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Growth and Health Project

A MANUAL FOR LOCAL LEADERS

By Lucy A. Case



Oregon State System of Higher Education
Federal Cooperative Extension Service
Oregon State College
Corvallis

Club Series S-11

1946

4-H Club Growth and Health Project

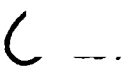
FOREWORD

A factor that has made the 4-H Club program educationally effective, and has had an important bearing on the continued growth and popularity of the movement, is the manner in which the projects are organized around activities that have intimate relationship to the everyday activities of the members.

No topic of study or practical activity can be of more far reaching importance to the individual club members, their families, and community than a thorough project in health. It offers many opportunities for close cooperation between the club group, the school, the home, and the community. Distinct growth in personality and citizenship for club members is sure to result when they see the interrelationships that exist among the school, the home, and the community and do something about promoting a co-operative activity involving all of these institutions.

The 4-H Club's "Growth and Health Project" affords an excellent opportunity for the program to render fine service to individual club members and to the community. The State Department of Education is interested in this activity as it is in all the work of the 4-H Clubs. As Superintendent of Public Instruction, I am happy to indorse this project and hope that the efforts of all club leaders will meet with the greatest success.

Redacted for privacy

 Superintendent of Public Instruction

Growth and Health Project

A MANUAL FOR LOCAL LEADERS

By

Extension Nutritionist LUCY A. CASE

INTRODUCTION

The material that is presented for the use of club leaders in Health Education has been very carefully integrated with the health instruction materials prepared by the State Department of Education. The elementary school teacher will find that she can fulfill the school requirements for health education through her 4-H health club work as the health club is carried on as a part of her regular school work.

The activities required in the 4-H club work are excellent for building the health habits that are so essential to the developing child. The motivation supplied by the club work should make health teaching more enjoyable for the teacher and more meaningful to the pupil.

DOROTHA E. MOORE, *Supervisor of
Health and Physical Education,
State Department of Education*

Directions to local leaders

As this project follows the State Course of Study in Health Education, local leaders are normally the school teachers of that subject, and the project continues throughout the school year. This bulletin outlines two years of 4-H Club programs in Growth and Health. The first year's program corresponds to Cycle II of the State Course of Study and suggests material for 22 club meetings. The second year's program corresponds to Cycle III and suggests material for 26 meetings. One or two meetings are reserved at the end for school programs and completion of club members' Record Books.

These lessons can be developed from concrete problems in the lives of the children and in their school activities. Guide the children to gather evidence by reading the references and in other ways that provide scientific facts on their problem. Help them to understand enough about the problem to decide for themselves what is the desirable procedure; also to develop in them an effective desire to

practice it. By the fifth grade, children want to know the underlying facts and reasons for teachings. Let them find the evidence and be convinced. Guide their conclusions to a definite and practical course of action. As far as possible let every lesson furnish opportunity for child participation and child activity. Work on one problem or project at a time, but let the children see their relationships. Keep objectives clear.

It is customary to use the regular Hygiene class periods and to have individual club members read references and make reports on topics, followed by group discussion. Further emphasis can be given to the most vital topics by projects, team demonstrations, dramatizations, and school programs. See the list of films at the end of this bulletin. They can be ordered through your county extension agent and many have no rental charge. At ten of the meetings, officers should preside, in order to have a standard club.

Selection of local health projects

Although it is advisable to follow the outline of topics in most cases, the special needs of your club members may justify spending more than the allotted time on some particular project. Choose projects that fit your club members' and community needs and carry them out. The main thing is to help the children to accomplish improvement in their condition and habits, rather than merely talk and recite about topics. When a situation or problem arises in your classroom or club that can be solved by a health lesson, that is the time to bring up the subject and to develop a plan for putting the health lesson into practice. Select the projects you think are most needed in your community and adjust the program of club meetings to fit the needs.

Reports

Each child should fill out pages 2, 5, and 6 (first half) of the Health Project record book at the beginning of the club term. At the end of the club term, he should fill out the last half of page 6 and pages 7 and 8, and write the story of his year's work on page 8. Local leaders will please fill out page 3 and the top of page 4 at the beginning and end of the school year and page 8 at the end of the school year. A complete report of every child enrolled, unless he has moved

away, is necessary for the completion of the club project. Project record books should be kept in the custody of the club leader when not in use. Completed project record books should be sent to your county worker before the close of school in the spring.

Contests for best physical condition

At the end of the school year or early the next fall, all Health Club members in good standing, with record books completed, are eligible to Growth and Health contests. The county nurse or extension worker may arrange a local or county contest at which club members will be scored by physicians and dentists, and the boy and girl in the best physical condition will be chosen. A copy of the medical score card may be obtained by addressing State 4-H Club Office, Corvallis. Children should work for a high medical score and should try to obtain correction of remediable defects. The winning boy and the winning girl of the county are eligible to compete at the State Fair. State winners are eligible to the national contest at Chicago, if they are in their fifteenth to eighteenth years.

Improvement is the important thing

Improvement of club members' medical scores from year to year is the important thing. Improvement should mean even more than winning a contest on best condition. Recognition should be given to club members who improve their scores and who improve their habits. Medical examinations both in September or October and in April would be highly desirable as basis for a contest in improved physical condition. Local winners as well as county winners should be chosen by a medical physician and a dentist, if possible; otherwise by the county nurse. It is considered wise to withhold prizes until an authorized person can be obtained for physical examinations.

The motto of the 4-H Club Growth and Health Project is "Be your own best exhibit." For example, if a boy or girl exhibits a calf at the fair, the child himself should be even better grown, better fed, and better groomed than his calf.

Textbook references for graded and ungraded schools

Oregon schools have adopted the following textbooks in Health Education for the years 1941 to 1947: Safe and Healthy Living Series by J. Mace Address, I. H. Goldberger, Grace T. Hallock, Elizabeth B. Jenkins, and Marguerite P. Dolch, and *Be Healthy* by Katherine B. Crisp. The number of stars on the back of the first series of textbooks corresponds to the number of the school grade for which it was intended. References in this manual are given separately to the four star, five star, six, seven, and eight star and Crisp textbooks and are to be read by club members in corresponding grades. New adoptions of textbook go into effect July 1, 1947.

Sending for reference material

Various educational agencies have kindly cooperated in furnishing free literature and illustrative material. They are not in a position to furnish it in quantities, however. Local leaders are requested to order only one copy of free publications unless otherwise specified. Extension Service workers may obtain Oregon State College publications in quantities but are requested not to send to other organizations for more than one copy of their material unless so indicated.

Outline for 22 meetings in Cycle II of State Course of Study

A: STRUCTURE AND FUNCTIONS OF THE HUMAN BODY

Meetings 1 & 2: Physical inspection and examination, record books

This part of the program is in charge of the county nurse, Extension worker, or the teacher. Follow the State Board of Health Program in regard to physical inspection for all children.

Try to cooperate during the year with parents, local doctors and dentists, and county health departments for correction of defects that can be remedied, such as poor vision, poor hearing, obstructed breathing, and diseased teeth and tonsils.

Aims or objectives:

1. To foster a desire for good health and to develop a sense of need for health study.
2. To obtain for each child a physical inspection according to state law.
3. To give children and parents an understanding of what physical defects need correction.
4. To keep records for beginning of project in Health Club Project record book, page 2.
5. To get children to select health habits for personal improvement. See pages 5 and 6 of Record Book. (Talk this over with club members.)

References on physical examinations and weight:

Andress and Goldberger, *Teachers' Manual for the Upper Grades*.

Safe and Healthy Living Series. Pages 19-22, Tables of Weight in Relation to Age, Height, and Type.

Charters, etc., textbooks, Health and Growth Series, Grades 5 through 8. Appendix, tables, Weight in Relation to Age, Height, and Type.

Andress and Goldberger textbooks

Six stars, *Building Good Health*, pages 13, 19, 38-40, 176-177.

Other reference material:

Oregon State College, obtainable free of charge from 4-H State Club office, Corvallis, Oregon:

C-1137. *A Few Points about Weight—Directions for Taking*. Tables of average annual gains for each type. Tables of required sleep.

Available free from Mrs. Azalea Sager, State Home Demonstration Leader:

HE 163. *Correcting Underweight*. Two pages.

Things to do:

1. Arrange for annual physical inspection of all children. Club leaders fill in lefthand column, pages 3 and 4 of Health Club Project record books.

2. Send for circular C-1137 which gives directions for weight and normal rate of growth. Weigh and measure. Record first weighing figures on page 2 of record book. Have club members start weight graph on same page. Try to weigh them each month under the same conditions and have them fill in the squares of the weight graph each month. These squares should climb steadily upward. The important thing is steady, normal *gain* in weight. "Keep growing" is a good slogan.

3. Each child should read and think over the list of health habits on pages 5 and 6 of the record book. Check at the left side one in which he intends to make improvement. He should try to improve himself in one health habit at a time. The total for the year should be at least four improved health habits.

Meeting 3: Keeping fit

Aims or objectives:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 62.

References:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 64.

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 55-56.

Five stars, *Doing Your Best for Health*, foot page 69-71.

Six stars, *Building Good Health*, foot page 213.

Other reference material:

Oregon State College, available from the State 4-H Club Office, Corvallis, Oregon:

FB 602. *Production of Clean Milk*. Illustrated. No charge.

Things to do:

Give a team demonstration on clean handling of milk. Include sterilizing of containers, cleaning of hands, cleaning of udders, preferred type of bucket, clean strainer, quick cooling, and proper storing and covering after cooling.

Meetings 4 & 5: Care of special senses**Aims or objectives:**

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 60, 61, 65.

Good aims in taking care of the eyes:

1. Indirect light reflected from the ceiling or light that is distributed by a semitransparent shade helps to prevent glare.
2. Have the light come over your left shoulder while writing, if you are right-handed, so that a shadow is not in the way.
3. Hold or rest your book or other work in a steady position.
4. Read with the light above your book and back of you, but do not sit in your own light.

5. Read books and magazines with large black print on dull, not glossy, paper.
6. Avoid using your eyes when you are ill, especially if recovering from measles.
7. Avoid reading while lying down.
8. Avoid reading while traveling or walking.
9. Avoid direct rays of the sun on your book.
10. Avoid overworking your eyes by reading too long.
11. Light should fall on the object at which one is looking rather than in the eyes. Eye shades may be worn, if it is necessary to look into the light.
12. Have eyesight tested at least once a year. In case of trouble consult an eye specialist and have your vision corrected.
13. If you have glasses, wear them as directed by the eye specialist. Take them back every few months to have the bows adjusted.
14. Report any eye discomfort to your leader or parents. Keep fingers, soiled handkerchief, and all other objects away from the eyes.
15. Know how to test the adequacy of light by meter.

References on the Sense Organs:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 68.

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 112-139.

Five stars, *Doing Your Best for Health*, pages 116-139.

Six stars, *Building Good Health*, pages 156-175.

Things to do:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 67.

1. See Andress and Goldberger textbooks.
Four stars, *Safety Every Day*, pages 122, 129-130, 138-139.
Five stars, *Doing Your Best for Health*, pages 135-139.
2. Check regularly the water in the humidifier for your school.

Possible project:

For schools without ventilating systems. If your schoolroom lacks ventilating screens in windows, perhaps some of the manual training boys could make them. See pictures in Charters-Smiley-Strang textbook, Grade VIII, page 94.

Write for information and literature to the National Society for the Prevention of Blindness, 1790 Broadway, New York 19, N. Y. Also John Hancock Life Insurance Company, Boston, Mass.

Meetings 6 & 7: Posture

Good posture means to stand tall without stiffness.

The accompanying drawings illustrate "good" posture, "fair" posture, "bad" posture, and "very bad" posture.

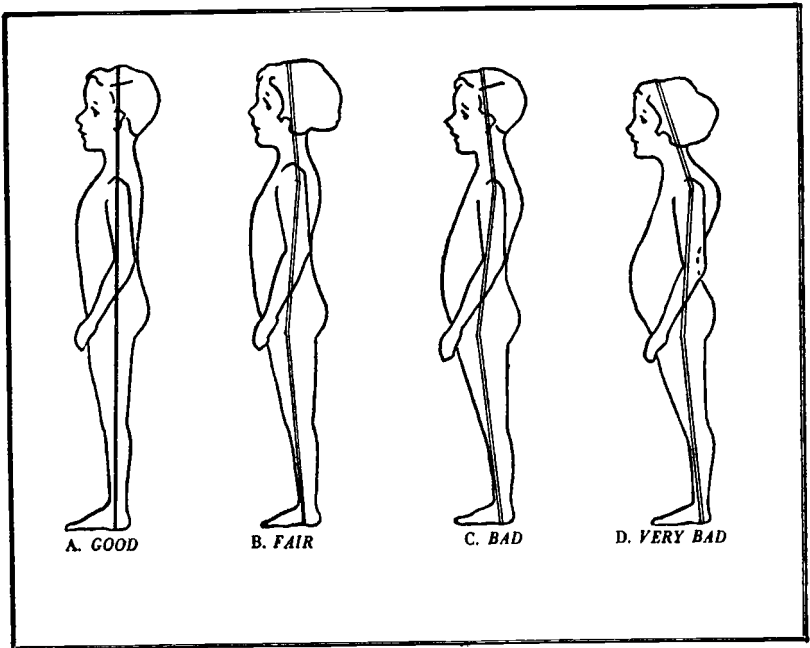
Figure "A" shows a straight line running through the main segments of the body. At a point immediately in front of the heel is situated the keystone of the bony arch of the foot and upon this point the weight of the body should rest. The line runs from this point through the fore part of the knee, through the middle of the hip, the middle of the shoulder, and through the ear. In this position the weight of the body is balanced best.

Figure "B" shows a slight sagging of the stomach, the weight being thrown forward in that section of the body. To counter-balance this the shoulders must go backward; in an effort to overcome the weight thus thrown back, the head falls forward.

In figures "C" and "D" these zigzag lines are increased. Example of such postures may be found in any group.

Postures may be classified as A, B, C, or D, by comparison with these figures. Until you are accustomed to judging, you will

POSTURE STANDARDS



Adapted from *Posture Profiles*, Minnesota Public Health Association

find it helpful to suspend a plumb line from an object seven or eight feet high. Any twine with a weight attached will do. The twine should barely clear the floor.

The best way to secure good posture in others is to try to have them "get the feel of it."

1. Do not stand stiffly. Good posture is a relaxed position, though there should be a stretched feeling.
2. Do not place all your weight on the heels. Notice that when you lower the heels, the weight is divided between the heels and the balls of the feet. "Get the feeling" for that.
3. Do not throw the knees back. Keep them in an easy position.
4. Keep a stretched feeling just above the hips.

5. Bring the back of your neck against your collar and chin in.
6. Move the upper part of your arms back. This keeps the shoulder blades flat. Good posture means to stand as tall as you can without stiffness.

Aims or objectives on good posture:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 69.

1. To walk and stand, feeling as tall as possible, with toes pointing straight ahead (in most cases), knees relaxed, abdomen and buttocks drawn in.
2. To sit with feet on floor (heels and toes), thighs and legs making right angles at the knees, chest up and forward, buttocks touching back of the chair, abdomen held in, head high, chin in.
3. To sleep stretched out, not curled up.
4. To observe good form in baseball, running, tennis, swimming, and other sports and games.
5. To fit furniture to the child, so that feet rest on floor and elbows are at level of the desk when hanging at sides.
6. To understand dependence of good posture on good habits of eating and rest, and on furniture that fits the body.

References:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 71.

Andress and Goldberger textbook.

Five stars, *Doing Your Best for Health*, pages 174-178, 202-209.

Other references:

Available free of charge from Mrs. Azalea Sager, State Home Demonstration Leader:

HE 1877, *Buy Shoes That Fit*.

HE 1397, *Good Grooming IV—Care of the Feet*, 10 pages.

Write for free literature to National Foot Health Council, Phoenix Bldg., Rockland, Massachusetts.

Write for free posture posters to Oregon Dairy Council, Terminal Sales Building, Portland, Oregon.

Write for free booklets on posture to Metropolitan Life Insurance Company, San Francisco 20, California.

Things to do:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 70, 71.

1. See suggestions in Andress and Goldberger textbooks.

Five stars, *Doing Your Best for Health*, pages 183-185, 214 (No. 6).

Six stars, *Building Good Health*, pages 144-145 (No. 5), 141-145.

2. Procure pictures of people standing, sitting, in sports, at work—perhaps some contrasting poor postures. Use pictures of the day if possible, athletes, movie stars, sports people, etc.

3. Talk over what their "good form" contributes to their skill or success in various activities.

4. Find some child who has exhibited an animal at a fair or pet show. Have him tell how good appearance or good posture counts in choosing champion animals.

5. The leader may read a story that includes characters that are old, young, vigorous, weak, etc. Ask for volunteers to show how they would stand, sit, or walk if they were taking the parts of the various characters.

Find out from some good play what a young actor does to take the part of an old man.

6. Have someone with a camera take snapshots of children in bathing suits. Side, front, and rear views could be taken with the child standing in front of a white surface. Shadow photographs may be taken with child between light and a white sheet. The pupils may decide for themselves whether or not they like their posture.

7. Work out a posture-checking device.
 - a. Children moving about the room.
 - b. Children standing while talking to someone.
 - c. Children seated, writing, reading.

Note: Posture tag is played by having one, two, or more watchmen check posture of entire group while carrying on regular activities for a given period of time. Each time a person is caught in bad posture, a point is marked against the violator.

8. Give a team demonstration of testing good posture.
9. Children check each other's standing posture by holding plumb line at side.

Possible projects:

1. Have furniture adjusted to the children. Feet should rest on floor. When seated, elbows should be at level of desk when arms are hanging at the sides.
2. Occasional school marches, emphasizing posture. Show moving pictures. See list at end of this bulletin.

B: PERSONAL HEALTH AND FITNESS

Meeting 8: Sleep, rest, play, sunshine, and fresh air

Aims or objectives:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 72 and 74.

1. To have a dark room for sleeping. Head facing away from the morning light.
2. To make up beds so that the bedding under a person remains smooth and free from wrinkles. Coverings should be wide enough to tuck in at the side and prevent their sliding off during the night.
3. To have fresh air without drafts in the sleeping room.

4. To adjust bedroom windows so that they may be opened from both the top and the bottom.

5. SUGGESTED TABLE FOR REQUIRED SLEEP

Age	Amount of Sleep
8- 9	11 hours
10-11	10½ hours
12-13	10 hours
14-15	9½ hours
16-17	9 hours
18 and over	8 hours

6. To remove all day clothing at night.

7. To go to bed clean.

8. To sleep between sheets or blankets that are laundered at least every week.

9. To sleep with head uncovered and body covered.

10. To sleep with mouth closed and without snoring, preferably lying on one's side or stomach.

11. To avoid sleeping with arms under the head or above the head.

12. To show consideration and be quiet when others are trying to rest or sleep.

13. To pause and rest at intervals when at strenuous exercises, such as climbing mountains; to avoid strain and overfatigue.

References on Sleep and Rest:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 76.

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 50, 162.

Five stars, *Doing Your Best for Health*, page 41, foot page 79-80, pages 151-152, 155, 180, 233.

Things to do:

See pages 75-76, Tentative Manual for Elementary Schools, "Health Instruction."

1. If sleeping rooms are not quiet, try to find out how they could be made more quiet. Could the radio, if there is one, be turned low after the children's bed hour? Street noise nuisances might be handled as a community project. Try to find out how early morning noises in rural homes can be decreased or avoided.

2. Practice making a bed with the lower sheet pulled tightly and tucked in tightly, especially at top and sides; upper covering laid to fit the person; upper sheet tucked in well at foot of bed; sheet and blankets plaited at center foot of bed to allow room for feet without pressure from bed clothes; upper bed clothing tucked in at sides so as to prevent sliding to one side; lightweight, warm bed coverings such as wool blankets rather than heavy coverings. Sheets that are too short can be lengthened by an additional piece of muslin.

3. If windows at home cannot be opened easily from both top and bottom, mothers might appreciate having the boys make necessary adjustments.

4. Where persons face the morning light while sleeping, the furniture usually can be rearranged to prevent the sleeper being awakened too early by strong light on the eyes. In some cases, it is wise to make up the bed with the pillows at the foot to avoid facing the light.

5. A study might be made to see whether beds and bedding are thoroughly dry. It is much harder to keep warm in a damp bed than in a dry one.

6. In some cases, help might be given newsboys in making up lost sleep by regular daytime rest periods.

7. Establish a curfew hour.

Write for booklet on *Sleep* to John Hancock Insurance Company, Boston, Massachusetts.

Meetings 9 & 10: Personal cleanliness

(Apply throughout the year.)

Disease often hides in dirt. A clean person has a better chance to keep well and also to be liked by other people than the

person who is not clean. Cleanliness means a clean body, clean hair, clean clothes, clean rooms at home and school, clean way of washing and rinsing dishes, and clean school grounds. Most people enjoy seeing things that look clean and wholesome.

Aims or objectives:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 72-73, 77.

1. Have face, hands, neck, ears, fingernails, and teeth clean each morning when arriving at school.
2. Wash hands before each meal.
3. Wash hands after going to the toilet.
4. Take a full bath at least once or twice a week.
5. Wash the hair regularly, and keep it neatly combed.
6. Use means to control flies and other household pests.
7. Keep food covered.
8. Throw waste in waste containers. Keep floors and grounds neat and clean.
9. Keep toilets clean, free from odor, and well lighted.
10. Clean shoes before entering buildings.
11. Establish habits of orderliness. Have a place for everything and keep things in their places.

References:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 78.

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 140-155.

Five stars, *Doing Your Best for Health*, pages 2-31, 32-53.

Six stars, *Building Good Health*, top of page 61, 190, 215.

Other reference material:

Oregon State College, Corvallis, Oregon.

Available free of charge from Mrs. Azalea Sager, Home Demonstration Leader:

HE 1361 *The Hands and Their Care.*

HE 1363 *The Skin and Its Care.*

FB 1474 *Stain Removed from Fabrics.* Home Methods. 30 pages. Illustrated.

HE 1945 *Clean as You Go.*

HE 1974 *Easier Wash Days.*

Station Circular of Information 389. *The Use of DDT for the Control of Certain Household Pests.*

Write for free literature to Cleanliness Bureau, 11 W. 42nd St., New York, N. Y.

Write to Metropolitan Life Insurance Company, San Francisco, California, for free literature on clean schools and personal cleanliness.

Things to do:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 78

1. See Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 147, 155.

Five stars, *Doing Your Best for Health*, pages 27-31, 49-53.

2. Morning inspection. Divide the group into teams or rows, and run a contest on a few points of cleanliness such as clean hands, hair combed, clean teeth, and clean handkerchief. Teacher or monitors check each child and secretary keeps records. As a variation, a pinwheel with cleanliness habits listed may be spun to determine which habits will be checked each morning. The uncertainty adds interest.

3. A mirror at a convenient height is useful to help the children attain a neat personal appearance. Give a program and raise money for full length mirrors for girls and boys. Hang the mirror so that the light strikes the person in the face. A long mirror is preferable. The teacher should provide time for necessary corrections.

4. Post interesting pictures from magazines showing cleanliness and health. Beaverboard or calcimined heavy cardboard may be used for a bulletin board.

5. Have children arrange a definite place at home for their dog or cat to stay.

6. In case of untidy appearance of the yard at home, get permission to set things in order. For example, a sagging gate might be straightened. Rubbish could be gathered and burned at a safe distance from buildings. Scattered boards, sticks, and boxes could be neatly piled in a suitable place. A box of lime, a fly screen, and seat covers might be provided in the toilet.

7. Make a tour of improved home yards.

8. Give a team demonstration of a shower bath for boys in trunks. Use garden sprinkling can or homemade device.

9. A class campaign against flies could be planned for the spring. Find out where flies breed. It will be necessary to enlist cooperation if possible from parents for removing breeding places found in and near their homes.

10. Run a contest for the greatest improvement in personal grooming. Have the class vote on winners after two weeks time or more.

11. Keep a scrap book of colored pictures of well-groomed and neatly dressed boys and girls.

Possible project:

Make and keep the school room neat and attractive.

Meeting 11: Clothing

A duck is dressed by Mother Nature with waterproof feathers that keep it dry. A dog is protected from cold by thick hair all over its body. Human beings must think out their own protection from cold and dampness. We should wear clothes that suit the weather in order to keep well. What is the most sensible covering for the feet in wet weather? For body? For head? What clothes are most comfortable when walking home from school on a cold day? On a warm day?

Aims or objectives:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 73 and 79.

1. To wear no tight bands or clothing that interfere with circulation or freedom of movement. Hose should be supported from shoulder or waist, not by leg bands.
2. To change underwear at least once a week.
3. To change all clothing at night and to air both day and night clothes. Clothes hung to air should be away from windows in damp weather.
4. To wear flexible shank shoes with broad, round toes, and broad heels of moderate height. Shoes should be 1 inch longer than the feet and with well-fitting shank.
5. To wear stockings at least $\frac{1}{2}$ inch longer than feet.
6. To understand the effect on body temperature of different clothing materials.
7. To understand relation of posture, correct eating habits, adequate rest, and other health habits, to a well dressed appearance.

References:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 80.

Healthful clothing and its care:

Andress and Goldberger textbook.

Four stars, *Safety Every Day*, pages 156-159.

Five stars, *Doing Your Best for Health*, pages 156, 186, 215.

Other reference material:

Oregon State College Extension Service Bulletins. Available free of charge from Mrs. Azalea Sager, State Home Demonstration Leader, Corvallis.

HE 1750. *Handle with Care*.

FB 1474. *Stain Removal from Fabrics*. Illustrated. 30 pages.

Things to do:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 80.

1. See suggestions in textbooks.

Four stars, *Safety Every Day*, page 159.

Five stars, *Doing Your Best for Health*, pages 211-215.

2. Leader may observe the type of clothing worn by children in your club and the care given it. Base a unit of teaching on the needs observed.

3. In nature study discuss the change in animals' clothing (hair, fur, feathers) to suit the temperature and climate.

4. Use a mirror daily to examine one's own clothing.

5. Cut out pictures and statements about clothing in advertisements. Are they all true? Learn to evaluate or judge ads.

Give a team demonstration on (a) pressing, brushing, and airing of clothes; (b) shoe cleaning.

Possible project:

1. Provide clothes hangers for all at school and use them daily. In case wet wraps do not dry, provide poles or racks in heated room. A length of water or gas pipe may be used.

2. If it is possible to obtain shoe polish, brushes, and rags, children may conduct a "shoe shining parlor." Let children whose shoes are especially in need of shining look at their feet (in the mirror if there is one) when one shoe has been shined, the other not.

C: NUTRITION

Meetings 12 & 13

We are what we eat. We need to eat the foods that build strong bodies and help to keep us well.

Before building a house, the owner must gather together many building materials, such as nails, boards, shingles, etc. In the same way, building materials are needed by the body, and it also requires other regulating materials. A normal person needs daily the foods listed below. Moderate amounts of sweets, fats and additional starches may be added to complete the calorie requirement and to satisfy the appetite. A good way to plan meals is for the day as a whole. Try to get the following foods at some time during the day. Three meals at regular hours are recommended. The size of servings varies from $\frac{1}{2}$ to $\frac{3}{4}$ cup or more, according to the individual's needs. Hot food is recommended in each meal. Score yourself on eating the Basic Seven daily.

1. Green and yellow vegetables.....	1 or more servings.....	15
2. Oranges, tomatoes, grapefruit, raw cabbage or other raw salad greens, strawberries, or cantaloupe.....	1 or more servings.....	20
3. Potatoes, any other vegetables and fruits.....	2 or more servings.....	20
4. Milk.....	1 quart for children, 1 pint for adults.....	15
5. Eggs.....	1 serving or at least 4 or 5 times a week	
Other proteins: Meat, fish, cheese, dried beans and peas.....	1 serving.....	15
6. Whole grain or enriched bread and cereals.....	2 servings.....	10
7. Butter (or fortified margarine).....	Some daily.....	5
	TOTAL	100

Aims or objectives:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 81 and 82.

1. Children should understand the Basic Seven and eat the Basic Seven foods daily.

2. Schools should serve a Type A plate lunch.
3. Children should eat a good breakfast before coming to school.
4. Lunch money should be spent on healthful food.
5. Length of noon intermission should be as near to 1 hour as possible, or longer.
6. Eat 3 meals daily at regular hours.
7. No between-meal lunches that interfere with meals. Sweets eaten at end of meals only. Drink water with sweets.
8. Eat slowly and chew food thoroughly.
9. Be a pleasant companion at meal time by not spilling food; by eating without noise, using a napkin on the lap, asking to have things passed rather than reaching in front of a person, not being repulsive at meals.
10. Establish the habit of eating only clean food from clean utensils. Wash fruit and vegetables well before eating.

Meeting 12: Food and growth

References:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 85.

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 24-39.

Five stars, *Doing Your Best for Health*, pages 54-81.

Six stars, *Building Good Health*, pages VII-VIII, 2-21, 22-32, 32-49, 50-87.

Other references on the essential foods promote growth and health:

Oregon State College, available free of charge from Mrs. Azalea Sager, State Home Demonstration Leader, Corvallis.

HE 1969. *Planning the Day's Meals*.

HE 7. *Wild Plants Eaten as Greens*. Illustrated. 2 pages.

- HE 1340. *Foods Rich in Vitamins*. 8 pages.
- HE 1896. *Your Vitamins*.
- HE 1976. *Planning the School Plate Lunch*.
- HE 1933. *Suggested Menus, Recipes and Supply Lists for Plate Lunches*.
- HE 1864. *The Carried Lunch*.
- Extension bulletin 614. *Farm and Home Vegetable Garden*.
- Extension bulletin 551. *Vegetable Garden Insect Pest Control*. 8 pages.

Other references on food and growth:

Oregon Dairy Council, Terminal Sales Building, Portland, Oregon, available free of charge:

1. *Pasture Trails*. Reader booklet, photographic illustrations; teacher's supplement. Tells the story of dairying in the United States. Grade level: fifth.
2. *Hello from Alaska*. Reader booklet in color; teacher's supplement. Tells the story of dairying in Alaska and provides a geographical and historical study of Alaska. Grade level: fifth and sixth.
3. *Hello from South America*. Reader booklet in color; teacher's supplement. Presents the story of the dairy industry in South America. Grade level: fifth and sixth.
4. *Hello from New Zealand*. Reader booklet in color; teacher's supplement. Presents the history, story and information of the dairy industry in New Zealand. Grade level: fifth and sixth.
5. *Let's Find Out About It*. Four booklets and teacher's supplement for each. Presents information about the production of milk, ice cream, butter and cheese. Grade level: fifth and sixth.
6. *Food and Care for Good Dental Health*. Colored photographic poster, teacher's supplement and booklet; student leaflet.

Presents the fundamental information about food and care for dental health. Grade level: sixth.

7. *Farm to Family*. Six photographic posters in color; teacher's supplement. (Units 3 and 4 under Upper Grades good supplementary material.)
8. *We All Like Milk*. Portfolio of animal pictures of the farm and zoo; teacher's supplement.

Things to do:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 84.

See suggestions in Andress and Goldberger textbooks.

a. Teeth and bones.

Four stars, *Safety Every Day*, pages 71, 75, 78, 82-83.

Six stars, *Building Good Health*, pages 96-101.

Special things to do:

1. See textbook. Four stars, *Safety Every Day*, pages 38-39, 164.

Five stars, *Doing Your Best for Health*, pages 83, 84, 85, 87.

Six stars, *Building Good Health*, pages 14-21, 44-48, 196-199.

2. A large thermometer can be drawn on paper or painted on a board and used to record the number or percentage of children who have established specific habits such as drinking milk daily in school, eating vegetables or fruit in school lunch, brushing teeth each morning after breakfast, etc. The "mercury" rises with the gain in the number establishing the habit, and each rise is marked on the thermometer with crayon. The figures on the thermometer may represent the percentage of the group.

3. The children might each make a paper milk bottle. On the back have a vertical column for each day for two weeks, and at the left some desirable habit such as taking $\frac{3}{4}$ to 1 quart of milk daily, 2 servings of vegetables besides potatoes daily, eating a good breakfast, bringing raw fruit or vegetables with school lunch,

eating sweets only with meals, etc. Each morning the children could grade their accomplishment for the day before, in the square for that day. Allow 10 points for perfection for each day and place the sum below at the end of two weeks. Encourage the children to be absolutely fair and honest in trying to have a 100 per cent record.

Suggested form:

Did you have a cup of milk at each meal?	Answer yes or no	Perfect score	My score
Monday		10	
Tuesday		10	
Wednesday		10	
Thursday		10	
Friday		10	
<hr/>			
Did you have 2 servings of vegetables daily besides potatoes and dried beans?	Answer yes or no	Perfect score	My score
Monday		10	
Tuesday		10	
Wednesday		10	
Thursday		10	
Friday		10	
TOTAL		100	

4. Art classes might make posters of essential foods, for halls and other public places. Be very sure that information used is correct. A poster contest could be arranged, judges obtained, and winning posters exhibited at the county fair and the State Fair.

5. Get advice and help from nurse and doctor on children who are losing weight, or have other defects. Continue weight graphs monthly.

6. Have a noon or supper meeting in which children make sandwiches, soup, or milk shakes. See Extension Circular HE

1771 *Sandwich Making* and HE 1790 *Eggs, Milk and Cheese*, pages 5 and 6, for recipes.

7. Plan and draw a diagram of a vegetable garden for club member's family for next year. Send to Oregon State College for Extension Bulletin 614 *Farm and Home Vegetable Garden*.

8. Cooperate in establishing or maintaining a supervised lunch period.

9. Make scrapbooks illustrating good food habits.

10. Set a family table for three meals at the four seasons of the year, using pictures of food cut from magazines, etc. Colored food models are obtainable from Oregon Dairy Council, Portland, free of charge.

Meeting 13: Good eating habits

Many children have studied what to eat in the lower grades, but still do not actually get the Basic Seven daily. It is suggested that the leader try to find out what essential foods are most commonly lacking in children's meals, and to help them to correct their omissions. Omitting essential foods is the most serious error in eating habits. As Dr. Roundtree says, "The sins of *omission* are worse than the sins of *commission*." Stress the Basic Seven and help children to get it. No greater stride could be taken toward health of the nation.

References:

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 7-12, 32.

Five stars, *Doing Your Best for Health*, pages 68-78, 78-80.

Six stars, *Building Good Health*, pages 40-42, 61-67.

Oregon State College

Available free of charge from Mrs. Azalea Sager, Home Demonstration Leader, Corvallis, Oregon:

HE 1912. *Good Taste at the Dining Table*.

Things to do:

1. Train club demonstration teams on such topics as Weighing and Measuring, Meal Planning, How I Gained Weight. Have the children think of other things that they would like to demonstrate.
2. Learn to like some food formerly refused. Season and prepare it carefully and serve it daintily in small portions. Take small tastes at first.
3. Post on bulletin board tried recipes containing growth-promoting foods.
4. Dramatize, informally, situations suggested by the study of foods. Example: A women's sewing club at which members discuss feeding their families. These plays should be planned and talked by the children rather than memorized from "ready-made" plays. (Correlate language.)
5. Establish rest periods of 15 minutes or more for the underweight. Newspapers may be spread on floor near stove or radiator and child covered with his coat.
6. Study how prize farm animals are grown. Apply to growth of human beings.

Possible projects in nutrition and rest:

1. Provide a Type A meal served at school. For directions and assistance, write to State Supervisor of School Lunch Program, Department of Education, Salem, Oregon. Or bring well-balanced lunches from home, including milk and a well-washed raw fruit or vegetable.
2. Have school vegetable garden or a model of one in sand. Cook and eat some of the products in school.
3. Summer canning project to provide foods for the school lunch.
4. Rat feeding experiment. Write to Dairy Council, Portland, Oregon, for directions.
5. Show films. See list in the back of this bulletin.

D: ACCIDENT PREVENTION AND FIRST AID

Meeting 14: Safety

Special need exists for training children in traffic safety. Highways are super-dangerous places. Children often lack judgment and take chances. Many lives of children can be saved by careful training. Farm and home accidents are also far too numerous. Children must learn where and what and how and when the hazards occur and how to avoid getting hurt.

Aims or objectives:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 86 and 87.

1. When walking on the highway, use the left-hand side of the road and step off the highway when you meet a vehicle.
2. When riding a bicycle, keep on the right-hand side of the road, the same as any vehicle. Have only one person on a bicycle at one time.
3. When walking or bicycling on the highway at night, carry a light and also a rear reflector on bicycle.
4. Cross town and city streets only at intersections. Look all four ways before crossing at an intersection.
5. Understand and practice the means of preventing cuts, falls, burns, poisoning, and traffic and other accidents.
6. Develop an attitude of care, judgment, and consideration for the safety of others and yourself in daily activities. Take responsibility for prevention. Show interest in reporting accidents and analyzing their causes.

References:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 89.

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages IX-X, 12-21, 202-220.

Five stars, *Doing Your Best for Health*, pages 216-226, 227-241.

Six stars, *Building Good Health*, pages 230-244, 244-248.

Other references on safety:

Oregon State College, Corvallis, Oregon.

Available free of charge from State 4-H Club Office:

Club Series Bulletin A36. *Prevent Accidents on the Farm and in the Home.*

Available free of charge from Mrs. Azalea Sager, Home Demonstration Leader:

HE 1731. *Safety Rules.*

HE 1732. *Home Fire Prevention Quiz Blank.*

Write to the following agencies for free material on Safety:

Your local chapter of the Red Cross at county seat.

National Safety Council, 20 N. Walker Drive, Chicago 6, Illinois.

National Board of Fire Underwriters, 85 John Street, New York 7, N. Y.

Metropolitan Life Insurance Company, 600 Stockton Street, San Francisco 20, California.

International Harvester Company, 180 N. Michigan Avenue, Chicago, Illinois.

John Hancock Mutual Life Insurance Company, Boston, Massachusetts.

Things to do:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 88-89.

Each child to copy and take home safety check card.

1. Are all home-canned, non-acid foods boiled 15 minutes after emptying into a saucepan, on the same day that they are eaten and before tasting? (10 minutes is enough for small foods such as peas at altitudes under 3000 feet.) _____	Score if answer is yes 10
2. When walking on the highway, do you use left side and step off the pavement when a car approaches? _____	10
3. Are poisons clearly labeled and stored separately out of reach of children? _____	10
4. Are shells taken out of the gun before taking it into a car or bringing it into the house? Is the gun kept out of children's reach? _____	10
5. Do members of the family avoid swimming alone? _____	10
6. Are nails in used lumber removed or bent flat? _____	10
7. In using knives, do you cut away from you? _____	10
8. Are boards in wood walks laid crosswise to help prevent slipping when wet? _____	10
9. Have splinters been removed from the floors? _____	10
10. Are all holes in the yard filled? _____	10
TOTAL	100

1. Guide children in drawing up their own code of safe conduct. For example: (a) in walking up and down stairs; (b) using sand pile; (c) safe bicycle riding; (d) safe use of play equipment; (e) safe holidays and vacations.

2. Club agent or leader might give 4-H safety officials a special pin or arm band. Inquire of State Traffic Department concerning schoolboy patrol system for the highway near the school and safety zoning of schools. State traffic officers gladly organize such protection where needed.

3. Dramatize situations showing safe ways of doing things; such as walking on the highway during the day and at night; placing and climbing a ladder; walking up and down stairs; getting in and out of the bathtub; keeping stairs and other passageways clear of toys, tools, etc.; protecting baby from pins, sharp instruments, etc.; chopping wood; cutting substances with jackknife or butcher knife; avoiding all types of electric, fire, or match accidents; opening glass jars or tin cans.

4. Older children could help in adult safety campaigns; for

example, in fire prevention week, running errands, putting up posters, etc.

5. Practice all of the rules for safety of pedestrians given in the traffic booklet. Toy autos and dolls could be used to demonstrate rules.

6. Write to Secretary of State, Salem, Oregon, and request speaker or motion pictures on preventing traffic accidents.

7. Write to State Forestry Department, Salem, and inquire concerning things to do in fire-prevention work.

8. Give a demonstration on preventing accidents: (a) in the home, (b) on the farm, (c) on vacation outings.

9. Post safety signs and posters in buildings, halls, gymnasiums where most needed: "Always Be Careful!" "Safety First!" "Keep to the Right!", etc.

10. See suggestions in Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 22, 207, 213, 220.

Five stars, *Doing Your Best for Health*, pages 242-246.

Six stars, *Building for Health*, pages 248-252.

Meeting 15: Pre-first-aid

Aims or objectives:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 86-87 and 90.

1. To know how to treat minor cuts, scratches, sprains, and burns.

2. To know how to bandage minor wounds.

3. To know how to call help in case a person has been badly hurt.

4. To know how to stop serious bleeding in case help cannot be obtained immediately.

5. To know first aid in case a person faints, feels faint, or has a bleeding nose.
6. To provide and maintain in each classroom a good first-aid kit.

References on pre-first-aid:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 92-93.

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, middle page 214.

Five stars, *Doing Your Best for Health*, page 231.

Oregon State College, Corvallis, Oregon.

Available free of charge from Mrs. Azalea Sager, State Home Demonstration Leader.

HE 1788. *Meeting Health Emergencies in the Home.*

HE 1789. *Check List for Meeting Health Emergencies in the Home.*

Available free of charge from State 4-H Club Office:

Club Series S-7 bulletin. *First Aid.*

Things to do:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 92.

1. Buy a *First Aid Textbook* for your school room from the American Red Cross, county seat, if you do not have one.
2. Team demonstration on bandaging and first aid for minor cuts.
3. Make or buy a first-aid kit for the school room and keep it constantly in condition.

E: MENTAL HEALTH

Meeting 16: How can I help my home, school, and community?

Aims or objectives:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 93 and 94.

1. Every child should have a feeling of success in something that he does.
2. Children should learn to face reality.
3. Develop self reliance.
4. Learn to work and play wholeheartedly, to concentrate rather than to dawdle.
5. Acquire courage to face difficulties and to do your best to solve them.
6. Develop a habit of promptness.
7. Enjoy social gatherings. Have many friends.
8. Cooperate with others.
9. Grow up to be a good citizen. Learn to govern yourselves through self government at school.
10. Leaders should encourage special interests and hobbies. They may lead to new knowledge or discoveries.
11. Plan a safe and happy summer vacation.

References:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 95.

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 180-201; vacations 202-220.

Six stars, *Building Good Health*, pages 146-152.

Oregon State College, Corvallis, Oregon.

Available free of charge from Mrs. Azalea Sager, Home Demonstration Leader:

HE 443. *List of Children's Books.*

Things to do:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 94-95.

See Andress and Goldberger textbook.

Four stars, *Safety Every Day*, pages 177-178, 185-188.

1. Describe something that you have seen someone do that illustrates a good mental habit. If you frequently do things that you consider an indication of poor mental health, such as have temper tantrums, put off work that has to be done, act spiteful or unfair, and so on, decide how you can improve this type of behavior.

2. Tell of incidents involving behavior that might be desirable or undesirable, and discuss.

Example: A child is afraid of a dog, cat, or cow that he is likely to meet frequently. What should be done about it? Have a discussion by the class.

3. If the class happens to have a member who is not included in group games and who acts the part of a recluse, the teacher may be able to help the situation by creating a friendly cooperative atmosphere in the whole group. The reclusive child may be drawn into conversation and assigned parts in sports, such as timekeeper, starter, song leader, etc. Cases of real mental maladjustment or physical disability should be referred to the public health department.

Possible projects:

1. Have each child try to face facts in all situations, to tell the truth, act openly, and be fair to others.

2. Encourage each child to follow the Golden Rule at home and at school.

3. Try to get some of the following books for club members to read. The county librarian at the county seat, or the State Librarian, at Salem, Oregon, might be able to lend some of these books.

BOOKS FOR BOYS AND GIRLS: Elementary Grades.

Suggested by Mrs. Erma Little, Family Relationships Specialist, Oregon State College.

<i>Yankee Doodle's Cousins</i>	A. B. Malcolmson
<i>Moffats</i>	Eleanor Estes
<i>Gifts of the Forest</i>	R. L. Singh
<i>Sky Highways</i>	Trevor Lloyd
<i>Wonderful Voyage</i>	R. H. Holberg
<i>Daniel Boone</i>	Esther Averill
<i>Rabbit Hill</i>	Robert Lawson
<i>Golden Flute</i>	A. M. Hubbard (collection of poetry)
<i>Indian Captive</i>	Lois Lenski

4. Send to Oregon State College for HE 443, *List of Children's Books*. Try to get the books on this longer list.

F: COMMUNITY HEALTH AND SANITATION

Meeting 17: Community health and sanitation

Aims or objectives:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 96.

References:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 98.

Oregon State College, Corvallis.

Available free of charge from Mr. H. C. Seymour, State Club Leader:

C 1307. *Suggestions for Pure Water on the Farm*.

Things to do:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 97.

G: CONTROL OF COMMUNICABLE DISEASE

Meeting 18: Prevention and control of communicable and non communicable diseases

Very tiny living things cause many common diseases and also spread diseases from one person to another. People can help to keep well by staying away from others who have a disease that can be communicated. Cleanliness helps greatly in destroying the small organisms that create communicable diseases.

Aims or objectives:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 98 and 99.

1. Try to get through the school year with no cold, or not more than one or two colds at most.
2. To catch every sneeze and cough in a handkerchief or substitute.
3. To build resistance of the body against disease by good food and rest habits.
4. To stay home and go to bed when ill.

References:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 102.

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 40-54, 59-63.

Five stars, *Doing Your Best for Health*, pages 145-161.

Six stars, *Building Good Health*, pages 200-225.

Write to John Hancock Life Insurance Company, Boston, Massachusetts, for free literature on control of diseases.

Things to do:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 101.

See Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 60-63.

Five stars, *Doing Your Best for Health*, pages 158-161.

Six stars, *Building Good Health*, pages 225-229.

1. Stay home when you are sick. It is more important to protect the school from disease than to have perfect attendance at school.
2. After a contagious disease other than a cold, obtain permission of your physician, county health officer, or county nurse before returning to school or public places. All discharges from nose, throat, and ears should stop before returning to school.
3. Do not visit people who have a communicable disease or those who have been with them. Keep six feet away from a person with a cold, if possible. Cases of tuberculosis are best placed in a tuberculosis hospital.
4. Wash hands before eating, before preparing food, and after coming from the toilet. Wash raw food well before eating it.
5. Keep hands and objects away from the face.
6. Use your own drinking cup, toothbrush, towel, washcloth, soap, brush and comb, and handkerchief.
7. Do not spit except in a paper or cloth that can be burned or put into a covered jar or can.
8. Wear clothing that protects feet and body from moisture and cold. Change damp clothing immediately. Put on warm clothing after exercise.
9. When sneezing or coughing, hold handkerchief over mouth and nose. Carry a clean handkerchief every day. Blow nose gently.

H: CHOICE AND USE OF HEALTH SERVICES AND PRODUCTS

Meeting 19: Medical and dental services

Aims or objectives:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 102-103.

References:

See Tentative Manual for Elementary Schools, *Health Instruction*, page 105.

Things to do:

See Tentative Manual for Elementary Schools, *Health Instruction*, pages 104-105.

See pages 3 and 4 of club members Record Book. If medical and dental examinations indicate remedial defects, encourage their correction. Enter improvements on page 3 and 4 of Record Book. Have physician or dentist sign on page 4, after correction has been made.

I: RELATED PROGRAM

Meeting 20: School program on health

May 1 is nationally observed as May Day Health Day. On the previous Friday, the club or school might give a Growth and Health program and invite the parents. Let the program be the children's own as much as possible. The date may be changed to suit convenience.

Suggested outline for school program:

1. Health club president opens program with short talk on purposes, activities, and accomplishments of the Growth and Health club.
2. 4-H Health song by school.

3. Recitation.
4. Growth and Health club demonstration.
5. Recitation.
6. Song by Growth and Health club.
7. A play. (If possible, written and presented by Growth and Health Club.)
8. Cheer leading by cheer leader of Growth and Health club.
9. Pledge of allegiance by school.
10. Patriotic song by all.

An outdoor Field Day may be held, including athletic contests, games, and a well-planned meal.

References for school program on health:

Obtainable free of charge from State 4-H Club Office, Oregon State College, Corvallis, Oregon:

Club series A-25. *Songs and yells for Oregon 4-H Club members.* (Words only).

National 4-H Club Songbook with music. Very moderate charge.

C-3070. *Recitations, Songs, Plays, and Yells.* 21 pages.

C-1619. *Recreation Activities.* (May Day Health Day outdoor activities.) 7 pages.

SS-7. *Stunts with Equipment.*

SS-8. *Stunts without Equipment.*

Available from Mrs. Azalea Sager, State Home Demonstration Leader, Corvallis, Oregon, free of charge.

Healthful living calls for the expression of the individual through games, songs, and rhythmic activities. Free circulars on these various activities are available. Send first for the following lists, then order from the lists.

- HE 1584. *List of Recreation Material Available. Floor Games for Programs and Parties.*
- HE 1723. *List of Recreational Material Available. Seated Games for Programs and Parties.*
- HE 1528. *List of Recreation Material Available. Music II—Songs.*
- HE 1724. *List of Recreation Material Available. Music III—Directions for Simple Folk Rhythms, Play Party Games, and Marching.*
- HE 1577. *List of Recreation Material Available. Dramatic Program Suggestions, Readings, Skits, and Stunts.*
- HE 1702. *List of Recreation Material Available. Suggestions for Holiday or Special Programs and Parties.*
- HE 1184. *Leadership Suggestions.*

For new free material not included in foregoing lists, write to Extension Specialist in Community Social Organization, Oregon State College. Play lists available if desired.

Toys.

- HE 925. *Directions for Making Homemade Toys.*
- HE 985. *Directions for Making Homemade Play Equipment.*

Meetings 21 & 22: Completion of club members' record books

Club members must complete the records of their achievements in order to receive credit for completing the Growth and Health project. It is a good lesson in concentration and "stick-to-itiveness" to have them fill in all of the blanks as directed. Have club members carefully read the directions in the record book. If they have had vaccination during the present school year, check "Yes" on page 4, right-hand side of page, otherwise check "No." Continue for other immunizations. On lower half of page 6 and on page 7, have club members make a check on the left-hand side of those health habits in which they have made improvement, and finally write a story about their Health club work. Urge them to tell definite little things that they have accomplished and

how it helped them. The leader should check the summary, foot page 7 and 8.

The time spent on health habits will bring excellent returns in better enjoyment and better success in whatever one does each year. Children should stick by their good habits and not become slack. Good health habits will continue to help a person more and more as he grows older.

Things to do:

1. Weigh children and record weights.
2. Fill in closing records of Record books, pages 2, 3, 4, last half of 6, 7 and 8.
3. Send completed Record books to county club agent before end of spring school term.

Outline for 26 meetings in Cycle III of State Course of Study

Boys and girls can help build their bodies strong and healthy

How can your club members make their daily habits more healthful? Almost everyone can do something to improve his habits. The most important thing in this project for children, and also their leaders, to do is to desire strongly and actually practice and live healthful habits every day. Are your club members really interested in health?

Be your own best exhibit

The motto of the 4-H Club Growth and Health Project is "Be your own best exhibit." For example, if a boy or girl exhibits a calf at the fair, the child himself should be even better grown, better fed, and better groomed than his animal.

A: STRUCTURE AND FUNCTIONS OF THE HUMAN BODY

Aims or objectives:

See Hoyman, *Health Guide Units for Oregon Teachers*, foot page 19-20.

Meetings 1 & 2: Physical inspection and examination, record books

This part of the program is in charge of the county nurse, Extension worker, or the teacher. Follow the State Board of Health Program in regard to physical inspection for all children.

Try to cooperate during the year with parents, local doctors and dentists, and county health departments for correction of defects that can be remedied, such as poor vision, poor hearing, obstructed breathing, and diseased teeth and tonsils. Try to arrange immunization against smallpox and diphtheria and a tuberculosis test for all children in your school.

Aims or objectives:

1. To foster a desire for good health and to develop a sense of need for health study.
2. To arrange for each child physical inspection according to state law.
3. To give children and parents an understanding of what physical defects need correction.
4. To keep records for beginning of project in Health Club Project record book, page 2.
5. To get children to select health habits for personal improvement. See pages 5 and 6 of Record Book. (Talk this over with club members.)

References on physical examinations:

Andress and Goldberger, *Teachers' Manual for the Upper Grades*.

Safe and Healthy Living Series. Pages 19-22, Tables of Weight in Relation to Age, Height, and Type.

Charters, etc., textbooks, *Health and Growth Series*, Grades 5 through 8. Tables in Appendix, Weight in Relation to Age, Height, and Type.

Crisp, K. B., Textbook, *Be Healthy*, foot page 183-187.

Oregon State College, Corvallis, Oregon.

Available free of charge from State 4-H Club Office:

C-1137. *A Few Points about Weight—Directions for Taking*.

Tables of average annual gains for each type. Tables of required sleep.

Available free of charge from Mrs. Azalea Sager, State Home Demonstration Leader:

HE 163. *Correcting Underweight*.

FB 1705. *Milk for the Family*.

Things to do:

1. Arrange for annual physical inspection of all children. Club leaders fill in left-hand column, pages 3 and 4 of Health Club Project record book.

2. Weigh and measure. Record first weighing figures on page 2 of record book. Have club members start weight graph on same page. Try to weigh them each month under the same conditions and have them fill in the squares of the weight graph each month. These squares should climb steadily upward. The important thing is steady, normal gain in weight. "Keep growing" is a good slogan.

3. Each child should read and think over the list of health habits on pages 5 and 6 of the record book. Check at the left side one in which he intends to make improvement. He should try to improve himself in 1 health habit at a time. The total for the year should be at least 4 improved health habits.

4. Discuss the how and why of weighing and measuring and the use of the new weight tables. Emphasize variation in weight according to type.

Meeting 3: Cells, tissues, organs, and body systems**References:**

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 29-33.

Andress and Goldberger textbooks.

Seven Stars, *Helping the Body with Its Work*, pages 2-21.

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, middle pages 21-29.

See Andress and Goldberger textbook.

Seven Stars, pages 21-23.

Meetings 4 & 5: Functioning of body systems and of the body as an organism

References:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 29-53.

Andress and Goldberger textbook.

Seven Stars, *Helping the Body With Its Work*, pages 24-50, 56-69, 94-110, 116-141, 220-237.

Crisp, K. B., Textbook, *Be Healthy*, pages 191-209, 213-222.

Things to do:

See Andress and Goldberger textbook.

Seven Stars, pages 51-55, 80-83, 111-115, 142-145, 238-241.

See Crisp, K. B., Textbook, *Be Healthy*, pages 210-211, foot 222-225.

Send to county extension agent for films. See list in back of this bulletin, topic 1.

Meeting 6: Adolescent growth and development, 12 to 14 year age groups

References:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 29-33.

Oregon State College, Corvallis, Oregon.

Available free of charge from Mrs. Azalea Sager, Home Demonstration Leader: U.S. Dept. of Agric. Miscellaneous Publication, *Principles of Nutrition and Nutritive Value of Food*.

HE 1971. *Parent-Adolescent Relationships*.

HE 1585. *Managing Tensions*.

HE 854. *Adolescence and Adulthood*.

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, foot page 21-29.

Send to county extension agent for films. See list at end of this bulletin, topic 1.

B: PERSONAL HYGIENE**Aims or objectives:**

See Hoyman, *Health Guide Units for Oregon Teachers*, page 42.

Meeting 7: Personal fitness, 12 to 14 year age group**Aims or objectives:**

1. To correct remediable defects such as decayed teeth, diseased tonsils, faulty vision or hearing.
2. To get each child to be capable at sports, home chores, and class-room activities.

References:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 53-56.

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 44-53.

Meeting 8: Hygienic care of the body**Aims or objectives:**

1. To bathe regularly more than once a week.
2. To wash hands before meals and after going to the toilet.

3. To avoid the use of tobacco, alcohol, and narcotic drugs, coffee, tea and colas.
4. To get required sleep for age.

References:

Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*. Skin, pages 31, 198-204, 206-211. Rest, pages 132-133. Tobacco and alcohol, 168-189. Hair, 213-215. Clothing, pages 36-38. Ventilation, pages 74-83, 196-219.

Eight stars, *The Healthy Home and Community*. Lighting, pages 17-28. Tobacco, alcohol, and narcotic drugs, pages 112-137. Ventilation, pages 2-17. Cleanliness, 144-165.

Crisp, K. B., textbook, *Be Healthy*. Tobacco, alcohol, and drugs, pages 432-448.

Oregon State College, Corvallis, Oregon.

Available free of charge from Mrs. Azalea Sager, Home Demonstration Leader:

HE 1361. *The Hands and Their Care*.

HE 1363. *The Skin and Its Care*.

HE 1945. *Clean As You Go*.

FB 1474. *Stain Removal from Fabrics*.

Write for free literature on hygienic care of the body for children to: Cleanliness Bureau, 11 W. 42nd Street, New York, N. Y.

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 44-53.

See Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, pages 190-195.

Eight stars, *The Healthy Home and Community*. Select from pages 29-33, 138-143.

Crisp, K. B., textbook, *Be Healthy*, pages 448-450.

1. Morning inspection for habits of cleanliness.
2. Make posters and scrap books illustrating care of the skin, hair, and clothing, fresh air exercise, playing in the sunlight, and avoidance of tobacco, alcohol, and narcotics.
3. Obtain or make cots and establish rest periods for any children who are not growing normally.
4. Establish the school custom of washing the hands before eating. This can be done quickly by having a monitor with a pitcher of water, another with liquid soap, a third with rinse water, and towels and waste box in line. Have children line up for water, soap, rinse water, and towels. This is quicker than their waiting to use two or three wash bowls. Children can take turns being monitors.

Meeting 9: Mental hygiene

Aims or objectives:

See Hoyman, *Health Guide Units for Oregon Teachers*, page 42.

1. To learn to cooperate with other people and to be helpful to others.
2. To be honest.
3. To avoid fads and extremes.
4. To be brave when trouble comes.

References:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 53-57.

Andress and Goldberger textbooks.

Seven Stars, *Helping the Body in Its Work*, pages 146-162.

Eight Stars, *The Healthy Home and Community*, pages 268-269.

Crisp, K. B., textbook, *Be Healthy*, pages 419-430, 464-480.

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 51-53.

Andress and Goldberger textbooks.

Seven Stars, *Helping the Body in Its Work*, pages 163-167.

Eight Stars, *The Healthy Home and Community*, page 277.

Crisp, K. B., textbook, *Be Healthy*, pages 430-431, 480-482.

1. When someone speaks to you or asks something of you, try to understand what is in his mind, and try to be helpful to him.
2. If something troubles you, have a private frank discussion of it with some person in whom you have confidence, perhaps one of your parents, grandparents, uncles, aunts, teachers, club leaders, or your minister. Try to straighten out your worries and to become happy minded and enthusiastic about school and home activities.
3. Try to get some of the following books for club members to read. The county librarian at the county seat or the State Librarian, Salem, Oregon, might be able to lend some of these books.

BOOKS FOR BOYS AND GIRLS:—Upper Grades and High School.

Suggested by Mrs. Erma Little, Family Relationships Specialist, Oregon State College.

<i>All American</i>	John Tunis
<i>Sandy</i>	E. J. Gray
<i>Long Trails Roll</i>	S. W. Meader
<i>This Singing World</i>	Louis Untermeyer (poetry)
<i>Johnny Tremain</i>	Esther Forbes
<i>Forest Patrol</i>	J. A. Kjelgaard
<i>Jane Hope</i>	E. J. Gray

C: PHYSIOLOGY OF EXERCISE

Aims or objectives:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 62-63.

1. Each normal child to play outdoors several hours each day if weather permits.
2. Each normal child to take exercise in such a way as to develop good physique, skill, and endurance.

Meeting 10: The muscular system

References:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 70-72.

Andress and Goldberger textbooks.

Seven Stars, *Helping the Body in Its Work*, pages 66-69, 220-232.

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 64-70.

Andress and Goldberger textbooks.

Seven Stars, *Helping the Body in Its Work*, pages 238-241.

Meeting 11: Exercise and its effects on the body.

References:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 70-72.

Andress and Goldberger textbooks.

Seven Stars, *Helping the Body in Its Work*, pages 44- top 48.

Crisp, K. B., textbook, *Be Healthy*, pages 240-249.

Oregon State College, Corvallis, Oregon.

Available free of charge from State Club Leader:

SS-7. *Stunts with Equipment.*

SS-8. *Stunts without Equipment.*

C-1619. *Recreational Activities. Suitable for May Day Health Day programs.*

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 64-70.

Andress and Goldberger textbooks.

Seven Stars, *Helping the Body in Its Work*, pages 51-55.

Crisp, K. B., textbook, *Be Healthy*, pages 250-252.

Have a field day of sports and games. For suggestions, send to State 4-H Club Office, Corvallis, Oregon, and ask for C-1619, *Recreational Activities*.

D: NUTRITION**Aims or objectives:**

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 77-78.

1. Each child to know what foods his body needs every day, as outlined in the Basic Seven, and to consume those foods regularly unless physician advises to the contrary.
2. To eat a good breakfast.
3. To form the habit of eating meals at regular hours, with only necessary between-meal lunching.
4. To learn to enjoy eating all wholesome foods.
5. To have an adequate lunch at school.
6. To avoid coffee, tea, colas, and excess sweets.

Meetings 13 & 14: Food needs**References:**

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 87-90.

Andress and Goldberger textbooks.

Seven Stars, *Helping the Body in Its Work*, pages 84-94, 138-141.

Eight Stars, *The Healthy Home and Community*, pages 82-98.

Oregon State College, Corvallis, Oregon.

Available free of charge from Mrs. Azalea Sager, State Home Demonstration Leader:

HE 1896. *Your Vitamins*.

HE 1976. *Planning the School Plate Lunch*.

HE 1864. *The Carried Lunch*.

Extension bulletin 614. *The Farm and Home Vegetable Garden*.

Extension bulletin 551. *Vegetable Garden Insect Pest Control*.

AIS 53. *National Food Guide*.

AWI 2. *Vitamins from Farm to You*.

AWI 1. *Food for Growth*.

Available from Oregon Dairy Council, Terminal Sales Building, Portland 5, Oregon, one copy free of charge.

1. *A Guide to Good Eating*. Chart with photographic illustrations in color; supplement with booklet; chart in leaflet form for individual use—A meal planning pattern representing the best in nutrition standards.
2. *Equivalent Charts*. Three charts with photographic illustrations in color; supplement with booklet; charts in leaflet form for individual use, showing comparative values of different foods as a source of (1) Riboflavin (2) Calcium (3) Protein.
3. *Good and Poor Meals Display*. Ten posters in color; teacher's supplement showing several different meal comparison set-ups with detailed information concerning food value of the meals.

4. *Food Models*. Ten cards containing 119 life-sized photographic food models in color; supplement.
5. *Comparison Cards*. Eighteen cards, teacher's supplement—showing the food value of ice cream in comparison with other foods commonly eaten in its place, presented in graphic form on individual cards.
6. *Ice Cream Is a Good Source of Calcium*. Chart with photographic illustrations in color; leaflet. Presents the calcium equivalent of one dish of ice cream.

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 80-81.

Andress and Goldberger textbooks.

Seven Stars, *Helping the Body in Its Work*, pages 111-115.

Eight Stars, *The Healthy Home and Community*, pages 106-111.

1. Have each child copy the following score card so that the sheet has 14 narrow columns at the right. Have him keep his score of what he eats for two weeks. Encourage him to be honest and to attain a score of 100 every day if possible.

Score yourself on eating the Basic Seven daily.

(a) Green and yellow vegetables—1 or more servings	15
(b) Oranges, tomatoes, grapefruit, raw cabbage, raw salad greens, raw strawberries or cantaloupe—1 or more servings	20
(c) Potatoes and any other vegetables and fruits—2 or more servings	20
(d) Milk—1 quart for children, 1 pint for adults	15
(e) Eggs—1 serving or at least 4 or 5 times a week. Other proteins: Meat, fish, cheese, dried beans and peas—1 serving	15
(f) Whole grain or enriched bread and cereals—2 servings	10
(g) Butter (or fortified margarine)—some daily	5
TOTAL	100

2. Send to county extension agent for nutrition films. See list in back of this bulletin, topic 4.

Meetings 15 & 16: Relation of diet to growth, vigor, health, and attractiveness

References:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 87-90.

Andress and Goldberger textbooks.

Seven Stars, *Helping the Body in Its Work*, pages 107-110, 209-211.

Eight Stars, *The Healthy Home and Community*, pages 74-77.

Crisp, K. B., textbook, *Be Healthy*, foot page 181-187, 434, 457.

Available from Oregon Dairy Council, Terminal Sales Building, Portland 5, Oregon, one copy free of charge:

1. *Ice Cream Through the Years*. Booklet in color; teacher's supplement. A presentation of the history of ice cream.
2. *Ventures, Voyages, Vitamins*. Booklet in color; teacher's supplement. The discovery and dramatic aspects of vitamins—brings vitamin information up to date.
3. *Milk From Farm to Family*. Booklet with photographic illustrations; teacher's supplement. Gives complete story of production and care of milk.
4. *Ice Cream From Farm to Family*. Booklet with photographic illustrations; teacher's supplement. Gives information about production of ice cream.
5. *Choose Your Lunch Wisely*. Colored poster; leaflet; teacher's supplement for developing the habit among boys and girls of selecting and eating good lunches.
6. *Milk Made the Difference*. Poster of three photographs of animals showing contrast in health and growth produced by addition of milk to the diet.
7. *Watch Them Grow*. Directions for carrying on in the classroom a feeding experiment with rats.

Available from Oregon State College, Corvallis, Oregon. Write to Mrs. Azalea Sager, State Home Demonstration Leader.

HE 1970. *Meal Plans for Criticism.*

AWI 107. *Eat a Good Breakfast.*

AWI 5. *When You Eat Out.*

—— *Green Vegetables in Low Cost Meals.*

—— *Root Vegetables in Low Cost Meals.*

AWI 85. *Potatoes in Popular Ways.*

AWI 16. *Cheese in Your Meals.*

FB 1908. *Meat for Thrifty Meals.*

AWI. *Egg Dishes at Low Cost.*

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, foot of page 79 to page 81.

Andress and Goldberger textbooks.

Seven Stars, *Helping the Body in Its Work*, pages 111-115.

Crisp, K. B., textbook, *Be Healthy*, pages 187-190.

1. Send for a copy of the Vitamingo Game for each member of the club. The County Home Demonstration Agent, Extension Service Office, may be able to lend them. They can be purchased for a small charge from Lily-Tulip Cup Corporation, New York, N. Y. Have the club play Vitamingo for a week. The game helps in checking for balanced diets and is good fun. It spurs better food selection because you must win on each day's score.

2. Find out what your local and county health winners' food habits have been. Did they drink milk, eat vegetables, sleep regularly, etc? If their habits were good, use the information to help the rest to understand the reasons for good health.

3. Keep growing project. If possible, weigh members once a month. Plot curves of weight in the Record Book. The im-

portant thing is to keep growing. Continue project throughout four years if possible.

4. Send to Oregon State College, Extension Service, Corvallis, Oregon, for HE 1970, *Meal Plans for Criticism*. Have the children number themselves up to seven. Have all those with No. 1 criticize and discuss Menus 1; all those with No. 2 criticize and discuss Menus 2, etc. Have them answer the questions at top of page 1.

5. Learn to like every wholesome food (unless you are allergic to it).

Meeting 17: Food-borne diseases, common digestive ailments

References:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 87-90.

Andress and Goldberger textbooks.

Seven Stars, *Helping the Body in Its Work*, page 104.

Eight Stars, *The Healthy Home and Community*, pages 72-74, 49-54.

Crisp, K. B., textbook, *Be Healthy*, pages 172-181, 222, 456, 348-355, 397.

Oregon State College, Corvallis, Oregon.

Available free of charge from Mrs. Azalea Sager, Home Demonstration Leader:

Avoiding botulism, Extension bulletin 642, *Home Food Preservation*, pages 3 and 10.

Avoiding trichinosis, HE 814, *The Cookery of Pork and Lamb*.

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 87-90.

Andress and Goldberger textbooks.

Eight stars, *The Healthy Home and Community*, pages 55-59, 78-81.

Crisp, K. B., textbook, *Be Healthy*, pages 362-364.

1. Have samples of school and home drinking water tested by County Health Department at county seat. First write them for directions on how to take the sample of water.

2. Show how milk can be pasteurized in the home.

E: FIRST AID AND SAFETY EDUCATION

Many school children are injured and killed in Oregon every year by accidents. Accidents are the chief cause of death in the fifth to ninth grades. The commonest killer is the automobile. Next drowning, then fire-arms, burns, and falls. Children can be taught to avoid most of these accidents. They can also be taught to save lives by first aid.

Meetings 18 & 19: Accident prevention

Aims or objectives:

See Hoyman, *Health Guide Units for Oregon Teachers*, page 97.

1. Children should learn traffic rules and bicycle safety code before acquiring a bicycle, and should observe traffic rules when bicycling.

2. When walking on the highway, children should concentrate their thoughts on the traffic, and should avoid playing, "rough housing," tagging each other, etc. They should walk on the left-hand side and should step off the pavement when a vehicle approaches.

3. When crossing a street at an intersection, look all *four* ways before starting. Accidents are often caused by the car

coming around the corner in the rain or dark. In case of traffic signals, cross streets with the traffic not against it.

4. Avoid poisoning from home-canned food. All home-canned low-acid and nonacid foods should be removed from jar and brought to and maintained at a "rolling boil" for 10 minutes before tasting. An exception to the foregoing recommendation is when the food is in large pieces or at high altitudes, in which case the boiling time should be increased to 15 minutes. Either cover the pan or stir the product to break up the lumps to insure even distribution of heat.

5. When swimming, always have a companion nearby. Every normal child should learn to be a good swimmer.

6. Guns should be unloaded before taking them into a car or a house. A special closet for guns only is desirable.

7. When climbing trees, see that a limb is alive and strong enough to bear your weight, before stepping on it. Place ladders so that they can not slip.

8. Avoid having small rugs on slippery floors in the home. Avoid running when inside a building.

9. Use the hand rail when going up and down stairs.

Meeting 18: Accident prevention, safety at school and on the highway

References:

Hoyman *Health Guide Units for Oregon Teachers*, pages 93-97, 107-109.

Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, pages 270-279.

Eight stars, *The Healthy Home and Community*, page 274.

Crisp, K. B., textbooks, *Be Healthy*, pages 384-393.

Available free of charge from Secretary of State, Salem, Oregon.
Oregon Accident Facts, current edition.

Motor Vehicle Laws of Oregon, current edition.

Driver's Manual, current edition.

Four H Club Rural Safety Project.

Handbook for Persons Learning to Drive.

Behind-the-Wheel.

The School Safety Patrol.

The Automobile User's Guide.

We Drivers.

Pre-Induction Driver Education.

Driver Education and Training in the Public Schools of Oregon, teacher's manual.

National Safety Council, Chicago, Illinois.

Write for free literature and other teaching aids on safety and first aid.

American National Red Cross, local chapter at county seat or San Francisco, California.

Write for free literature and other teaching aids on safety and first aid.

The Travelers Insurance Company, Hartford, Connecticut.
Write for free literature on safety and first aid.

Things to do:

Hoyman *Health Guide Units for Oregon Teachers*, pages 104-107.

Crisp, K. B., textbook, *Be Healthy*, foot page 413-416.

Andress and Goldberger textbook, *Helping the Body in Its Work*, pages 280-283.

Send to county Extension agent for films. See list at back of this bulletin, topic 5.

SCORE CARD FOR SAFETY OF SCHOOLHOUSE AND SCHOOLYARD
Is Your School Ready to Go?

(Fill in the first blank column with "yes" or "no" for your school. Note what the perfect score is for each item and fill in third column with the score for your school.)

Safety Item To Be Checked	Fill in yes or no	Perfect score	Your school's score
1. Is plenty of safe drinking water available?		15	
2. Do you have either a sanitary type of drinking fountain or a supply of individual drinking cups?		10	
3. If water is kept in a container in the school room, is it tightly covered?		5	
4. Has provision been made for children to wash their hands?		5	
5. Is there a supply of liquid soap?		5	
6. Is there a supply of individual towels?		10	
7. Are the toilets clean and well lighted?		5	
8. Is a supply of clean toilet paper kept on hand?		5	
9. Are steps, walks, and floors free from loose boards?		5	
10. Is the play yard free from glass, nails, cans, boards, boxes, and other obstructions?		5	
11. Are the schoolhouse and schoolyard free from paper and other rubbish?		5	
12. Are the schoolhouse and schoolyard neat and clean, with things kept in their proper places?		5	
13. Has the playground equipment been checked for safety—no loose bolts or screws, weak places, loose boards, etc?		5	
14. Has the schoolhouse flue been cleaned and checked for safety?		5	
15. Is the ventilation good?		5	
16. Has the schoolroom a thermometer?		5	
TOTAL SCORE		100	

Add the total score for your school. In case it is not 100 per cent, try to raise it to as high a score as possible.

Meeting 19: Accident prevention, safety at home and on the farm

References:

Hoyman, *Health Guide Units for Oregon Teachers*, pages 107-109.

Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, pages 242-265.

Eight stars, *The Healthy Home and Community*, pages 224-228, 231-233, 235-240, 242, foot 243-top 244, 250-252.

Crisp, K. B., textbook, *Be Healthy*, foot page 393-402.

Oregon State College, Corvallis, Oregon.

Available free of charge from State 4-H Club Office:

Club Series A-36. *Prevent Accidents*.

FB 1678. *Safe Use and Storage of Gasoline and Kerosene on the Farm*.

FB 1643. *Fire Safeguards on the Farm*.

Things to do:

Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, pages 266-267.

Eight stars, *The Healthy Home and Community*, pages 254-257.

Crisp, K. B., textbook, *Be Healthy*, pages 413-416.

1. Dramatize safe ways of doing things, such as descending the cellar stairs or school stairs, whittling a stick, opening a tin can or fruit jar, falling on a football, sliding into home-base, etc.

2. Have children form the habit of analyzing every accident that they hear of, no matter how minor. Find out why it happen-

ed and how it could have been prevented. Get them to see that carefulness, skill, foresight, and knowledge on the part of everyone concerned can prevent accidents from happening.

3. Have children keep a record with causes of any accidents that occur at school. Use this as a basis for a safety planning program.

Meetings 20 & 21: First aid

Aims or objectives:

See Hoyman, *Health Guide Units for Oregon Teachers*, foot page 97-98.

1. To know how to treat minor cuts, scratches, sprains, and burns.

2. To know how to bandage minor wounds.

3. To know how to call help in case a person has been badly hurt.

4. To know how to stop serious bleeding in case help cannot be obtained immediately.

5. To know first aid in case a person faints, feels faint, or has a bleeding nose.

6. To provide and maintain in each classroom a good first-aid kit.

7. To understand precautions against poison oak. (Avoid touching or being near it. Bathe in soda water. See your physician.)

8. To understand that first aid is for the purpose of saving life or preventing further injury before medical assistance can be given.

9. To familiarize older children with the signs of shock, asphyxiation, arterial bleeding, and other conditions that require first aid treatment.

Meeting 20: First aid for wounds

References:

Hoyman, *Health Guide Units for Oregon Teachers*, pages 107-109.

Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, pages 27-33.

Eight stars, *The Healthy Home and Community*, foot page 218-219, foot page 243-250.

Crisp, K. B., textbook, *Be Healthy*, pages 407-409.

Oregon State College, Corvallis, Oregon.

Available free of charge from State 4-H Club Office:

Club Series S-7 bulletin, *First Aid*.

Available free of charge from Mrs. Azalea Sager, State Home Demonstration Leader:

HE 1788. *Meeting Health Emergencies in the Home*.

HE 1789. *Check List for Meeting Health Emergencies in the Home*.

American National Red Cross, local chapter at county seat or San Francisco, California.

Book, *First Aid*. Recommended for school library. Reasonable charge.

Send for list of free literature on first aid and safety.

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, page 105.

Andress and Goldberger textbooks.

Eight stars, *The Healthy Home and Community*, pages 220-223, 254-257.

1. Have the children draw up a code of just what to do in case first aid is needed; for example, (a) care of wound, (b) care of broken bone, (c) care of sunburn, (d) care of snake bite.

2. Team demonstrations of (a) bandaging, (b) first aid for injured bones, (c) stopping blood flow from injured artery.
3. Try to engage an outside demonstrator by addressing your local chapter of the Red Cross at the county seat.
4. When need arises, club members give treatment for small cuts, scratches, burns, fainting, and nosebleed, under teacher's supervision.
5. The club might visit a fire department and find out how rescues are made in case of emergencies or obtain a demonstration on this subject.

Meeting 21: First Aid for other emergencies, care of sick

References:

Hoyman, *Health Guide Units for Oregon Teachers*, pages 107-109.
 Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, pages 253-257, 259.

Eight stars, *The Healthy Home and Community*, pages 202-219, foot page 229-231, 233-236, 239-243.

Crisp, K. B., textbook, *Be Healthy*, pages 403-407, 409-413.

Oregon State College, Corvallis, Oregon.

Available free of charge from State 4-H Club Office:

Club Series S-7 bulletin, *First Aid*.

(Also see references for Meeting 20.)

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 105-106.

Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, pages 268-269.

Eight stars, *The Healthy Home and Community*, pages 220-223.

Crisp, K. B., textbook, *Be Healthy*, pages 413-416.

1. Invite a speaker from the Red Cross to your school to demonstrate and discuss First Aid.

2. Send to county Extension agent for films. See list at end of this bulletin, topic 5.

F: CHOICE AND USE OF HEALTH SERVICES AND PRODUCTS

Meeting 22: Former beliefs and practices, growth of modern preventive medicine

Aims or objectives:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 113-116.

1. To appreciate that great advances have been made in the knowledge of the human body and its health, and that even greater advances are possible. The world needs more knowledge.

2. To be open minded and willing to learn new things about the human body and health and nutrition.

3. Leader to inspire students to study science so that some of them may some day contribute valuable aids to health.

References:

Hoyman, *Health Guide Units for Oregon Teachers*, pages 123-125.

Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, pages 2-14, 48-51, 58-62, 98-100, 135-137.

Eight stars, *The Healthy Home and Community*, pages 135-137, 172-184, 204-210.

Crisp, K. B., textbook, *Be Healthy*, pages 3-11, 451-462.

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 116-119.

Address and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, select from pages 21-22.

Crisp, K. B., textbook, *Be Healthy*, pages 462-463.

Send to Metropolitan Life Insurance Company, San Francisco, California, and request free literature on Health Heroes, also free use of films and film strips of Health Heroes and health beliefs and practices.

G: COMMUNICABLE AND NONCOMMUNICABLE DISEASES

Meeting 23: Preventing the spread of diseases

Many children are free from disease up to six years of age. But when they start going to school, they contract communicable diseases. It is incorrect to assume that children "might as well have these diseases while they are young." Children's diseases often result in weakened hearts and other defects. Much can be done by teacher and students in preventing the spread of disease. One of the most effective methods is early detection and sending a child home if he seems to be ill. Some modern schools inspect children on their arrival and do not admit those with symptoms of illness.

Aims or objectives:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 134, 139.

1. Tuberculosis test given to every child.
2. Every child vaccinated against smallpox.

3. Schick test for diphtheria given to every child, and follow-up if needed. Cooperation with entire immunization program of Public Health Department.
4. Students and teachers who show symptoms of illness such as "sniffles" or sore throats, should stay at home and rest. They should not be allowed to spread their disease, in case they have one, throughout the school.
5. Sanitary type of drinking fountain or individual drinking cups at school and at home.
6. Individual towels at school and at home.
7. Carry a handkerchief or substitute each day. Pockets in every costume. Catch every sneeze or cough in a handkerchief.
8. Build resistance to disease by eating the Basic Seven daily and by adequate rest and sleep.
9. Wash the hands before eating and after going to toilet. Keep body, clothes, furniture, door-knobs, and everything that is touched, well washed and clean.
10. Keep objects out of the mouth.

References:

Hoyman, *Health Guide Units for Oregon Teachers*, pages 129-133, 144-146.

Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, foot page 45-47, foot 184-186, middle 71-73.

Eight stars, *The Healthy Home and Community*, pages 166-172.

Crisp, K. B., textbook, *Be Healthy*, pages 301-336.

Booklets available from Oregon Tuberculosis Association, 605 Woodlark Bldg., Portland 5, Oregon, single copies sent to an individual free of charge.

How Your Body Fights TB.

Tuberculosis from 5 to 20.

How to Kill TB Germs.

Tuberculosis Facts in Picture Language.

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 137-139.

Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, page 83, No. 5.

Eight stars, *The Healthy Home and Community*, page 197-201.

Crisp, K. B., textbook, *Be Healthy*, pages 337-341.

1. Organize and conduct an all-school anti-fly campaign. It may help to prevent infantile paralysis. Ask for literature at your county Extension Service Office and County Public Health Office.

2. Give a team demonstration on care of window and door screens and on mending a screen.

3. Hold an essay contest on "What Children Can Do To Eradicate Flies."

4. Send to county Extension Agent for films on prevention of disease. See list at the back of this bulletin, topic 6.

5. Try to get someone from the County Public Health Department or County Public Health Association to come and talk to the children on preventing the spread of disease, on quarantines, or on what to do during epidemics. They might bring quarantine signs or other exhibits.

H: COMMUNITY HEALTH AND SANITATION

Meeting 24: Community health and sanitation

Aims or objectives:

- See Hoyman, *Health Guide Units for Oregon Teachers*, pages 152-153, 156.

References:

Hoyman, *Health Guide Units for Oregon Teachers*, pages 160-162.

Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, pages 188, foot 248, 74-76.

Eight stars, *The Healthy Home and Community*, pages 2-28, 34-54, 72-74, 144-161, 172-184, 258-276, 285-292.

Crisp, K. B., textbooks, *Be Healthy*, pages 342-362, 365-381, 491-522.

Available from Oregon Tuberculosis Association, 605 Woodlark Building, Portland 5, Oregon. Single copies sent to an individual free of charge.

Take-Off.

Tuberculosis, Personal Growth Leaflet No. 110.

The High School's Share in Solving the Community's Tuberculosis Problem.

Available from Oregon State College, Corvallis, Oregon, free of charge. Write to Mrs. Azalea Sager, Home Demonstration Leader.

Extension bulletin 629, *Controlling Rodents and Other Small Animal Pests in Oregon.*

Extension bulletin 670, *Septic Tanks for Oregon Rural Homes.*

Station Circular of Information 389, *The Use of DDT for the Control of Certain Household Pests.*

Things to do:

See Hoyman, *Health Guide Units for Oregon Teachers*, pages 154-155.

Andress and Goldberger textbooks.

Eight stars, *The Healthy Home and Community*, pages 33, 55-59, 162-165, 277-280.

Crisp, K. B., textbook, *Be Healthy*, pages 362-364, 381-383.

I: RELATED PROGRAM**Meeting 25: School program on health (optional)**

See Cycle II, Meeting 20.

Meeting 26: Completion of club members record books

Club members must complete the records of their achievements in order to receive credit for completing the Growth and Health project. It is a good lesson in concentration and "stick-to-itiveness" to have them fill in all of the blanks as directed. Have club members carefully read directions in the record book. If they have had vaccination during the present school year, check "Yes" on page 4, right-hand side of page, otherwise check "No". Continue for other immunizations. On lower half of page 6 and on page 7, have club members make a check on the left-hand side of those health habits in which they have made improvement, and finally write a story about their Health club work. Urge them to tell definite little things that they have accomplished and how it helped them. Leader please check summary, foot pages 7-8.

A strong healthy body is a good foundation for success in whatever the child may do when he leaves school. If he has formed healthful habits of living, they will help him through his entire life. Try to inspire the children to *use* what they know about health, to retain their good daily habits, and to keep on improving their knowledge and habits. The older a person becomes, the more he appreciates the benefits of healthful ways of living which he learned as a child.

FILMS AVAILABLE THROUGH EXTENSION SERVICE

Order through Extension Agent at county seat. No charge is made for 4-H Club meetings except for those marked "Rental film". A nominal charge is made for use of rental films. Twenty-seven others may be obtained free of charge through your county Extension Agent, when available. It is best to state 2 or 3 choices.

1. STRUCTURE AND FUNCTION OF THE HUMAN BODY

ALIMENTARY TRACT Sound 11 minutes Rental film

Types of stomach movements: hypermotility, inhibition, hunger contractions, and normal movements. Segmentation, peristalsis, and antiperistalsis of intestines. Motility of intestinal villi. Manuscript on request. Erpi.

BODY DEFENSES AGAINST DISEASE Sound 11 minutes Rental film

Three lines of defense: the skin, phagocytic cells and lymphatics, and the blood. Immunology. Manuscript on request. Erpi.

CONTROL OF BODY TEMPERATURE Sound 11 minutes Rental film

Phenomena associated with variations of body temperature in animal and man. Functions of nerves, glands, muscles, blood stream and hypothalamus. Manuscript on request. Erpi.

DIGESTION OF FOODS Sound 10 minutes Rental film

Summary of digestive process. Work performed in mouth, stomach, and small intestine. Manuscripts on request. Erpi.

EYES AND THEIR CARE Sound 11 minutes Rental film

The physiology and hygiene of the eye. Distance judging, eye movements, field of vision, near and far sightedness, etc. Manuscript on request. Erpi.

HEART AND CIRCULATION Sound 11 minutes Rental film

Mechanics of the pulmonary and circulatory systems. Blood pressure and its relation to health. Manuscript on request. Erpi.

HOW THE EAR FUNCTIONS Sound 10 minutes Rental film

The construction of the ear, functions of its parts, and how they work. "Knowledge Builders."

MECHANISMS OF BREATHING Sound 11 minutes Rental film

Breathing mechanisms in operation. Work of lungs and body tissue cells. Manuscript on request. Erpi.

NERVOUS SYSTEM Sound 11 minutes Rental film

Structure of the nervous system. Nature of nerve impulse; setting up impulses, transmittal, discharge and resultant activity. Manuscript on request. Erpi.

TEETH Sound 10 minutes Rental film

How teeth develop and grow, which foods help to build strong teeth, how to brush the teeth, and how the dentist cares for our teeth. Manuscript on request. Erpi.

WORK OF THE KIDNEYS Sound 11 minutes Rental film

Structure of the renal system, the formation of urine, regulation of blood composition, and the functioning of the bladder. Manuscript on request. Erpi.

2. PERSONAL HEALTH AND FITNESS

ABOUT FACES Sound 10 minutes Rental film

How important your teeth are to your appearance, health, and happiness. How to take care of them. Public Health Service.

CARE OF THE FEET Sound 11 minutes Rental film

The structural elements of the foot as a weight supporting structure; walking; causes of structural foot ailments and remedies; other ailments and treatment; fitting shoes. Manuscript on request. Erpi.

LIFE OF A HEALTHY CHILD Sound or Silent 11 minutes Rental film

Activities of a normal child's life. Stresses periodical medical and dental examination, correct posture, proper food, cleanliness, exercises, etc. Dr. Hill.

ROAD TO HEALTH AND HAPPINESS Sound or Silent 11 minutes Rental film

Habits that tend to promote good health and happiness. Dr. Hill.

3. PHYSIOLOGICAL EFFECTS OF EXERCISE

CHILD GROWS UP Sound or Silent 11 minutes Rental film

Proper food, recreation, hygiene, and safety for the normal child from one to six years of age. Dr. Hill.

POSTURE AND EXERCISE Sound 11 minutes Rental film

Description and explanation of muscle activity and the physiology of exercise. Manuscript on request. Erpi.

4. NUTRITION

A B C D OF HEALTH Sound 10 minutes Rental film

Vitamins A, B, C, and D. Their effect on health and their sources. British Information Service.

FOODS AND NUTRITION Sound 11 minutes Rental film

Normal dietary requirements. Absorption of sugars by blood stream and transformation of glycogen by the liver. Absorption and storage of fats. Metabolism. Growth of tissue culture. Manuscript on request. Erpi.

FUNDAMENTALS OF DIET Sound 11 minutes Rental film

The types of food necessary to the normal diet. Examples of each type. Effect of diet deficiencies on animals. Erpi.

GUIDE TO GOOD EATING Sound 10 minutes

The National Dairy Council's guide for choosing food to insure proper nutrition. Presented in an entertaining fashion. Color. Oregon Dairy Council.

HIDDEN HUNGER Sound 30 minutes

Introduction to a study of nutrition. Need for complete feeding of the human body. Presented in story form. Manuscript on request. Swift and Company.

MAN WHO MISSED HIS BREAKFAST Sound 10 minutes

The seven basic food groups and why it is necessary to eat some of all seven groups each day. U. S. Department of Agriculture.

MORE LIFE IN LIVING Sound 11 minutes

Milk is featured as the most valuable protective food. Vitamin content of milk. Milk requirements of children and adults. Daily food requirements. Oregon Dairy Council.

NATURE'S DEFENSE PACKAGE Sound 20 minutes

Importance of eggs in the diet. Modern commercial production of eggs. Menus and pictures of egg foods. Association of Poultry and Egg National Board.

PROOF OF THE PUDDING Sound 10 minutes

The foods necessary for good nutrition. The importance of good nutrition to proper body health and happiness. Color. Metropolitan Life Insurance Co.

SOMETHING YOU DIDN'T EAT Sound 10 minutes

The necessity of eating some of each of the basic seven food groups each day. A Walt Disney color production. U. S. Department of Agriculture.

5. ACCIDENT PREVENTION AND FIRST AID

BEFORE THE DOCTOR COMES No. 2 Sound 6 minutes

Proper administration of artificial respiration by the Shaefer method. Treatment of burns, American Red Cross.

BICYCLING WITH COMPLETE SAFETY Sound 11 minutes

Right and wrong ways of riding and caring for bicycles. Cooperation in safety program between police, schools, parents and boys and girls.

CHANCE TO LOSE Sound or Silent 12 minutes

Covering the general subject of safe driving. Chrysler Corporation.

FIRST AID FOR WOUNDS AND FRACTURES Sound 11 minutes

Rental film

Need for first aid knowledge. Proper procedures in caring for an injured person until medical aid arrives. Manuscript on request. Erpi.

FIRST STEPS IN FIRST AID Sound 30 minutes

The elements of first aid. Designed to stimulate everyone to learn more about it. Do's and Don'ts. Good demonstrations of pressure points used to stop bleeding. Bureau of Mines.

HELP WANTED Sound 32 minutes

Value of everyone knowing what to look for, what to do, and how to do it. Principles of first aid shown in detail. Johnson and Johnson.

HORSE SENSE IN HORSE POWER Sound or Silent 11 minutes

Dramatization of lessons in safe driving. Approved by National Bureau of Casualty and Surety Underwriters. Chrysler Corporation.

REMEMBER JIMMY Sound 11 minutes

Starting out for a family reunion Jimmy and his family are seriously injured in an accident. Afterward Jimmy on the sidelines of life scans the headlines of his athletic heroes. Fireman's Fund Insurance Company.

ROAD TO SAFETY Silent 9 minutes

Safety in the home and on the highway. O.S.C. Department of Visual Instruction.

SAFETY FROM HOME TO SCHOOL Silent 12 minutes

Safety lessons for children. Color. O.S.C. Department of Visual Instruction.

SAFETY IN THE HOME Sound 11 minutes Rental film

Most common sources of accidents in and about a typical home; suggestions on how to eliminate them. Manuscript on request. Erpi.

SPEAKING OF SAFETY Silent 11 minutes

Designed to motivate children to the habit of carefulness in traffic. Highway Education Board.

STITCH IN TIME Sound 27 minutes

Common sources of accidents on the farm and in the home. How to eliminate them. Sears Roebuck Foundation.

VACATION SAFETY Silent 9 minutes

Safety in archery, fishing, building fire, swimming, bicycling. O.S.C. Department of Visual Instruction.

6. CONTROL OF DISEASES

BEHIND THE SHADOWS Sound 11 minutes

Early discovery of tubercular infection through tuberculin test. Probability of cure through early discovery. Oregon Tuberculosis Association.

BODY DEFENSES AGAINST DISEASE Sound 11 minutes Rental film

Three lines of defense: The skin, phagocytic cells and lymphatics, and the blood.

CHOOSE TO LIVE Sound 15 minutes

Symptoms, diagnosis, and various types of treatment of cancer. Necessity for treatment in early stages. U. S. Department of Agriculture.

DEFENSE AGAINST INVASION Sound 11 minutes

How vaccination builds body defenses against disease. Told entertainingly and vividly by the use of Disney's color cartoons. Color. Coordinator of Inter-American Affairs.

MAN AGAINST MICROBE Sound or silent 11 minutes

Three hundred years of progress in public health and medicine. Features contributions of famous research men. Metropolitan Life Insurance Company.

7. COMMUNITY HEALTH AND SANITATION

CITY WATER SUPPLY Sound 11 minutes Rental film

Need for water for all life. New York City's water system. Protection of water from pollution and disease. Manuscript on request. Erpi.

SILENT WAR Sound 10 minutes

Columbia's fight against yellow fever. A documentary of the development of the vaccine and the protection of the people. Coordinator of Inter-American Affairs.

THREE COUNTIES AGAINST SYPHILIS Sound 21 minutes

How a public health organization worked in Georgia to stamp out syphilis. Establishment of health centers and clinics. U. S. Department of Agriculture.

WATER, FRIEND OR ENEMY Sound 9 minutes

How pollution can poison the streams, springs and wells. How to insure a pure water supply. Animation. Color. Disney for Coordinator of Inter-American Affairs.

WINGED SCOURGE Sound 10 minutes

The seven dwarfs of Snow White fame learn how to control the dread Anopheles mosquito responsible for malaria. Made by Disney in color. Coordinator of Inter-American Affairs.

WITH THESE WEAPONS Sound 10 minutes Rental film

Syphilis and how it can be stamped out in one generation through knowledge of the facts and cooperation of everyone. American Social Hygiene Association.

COOPERATING AGENCIES IN THE 4-H CLUB GROWTH AND HEALTH PROJECT

Oregon State College

4-H Club Leaders Association

United States Department of Agriculture

State Department of Education

State Board of Health

Oregon Tuberculosis Association

Oregon Dairy Council

FROM THE PEN OF A SEVENTH GRADER

One of the best promotions for good daily living habits has come from a girl in the 7th grade who wrote as follows:

"Health is something money can't buy. Your health is more important to you than anything else in the world. A healthy person is always happy, full of fun, and willing to have fun, but an unhealthy person just doesn't care to do anything but sit around the house. Health is the door to happiness, to pleasure in work and play, and to success."

Cooperative Extension Work in Agriculture and Home Economics
Wm. A. Schoenfield, Director

Oregon State College, United States Department of Agriculture, and State Department of
Education Cooperating

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