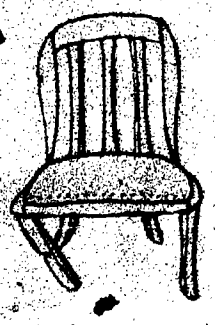
Canned milk has had part of the water taken out of it.

Dried milk has had the fat and all of the water taken out of it.

Buttermilk, like dried milk, has had some of the fat taken out.

how to Look Better and Feel Better!

HOW TO LOOK BETTER AND FEEL BETTER!



Everybody knows a chair needs four good legs. If one is broken or missing it isn't much good.

Your body is like a chair. You need food from four food groups to make it strong and healthy.

These are:

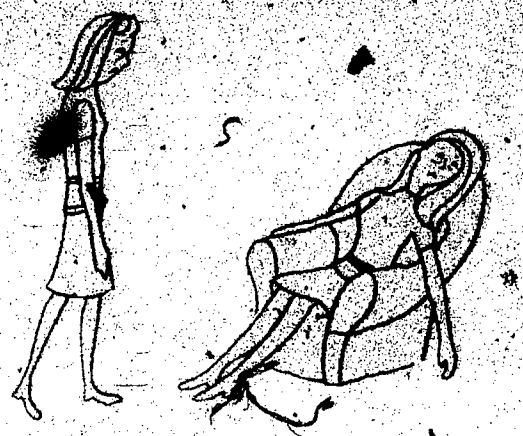
I Meat, fish, poultry, eggs or dried peas and beans

II Fruits and vegetables

III Milk or cheese

IV Breads and cereals

When one group is missing over a long period of time, your health may break down. And, like a chair, you won't be much good.



When one or more food groups is in short supply, you can keep going, but you won't be as strong and sturdy as you should be. You won't feel your best. In other words, you will be like a chair with one leg that's short.

If you want to . . .
LOOK BETTER
AND FEEL BETTER

Start eating the 2,2,4,4 way

2 servings from meat group

2 servings from milk group

4 servings from fruits and vegetables

4 servings from breads and cereals

IT WORKS

Prepared by
Marjorie Donnelly, In Charge, Extension Foods and Nutrition.

Published by
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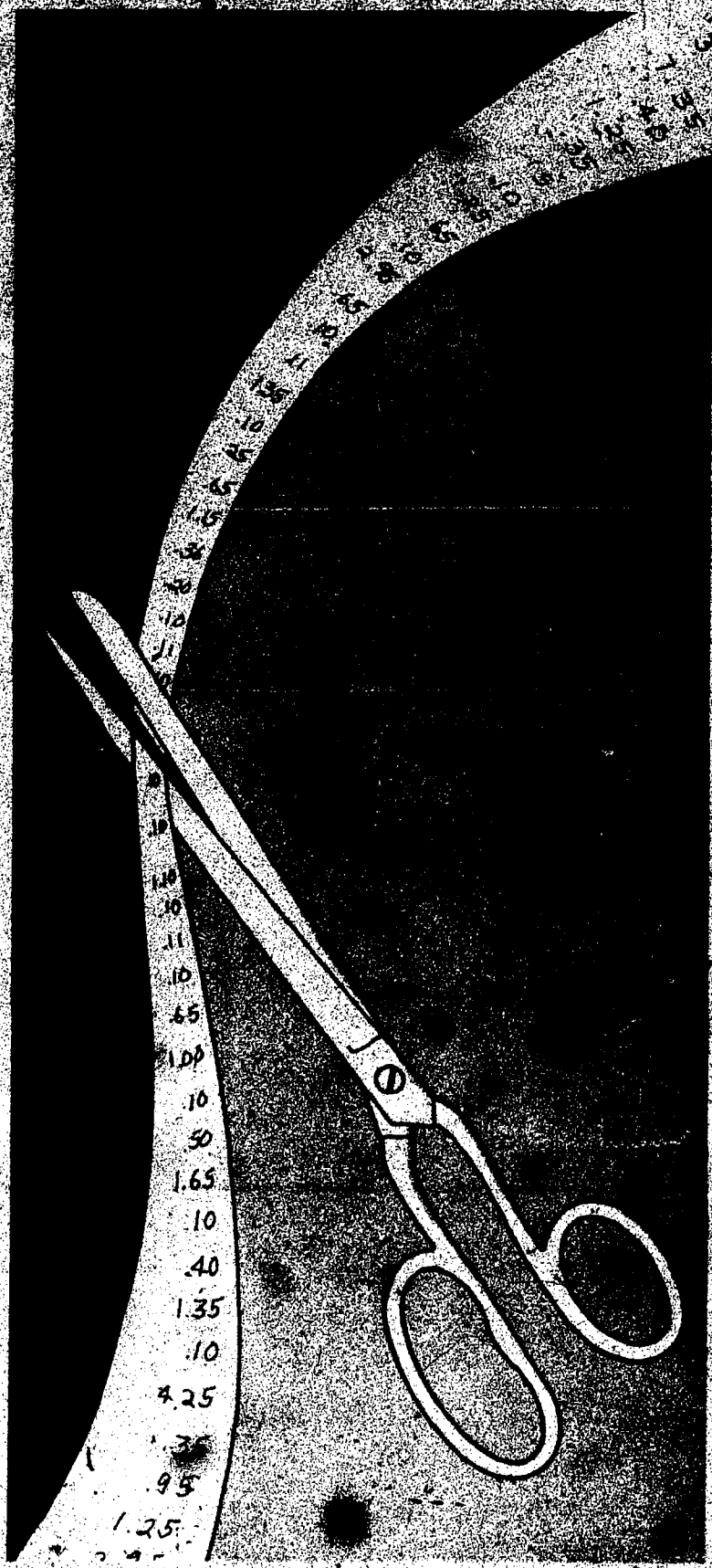


One Way to Cut Your Grocery Bill

Do you make every food penny co[illegible]

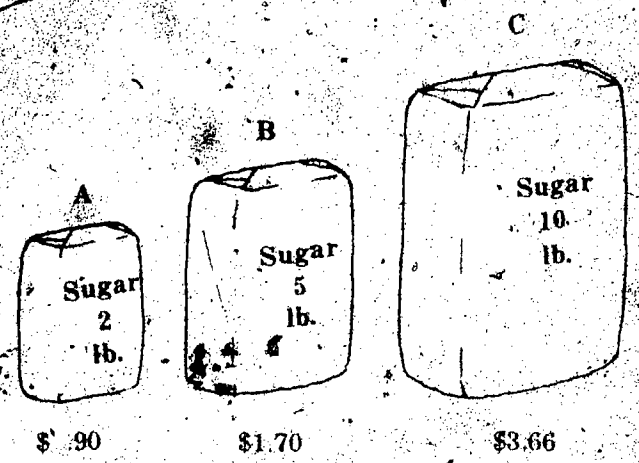
Buying groceries by the unit is one way.

Groceries are priced by the can, box, carton, or bag.

You can save money by figuring the cost of an ounce or a pound.

The "large economy size" is not always the best buy.

Here are three bags of sugar—which one would you choose?



If you picked the five pound bag, you chose well!

To figure the unit price, divide the cost by the number of pounds.

A	B	C
45¢	34¢	36.6¢
2) .90	5) 1.70	10) 3.66

Some stores do this arithmetic for you. They post it on the shelf with the food item.

If your store doesn't, learn to do it for yourself.

This is one way to cut your grocery bill.

How to control your WEIGHT . . .

Prepared by
Marjorie Donnelly, In Charge Extension Foods & Nutrition
and
Rachel Kinlaw, Specialist in Foods & Nutrition

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cut down on food, get more exercise.

When your car's gas tank is full, extra gasoline spills out.

When you eat more food than you need, the extra turns to fat.

It is good not to be fat -

You look better.

You feel better.

You have more energy.

Your heart doesn't work so hard.

Here are some ways to keep from getting fat. They may help you lose fat too.

1. Eat more fruits and vegetables.
2. Eat fewer pies and cakes.
3. Use less fat meat for seasoning.
4. Use fewer fried foods.
5. Use skimmed milk.
6. Eat less hot breads, rice, grits, dried beans and peas.
7. Exercise more.

How to STAY WELL

Prepared by
Marjorie Donnelly, In Charge, Extension Foods & Nutrition
and
Rachel Kinlaw, Specialist in Foods & Nutrition

Published by

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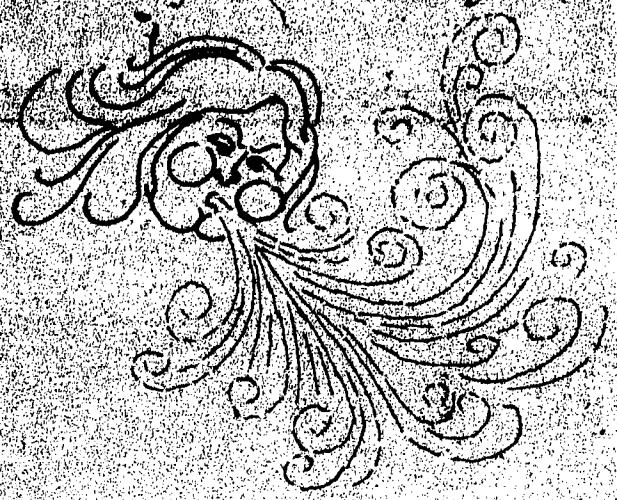
one of the ways is to watch what you eat.



You can't see the wind, but

You can feel it.

You can see trees move when the wind blows.

And you know the wind can be harmful at times.

Food contains tiny germs.

You can't see them.

You can't feel them.

You can't taste them.

But, they can be harmful - they can make you very sick.

This happens when food is not kept clean and at the right temperature.

Keeping food clean means:

1. Have clean hands.
2. Use clean dishes.
3. Cover your mouth and nose when you sneeze.
4. Keep your hands away from your face and hair.
5. Let someone else cook when you have cuts and sores on your hands or have colds.
6. Keep food away from flies, roaches and mice.

Foods should be very cold or very hot.

Foods should not stay on the stove or table between meals.

Put food into the refrigerator as soon as you can.

(Keep food safe and you won't be sorry).

How to Save MONEY . . .

Prepared by
Marjorie Donnelly, In Charge, Extension Foods & Nutrition
and
Rachel Kinlaw, Specialist in Foods & Nutrition

Published by

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think before you buy partly prepared food.

Today people try to make cooking easy for us.

They put biscuits in a can.

They put cake mixes in boxes.

They have frozen meals.

They have stew in cans.

Some partly prepared foods are good buys. Some are not.

Before you choose a partly prepared food, ask yourself:

1. Do you need to add other foods? (eggs to cake mix, for example)
2. Does your family like it?
3. Will it save you time?
4. Will it save you money?
5. Are you getting what you pay for? Is the beef stew more gravy than meat? Is the hash more potatoes than meat?

AGRICULTURAL EXTENSION SERVICE

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

School of Agriculture and Life Sciences

Home Economics
Foods and Nutrition
Box 5097 Zip 27607

April - May, 1976

Dear Homemaker:

One of the best foods we can eat to keep our bodies in shape is milk. It helps build our bodies, helps build good bones and teeth, it helps our eyes and helps keep our skin clear.

Every boy and girl should have 3 or 4 cups of milk daily.

Some people don't like to drink milk. That's OK because if we plan we can still get all the milk we need by using it in cooking, and on cereals.

Have you used dried milk for cooking? It is cheaper than fresh milk and is just as good for you.

Whether you use fresh milk, dried milk, canned milk or buttermilk, it makes little difference, but it does make a difference if you don't get enough milk in your diet.

Try it for a while and see if you don't notice a difference in yourself.

Sincerely,

Home Economics Extension Agent

AGRICULTURAL EXTENSION SERVICE

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

Home Economics
Foods and Nutrition
Box 5097 Zip 27607

School of Agriculture and Life Sciences

April - May, 1976

Dear Homemaker:

Do you often feel tired and worn out for no reason at all? Some of us do, and much of it can be blamed on our eating habits.

Researchers have found that the human body must have four kinds of food, each in the right amount if the body is to work properly.

If one kind of food is missing over a long period of time, our health will break down. If we don't get enough of one or more kinds of food, we might keep going, but we won't feel good.

If you want to look better and feel better, let me suggest that you start eating the 2, 2, 4, 4 way.

2 Servings of meat, fish, poultry, eggs or dried beans or peas

2 Servings of milk or cheese

4 Servings of fruits and vegetables

4 Servings of bread and cereals

It works.

Sincerely,

Home Economics Extension Agent

AGRICULTURAL EXTENSION SERVICE

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

Home Economics
Foods and Nutrition
Box 5097 Zip 27607

School of Agriculture and Life Sciences

April - May, 1976

Dear Homemaker:

During these days of rising food prices, I have found a good way to save money which I would like to pass on to you.

When you go into a store to buy groceries, look carefully at the different size packages. Check each package for the weight and price. Sometimes the "large economy size" is not the best buy.

To give you an example, recently I checked the price and weight of three packages of sugar of the same brand in one store.

The 2-pound bag was 89¢
The 5-pound bag was $1.09
The 10-pound bag was $2.39

By dividing the prices by the number of pounds in each bag, I found that sugar in the 2-pound bag cost 44.5¢ per pound, the sugar in the 5-pound bag cost 21.8¢ per pound and the sugar in the 10-pound bag cost 23.9¢ per pound. I got more for my money by buying the 5-pound bag.

You can make similar savings on hundreds of items on the grocery shelf. You may try it the next time you go grocery shopping.

Sincerely,

Home Economics Extension Agent

AGRICULTURAL EXTENSION SERVICE

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

School of Agriculture and Life Sciences

Home Economics
Foods and Nutrition
Box 5097 Zip 27607

April - May, 1976

Dear Homemaker:

A group of ladies met together last week and decided they wanted to lose weight. Maybe you know someone who has a weight problem and perhaps you would like to share some of these ideas with her.

Some of the ideas discussed were:

1. Eat more fruits and vegetables.
2. Eat fewer pies and cakes.
3. Use less fat meat for seasoning.
4. Use fewer fried foods.
5. Use skimmed milk.
6. Eat less hot breads, rice, grits, dried beans and peas.
7. Exercise more.

When you eat more food than you need the extra turns to fat. It is good not to be fat because you look better, you feel better, you have more energy and your heart doesn't work so hard.

Sincerely,

Home Economics Extension Agent

AGRICULTURAL EXTENSION SERVICE

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

School of Agriculture and Life Sciences

Home Economics
Foods and Nutrition
Box 5097 Zip 27607

April - May, 1976

Dear Homemaker:

The other day I heard of a group of people who got sick after attending a dinner and no one knew why. The food was spoiled because it had not been handled right.

One of the ways to prevent food illness and stay well is to watch what you eat.

Food contains tiny germs. You can't see them. You can't feel them and you can't taste them. But they can be harmful - they can make you sick. This happens when food is not kept clean and at the right temperature.

Keeping food clean means you should do six (6) things:

1. Have clean hands.
2. Use clean dishes.
3. Cover your mouth and nose when you sneeze.
4. Keep your hands away from your face and hair.
5. Let someone else cook when you have cuts and sores on your hands or have a cold.
6. Keep food away from flies, roaches and mice.

To keep food safe to eat you should keep it very cold or very hot. Do not let the food stay on the stove or table between meals. You should put it into the refrigerator as soon as you can.

Sincerely,

Home Economics Extension Agent

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NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

School of Agriculture and Life Sciences

Home Economics
Foods and Nutrition
Box 5097 Zip 27607

April - May, 1976

Dear Homemaker:

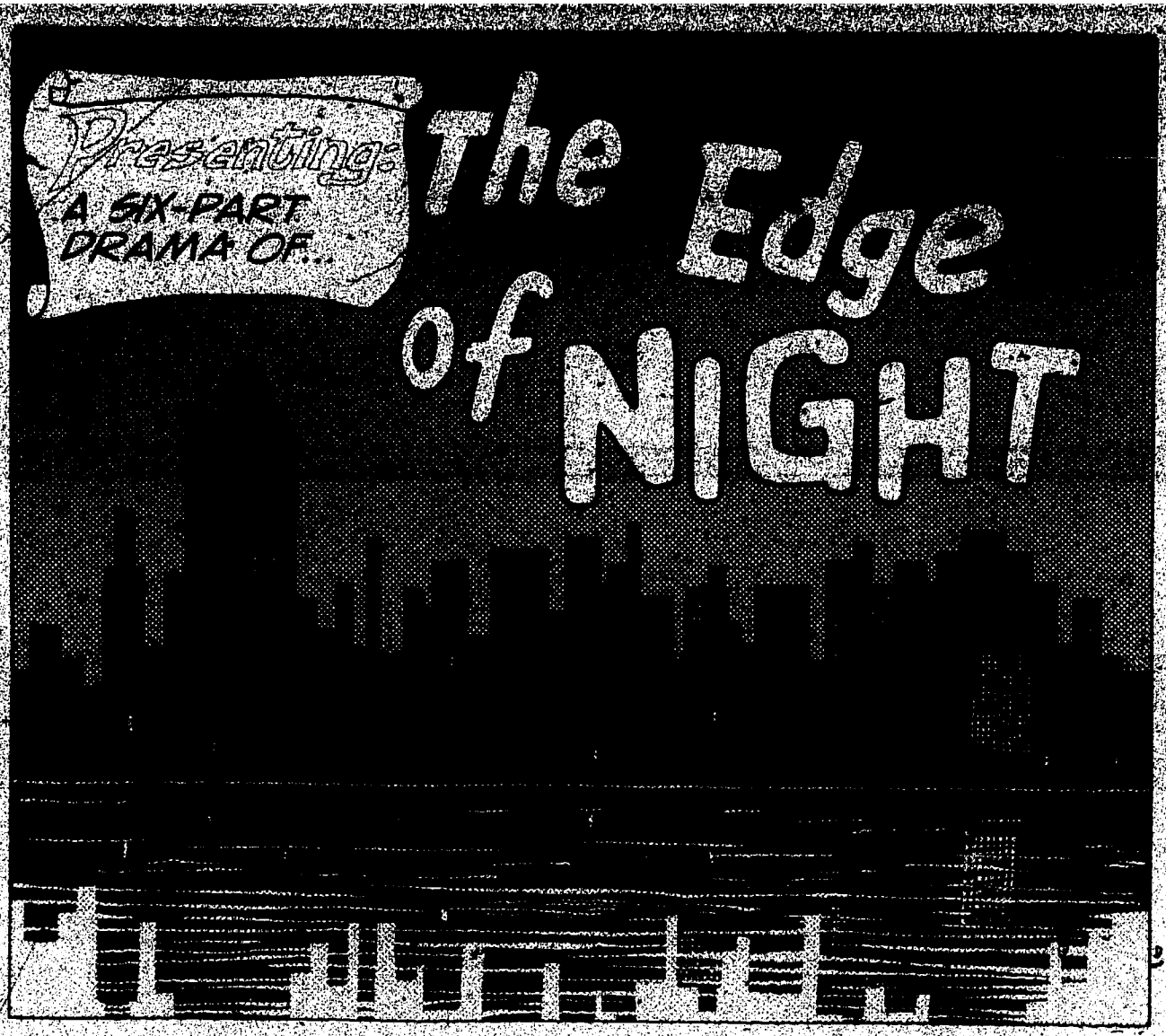
I was in the grocery store recently, and a lady asked me if it was cheaper to buy partly prepared foods or if it was cheaper to make them from scratch. I thought you, too, might like to know how to save money and what you should think about when buying partly prepared foods. Ask yourself these questions:

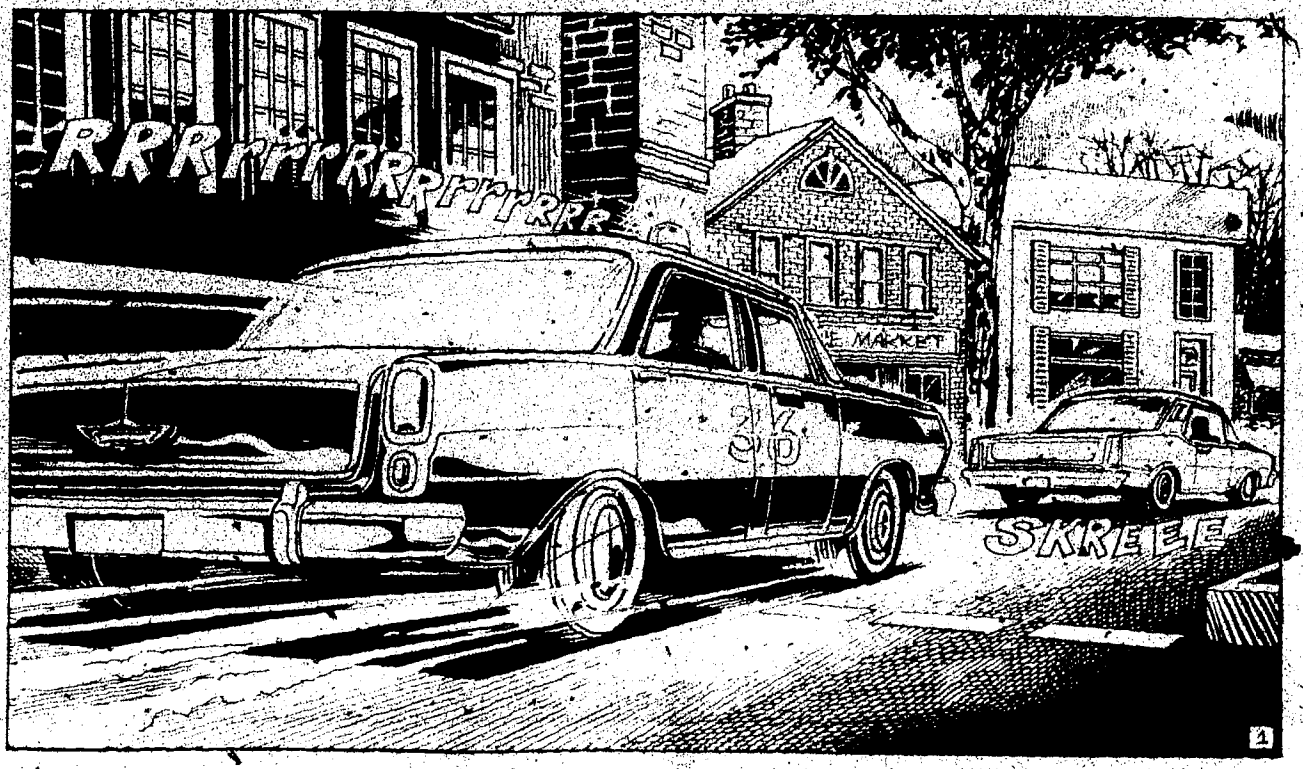
1. Do you need to add other foods such as eggs to cake mix, corn bread, etc?
2. Does your family like it?
3. Will it save you time and is time important to you?
4. Will it save you money?
5. Are you getting what you pay for? Is the beef stew more gravy than meat? Is the hash more potatoes than meat?

Today people try to make cooking easy for us, but always think about the above questions when buying partly prepared foods.

Sincerely,

Home Economics Extension Agent


Presenting:
A SIX-PART DRAMA OF...
The Edge of NIGHT


RRRRrrrrRRRrrrrRRR
MARKET
SKREEE

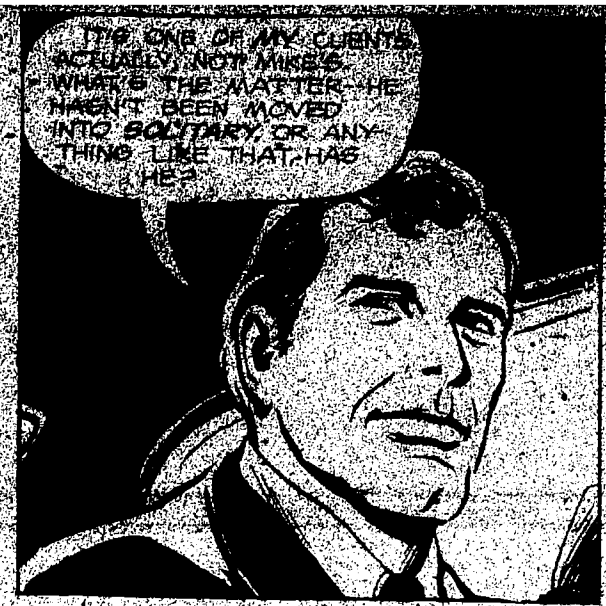
THAT'S FUNNY. I DON'T THINK I WAS SPEEDING. WONDER WHY THAT POLICE CAR ORDERED US TO PULL OVER, ADAM?
HARD TO TELL, MIKE.. MAYBE THE LEGISLATURE PASSED A LAW AGAINST LAWYERS, AND HE'S HERE TO ARREST US!
I DOUBT IT...

HAH! I KNEW I WASN'T SPEEDING! IT'S JUST BILL MARCEAU...

HELLO, BILL! HAS THE CITY GOTTEN SO POOR THAT IT HAS TO SEND THE POLICE CHIEF OUT TO CATCH SPEEDERS?
OR ARE YOU GOING ALL OUT TO COLLECT THE $5 I OWE YOU FROM LAST NIGHT'S CARD GAME?

VERY FUNNY, VERY FUNNY! ANY TIME YOU SHYSTERS WANT TO SWITCH FROM A COURT-ROOM TO A COMEDY ACT, I'LL BUY A TICKET!
HA HA HA!

SERIOUSLY, THOUGH. SORRY TO BE SO ABRUPT, BUT LT. CHANDLER JUST READ ME A NEWS FLASH OVER THE RADIO THAT I WANTED TO TELL YOU ABOUT.
I KNEW THAT YOU WERE HEADING TO THE COUNTY JAIL TO SEE ONE OF YOUR CLIENTS, SO I THOUGHT I'D MEET YOU ON THE ROAD HERE.


IT'S ONE OF MY CLIENTS, ACTUALLY, NOT MIKE'S. WHAT'S THE MATTER--HE HAEN'T BEEN MOVED INTO SOLITARY, OR ANYTHING LIKE THAT, HAS HE?

NO, NOTHING TO DO WITH YOUR MAN. BUT THERE HAS BEEN A JAILBREAK. THE ESCAPED PRISONER IS A CONVICTED MURDERER--
--ARMED AND DANGEROUS.
WHEW! YOUR WORK'S CUT OUT FOR YOU!

YES, AND YOU CAN HELP ME BY HEADING HOME, MIKE. I'LL GIVE ADAM A SAFE LIFT TO JAIL, AND YOU KEEP OUT OF THE WAY.
SURE, I WAS JUST GOING ALONG FOR THE SCENERY. I REALLY SHOULD BE BACK AT THE OFFICE ANYWAY.
FINE. READY, ADAM?

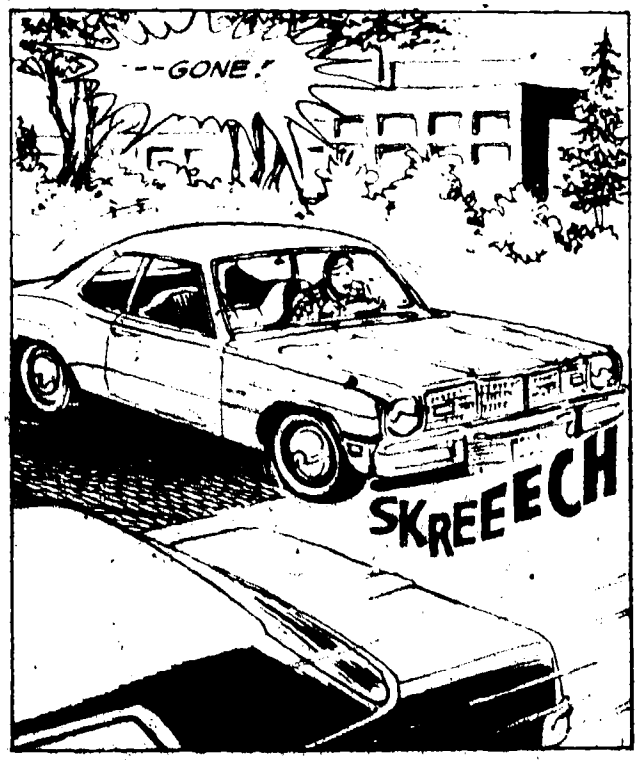
SOON AS I GRAB MY CASE WE CAN GO, BILL. I'LL DROP BY AFTER DINNER AND BRING YOU UP TO DATE, MIKE.
SURE. THANKS FOR THE WARNING, BILL.
ANYTIME.

YOU SEEM WORRIED BY THIS ESCAPE, BILL.
IT'S BAD TO HAVE A KILLER ON THE LOOSE --AND THAT MANIAC'S BEEN FREE LONG ENOUGH TO REACH THE CITY.
I'M AFRAID IT'S GOT ME ON EDGE...
3

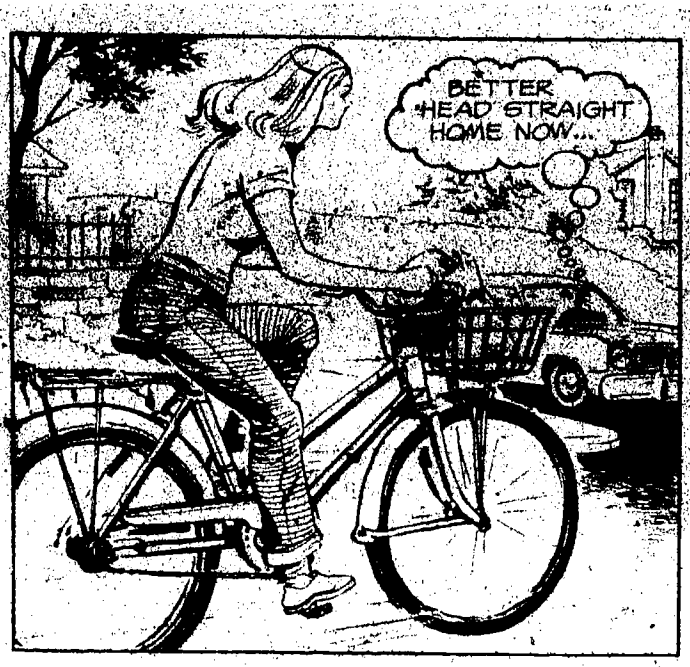
-DON'T APOLOGIZE...IT'S YOUR JOB. I JUST HOPE MIKE DOESN'T GET TOO WORRIED!

-HOPE NOTHING INTERFERES WITH ADAM GETTING THAT TESTIMONY...OUR APPEAL DEPENDS ON IT! BUT EVERYTHING SEEMS TO BE GOING WRONG TODAY--
--EVEN MY BRAKES GOEMOFF!

OFF? NOTHING! THEY'RE ALMOST


--GONE!
SKREEECH

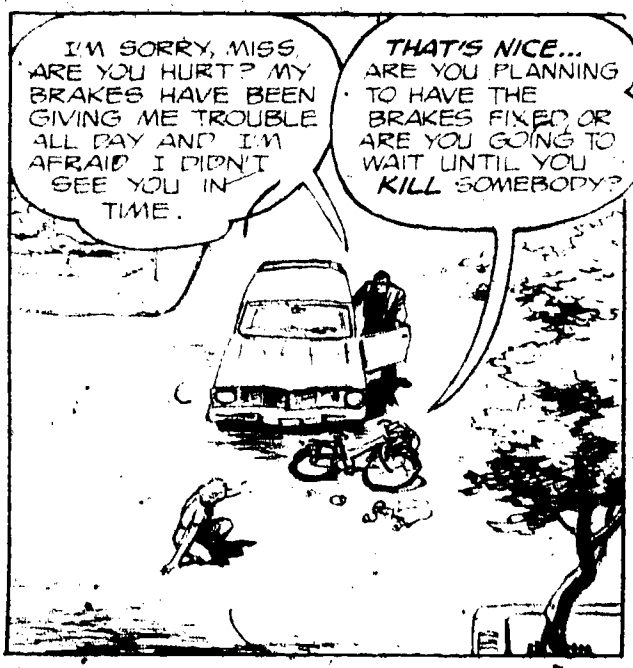
WHEW! THAT WAS MUCH TOO CLOSE, I'LL HAVE TO TAKE THE CAR TO THE GARAGE, AND GET THE BRAKES ADJUSTED.
4


BETTER HEAD STRAIGHT HOME NOW...

THOSE BRIEFS CAN WAIT UNTIL--

--OH, NO! NOT TWICE IN ONE AFTERNOON!

HEY, MISTER -- WATCH OUUUTTT!
SCREEEE


I'M SORRY, MISS. ARE YOU HURT? MY BRAKES HAVE BEEN GIVING ME TROUBLE ALL DAY AND I'M AFRAID I DIDN'T SEE YOU IN TIME.
THAT'S NICE... ARE YOU PLANNING TO HAVE THE BRAKES FIXED OR ARE YOU GOING TO WAIT UNTIL YOU KILL SOMEBODY?

LOOK, I AM SORRY. AND YOU HAVE A PERFECT RIGHT TO SUE ME FOR NEGLIGENCE.
WOW... THAT SURE CAME OUT FAST! WHAT NEXT--TRY TO GET THE POOR GIRL TO SIGN A RELEASE OR SOMETHING, MISTER INSTANT LAWYER?

AS A MATTER OF FACT, I AM A LAWYER. THE NAME'S MIKE KARR, AND I WASN'T TRYING TO RAILROAD YOU INTO ANYTHING--
--IT'S JUST THAT LEGAL TERMS COME NATURALLY.
DID I PUT MY FOOT IN MY MOUTH? SORRY, MISTER KARR... I GUESS I JUST BLEW MY COOL! I REALLY AM OKAY.

THAT I CAN UNDERSTAND,--?
ALICE... ALICE WINSTON, AND THANKS.

THAT'S ALRIGHT, AFTER ALL I STARTED THIS BY RUNNING INTO YOUR BIKE, DIDN'T I?
WRECKED IT PRETTY BADLY TOO.

YEAH. AND I WAS COUNTING ON THAT BIKE...
WELL, LET'S SEE WHAT I CAN DO TO REPAIR THE DAMAGE I CAUSED.

FIRST OF ALL, LET'S DROP THIS AT THE BICYCLE REPAIR SHOP SO IT CAN GET FIXED. THEN I'LL WRITE YOU A CHECK TO--
HEY, THAT'S REALLY NICE OF YOU, MISTER KARR.
MAKE IT MIKE. AND LET ME FINISH WHAT I WAS SAYING.

AFTER I WRITE THE CHECK, MY WIFE WILL GIVE YOU A HAND CLEANING UP AND FIXING THE DAMAGE TO YOUR CLOTHES.
THAT WAY YOU'LL BE AS GOOD AS NEW WHEN I DROP YOU OFF AT YOUR HOME.
HOME--?

FUNNY... EVERYONE JUST ASSUMES THAT EVERYBODY ELSE HAS A PLACE THEY CALL HOME.

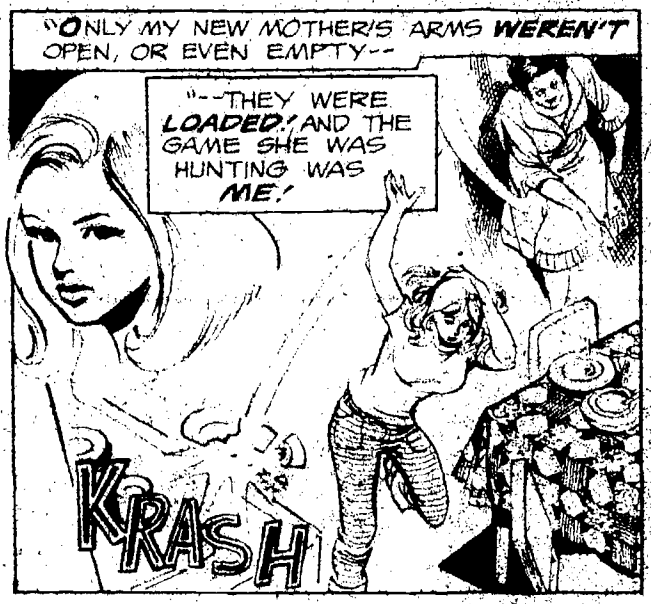
I GUESS IT WAS MY TURN TO STICK MY FOOT IN MY MOUTH. SORRY, BUT I JUST ASSUMED--
YEAH. EVERYBODY DOES. JUST 'CAUSE I DON'T LOOK LIKE A LOST WAIF, EVERYBODY FIGURES THAT MOM AND DAD MUST BE TAKING CARE OF ME.
HUH... I NEVER LOOKED THIS GOOD BECAUSE OF MY MOTHER'S "LOVING CARE"...

"BUT THEN, SHE WASN'T REALLY MY MOTHER, EITHER...
"I GOT THE BAD HALF OF THE CINDERELLA DEAL--THE STEP-MOTHER AND NO PRINCE CHARMING ON THE HORIZON...

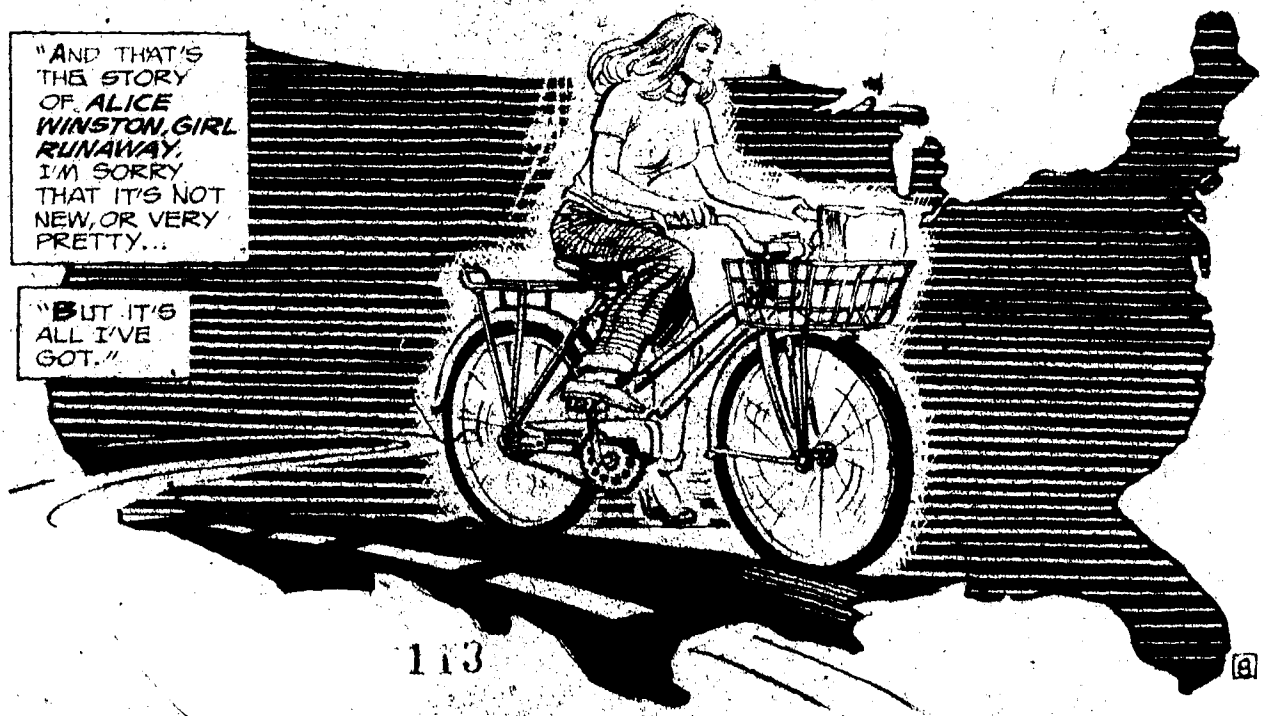
"IT BEGAN WHEN MY DAD AND REAL MOTHER DECIDED TO GET A DIVORCE... SHE HAD BEEN FOOLING AROUND WITH ANOTHER GUY, AND DAD HAD HIS EYES ON MY SOON-TO-BE STEPMOTHER...

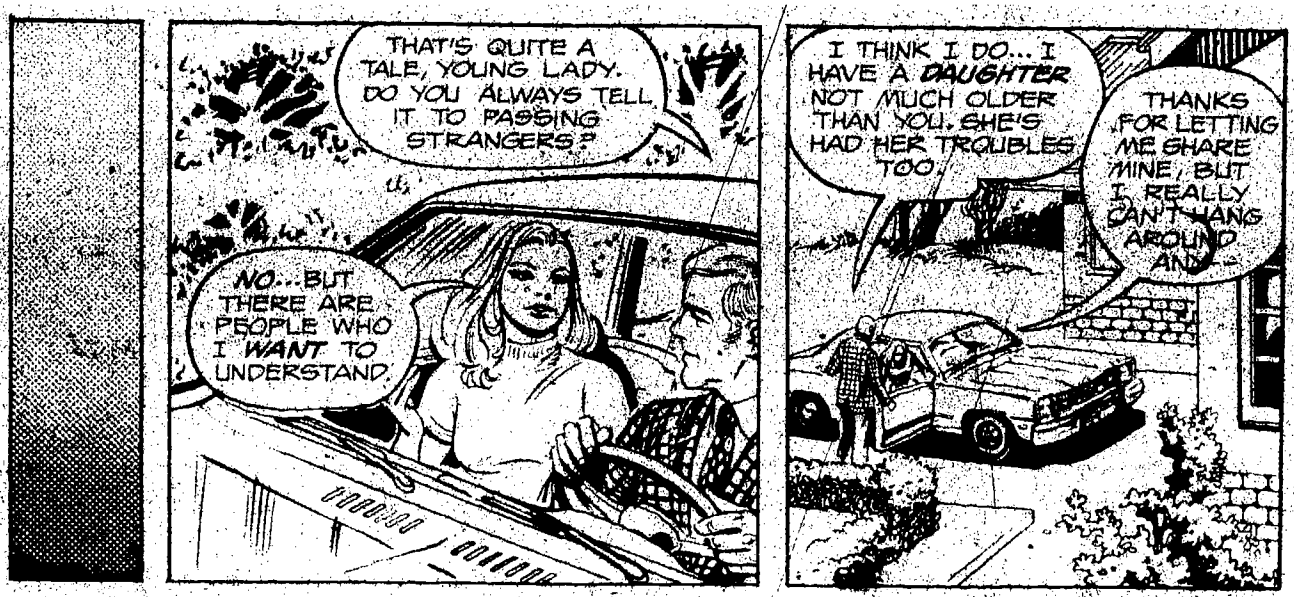
"THE COURT SENT ME WITH MY MOTHER...ONLY IT WASN'T ME THAT SHE WAS INTERESTED IN, Y'KNOW?
"ANYWAY, I CUT OUT...

"IT WAS RUN HOME TO DADDY TIME, AND HE WAS WAITING WITH OPEN ARMS...


"ONLY MY NEW MOTHER'S ARMS WEREN'T OPEN, OR EVEN EMPTY--
"--THEY WERE LOADED! AND THE GAME SHE WAS HUNTING WAS ME!
KRASH

"BUT THIS GAME WASN'T GOING TO BE A SITTING DUCK. ONCE I KNEW HOW THE CARDS WERE STACKED, I CUT OUT AGAIN...
"AND I CUT OUT FAST!


"AND THAT'S THE STORY OF ALICE WINSTON, GIRL RUNAWAY. I'M SORRY THAT IT'S NOT NEW, OR VERY PRETTY...
"BUT IT'S ALL I'VE GOT."


THAT'S QUITE A TALE, YOUNG LADY. DO YOU ALWAYS TELL IT TO PASSING STRANGERS?
NO...BUT THERE ARE PEOPLE WHO I WANT TO UNDERSTAND.
I THINK I DO... I HAVE A DAUGHTER NOT MUCH OLDER THAN YOU. SHE'S HAD HER TROUBLES TOO.
THANKS FOR LETTING ME SHARE MINE, BUT I REALLY CAN'T HANG AROUND AND--

SSH! IT'S NO IMPOSITION!
NANCY! NANCY, ARE YOU HOME-- I'VE BROUGHT COMPANY!
NOT HOME, I GUESS. I'M SURE MY WIFE WILL BE BACK FOR DINNER, ALICE, BUT CAN I OFFER YOU SOMETHING UNTIL THEN?
A GLASS OF MILK WOULD BE GREAT, MISTER KARR--

--MIKE.
THAT'S BETTER. NOW, COME INTO THE KITCHEN WITH ME AND WE'LL SEE WHAT WE CAN DO.
I'M SURE THERE'S PLENTY OF MILK AROUND, BECAUSE NANCY'S A REAL NUTRITION BUG.
I CAN HEAR HER DELIVERING ONE OF HER SPEECHES-- TELLING THE FAMILY HOW WE NEED 2 OR MORE CUPS OF MILK A DAY--
--AND THAT THE KIDS NEEDED 3 OR 4 TO HELP BUILD THEIR BODIES, BONES, TEETH AND EYES.

SHE EVEN GOT THE KIDS TO DRINK IT WHEN THEY WERE TEENAGERS BY TELLING THEM THAT IT WOULD HELP KEEP THEIR SKIN CLEAR!
AND IT DID.
WHAT'S THIS, MIKE? CANNED MILK?

SURE--SOME OF THE WATER'S TAKEN OUT, JUST LIKE DRIED MILK, ONLY THAT HAS THE FAT REMOVED ALSO.
I'M AFRAID THE ONLY MILK I EVER SAW WAS IN THE SCHOOL CAFETERIA CONTAINERS. MOM NEVER WAS MUCH OF A HOUSE-WIFE...
MILK

WELL THEN, WE'LL HAVE TO GIVE YOU A CRASH COURSE...NANCY KEEPS ALL SORTS OF TREASURES HERE: CANNED MILK, DRIED MILK, FRESH MILK, AND BUTTERMILK--WHICH HAS SOME OF THE FAT TAKEN OUT...
SHE USES SOME OF IT IN COOKING, SOME ON CEREAL, AND THE REST WE DRINK--

--AND SPEAKING OF DRINKING, THAT WHOLE SPEECH WAS JUST A COVER-UP FOR PREPARING THIS FOR YOU.
TERRIFIC! IT SURE BEAT MY STORY FOR LAUGHS!

DID YOU KNOW THAT IT'S INHOSPITABLE FOR A GUEST TO HARP ON HER MISFORTUNES?
SORRY... I GUESS IT IS A DRAG.
10

BUT WOULD YOU BELIEVE THAT THIS IS THE FIRST FOOD I'VE HAD IN TWO DAYS--SINCE MY MONEY RAN OUT?
I'VE BEEN SO DOG-TIRED, I COULD BARK--EXCEPT IT'S TOO MUCH WORK!

POOR GIRL, WHY DIDN'T YOU SAY SOMETHING? HERE...SIT DOWN AND REST.
THANKS--

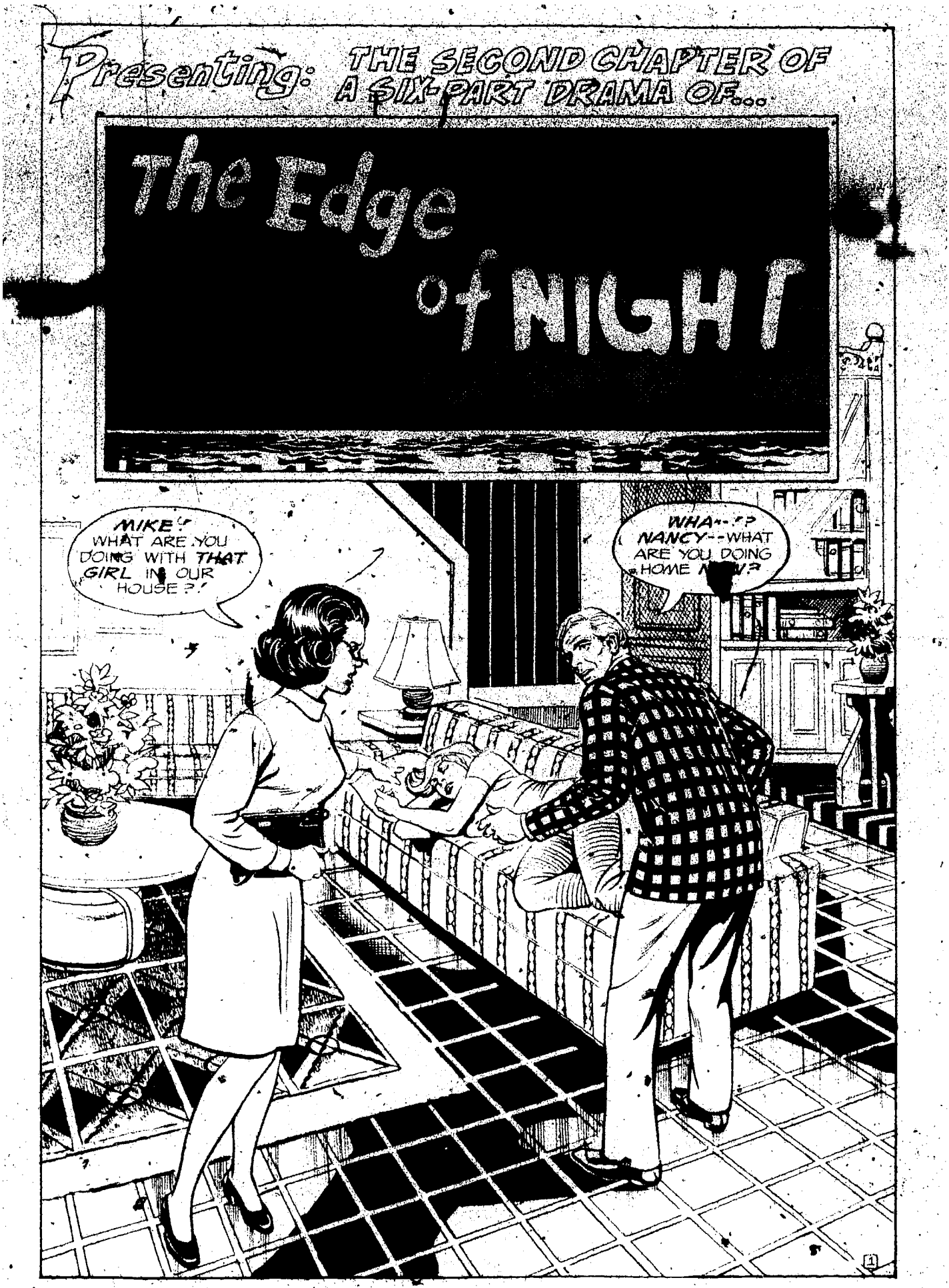
I THINK I WILLLL...
AMAZING...SHE FELL ASLEEP AS SOON AS SHE TOUCHED THE COUCH...

SHE MUST HAVE BEEN--
MIKE!
WHAT ARE YOU DOING WITH THAT GIRL IN OUR HOUSE?
WHAT--
NANCY?!
OUR STORY CONTINUES NEXT WEEK!

Published by

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

North Carolina State University at Raleigh and the U. S. Department of Agriculture, Cooperating. State University Station, Raleigh, N. C., George Hyatt, Jr., Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.


Presenting: THE SECOND CHAPTER OF A SIX-PART DRAMA OF...
The Edge of NIGHT
MIKE! WHAT ARE YOU DOING WITH THAT GIRL IN OUR HOUSE?!
WHA--!? NANCY--WHAT ARE YOU DOING HOME NOW?

I'VE BEEN COMING HOME IN TIME FOR DINNER EVER SINCE WE WERE MARRIED, MISTER KARR. IT'S NOT MY ACTIONS THAT NEED EXPLAINING!
WHO IS SHE, MIKE?

DON'T JUMP TO A HASTY CONCLUSION, DEAR. THE EVIDENCE IS ONLY
LADY IS MISS ALICE WINSTON... I HAD AN ACCIDENT WITH MY CAR AND KNOCKED HER OFF HER BICYCLE.

I BROUGHT HER BACK HERE TO RECOVER, AND SHE FAINTED.
UNNHHH
THE DEFENSE RESTS, NANCY DEAR.
YOU'RE AT HOME, MIKE, NOT IN COURT ADDRESSING A JURY ON A CLIENT'S BEHALF.

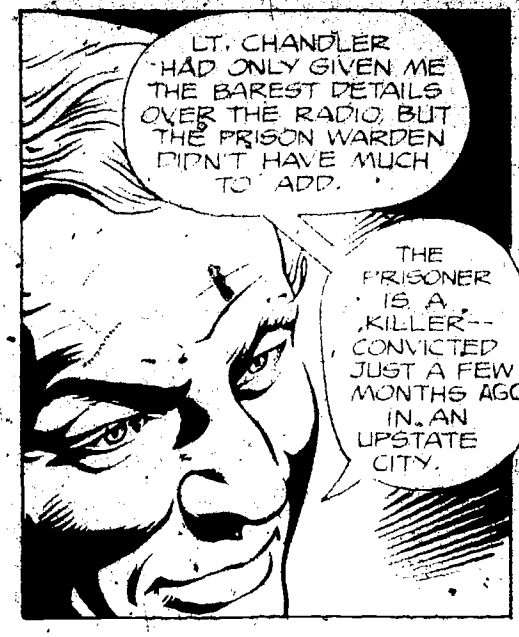
"BEYOND A REASONABLE DOUBT" DOESN'T COUNT, MIKE.
WELL THEN WHAT ABOUT A LITTLE FAI--

WHEW-- I WASN'T EXPECTING TO WAKE UP IN THE MIDDLE OF A "DIVORCE COURT" REHEARSAL!
THERE GOTTA BE AN EASIER WAY TO GET A "NOT GUILTY" VERDICT, ISN'T THERE, MRS. KARR?
2

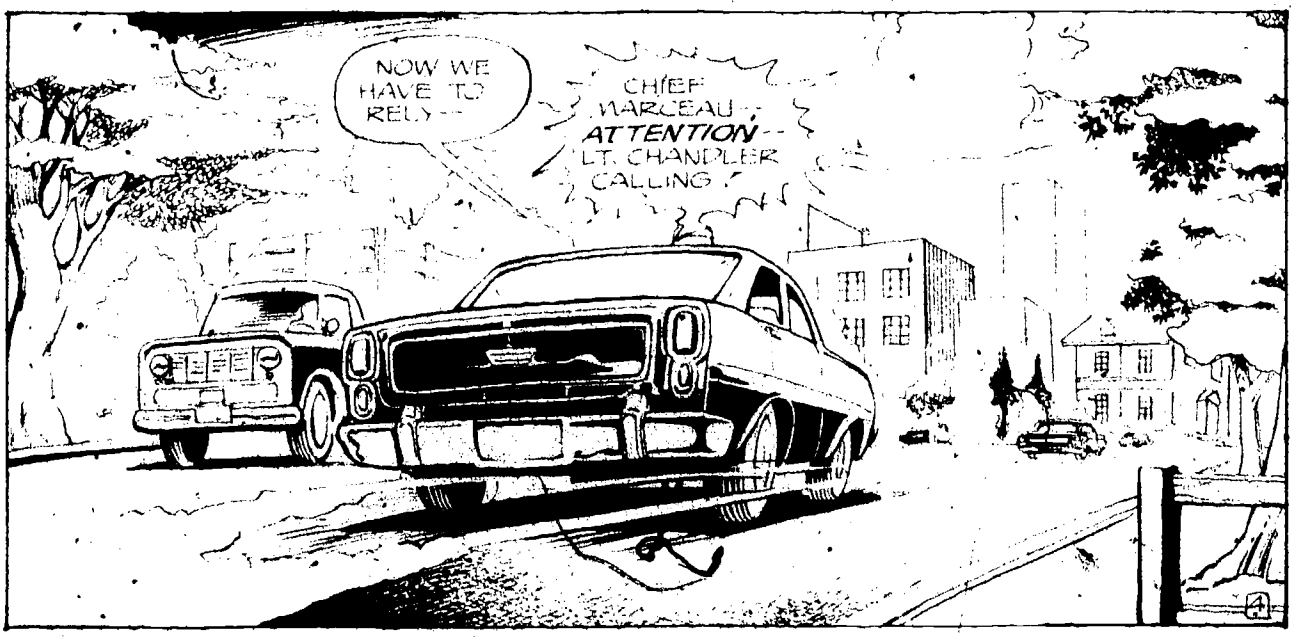
THE EASIEST WAY WOULD BE TO CONVINCE ME... AND NEITHER OF YOU SEEMS TO BE EVEN TRYING TO DO THAT!
WELL, MY MESSED UP BIKE IS STILL IN THE CAR TRUNK FOR ONE THING. AND--
--AND THERE'S THE FACT THAT I'D HARDLY HAVE GIVEN ALICE A GLASS OF MILK IF MY MOTIVES HADN'T BEEN PURE AND INNOCENT!
YOU GET YOUR "NOT GUILTY," DARLING AND AN APOLOGY. I'M SORRY, BUT IT'S BEEN A LONG DAY.
THAT'S ALRIGHT NANCY. AND NEXT TIME I BRING HOME A STRANGE GIRL, I'LL MAKE SURE YOU'RE HERE TOO.
LET ME MAKE MY APOLOGY IN THE FORM OF DINNER... IF YOU TWO WILL GIVE ME A HAND PUTTING AWAY THE GROCERIES, THEN I CAN HAVE THE FOOD ON THE TABLE IN AN HOUR!
YOU'RE ON, MRS. K... AND THAT'S THE BEST OFFER I'VE HAD THIS WEEK.
MEANWHILE
REALLY MUST THANK YOU FOR THE LIFT, BILL. BESIDES THE FIRST-RATE DRIVING, IT'S A GREAT ADVANTAGE TO HAVE YOU ALONG--
3

--BRINGING THE POLICE CHIEF IS THE BEST WAY FOR A LAWYER TO GET TO SEE HIS CLIENT QUICKLY. HA HA.
I WISH THAT WAS THE ONLY REASON I HAD FOR COMING, ADAM. I'D HAVE ENJOYED THE RIDE MORE.

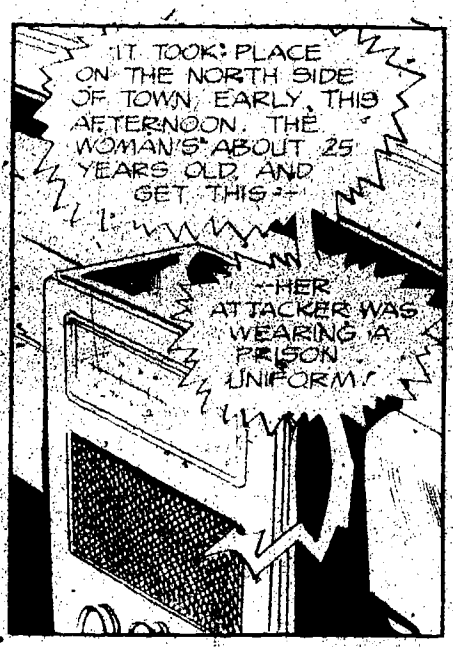
I FORGOT, BILL... SORRY. YOU WERE TRYING TO GET THE DETAILS OF THAT JAILBREAK, WEREN'T YOU?

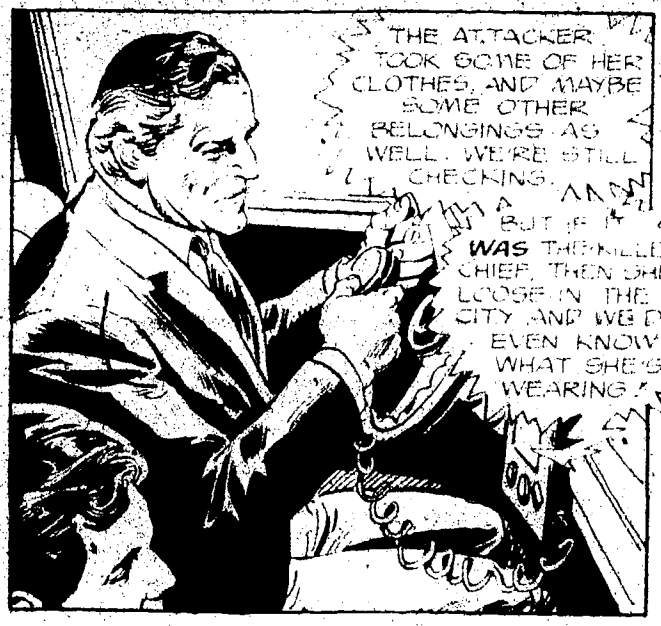

LT. CHANDLER HAD ONLY GIVEN ME THE BAREST DETAILS OVER THE RADIO, BUT THE PRISON WARDEN DIDN'T HAVE MUCH TO ADD.
THE PRISONER IS A KILLER-- CONVICTED JUST A FEW MONTHS AGO, IN AN UPSTATE CITY.

BUT THE WORST PART IS THAT THE PRISONER'S FILE IS MISSING! APPARENTLY ONE OF THE TRUSTEES WAS IN ON THE BREAK--
--AND TOOK AWAY THE RECORDS THAT WOULD ENABLE US TO CIRCULATE PHOTOS AND OTHER MEANS OF IDENTIFICATION!


NOW WE HAVE TO RELY--
CHIEF MARCEAU... ATTENTION-- LT. CHANDLER CALLING!

MARCEAU HERE, WHAT'S UP?
UPDATE ON THE KILLER, CHIEF. A YOUNG GIRL WAS ASSAULTED IN HER HOME TODAY.


IT TOOK PLACE ON THE NORTH SIDE OF TOWN, EARLY THIS AFTERNOON. THE WOMAN'S ABOUT 25 YEARS OLD, AND GET THIS--
--HER ATTACKER WAS WEARING A PRISON UNIFORM!


THE ATTACKER TOOK SOME OF HER CLOTHES, AND MAYBE SOME OTHER BELONGINGS AS WELL. WE'RE STILL CHECKING.
BUT IF IT WAS THE KILLER, CHIEF, THEN SHE'S LOOSE IN THE CITY AND WE DON'T EVEN KNOW WHAT SHE'S WEARING!

OKAY, CHANDLER, THANKS... AND TRY TO CALL ME WITH BETTER NEWS LATER!
THAT'S SOME CASE, BILL... I'D LIKE TO HEAR MORE ABOUT IT. MAYBE THIS LADY KILLER WILL NEED A GOOD DEFENSE ATTORNEY.

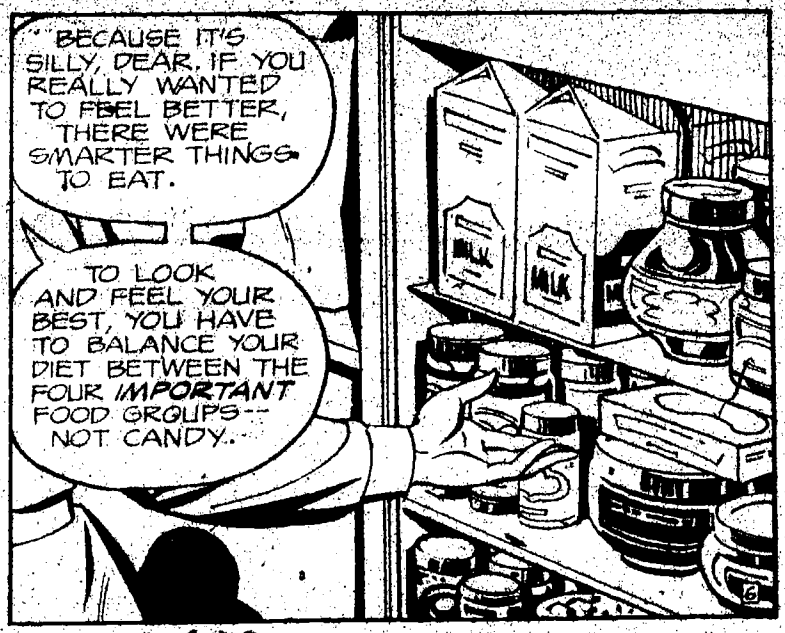
MAYBE, BUT I DON'T THINK IT'D BE THE KIND OF CASE YOU'D WANT TO PLEAD. KILLERS AREN'T VERY NICE PEOPLE!
NO, GUESS NOT. TELL YOU WHAT, BILL. JUST DROP ME AT MIKE AND NANCY'S AND I'LL DROP THE IDEA.
AFTER ALL, CASES I CAN GET ANYTIME, BUT I'M EARLY ENOUGH THAT I MIGHT GET A RARE HOMECOOKED MEAL!

THAT MILK SURE FELT FINE. IF THE REST OF YOUR COOKING IS AS GOOD, MRS. KARR, I MAY NEVER LEAVE.
MILK

I HAVE TO COOK THE REST OF THE MEAL, ALICE, SO I'M AFRAID I'LL HAVE TO TAKE THE CONSEQUENCES... BUT I CAN'T TAKE ANY CREDIT FOR THE MILK.
BUT FROM THE WAY YOU'RE GULPING THAT DOWN, I'LL BET YOU HAVEN'T HAD ANYTHING TO EAT ALL DAY!

NO--OR THE DAY BEFORE... I JUST HAD A COUPLE OF CANDY BARS IN THAT TIME, WHICH IS WHY I'M GIVING YOUR FRIDGE THE VULTURE EYE.
POOR THING! BUT WHY DID YOU HAVE A CANDY BAR, OF ALL THINGS?

I DON'T KNOW, IT'S GOOD... AND CHEAP TOO. WHY?


BECAUSE IT'S SILLY, DEAR. IF YOU REALLY WANTED TO FEEL BETTER, THERE WERE SMARTER THINGS TO EAT.
TO LOOK AND FEEL YOUR BEST, YOU HAVE TO BALANCE YOUR DIET BETWEEN THE FOUR IMPORTANT FOOD GROUPS-- NOT CANDY.
MILK
MILK

FIRST, MILK OR CHEESE OR OTHER DAIRY PRODUCTS. THEY ALL FORM ONE GROUP.
THEN THERE'S THE MEAT GROUP WHICH INCLUDES FISH, POULTRY, EGGS, OR DRIED PEAS AND BEANS.

EACH GROUP SUPPLIES DIFFERENT TYPES OF NUTRITION AND YOU SHOULD HAVE TWO HELPINGS EACH FROM THE MEAT AND CHEESE GROUPS EVERY DAY.

HEY, HOLD ON... NOW IT'S MY TURN TO COP A PLEA. I COULDN'T DO THAT 'CAUSE I WAS OUT OF MONEY.
TRUE... SO WE'LL SKIP THE REST OF THE BALANCED DIET, IF YOU WANT.

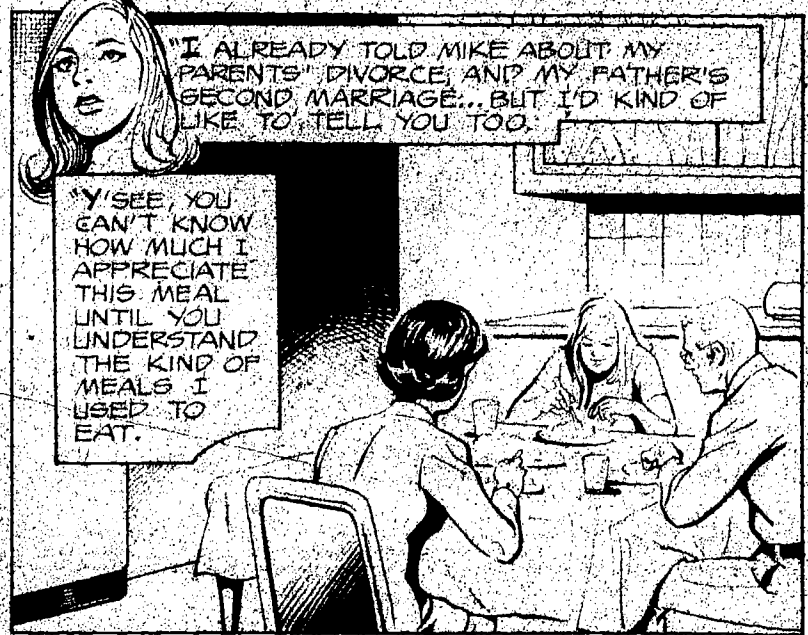
NO, PLEASE GO ON. MY STEPMOTHER WASN'T MUCH ON NUTRITION-- OR EVEN BOTHERING TO FEED ME FOR THAT MATTER. THIS IS KIND OF FUN.

OKAY, I CAN'T RESIST THE CHANCE TO SHOW OFF.
FRUITS AND VEGETABLES ARE ANOTHER FOOD GROUP, AND YOU NEED FOUR PORTIONS A DAY FROM THIS GROUP--

...AS WELL AS FOUR PORTIONS A DAY FROM THE GROUP THAT INCLUDES BREAD AND CEREAL. TOGETHER THE 2,2,4,4 COMBINATION GIVES YOUR BODY WHAT IT NEEDS.

AND A GOOD COOK, LIKE NANCY PLANS HER MEALS TO INCLUDE THE PROPER BALANCE. THAT WAY THE FAMILY STAYS IN THE BEST HEALTH POSSIBLE.

WOW. COMPARED TO MY STEPMOTHER'S COMBINATION OF HAMBURGERS, FRANKS AND AN OCCASIONAL SANDWICH, THAT SOUNDS LIKE GOURMET COOKING.

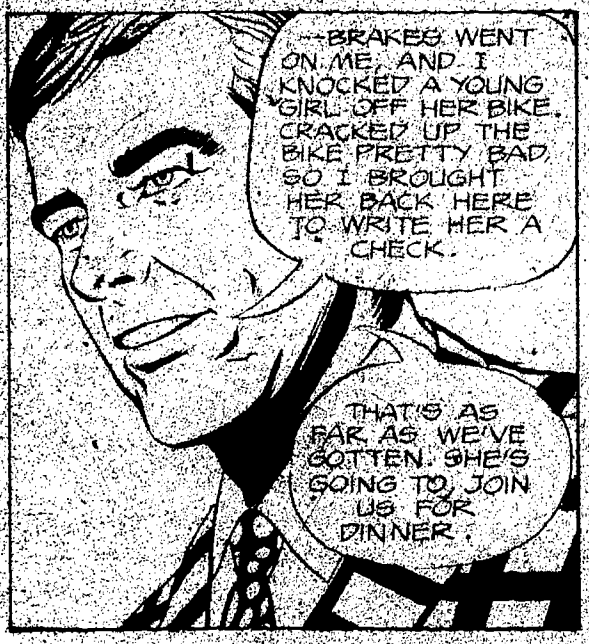

"I ALREADY TOLD MIKE ABOUT MY PARENTS' DIVORCE, AND MY FATHER'S SECOND MARRIAGE... BUT I'D KIND OF LIKE TO TELL YOU TOO.
"Y'SEE, YOU CAN'T KNOW HOW MUCH I APPRECIATE THIS MEAL UNTIL YOU UNDERSTAND THE KIND OF MEALS I USED TO EAT.

"IT WASN'T ONLY THAT HER COOKING WAS ROTTEN... THOUGH THAT HAD AN AWFUL LOT TO DO WITH MAKING DINNER-TIME A PAIN.
"SHE WOULDN'T EVEN LET US SIT TOGETHER, LIKE A FAMILY. SHE'D TALK TO MY FATHER, AND PUSH ME AWAY FROM THE TABLE.
8

"AND I COULDN'T EVEN GRAB A SNACK MYSELF--SHE THOUGHT THAT WAS INSULTING HER COOKING.
"HAH." AS IF THERE WERE WORDS IN THE ENGLISH LANGUAGE THAT INSULTED HER COOKING--"
EVEN CALLING IT GARBAGE WAS A COMPLIMENT!
SO NOW YOU CAN UNDERSTAND WHY I GET SUCH A KICK OUT OF SEEING YOU COOK, MRS. KARR.
OF COURSE, ALICE... BUT I WISH YOU'D TELL ME--
BRNNGGG
DOORBELL'S RINGING... I'LL GET IT, SINCE I'VE HEARD THIS STORY BEFORE.
HELLO PARTNER--DID I MAKE IT IN TIME FOR ONE OF NANCY'S NIFTY MEALS?
YOU INVITE YOURSELF IN MORE OFTEN THAN ANYONE I KNOW, ADAM--BUT YOU KNOW YOU'RE ALWAYS WELCOME.
NANCY--ADAM'S HERE, AND HE'LL BE STAYING FOR DINNER.
OKAY--BUT I'M STRETCHING THE MEAL A BIT TO FEED FOUR.
THAT'S ALRIGHT, NANCY ...EVEN WHEN YOU MAKE EXCUSES FOR YOURSELF, YOU SET A FINE TABLE.
9

SO WHAT HAPPENED. DID YOU SEE O'CONNOR AND TELL HIM ABOUT THE NEW ANGLE FOR THE APPEAL?
I GOT ALL THAT TAKEN CARE OF. HE'S FINE... AND A GOOD DEAL HAPPIER.

THAT WAS MY BIT FOR THE FIRM. WHAT DID YOU GET ACCOMPLISHED THIS AFTERNOON?
NOT MUCH I'M AFRAID. I HAD A LITTLE ACCIDENT WITH MY CAR ON THE WAY BACK FROM OUR ENCOUNTER WITH BILL MARCEAU--


--BRAKES WENT ON ME, AND I KNOCKED A YOUNG GIRL OFF HER BIKE. CRACKED UP THE BIKE PRETTY BAD, SO I BROUGHT HER BACK HERE TO WRITE HER A CHECK.
THAT'S AS FAR AS WE'VE GOTTEN. SHE'S GOING TO JOIN US FOR DINNER.

I KNOW NANCY'S A WIZARD COOK, BUT OUR YOUNG LADY FRIEND CAN'T KNOW THAT-- HOW COME SHE'S NOT HEADING HOME?
NO HOME TO GO TO, ADAM... SHE'S A RUNAWAY.

WHAT--?! MIKE, DO YOU KNOW WHAT YOU'RE SAYING?
10

SAYING? I DON'T UNDERSTAND.
THAT ESCAPED PRISONER THAT BILL WARNED US ABOUT THIS AFTERNOON--?
WELL, THAT CONVICTED KILLER WHO IS NOW LOOSE IS A YOUNG WOMAN--ABOUT THE AGE OF YOUR NEW-FOUND FRIEND!

IN FACT, SINCE THE PRISONER MANAGED TO GET A HOLD OF SOME STREET CLOTHES THIS AFTERNOON, AND YOUR FRIEND DOESN'T SEEM TO CLAIM ANY ADDRESS--
--YOUR HOUSE GUEST MIGHT BE THE KILLER!

I DON'T BELIEVE IT, ADAM. SHE'S NOT THE PRISON-HARDENED TYPE. SHE COULDN'T BE A--
EXCUSE ME...

SORRY TO BREAK UP THIS PRIVATE PARTY, MIKE--BUT I'VE GOT SOME IMPORTANT NEWS.

ALICE!
OH NO--SHE MUST HAVE OVERHEARD US!
OUR STORY CONTINUES NEXT WEEK!

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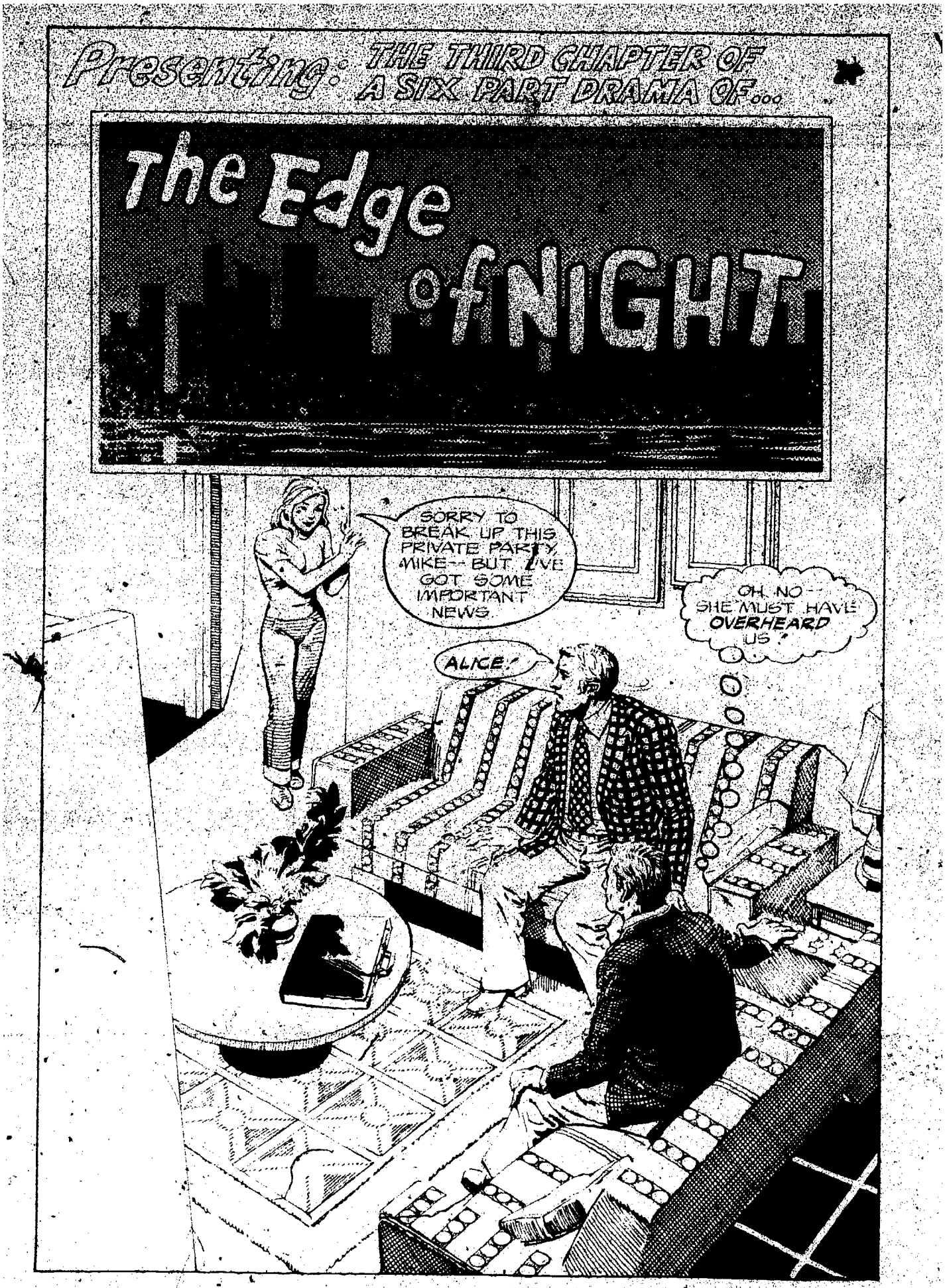
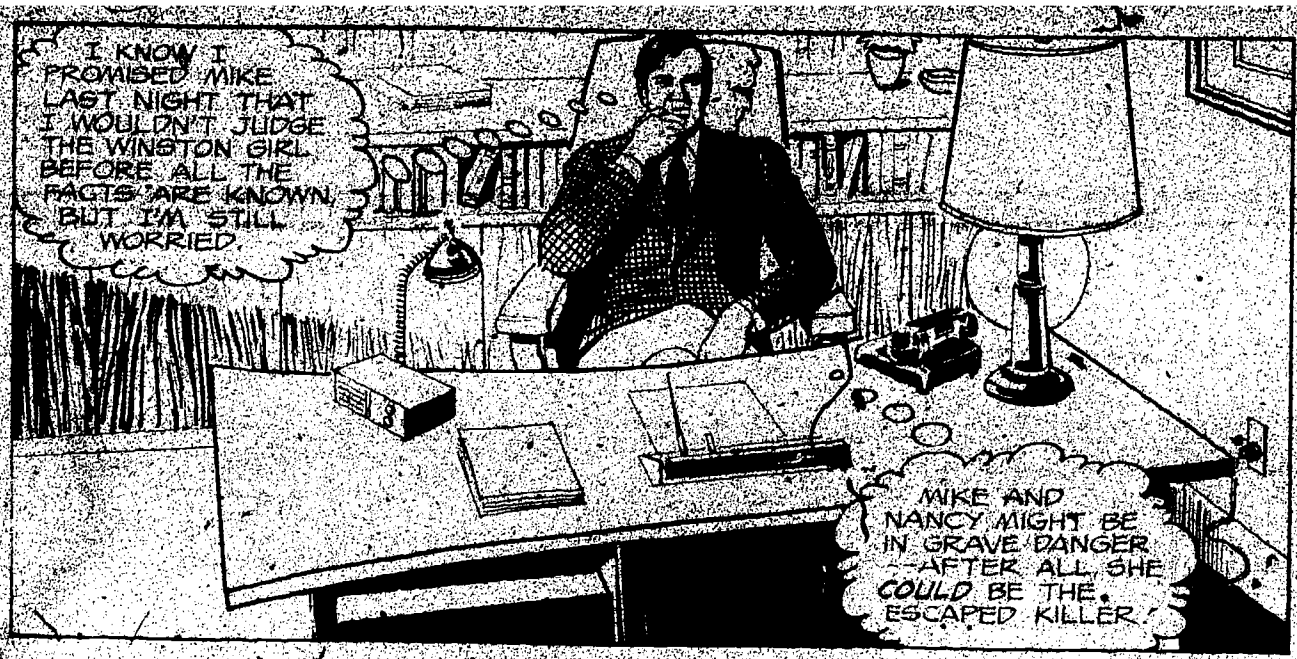

PRESENTING: THE THIRD CHAPTER OF A SIX PART DRAMA OF...
The Edge of NIGHT
SORRY TO BREAK UP THIS PRIVATE PARTY, MIKE-- BUT I'VE GOT SOME IMPORTANT NEWS.
ALICE!
OH NO-- SHE MUST HAVE OVERHEARD US!

I DIDN'T MEAN TO STARTLE YOU. I JUST WANTED TO TELL YOU THAT NANCY'S ABOUT READY TO SERVE DINNER.
OH... YES, THANKS ALICE.
WE'LL BE ALONG IN A MOMENT. DON'T START ONE OF NANCY'S GREAT DINNERS WITHOUT US.

YOU DON'T THINK SHE OVERHEARD US, DO YOU?
NO, AND I DON'T BELIEVE IT WOULD HAVE MATTERED IF SHE HAD.

THEN YOU DON'T THINK THE GIRL THE POLICE ARE LOOKING FOR AND ALICE ARE THE SAME PERSON?
I'M WILLING TO TRUST ALICE'S STORY. SHE'S JUST A KID WHO'S HAD SOME TOUGH BREAKS.
AND YOU SHOULD TRUST HER TOO -- REMEMBER INNOCENT TILL PROVEN GUILTY?

OKAY, PARTNER, I'LL HOLD OFF ANY VERDICT UNTIL ALL THE EVIDENCE IS IN ...I PROMISE.


I KNOW I PROMISED MIKE LAST NIGHT THAT I WOULDN'T JUDGE THE WINSTON GIRL BEFORE ALL THE FACTS ARE KNOWN, BUT I'M STILL WORRIED.
MIKE AND NANCY MIGHT BE IN GRAVE DANGER --AFTER ALL, SHE COULD BE THE ESCAPED KILLER!

I'D FEEL BETTER IF I WAS SURE. SHE'S NOT THE ESCAPED MURDERESS THE POLICE ARE STILL LOOKING FOR... MAYBE I CAN CHECK IT OUT WITHOUT BREAKING MY WORD!

POLICE HEADQUARTERS? CHIEF MARCEAU, PLEASE. ADAM DRAKE CALLING.
CHIEF MARCEAU SPEAKING. OH, HI, ADAM. WHAT'S THAT? NO. NO LUCK ON THAT MISSING GIRL AS YET. A FEW LEADS, BUT NOTHING CONCRETE.

SOMETHING'S SURE TO TURN UP, BILL-- THE CASE HAS TO CRACK SOON.
BY THE WAY, I'M HEADING OVER TO MIKE'S FOR LUNCH. WHY DON'T YOU MEET ME THERE AND WE'LL MAKE IT A THREE-SOME?

SOUNDS GREAT, ADAM. I'LL MEET YOU THERE IN ABOUT TWENTY MINUTES.

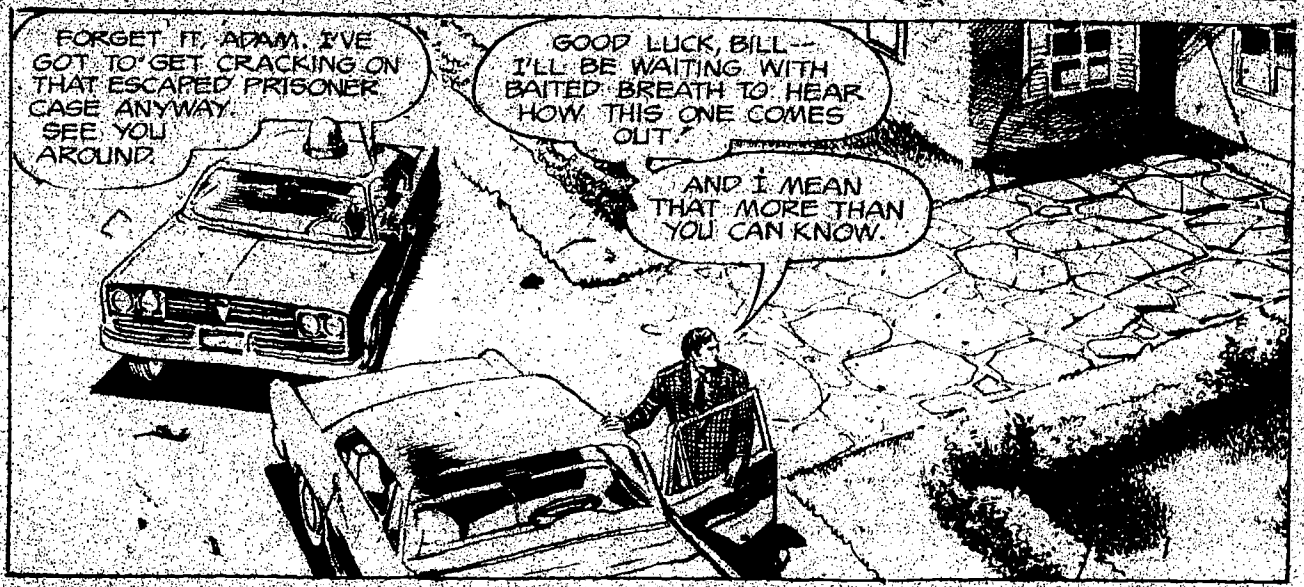
FUNNY ADAM INVITING ME OVER TO SOMEONE ELSE'S HOUSE FOR LUNCH. AHH, IT'S PROBABLY NOTHING-- JUST THE SUSPICIOUS COP IN ME...
POLICE DEPARTMENT OF

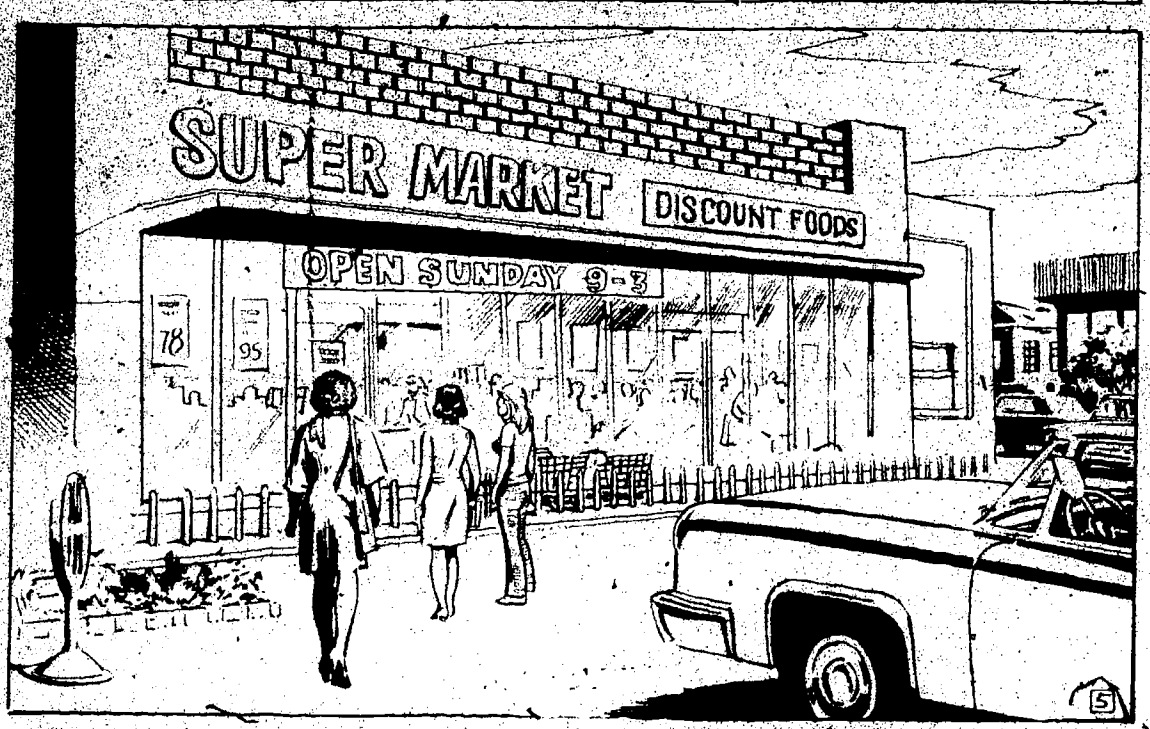
HERE'S BILL. NOW I'LL HAVE HIM GET A LOOK AT ALICE WITH-OUT BREAKING MY PROMISE TO MIKE.
HIYA, SHYSTER.

KNOCK-KNOCK

HA! NO ONE HOME. YOU HOTSHOT PARTNERS SHOULD SET YOUR SIGNALS STRAIGHT.
HMM... MIKE MIGHT'VE BEEN STALLED AT COURT--BUT WHERE'S NANCY? AND WHERE'S ALICE?

NEXT TIME, CALL YOUR HOST TO DOUBLE-CHECK BEFORE YOU INVITE ME TO A PARTY.
SORRY, BILL. HOW ABOUT LETTING ME TREAT YOU TO LUNCH--AS AN APOLOGY FOR PUTTING YOU OUT OF YOUR WAY.


FORGET IT, ADAM. I'VE GOT TO GET CRACKING ON THAT ESCAPED PRISONER CASE ANYWAY. SEE YOU AROUND.
GOOD LUCK, BILL--I'LL BE WAITING WITH BAITED BREATH TO HEAR HOW THIS ONE COMES OUT.
AND I MEAN THAT MORE THAN YOU CAN KNOW.


SUPER MARKET
DISCOUNT FOODS
OPEN SUNDAY 9-3
78
95

HERE WE ARE, I NEED SOME SUGAR, ALICE. MIKE WANTS A CAKE FOR THIS WEEKEND.
RIGHT, MRS. KARR, IT'S RIGHT HERE.

UNNN, IT'S HEAVY, BUT IT'S THE LARGE SIZE.
WAIT A MINUTE, ALICE. I SEE YOU'RE NOT AN EXPERIENCED SHOPPER.

USUALLY THE LARGER SIZE IS THE BEST BUY, BUT NOT ALWAYS. SOMETIMES "SPECIALS" OR OTHER EVENTS MAKE THE SMALLER SIZE THE BEST BUY FOR YOUR MONEY.
LOOK, THESE BAGS ARE THE SAME BRAND AND QUALITY OF SUGAR. IF YOU DIVIDE THE PRICE BY THE NUMBER OF POUNDS IN EACH BAG, WHICH WILL BE THE BEST BUY?

WELL, THE TWO POUND BAG COSTS 90¢, THE FIVE POUND BAG IS $1.70 AND THE TEN POUND BAG IS $3.66.
THAT MEANS - - - -

- - WE WOULD BE PAYING 45¢ A POUND FOR THE TWO POUND BAG, 34¢ A POUND FOR THE FIVE POUND BAG AND 36.6¢ A POUND FOR THE TEN POUND BAG.
THE FIVE POUND BAG IS THE BEST BUY!
RIGHT! BUT REMEMBER WHEN YOU COMPARE SUGAR OR OTHER PRICES, BE SURE YOU COMPARE THE SAME BRAND AND QUALITY!
HAM
6

IN THIS DAY AND AGE YOU HAVE TO MAKE EVERY PENNY COUNT. WISE SHOPPING IS ONE OF THE BEST WAYS TO SAVE.

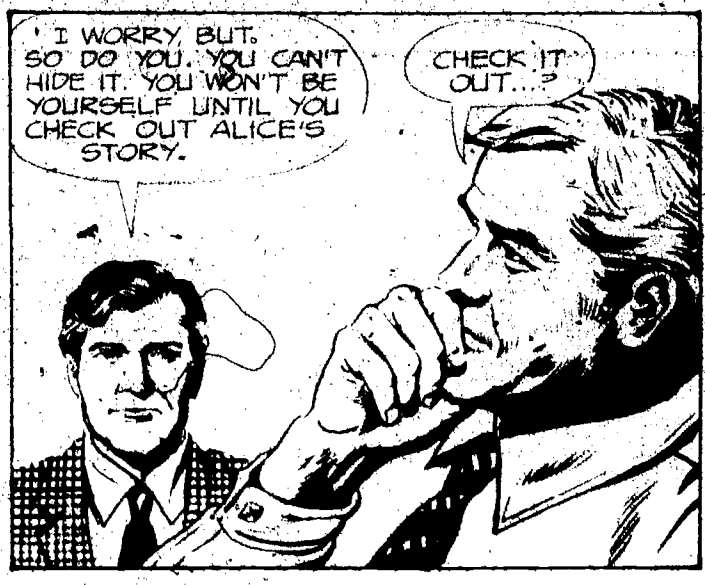
I HOPE MIKE'S RETURNED BY NOW-- AND I HOPE HE KNOWS WHERE NANCY AND ALICE ARE...

OH, YOU'RE BACK. WHERE WERE YOU?
SORRY, BUDDY. I WAS HELD UP AT THE COURT HOUSE--TOUGH CASE. I SHOULD HAVE CALLED YOU TO BREAK OUR LUNCH DATE.

I WENT TO YOUR PLACE AND NO ONE WAS IN. NANCY DIDN'T ANSWER THE DOOR ...AND THERE WAS NO SIGN OF THE WINSTON GIRL.
COME ON, ADAM. WILL YOU STOP SWEATING OVER THAT GIRL'S STORY? I HAPPEN TO KNOW NANCY WAS TAKING ALICE SHOPPING WITH HER. THERE'S NOTHING TO BE CONCERNED ABOUT.

I'M NOT JUST SWEATING. I TALKED WITH BILL MARCEAU AT NOON AND HE TELLS ME THAT ESCAPED KILLER IS STILL ON THE LOOSE!
STILL LOOSE...
WELL, SO WHAT? THAT DOESN'T MEAN ALICE IS THAT KILLER? THERE'S STILL NO PROOF.

SURE, SURE, NO PROOF, BUT ARE YOU GOING TO BE ABLE TO WORK WITH A CLEAR HEAD UNLESS YOU KNOW FOR CERTAIN?
YOU'RE LIKE AN OLD WOMAN WITH YOUR WORRYING! I'M WORKING FINE!


I WORRY, BUT. SO DO YOU. YOU CAN'T HIDE IT. YOU WON'T BE YOURSELF UNTIL YOU CHECK OUT ALICE'S STORY.
CHECK IT OUT...?

SURE, CALL BILL AT POLICE HEADQUARTERS AND ASK HIM IF THERE'S ANY MISSING PERSONS REPORTS FITTING ALICE'S DESCRIPTION. IF SO, YOU'VE ONLY GOT A RUNAWAY ON YOUR HANDS. IF NOT...

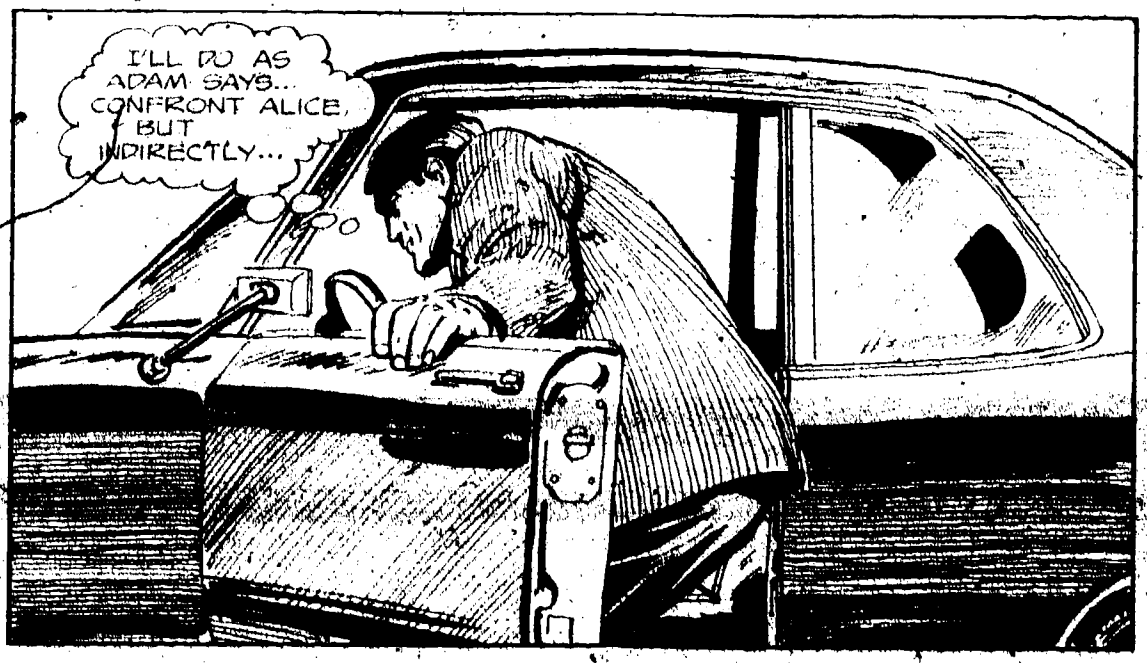
IT'LL PROVE NOTHING. FROM WHAT ALICE HAS TOLD US, HER PARENTS WOULDN'T EVEN MAKE SUCH A REPORT.

OKAY, OKAY. YOU MIGHT KNOW BEST, BUT I STILL THINK YOU SHOULD CONFRONT ALICE DIRECTLY WITH OUR SUSPICIONS.
HER REACTIONS WILL TELL YOU A LOT ABOUT HER STORY...
I'LL THINK ABOUT IT, ADAM. BUT I'VE GOT WORK NOW. SEE YOU LATER.

I'VE CHECKED WITH NANCY AND EVERYTHING WENT WELL WITH HER AND ALICE AT THE MARKET TODAY. ADAM'S JUST OVER-CAUTIOUS...

STILL, ALICE COULD BE PUTTING ON A VERY CONVINCING ACT TO KEEP US ALL OFF GUARD.
THINK I'LL TRY ANOTHER APPROACH...

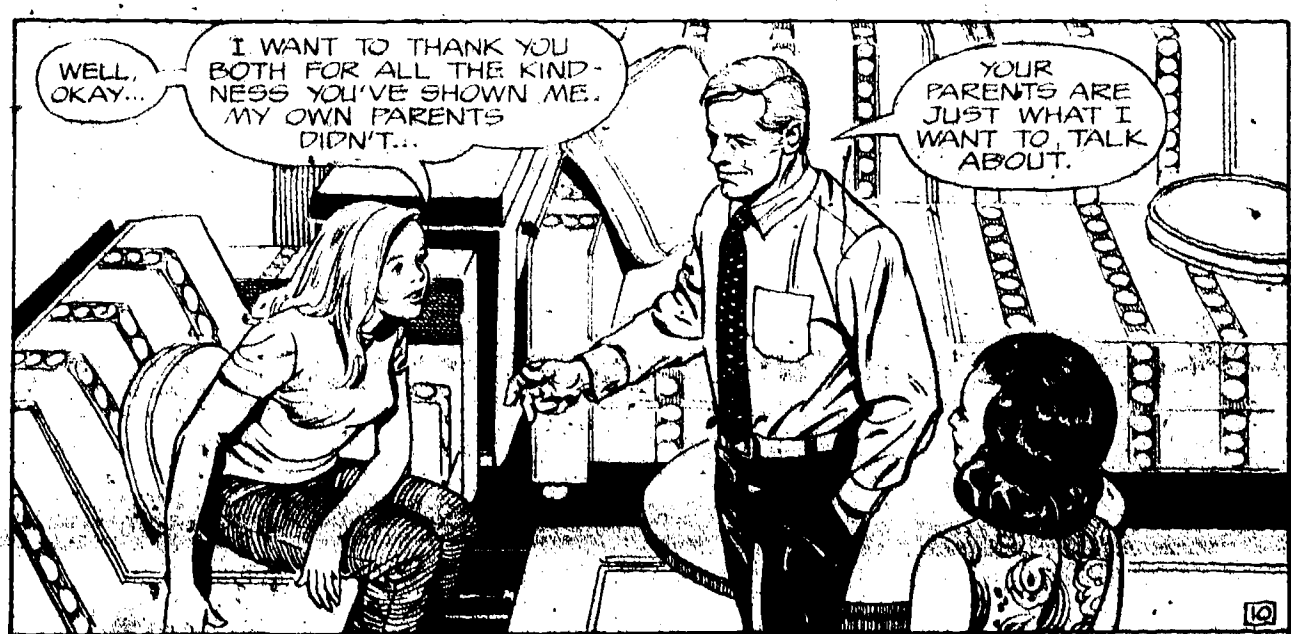
HMM...LATE. GOT TO GET BACK TO THE COURT ROOM FAST.


I'LL DO AS ADAM SAYS... CONFRONT ALICE, BUT INDIRECTLY...

YOU SURE SET A NICE TABLE, MRS. KARR, AND I'M STARVED. WHEN DOES MIKE--ER, MR. KARR GET HOME?
OH, I THINK I HEAR HIM NOW.

HI, DEAR. EVERYTHING OKAY...?
OF COURSE. WHAT COULD BE WRONG?

HI MR. KARR, READY FOR DINNER?
IN A MINUTE, ALICE. RIGHT NOW I WANT TO TALK SERIOUSLY WITH YOU FOR A MOMENT.


WELL, OKAY...
I WANT TO THANK YOU BOTH FOR ALL THE KINDNESS YOU'VE SHOWN ME. MY OWN PARENTS DIDN'T...
YOUR PARENTS ARE JUST WHAT I WANT TO TALK ABOUT.

MY PARENTS? BUT WHY...?
ALICE, YOU'RE A MINOR, UNDER-AGE. YOUR REAL PARENTS SHOULD BE TOLD WHERE YOU ARE AND IF YOU'RE SAFE.

I WANT TO CONTACT YOUR PARENTS THROUGH THE LOCAL POLICE...

POLICE? NO! NO!

I TRUSTED YOU! NOW YOU'RE GOING TO CALL THE COPS!?! NO! I WON'T LET YOU!
OUR STORY CONTINUES NEXT WEEK.

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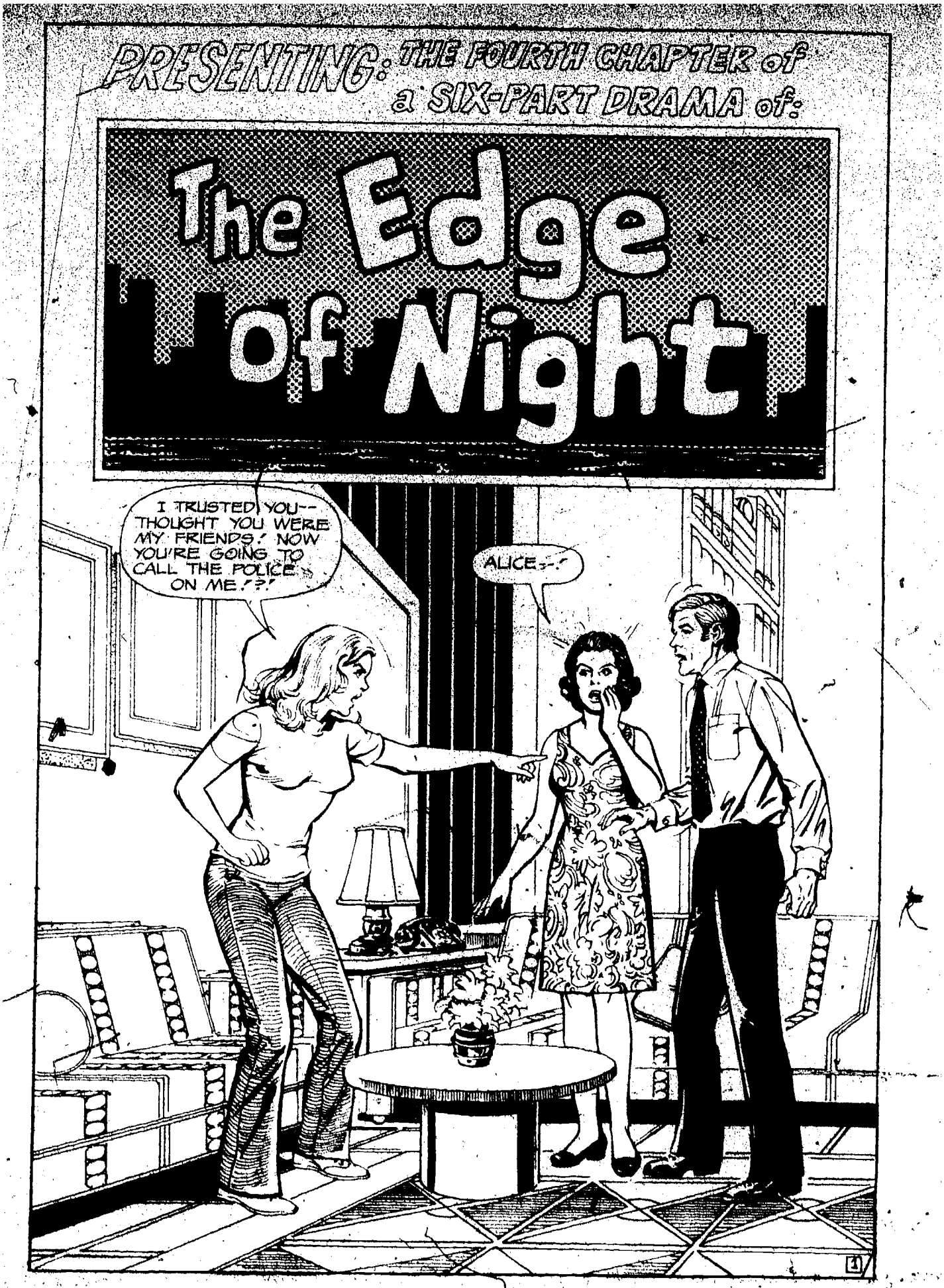
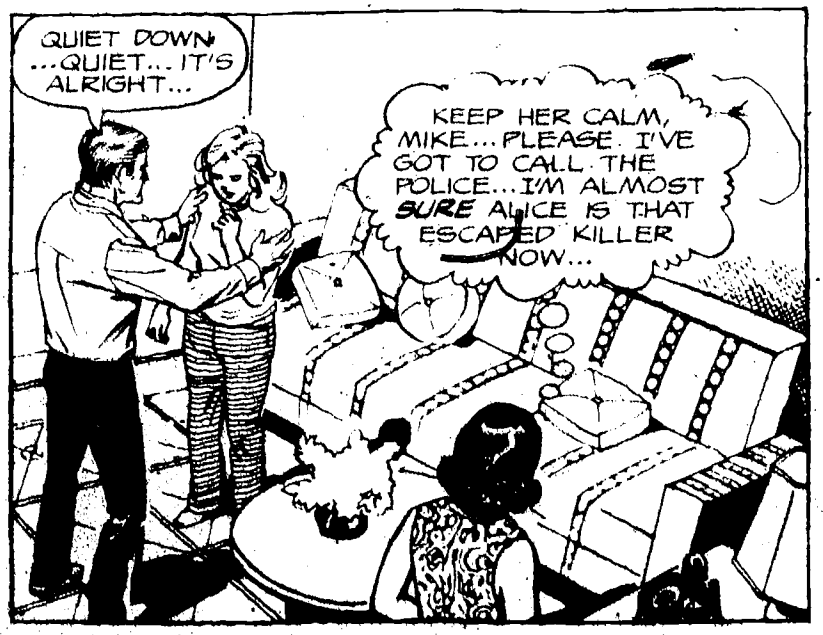

PRESENTING: THE FOURTH CHAPTER of a SIX-PART DRAMA of:
The Edge of Night
I TRUSTED YOU-- THOUGHT YOU WERE MY FRIENDS! NOW YOU'RE GOING TO CALL THE POLICE ON ME!?!
ALICE--!

OH... I'M SORRY.. BUT YOU...
ALICE, CALM DOWN...WE ARE YOUR FRIENDS...WE'RE ONLY TRYING TO HELP.. YOU.

MIKE WILL KEEP HER ATTENTION... I'LL CALL BILL MARCEAU...

NO! NO! YOU'LL JUST SEND ME BACK TO MY PARENTS -- I WON'T GO! I HATE THEM! I HATE THEM!
ALICE! STOP IT! I WON'T HAVE HYSTERICS!

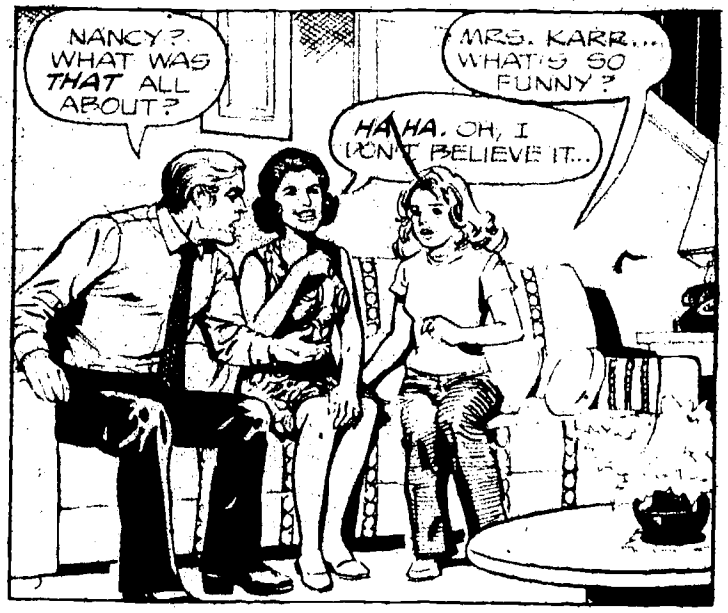

QUIET DOWN ...QUIET... IT'S ALRIGHT...
KEEP HER CALM, MIKE... PLEASE. I'VE GOT TO CALL THE POLICE... I'M ALMOST SURE ALICE IS THAT ESCAPED KILLER NOW...

RRRRRING

H-HELLO?
WHO--?

YOU'RE KIDDING!?
NO...NO, WE'RE REALLY CONCERNED...

HA HA
HA HA


NANCY? WHAT WAS THAT ALL ABOUT?
MRS. KARR... WHAT'S SO FUNNY?
HA HA. OH, I DON'T BELIEVE IT...

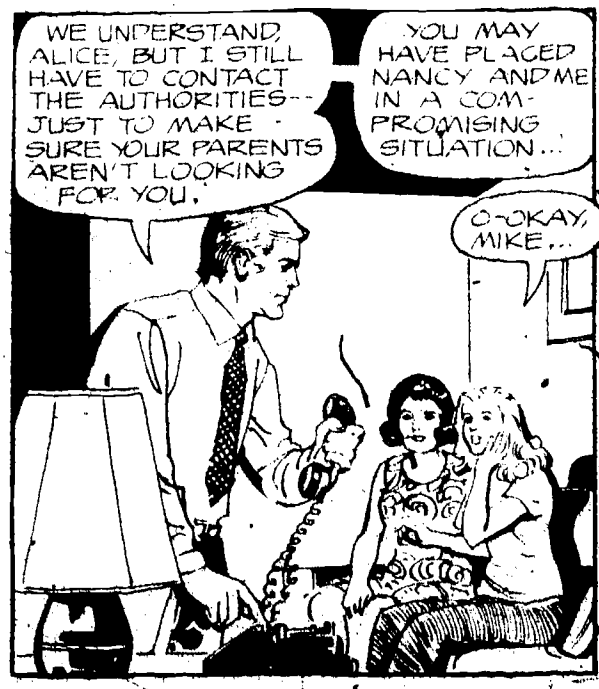
THAT WAS OUR FRIEND, BILL, ALICE, HE'S CHIEF OF POLICE. HE CALLED US TO ASSURE US THAT HIS MEN HAD RECAPTURED A TEENAGE GIRL--A CONVICTED MURDERESS. WE, UH--HAD DOUBTS ABOUT YOU ALICE...

YOU MEAN--? YOU THOUGHT I WAS A MURDERESS? OH, MRS. KARR...

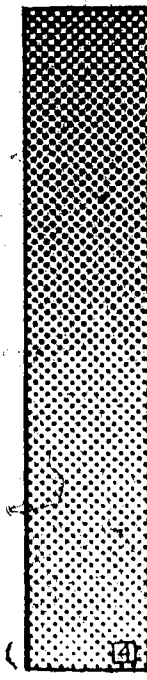
I-I WAS A[illegible] CALLING THE POLICE BECAUSE I CAN'T GO BACK TO MY PARENTS... NOT BECAUSE I'VE DONE ANYTHING WRONG...
BUT ALICE, THEY SHOULD KNOW WHERE YOU ARE... KNOW YOU'RE SAFE...

I TOLD YOU, MIKE, AFTER MY PARENTS WERE DIVORCED, MY MOTHER COULDN'T HAVE CARED LESS ABOUT WHAT I DID OR WHERE I WENT. I WAS JUST A LEFT-OVER FROM A TIME SHE WANTED TO FORGET!

"MAYBE DAD CARED MORE FOR ME THAN MOM, BUT DAD'S NEW WIFE HATED ME MORE...


WE UNDERSTAND, ALICE, BUT I STILL HAVE TO CONTACT THE AUTHORITIES-- JUST TO MAKE SURE YOUR PARENTS AREN'T LOOKING FOR YOU.
YOU MAY HAVE PLACED NANCY AND ME IN A COMPROMISING SITUATION...
O-OKAY, MIKE...

POLICE? CHIEF MARCEAU, PLEASE...

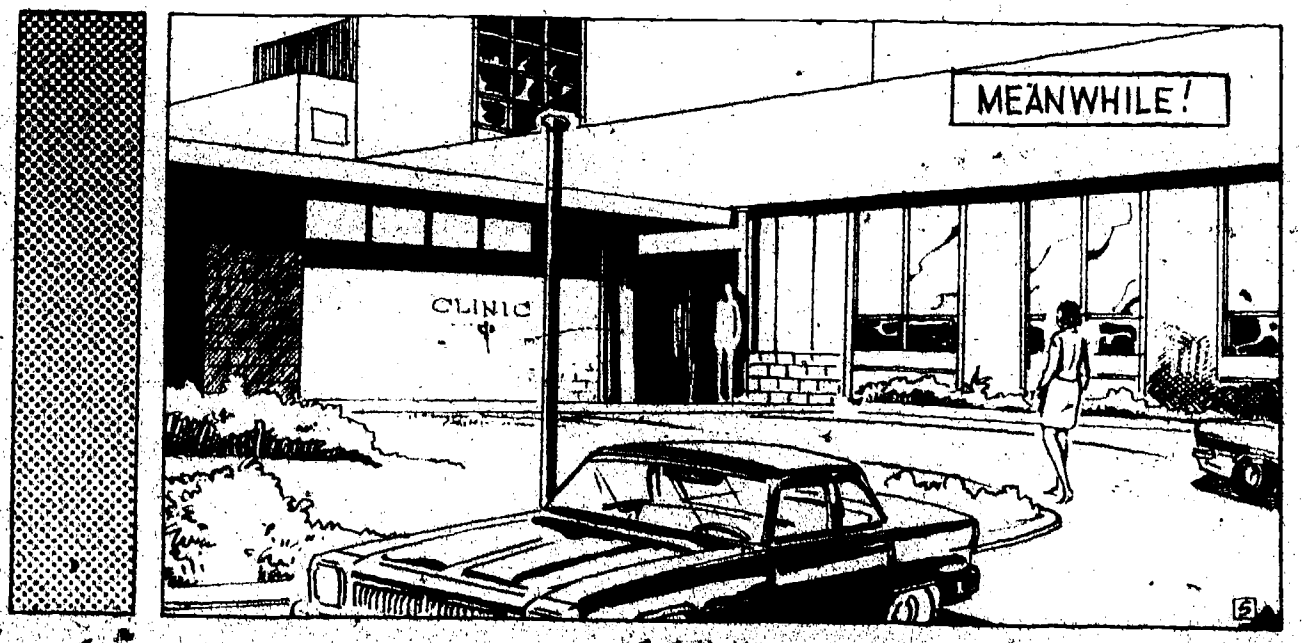


BILL, THIS IS THE GIRL I TOLD YOU ABOUT, ALICE WINSTON. ALICE, CHIEF MARCEAU.
HELLO...
WELL, ALICE, LET'S HOPE WE CAN HELP EACH OTHER...

BILL, I WANT ALICE'S PARENTS CONTACTED, BUT I ALSO WANT YOUR ASSURANCE SHE WON'T BE FORCED INTO DOING ANYTHING AGAINST HER WILL.
ALICE, SINCE YOU'RE UNDER EIGHTEEN, YOU'RE STILL UNDER THE LEGAL PROTECTION OF YOUR NATURAL PARENTS.
BUT, AS I'M SURE MIKE'S EXPLAINED, WE EXAMINE CASES INDIVIDUALLY...

YES, SIR, I UNDERSTAND, AND I-I DON'T WANT TO GO BACK!

WE'LL TRY AND CONTACT EITHER YOUR MOTHER OR FATHER.
SINCE NO CRIME OF ANY SORT HAS BEEN REPORTED, I'M TRUSTING YOU TO STAY WITH THE KARRS UNTIL WE GET SOME RESULTS.
THANKS, BILL. THANKS A LOT.


MEANWHILE!
CLINIC

WHY-WHY-? JUST WHEN EVERYTHING SEEMS TO BE STRAIGHTENING OUT, THIS HAS TO HAPPEN...

MRS. KARR? DR. LAMEY IS READY TO SEE YOU NOW.
THANK YOU.

NANCY! GOOD. TO SEE YOU. HOW ARE YOU--AND HOW'S MIKE?
MIKE'S FINE, DOCTOR...IT'S...

LET'S SEE...LAST CHECK-UP WAS NEARLY A YEAR AGO...EVERYTHING CHECKED OUT FINE. ANY SPECIFIC PROBLEMS?
DOCTOR.. I-I...

DOCTOR, I THINK THERE IS SOMETHING SERIOUSLY WRONG WITH ME.

WELL, NANCY, MAYBE THERE IS AND MAYBE THERE ISN'T SOMETHING WRONG. TELL ME ABOUT IT.
I JUST HAVEN'T FELT LIKE MYSELF LATELY, DOCTOR... I'M TIRED AND LISTLESS... I HAVE NO ENERGY AT ALL...

HAVE YOU SAID ANYTHING TO MIKE?
I HAVEN'T TOLD MIKE, NO. I DON'T WANT TO WORRY HIM.

I'VE EVEN HAD A SUDDEN WEIGHT GAIN... AND I HAVEN'T BEEN EATING ANY MORE THAN USUAL...

DOCTOR, I'M USUALLY ABLE TO COPE WITH PROBLEMS... BUT I'M SO WORRIED...

NOW, NOW, NANCY, WE WILL FIND OUT WHAT THIS IS ALL ABOUT AND TAKE CARE OF IT.

BUT, DOCTOR LACEY, WHY SHOULD I BE GAINING WEIGHT? YOU KNOW HOW AWARE I AM OF GOOD NUTRITION. I DON'T OVEREAT. I DON'T EVEN SNACK.
WEIGHT GAIN IS OFTEN NOT HOW MUCH YOU EAT BUT WHAT YOU EAT. IMPROPER DIET IS OFTEN THE CAUSE.

I DON'T UNDERSTAND. WHAT'S WRONG WITH WHAT I EAT?
WELL, MAYBE NOTHING, BUT YOU'D BE SURPRISED HOW MANY PEOPLE EAT THE WRONG THINGS.
IF YOU'RE CAREFUL ABOUT WHAT YOU EAT, CUTTING DOWN ON JUST CERTAIN THINGS, YOU'LL FIND YOU'LL LOOK BETTER, FEEL BETTER AND HAVE MORE ENERGY.

I KNOW HOW IMPORTANT PROPER DIET IS, DOCTOR--BUT I'VE EVEN NOTICED THAT MY HEARTBEAT IS FASTER!
YES, WELL EVEN A FEW POUNDS OF EXTRA WEIGHT CAN MAKE YOUR HEART WORK HARDER.

I'LL GET YOU A SPECIAL DIET WHILE I ASK MY NURSE TO PREPARE YOU FOR A THOROUGH EXAMINATION.

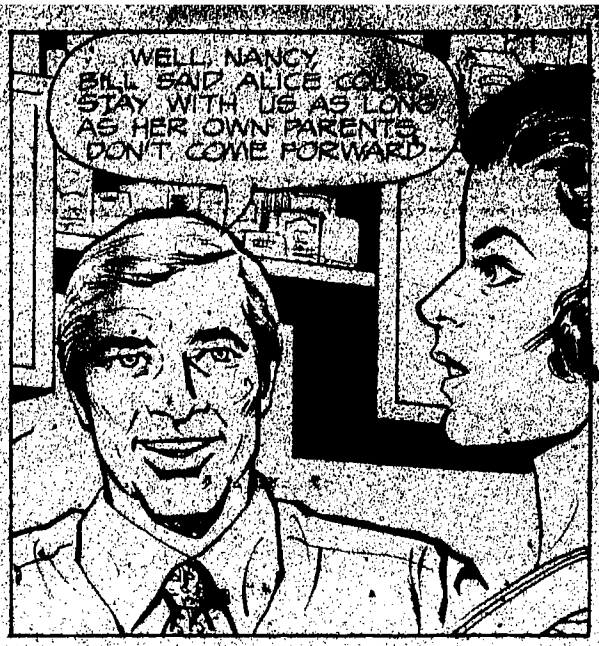
NURSE, PLEASE PREPARE MRS. KARR FOR A COMPLETE PHYSICAL EXAMINATION.

HERE, NANCY, THIS DIET MIGHT BE THE ANSWER TO ALL YOUR PROBLEMS. EAT MORE FRUITS AND VEGETABLES, FEWER PIES AND CAKES...

WHY, THERE'S NOTHING REALLY SPECIAL ABOUT THIS DIET... MAYBE I HAVE JUST BEEN TOO BUSY LATELY TO WATCH WHAT I'VE BEEN EATING.
EXACTLY, IT'S JUST COMMON SENSE MOSTLY... LESS FAT MEAT FOR SEASONING, FEWER FRIED FOODS...

...USE SKIMMED MILK, EAT LESS HOT BREADS, RICE, GRITS, DRIED BEANS AND PEAS. AND EXERCISE MORE, NANCY, THE MORE ENERGY YOU EXPEND, THE MORE FOOD YOU BURN UP.
WHEN YOU EAT MORE FOOD THAN YOUR BODY NEEDS, THE EXTRA FOOD TURNS TO FAT.

ALICE, I'M REALLY GLAD YOU DIDN'T HAVE TO LEAVE RIGHT AWAY. I'VE REALLY APPRECIATED YOUR HELP THESE LAST FEW DAYS.
THANK-YOU, MRS. KARR. YOU DON'T KNOW WHAT IT'S LIKE NOT TO HAVE A REAL FAMILY AROUND YOU...


WELL, NANCY, BILL SAID ALICE COULD STAY WITH US AS LONG AS HER OWN PARENTS DON'T COME FORWARD.

RRRRRING
I'LL GET IT...
OH--' I DON'T KNOW WHY THAT PHONE IS GIVING ME SUCH A START LATELY.
REMEMBER, THE PHONE CALL MEANT GOOD NEWS LAST NIGHT.

I WISH I WAS AS OPTIMISTIC AS ALICE. WHY DO I FEEL SO UNEASY?

HELLO--?
10

OH, BILL, ANY NEWS?
YEAH, MIKE, I'VE GOT NEWS. BUT I'M NOT SURE IF IT'S GOOD..
OH?...

MIKE, YOU LOOK--WHAT'S WRONG? WHO WAS THAT ON THE PHONE?

THAT WAS, BILL MARCEAU --FROM POLICE HEADQUARTERS.
ALICE, YOUR FATHER'S ON HIS WAY HERE!
MY FATHER--HERE? NO, MIKE, DON'T LET HIM TAKE ME BACK! YOU CAN'T--!
OUR STORY CONTINUES NEXT WEEK.

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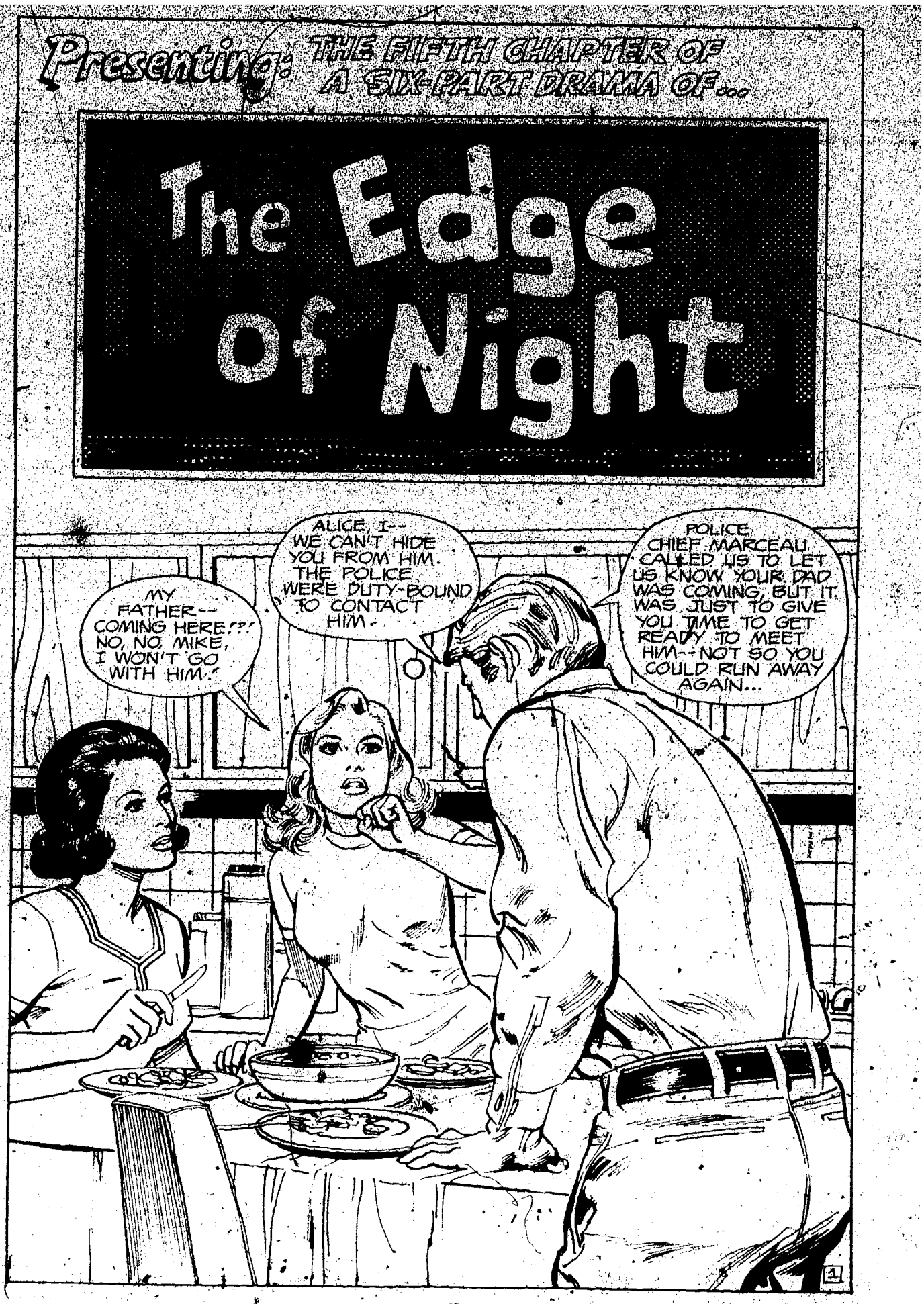
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The Edge of Night
MY FATHER-- COMING HERE!?! NO, NO, MIKE, I WON'T GO WITH HIM!
ALICE, I-- WE CAN'T HIDE YOU FROM HIM. THE POLICE WERE DUTY-BOUND TO CONTACT HIM.
POLICE CHIEF MARCEAU CALLED US TO LET US KNOW YOUR DAD WAS COMING, BUT IT WAS JUST TO GIVE YOU TIME TO GET READY TO MEET HIM-- NOT SO YOU COULD RUN AWAY AGAIN...
1

BILL TOLD ME YOUR FATHER WAS VERY GLAD TO GET WORD ABOUT YOU. HE WAS REALLY WORRIED, ALICE.
ALICE, IF HE DIDN'T LOVE YOU, HE WOULDN'T CARE WHERE YOU WERE OR WHAT HAPPENED TO YOU.

OH, MRS--NANCY, I KNOW HE LOVES ME...AND I LOVE HIM. IT'S THAT AWFUL WOMAN HE MARRIED AFTER MY REAL MOTHER DIVORCED HIM-- SHE HATES ME...

"AFTER MY REAL MOTHER SHOWED ME SHE REALLY DIDN'T CARE ABOUT ME, I MOVED IN WITH MY DAD, BUT IT WAS UNBEARABLE...

"AFTER A FEW WEEKS OF HER TREATMENT I HAD HAD IT. I HIT THE ROAD--EVEN THOUGH I STILL LOVED MY FATHER VERY MUCH...

"THEN THAT ACCIDENT LED TO MY FORTUNATE MEETING WITH YOU..."

YOU'RE MY ONLY TRUE FRIENDS... NOW.
ALICE, DEAR, MIKE AND I UNDERSTAND YOUR FEELINGS, BUT THERE'S NO WAY WE CAN KEEP YOU FROM YOUR REAL PARENTS...

BUT MY FATHER'S WIFE ISN'T MY REAL MOTHER!
I'D GLADLY GO BACK IF SHE WASN'T THERE--WITH DAD!
ALICE, AS A LAWYER I MIGHT BE ABLE TO HELP...

OH MIKE! COULD YOU REALLY HELP!?
NOW HOLD ON--I ONLY SAID I "MIGHT" BE ABLE TO DO SOMETHING!

YOUR DAD WON'T ARRIVE FOR A FEW DAYS SO I'LL TALK TO MY PARTNER, ADAM DRAKE TOMORROW.
I DON'T KNOW IF WE'LL BE ABLE TO WORK ANYTHING OUT--YOU ARE UNDERAGE, BUT WE'LL PUT OUR BEST EFFORTS INTO TRYING TO SETTLE YOUR PROBLEMS--LEGALLY!

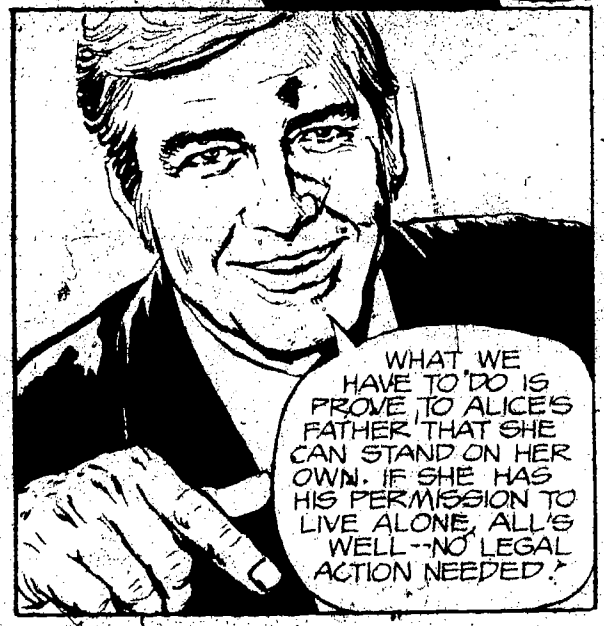
I KNOW IT'S STILL EARLY, BUT TOMORROW'S GOING TO BE A LONG, HARD DAY. I THINK WE ALL NEED SOME EXTRA REST.
OH, NOW I'M TOO EXCITED--AND TOO SCARED--TO SLEEP!

NO ARGUMENTS--
AND I HOPE WE CAN FIGURE OUT WHAT TO DO!
--GOOD-NIGHT.
'NITE.

I DON'T KNOW, MIKE. IT'S A TOUGH ONE. THERE DOESN'T SEEM TO BE ANY LEGAL ACTION WE CAN TAKE TO KEEP MR. WINSTON FROM PICKING UP ALICE. SHE'S ONLY SEVENTEEN...
HER AGE SEEMS TO BE OUR STUMBLING BLOCK, ADAM. IF ONLY SHE WAS A YEAR OLDER...

SURE AT EIGHTEEN SHE COULD BE ON HER OWN LEGALLY.
HOW MUCH TIME DO WE HAVE? WHEN'S HER FATHER SHOWING UP?
CHIEF MARCEAU SAID WINSTON'D BE DRIVING UP, SO HE'LL BE HERE BY LATE TOMORROW.

LATE TOMORROW...? HEY! THAT'S IT! IF WE CAN DRAG OUT ALICE'S CASE IN THE COURTS UNTIL SHE'S OLD ENOUGH TO...
NO, NO. I'VE ALREADY THOUGHT OF THAT. ALICE WON'T BE EIGHTEEN FOR MONTHS.
WE CAN'T TANGLE THIS UP FOR THAT LENGTH OF TIME IN A SIMPLE CIVIL CASE...


WHAT WE HAVE TO DO IS PROVE TO ALICE'S FATHER THAT SHE CAN STAND ON HER OWN. IF SHE HAS HIS PERMISSION TO LIVE ALONE, ALL'S WELL--NO LEGAL ACTION NEEDED!

OKAY, GREAT. BUT SHE'LL NEED A JOB--AND HER OWN PLACE...
I'LL GET ON THAT RIGHT NOW.

MIKE AND ADAM ARE WORKING THROUGH LUNCH ON YOUR CASE, ALICE. I THOUGHT WE'D MAKE SOMETHING SPECIAL FOR THEM AND TAKE IT OVER.
THAT'S GREAT, NANCY.
WOW, THAT'S THE THIRD TIME YOU'VE WASHED YOUR HANDS TODAY! AREN'T YOU OVER DOING THE CLEANLINESS BIT?
"YOU CAN'T "OVER-DO" KEEPING CLEAN, ALICE, ESPECIALLY WHEN PREPARING FOOD.
BUT YOUR KITCHEN'S SPOTLESS! THERE'S NO GERMS AROUND HERE.
ALL FOODS--? THEN WHY AREN'T WE ALL SICK?
THE SECRET'S IN HOW YOU PREPARE THE FOOD YOU EAT. FIRST, YOU HAVE TO HAVE CLEAN HANDS.
OKAY, YOU'RE THE BOSS.
WHAT ELSE?
WELL, YOU NOTICED I KEPT THE MEAT AND BREAD IN THE REFRIGERATOR? ALL FOODS MUST BE PUT IN THE REFRIGERATOR AS SOON AS POSSIBLE.
YOU SHOULDN'T LEAVE FOOD ON THE TABLE OR STOVE FOR ANY EXTENDED PERIOD OF TIME.
I SEE! I NEVER DID LIKE FOOD THAT HAD BEEN LEFT OUT.

RIGHT. FOODS SHOULD BE SERVED EITHER VERY COLD OR VERY HOT.

YOU SHOULD ALSO REMEMBER TO USE CLEAN DISHES. AND WHEN FIXING MEALS, COVER YOUR MOUTH WHEN YOU COUGH OR SNEEZE. KEEP YOUR HANDS AWAY FROM YOUR HAIR AND MOUTH WHEN YOU'RE COOKING.

HAVE SOMEONE ELSE PREPARE THE FOOD IF YOU HAVE A CUT OR SORE ON YOUR HAND.
AND BE SURE TO KEEP FOOD WHERE IT WON'T BE INVADED BY FLIES, ROACHES OR MICE.
ROACHES, MICE... UGH!

BREAK TIME, FELLAS.
HI, MIKE. HI MR. DRAKE.
LUNCH! RIGHT ON TIME. I'M FAMISHED.
AND SERVED BY THE TWO PRETTIEST WAITRESSES IN TOWN!

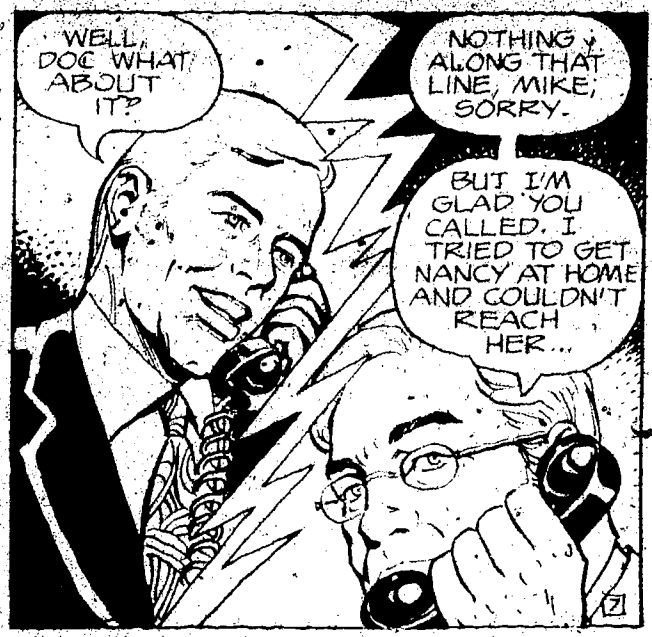
FLATTERER! EAT AND KEEP QUIET.
ANY SOLUTIONS YET?
MAYBE. ALICE, DO YOU HAVE ANY SKILLS?
WELL, I CAN TYPE FAIRLY WELL. AND I'VE HAD A COUPLE OF COURSES IN SHORTHAND...
6

WELL, WE MAY BE ON THE FIRST STEP ALREADY--A JOB FOR YOU!
A JOB? WHAT'S YOUR ANGLE, MIKE?
GOOD LUCK, ALICE. I'VE--ER--GOT AN ERRAND TO RUN...

NAN--! WHERE--?
OH-- DR. LACEY? MIKE KARR HERE.

DOC, I'VE GOT A YOUNG LADY HERE WHO'S A WHIZ WITH A TYPEWRITER AND COULD USE A JOB. I WAS WONDERING IF YOU KNEW OF ANY OPENINGS?
A JOB? WHAT'S UP?

ALICE, WE FIGURE IF YOU HAVE A JOB, SOME RESPONSIBILITY AND A PLACE OF YOUR OWN, IT WILL CONVINCE YOUR FATHER THAT YOU CAN STAND ON YOUR OWN.
HEY, THAT'S FANTASTIC!


WELL, DOC WHAT ABOUT IT?
NOTHING ALONG THAT LINE, MIKE, SORRY.
BUT I'M GLAD YOU CALLED. I TRIED TO GET NANCY AT HOME AND COULDN'T REACH HER...

I DIDN'T KNOW NANCY HAD BEEN TO SEE YOU RECENTLY, DOC. ANY PROBLEMS?

WELL, NO...NO NOT REALLY, MIKE. NANCY'S JUST FEELING A BIT OUT OF ENERGY. SHE DIDN'T WANT ME TO WORRY. AND I HOPE I'M NOT. THERE'S NOTHING TO WORRY ABOUT.
WELL, NANCY JUST LEFT HERE AND SAID SHE HAD AN ERRAND TO RUN. I DON'T KNOW WHEN SHE'LL BE HOME.

I'LL TELL HER TO CONTACT YOU AS SOON AS I CATCH UP TO HER...
MIKE, ANYTHING WRONG?

OKAY, MIKE. THANKS.
G'BYE, DOC.
UHHH...NO, NOTHING WRONG, ADAM.

DR. LACEY HAD NOTHING FOR YOU, ALICE, BUT I HAVE SOME OTHERS ON MY LIST.
A JOB! WOW, IT WOULD BE REALLY GREAT TO BE SELF-SUPPORTING FOR ONCE.

I'VE GOT OTHER WORK, ALICE. I THINK MIKE HAS THE SITUATION WELL IN HAND.
UH, OKAY, MR. DRAKE. I DON'T KNOW HOW TO THANK YOU FOR ALL --YOU'VE DONE.

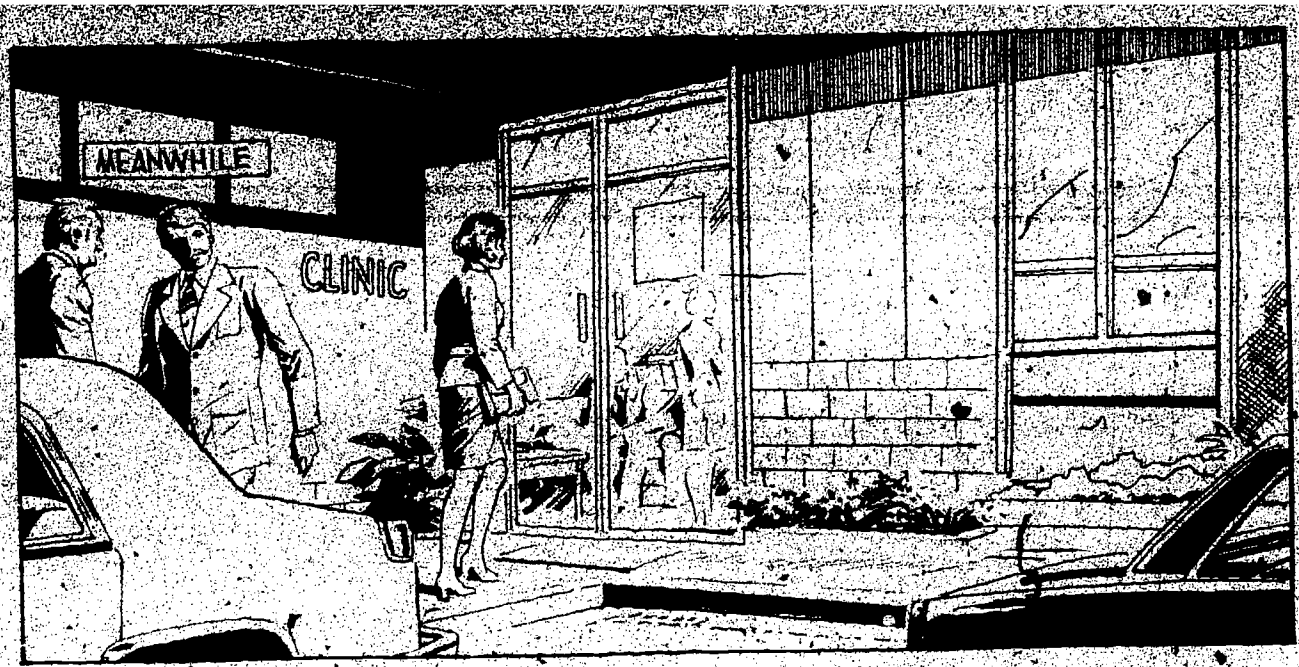
DON'T THANK US-- WAIT'LL YOU GET OUR BILL. HA. HA. HA.
HA. DON'T JOKE! IF I GET A JOB, I'LL BE ABLE TO PAY YOU!

ANY LUCK?
SHHH! I'M ON HOLD WITH DR. HENDERSON, A LOCAL PSYCHIATRIST.
WE MAY HAVE SOMETHING HERE...

DR. HENDERSON? MIKE KARR. I WAS WONDERING IF YOU COULD HELP ME --AND A FRIEND OF MINE?

GOOD NEWS, ALICE. DR. HENDERSON'S LOOKING FOR A RECEPTIONIST. YOU CAN APPLY RIGHT AWAY.
OH, MIKE, EVERYTHING'S GOING TO WORK OUT!

9


MEANWHILE
CLINIC

NANCY! WHAT A COIN-CIDENCE. I JUST TALKED TO YOUR HUSBAND.
Y-YOU CALLED MIKE? WHY?

NO, NO HE CALLED ME AND I DIDN'T TELL HIM ANYTHING.
NOW, HOW ARE YOU FEELING?

OH, A BIT BETTER. THE DIET YOU GAVE ME YESTERDAY SEEMS EASY ENOUGH...
W-WHAT WAS MIKE CALLING ABOUT?
OH, HE WANTED TO KNOW IF I KNEW OF A JOB FOR ONE OF HIS CLIENTS. I COULDN'T HELP HIM.
HE SEEMED SURPRISED TO KNOW YOU'D COME TO SEE ME.

SURPRISED? I SHOULD SAY SO. WHAT IF HE THOUGHT I WAS ILL? DID YOU GET THE RESULTS OF MY PHYSICAL?

YES, YES THE RESULTS ARE BACK, NANCY. I--
UH-- EXCUSE ME...
OH, IT CAN'T BE SERIOUS... IT JUST CAN'T. OH, WHY NOW? WHY WHEN EVERYTHING ELSE SEEMS TO BE GOING SO WONDERFULLY!
WELL, NANCY...
...HERE ARE YOUR TEST RESULTS, NANCY-- YOU'RE A VERY LUCKY WOMEN!
KARR, NANCY
DOCTOR! AM I ALL RIGHT?
OUR STORY CONCLUDED NEXT WEEK.

Published by

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

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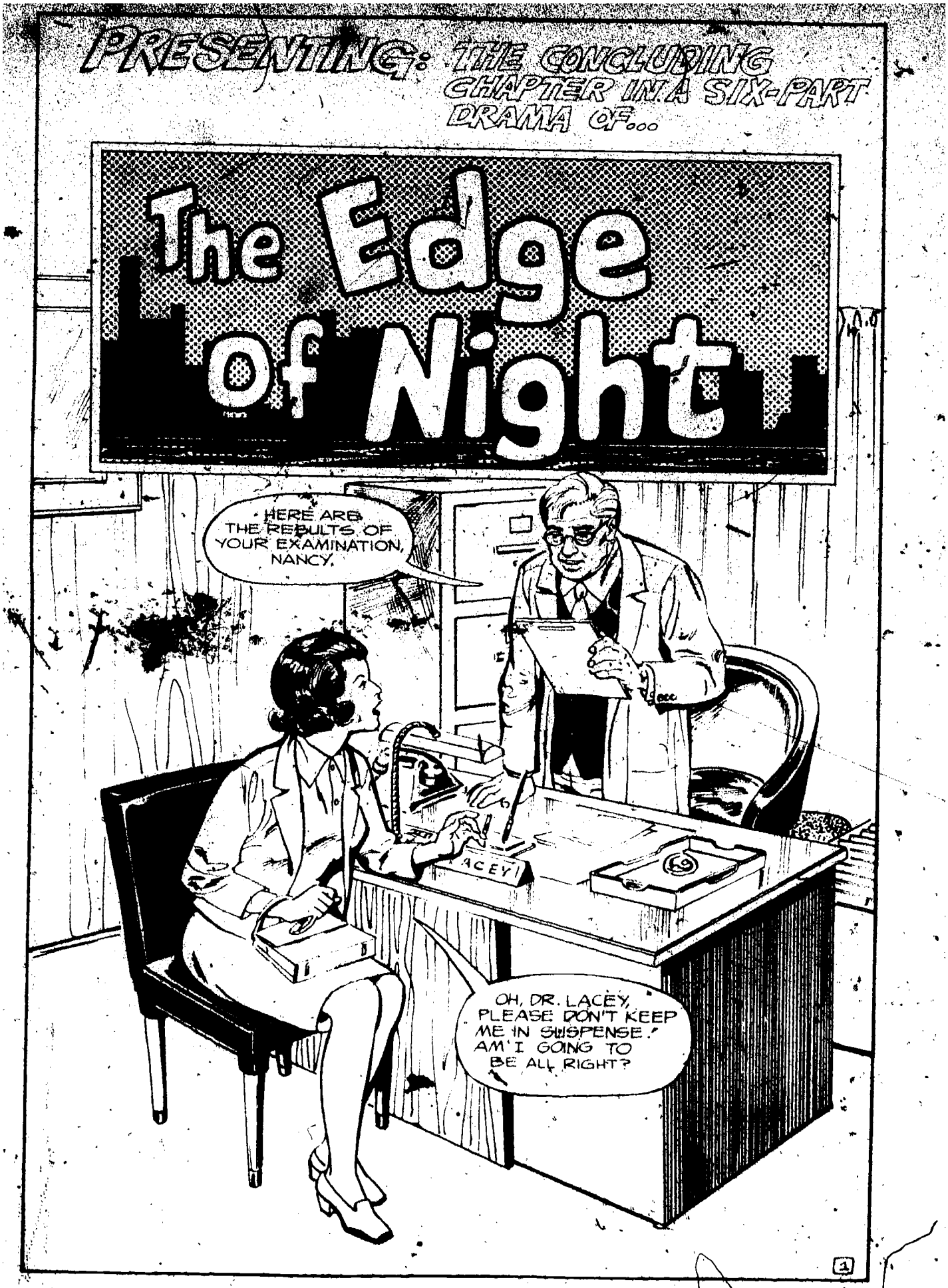

PRESENTING: THE CONCLUDING CHAPTER IN A SIX-PART DRAMA OF...
The Edge of Night
HERE ARE THE RESULTS OF YOUR EXAMINATION, NANCY.
LACEY!
OH, DR. LACEY, PLEASE DON'T KEEP ME IN SUSPENSE! AM I GOING TO BE ALL RIGHT?
1

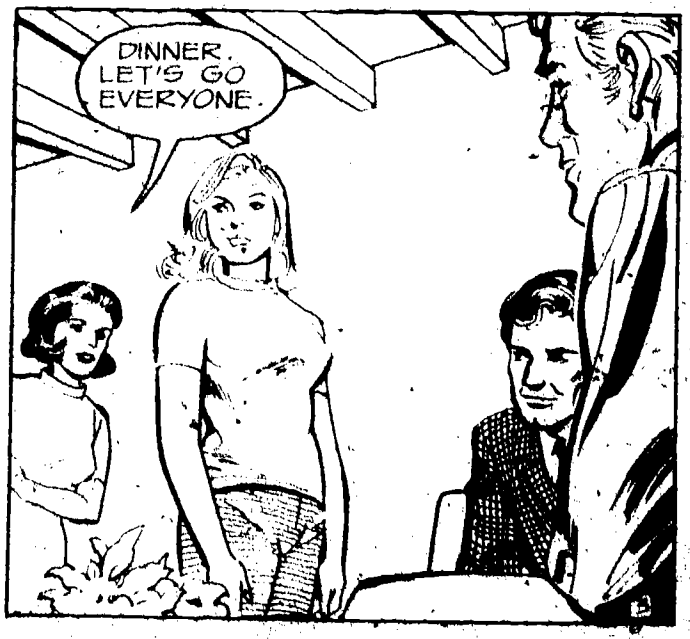
NANCY, YOU'RE FINE.
YOUR WEIGHT GAIN WAS JUST A BIT OF EATING THE WRONG FOODS, AS I SUSPECTED.
OH, WHAT A RELIEF! YOU REALLY HAD ME SCARED. YOUR "BEDSIDE MANNER" LEAVES SOMETHING TO BE DESIRED.
WELL, CHALK IT UP TO DRAMATICS, NANCY.
YOU MEAN YOU WANTED TO FRIGHTEN ME, DOCTOR?
WELL, IN A WAY. YES. I WANTED TO ILLUSTRATE HOW ORDINARY WORRY CAN CAUSE PROBLEMS.
IT WORKED. I THINK I'LL LEAVE THE DIAGNOSING TO THE DOCTORS FROM NOW ON.
EXACTLY MY POINT. JUST FOLLOW THE DIET I GAVE YOU AND YOU'LL BE FINE.
IT JUST PROVES THAT WE NEED TO FOLLOW GOOD NUTRITION PRACTICES AT ALL TIMES.
WELL, YOU CHECK OUT FINE IN ALL AREAS. REASSURE YOUR HUSBAND. HE SOUNDED A BIT UPSET WHEN I SPOKE TO HIM.
MIKE DIDN'T EVEN KNOW OF MY FEARS, DOCTOR. BUT I'LL BE SURE TO TELL HIM EVERYTHING'S OKAY. THANKS FOR THE CLEAN BILL OF HEALTH.

ALICE WINSTON'S FATHER AND STEP-MOTHER WILL BE HERE TOMORROW. DO WE HAVE ALL OUR PRESENTATION READY TO SHOW THE JUDGE?
ALMOST. I WISH WE COULD'VE SETTLED ALL THIS WITHOUT GOING TO COURT, BUT THE STATE PROCESS WAS STARTED BY MR. WINSTON.

YES, AND AS ALICE'S REPRESENTATIVES WE HAVE TO SHOW THAT EVEN THOUGH SHE'S ONLY SEVENTEEN, SHE CAN STAND ON HER OWN.
WELL, SHE APPLIED TO THAT RECEPTIONIST'S JOB WITH DR. HENDERSON AND HE HIRED HER ON THE SPOT.

FELLAS, DINNER'S ALMOST ON. READY?
OH, YES ALICE, THANKS.
WE'RE ALMOST DONE HERE. IT LOOKS AS IF WE HAVE A GOOD CASE.

I HOPE SO. I'D REALLY LIKE TO SHOW DAD I CAN BE INDEPENDENT.
I'VE MY JOB AND THE APARTMENT YOU FOUND ME IS PERFECT, ALTHOUGH I'LL MISS LIVING WITH YOU AND NANCY, MIKE.


DINNER. LET'S GO EVERYONE.

WELL, ALICE, THIS IS YOUR LAST DINNER WITH US FOR AWHILE. I'LL HELP YOU STOCK UP YOUR OWN PLACE TOMORROW.
THANKS, NANCY.

NANCY, IN A FEW WEEKS I'LL HAVE SAVED ENOUGH FROM MY SALARY TO PAY YOU BACK FOR ALL THIS.
HOW ABOUT INVITING US TO DINNER INSTEAD, ALICE. SINCE YOU'VE BEEN WITH US YOU'VE SHOWN ME WHAT AN EXCELLENT COOK YOU ARE.

WELL, OKAY. DINNER WOULD BE FUN. BUT I STILL HOPE I CAN SAVE ENOUGH TO PAY YOU BACK.
THIS IS A GOOD PLACE TO START SAVING, ALICE, IF YOU FOLLOW WISE SHOPPING PRACTICES.

WHAT DO YOU MEAN?
FOR EXAMPLE, TODAY MANUFACTURERS OF FOOD TRY TO MAKE COOKING A LITTLE EASIER FOR US. THEY PUT BISCUITS IN CANS, CAKE MIXES IN BOXES, AND STEWS IN CANS.
4

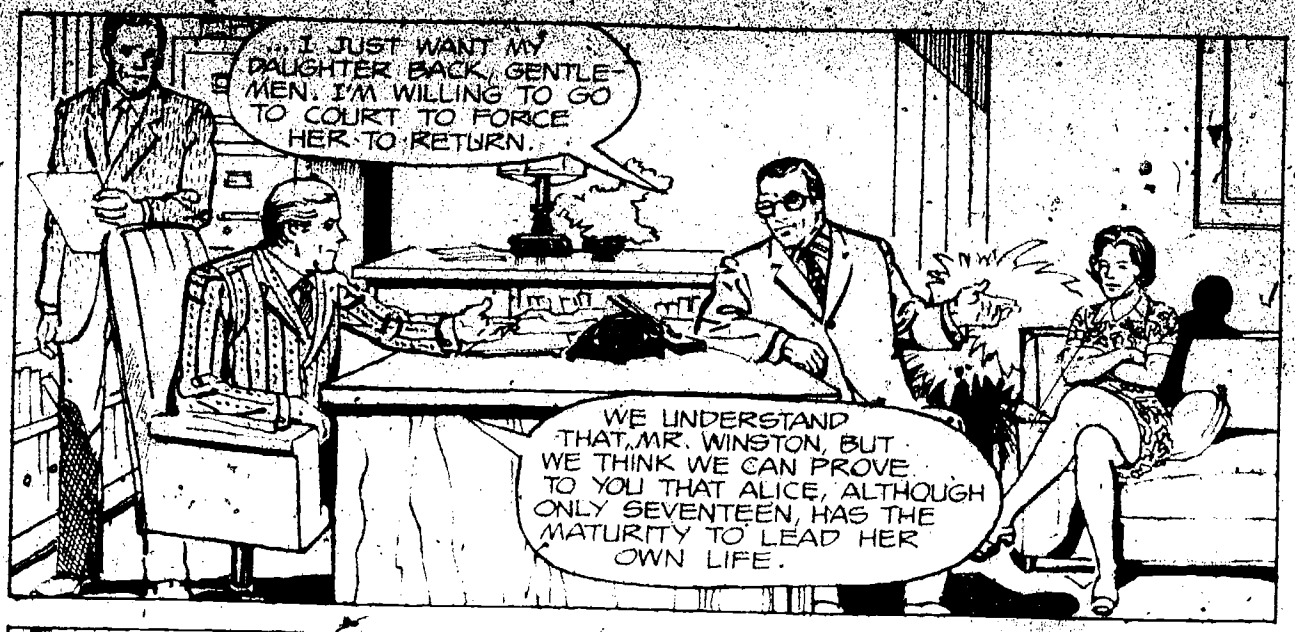
AND FROZEN FOODS.
YES, RIGHT. BUT WHEN YOU BUY PARTIALLY PREPARED FOODS, BE SURE TO READ THE DIRECTIONS SO YOU'LL HAVE ALL THE INGREDIENTS TO COMPLETE THE DISH... LIKE EGGS YOU'LL NEED FOR THIS CAKE MIX.
...AND BE SURE THE DISH WILL SAVE YOU TIME. BUY GOOD QUALITY BRANDS YOU CAN TRUST SO YOU CAN REALLY GET YOUR MONEY'S WORTH.
AND MAKE SURE YOUR FAMILY LIKES WHAT YOU BUY.
DO YOU ALL LIKE BEEF STEW?
WE LOVE IT!
THEN THAT'S OUR MENU!
OUR--? YOU MEAN YOU'RE COOKING FOR US TONIGHT?
RIGHT. I WANT TO SHOW MY FATHER MYSELF THAT I CAN STAND UP ON MY OWN!
I ADMIRE YOUR CONVICTIONS, ALICE, I JUST HOPE IT ALL WORKS OUT FOR YOU.

THIS IS THE PLACE, MR. WINSTON.

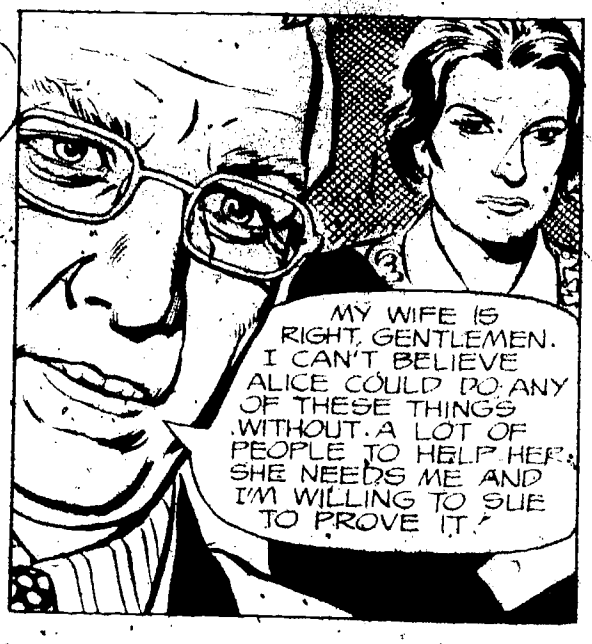
MIKE, ADAM, MEET MR. AND MRS. WINSTON, ALICE'S FATHER AND STEP-MOTHER. FOLKS, MR. KARR AND MR. DRAKE.
GLAD TO SEE YOU PEOPLE. I HOPE WE CAN CLEAR THIS UP RIGHT AWAY.
I HOPE SO TOO, MR. KARR.
MMMM...

MIKE, I HAVE TO RUN..
MR. AND MRS. WINSTON, I'LL LEAVE YOU HERE IN THESE CAPABLE HANDS.
THANK YOU, CHIEF.

I'M HOPING WE CAN SETTLE THIS WITHOUT HAVING TO GO TO COURT, MR. WINSTON. I'M SURE WE CAN ILLUSTRATE TO YOU HOW ALICE CAN BE INDEPENDENT AND CAN LEAD A LIFE OF HER OWN.
ON HER OWN--- THE UN-GRATEFUL WENCH---
NOW, HARRIET...
6


...I JUST WANT MY DAUGHTER BACK, GENTLEMEN. I'M WILLING TO GO TO COURT TO FORCE HER TO RETURN.
WE UNDERSTAND THAT, MR. WINSTON, BUT WE THINK WE CAN PROVE TO YOU THAT ALICE, ALTHOUGH ONLY SEVENTEEN, HAS THE MATURITY TO LEAD HER OWN LIFE.

WE'VE FOUND ALICE A GOOD JOB AND A VERY NICE APARTMENT...
YOU FOUND IT? THEN SHE CAN'T DO ANY OF THESE THINGS WITHOUT HELP FROM SOMEONE ELSE!


MY WIFE IS RIGHT, GENTLEMEN. I CAN'T BELIEVE ALICE COULD DO ANY OF THESE THINGS WITHOUT A LOT OF PEOPLE TO HELP HER. SHE NEEDS ME AND I'M WILLING TO SUE TO PROVE IT!

OKAY, I SEE WE CAN'T COME TO AN AGREEMENT OUT OF COURT, SO WE'LL SEE YOU NEXT WEEK --IN COURT.
I'M SORRY WE--
RRRRRING

HELLO? WHO--? OH! ALICE!
7

WHERE ARE YOU? YES, YES, THEY'RE HERE RIGHT NOW.

YOUR FATHER WANTS TO SPEAK TO YOU. DO YOU WANT TO TALK TO HIM?
LET ME TALK TO HER, COUNSELOR.

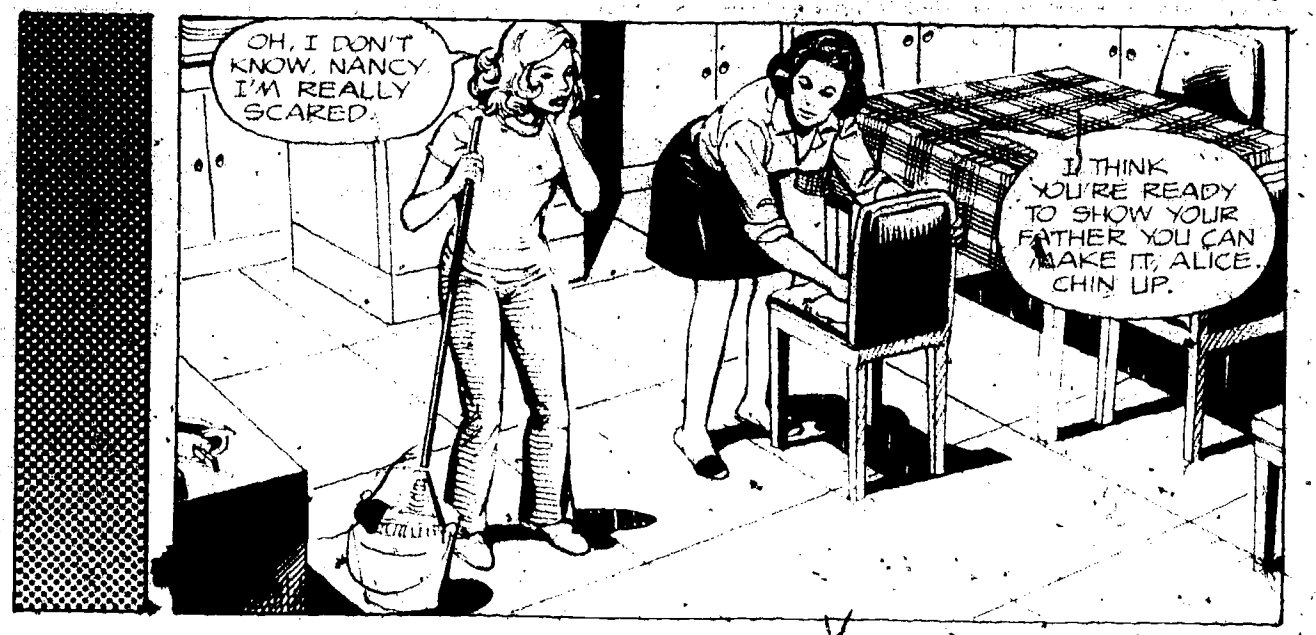
SHE DOESN'T WANT TO TALK TO YOU RIGHT NOW, MR. WINSTON, BUT SHE HAS A PROPOSITION TO MAKE...
PROPOSITION...?
CAREFUL, GEORGE. IT'S SOME SHYSTER TRICK.

QUIET, HARRIET.
SHE WANTS US ALL TO GO AND MEET HER-- AT HER NEW APARTMENT.

HER OWN APARTMENT--? UHH...OKAY, WE'LL COME...
WE'RE ON OUR WAY, ALICE. 'BYE.

MIKE, ARE YOU SURE THIS IS A WISE MOVE TO MAKE? I'M NOT SURE WE'RE NOT VIOLATING SOME SORT OF COURT ORDER.
LOOK, ADAM, SUMMONSES HAVEN'T EVEN BEEN ISSUED YET, AND I'D LIKE TO SETTLE THIS ENTIRE THING OUT OF COURT AS FAST AS I CAN.

IT'S JUST A TEN MINUTE JAUNT, FOLKS. SIT BACK AND WE'LL BE THERE SOON.


OH, I DON'T KNOW, NANCY. I'M REALLY SCARED.
I THINK YOU'RE READY TO SHOW YOUR FATHER YOU CAN MAKE IT, ALICE. CHIN UP.

I WANT TO THANK YOU FOR THE FURNITURE. IT'S JUST PERFECT.
WELL, IT WAS JUST TAKING UP SPACE IN OUR ATTIC AND I'M GLAD SOMEONE CAN PUT IT TO GOOD USE.

KNOCK KNOCK

D-DADDY!

NANCY, ARE YOU ALL RIGHT? I TALKED TO DR. LACEY--
I'M FINE, MIKE. I'LL TELL YOU ALL ABOUT IT LATER. LET'S CONCENTRATE ON THIS FAMILY RE-UNION NOW.

WELL, NOW WHAT'S THIS ALL ABOUT--YOU LIVING ALONE?
OH, DADDY. I CAN DO IT-- I CAN. LOOK.
CHECK

WELL, THAT'S A HEALTHY SUM. WHAT'S IT FOR?
DADDY, THAT'S AN ADVANCE CHECK MY NEW BOSS, DR. HENDERSON, GAVE ME FOR MY FIRST TWO WEEKS PAY AT MY RECEPTIONIST JOB.
SEE, I CAN MAKE A LIVING FOR MYSELF!

AND THIS IS MY HOME! I'M USING PART OF MY CHECK FOR THE FIRST MONTH'S RENT.
UHHH... WHAT'S THAT SMELL?

UHH... HARRIET, THAT'S DINNER. I COOKED IT MYSELF AND YOU'RE ALL INVITED TO STAY. MY FIRST MEAL IN MY FIRST HOME --ALL MY OWN.

GENTLEMEN, I THINK YOU'VE PROVED YOUR POINT ADMIRABLY. MY LITTLE GIRL ISN'T LITTLE ANY MORE-- AND SHE'S NOT "MINE" ANY LONGER.
I'M DROPPING MY SUIT.

OH, DADDY! THANK YOU! THANK YOU!

-THE END-

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