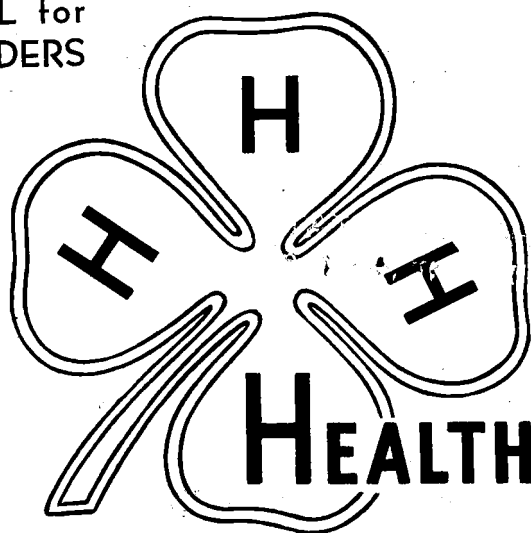


# Growth and Health PROJECT

A MANUAL for  
LOCAL LEADERS



~~DISCARD~~ *Case*

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

Club Series S-10

4-H Club Growth and Health Project

## FOREWORD

One of the chief factors that has made the 4-H Club program educationally effective, and that has had an important bearing upon 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 cooperative 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.

REX PUTNAM,  
Superintendent of Public Instruction.

# Growth and Health Project

## A MANUAL FOR LOCAL LEADERS

By

LUCY A. CASE

Extension Nutritionist

### DIRECTIONS

Since this project follows the State Course of Study in Health Education, it should begin in the latter part of September and continue through to May with meetings once a week as a general rule. The bulletin outlines twenty-four lessons on ten topics as follows:

	<i>Number of lessons</i>
I. Physical Examination .....	1
II. Safety and First Aid .....	4
III. Nutrition, Rest, and Sleep .....	4
IV. Water Supply and Milk Supply .....	2
V. Cleanliness and Good Grooming. Ventilation and Heating (general throughout the year) .....	1
VI. Prevention of Disease .....	2
VII. Posture and Exercise .....	2
VIII. Clothing .....	1
IX. Care of Sense Organs .....	2
X. Mental Health and Good Citizenship. Tobacco and Alcohol. Vacations .....	2

One meeting is reserved for a school program on health. Two meetings are scheduled at the end for completing the 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. 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 needed most in your community and adjust the program of club meetings to fit the needs.

### **Reports.**

Each child should fill out pages 2, 5, and first half of 6 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 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 Mr. H. C. Seymour, State Club Leader, Corvallis. Children should work for a high medical score and should try to obtain correction of remediable defects. The winning boy and 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** 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 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.

### **Boys and girls can help build their bodies strong and healthy.**

Our bodies are something like houses, and we are the carpenters. A good carpenter selects good boards, nails, and other materials. He puts them together carefully and builds a good house. Boys and girls are builders, too. They can choose good food, fresh air, exercise, cleanliness, enough sleep and other good habits and can build strong bodies. Building a strong, healthy body helps one to enjoy work and play, and to get the things that are most desirable. Good health means less expense and suffering, more comfort, happiness, and good times.

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 strongly desire and actually practice and live healthful habits every day. Are your club members really interested in health?

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 Andress, I. H. Goldberger, Grace T. Hallock, Elizabeth B. Jenkins, and Marguerite P. Dolch. The number of stars on the back of the textbook 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 textbooks and are to be read by club members in corresponding grades. Below these graded references, a separate set of references is given for ungraded clubs for most lessons. Ungraded reference lists are planned to cover the most vital points of subject matter.

### **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, unless so indicated. 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.

**"Things to Do."** Each lesson lists "Things to Do." Those that refer to the Project Record Book must be done each year in order to complete the club work. The leader will need to select something different to do each year from the other suggestions given and from her own ideas. Do not "take the cream" from all the suggestions in one year. Develop one activity and have the children accomplish worthwhile results in that. Next year try something different.

## **Topic I. PHYSICAL EXAMINATION**

(One meeting)

### **Meeting 1. PHYSICAL INSPECTION AND EXAMINATION**

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 and local doctors, 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 for meeting 1.**

1. To foster a desire for good health and to develop a sense of need for health study.
2. Each child given physical inspection according to state law.
3. Children and parents understand what physical defects need correction.
4. Records for beginning of project made in Health Club Project record book, page 2.
5. Children 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.

Andress and Goldberger textbooks

Five stars. Doing Your Best for Health, second paragraph, page 231.

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

Ungraded group. Use references given above.

*Other reference material.*

Oregon State College, obtainable free of charge from Mr. H. C. Seymour, State Club Leader.

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

C-1533. Teachers Inventory of Health Assets.

HE 163. Correcting Underweight. Two pages.

**Things to do.**

(Select a few each year.)

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

2. Send for circular C-1137 giving directions for weight. 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.

4. Discuss the how and why of weighing and measuring and the use of the new weight tables.

5. Send for Teachers Inventory of Health Assets (see references). This contains a survey blank for checking health conditions: (a) schoolroom, (b) community, (c) pupils. Select a project for improvement and enter steps taken in the progress chart at the end. For example: obtain school scales for monthly weighings; establish habits of sufficient sleep; or obtain facilities for washing hands.

6. Team demonstration of weighing and measuring. (See directions, C-1137.)

**Possible projects.**

1. "Keep growing" project. Each child should watch for a steady gain in weight. About one pound every two months is normal gain at 10 years. (See circular C-1137). Weight is only one of the important indications about growth. The important thing about weight is to keep growing—to make a gain in weight as the months pass. Large-sized weight curves could be made on wrapping paper and posted for successful growers. Handle problems of abnormal weight individually rather than in a group.

2. A small map could be made of the schoolroom with a black-headed pin for each decayed tooth. As teeth are filled, the map looks whiter and better.

3. Remedy other defects. Vaccinate for smallpox and diphtheria. Have tuberculosis tests made.

**Topic II. SAFETY AND FIRST AID**

(Four meetings)

**Aims for boys and girls in preventing accidents.**

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.

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.

**Meeting 2. SAFETY AT SCHOOL AND ON THE HIGHWAY***References on Safety at School and on the Highway.*

Andress and Goldberger textbooks.

Four star. Safety Every Day, pages IX-X, 12-23.

Five star. Doing Your Best for Health, pages 216-226.

Six stars. Building Good Health, pages 230-244, 248-252.

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

Ungraded group.

Four stars. Safety Every Day, pages IX-X, 12-23.

Six stars. Building Good Health, pages 230-244, 248-252.

*Other reference material.*

Oregon State Motor Association, Terminal Sales Building, Portland, Oregon.

1. Monthly safety posters with graded lessons from kindergarten through junior high school. Colored, or in black and white to be colored by children. Supply limited. No charge.

2. The Motorist's Handbook. Illustrated. 12 pages. No charge.

3. Lest We Forget. Illustrated. 36 pages. No charge.

## 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 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.



## 4. The Sportsmanlike Driving Series.

- a. The Driver. Illustrated. 88 pages. Small charge.
- b. Driver and Pedestrian Responsibilities. Illustrated. 80 pages. Small charge.
- c. Society's Responsibilities. Illustrated. 104 pages. Small charge.
- d. How to Drive. Illustrated. 105 pages. Small charge.

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

1. Bimonthly Accident Prevention News Letter. Illustrated. 8 pages. Free of charge. Request through local chapter at county seat.
2. The Red Cross on the Highways. Illustrated. 12 pages. No charge.

National Conservation Bureau, 60 John St., New York, N. Y.  
Putting Safety in Bicycling.

Cycle Trades of America, Chanin Building, New York, N. Y.  
Safety Set of booklets. No charge.

The Travelers' Insurance Company, Hartford, Connecticut.

The Travelers' Quiz. Illustrated. 8 pages. No charge.

Highway Hazards. Set of illustrated lessons for high school. No charge.

The Ford Motor Company, Detroit, Michigan, Educational Department.

How to Become a Skilled Driver. Illustrated. 63 pages. Free sample.

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

School Busses. Their Safe Design and Operation. Small charge.

### Meeting 3. SAFETY AT HOME AND ON THE FARM

*References on safety at home, on the farm, and on outings.*

Andress and Goldberger textbooks.

Four star, Safety Every Day, pages 202-220.

Five star, Doing Your Best for Health, pages 227-246.

Six Stars, Building Good Health, pages 244-248.

Seven stars, Helping the Body in Its Work, pages 242-256, 256-269.

Eight stars, The Healthy Home and Community, pages 224-233, 235-239, foot 240, and top 242, 250-257.

Ungraded groups—

Four stars, Safety Every Day, pages 202-220.

Eight stars, The Healthy Home and Community, pages 224-257.

*Other reference material.*

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

1. Bimonthly Accident Prevention News Letter. Illustrated. 8 pages. Free of charge. Request through local chapter at county seat.

2. Accident Causes—How They May Be Prevented (ARC 1023). Illustrated. 13 pages. Most useful of this list. No charge.

3. Group Discussion Material on Accident Prevention in the Home and on the Farm (ARC 1027). Contains news stories of accidents and factual material. No charge.

4. Check List for Common Hazards. One sheet. No charge.

Oregon State College, obtainable free of charge from Mr. H. C. Seymour, State Club Leader.

- FB. 1678. Safe Use and Storage of Gasoline and Kerosene on the Farm. Illustrated. No charge.
- U. S. Government Printing Office, Washington, D. C.
- FB 1590. Fire-protective Construction on the Farm. Illustrated. Small charge.
- FB 1643. Fire Safeguards for the Farm. Illustrated. Small charge.
- FB 1667. Rural Community Fire Departments. Illustrated. Small charge.
- Manual of First Aid Instruction.
- Mines Bureau. 1940. 361 pages. Illustrated. Moderate charge.
- FB 1786. Fireproofing Fabrics. Illustrated. Small charge.
- FB 193. Fireproofing Christmas Trees. Small charge.
- FB 44L. Fires on Farms. Illustrated. Small charge.
- National Board of Fire Underwriters, 85 John St., New York City.
1. Safeguarding the Home against Fire. No charge for sample.
  2. Home Inspection Blank for School Children. 1 page. No charge for sample.
  3. Two Minutes Tick By. 8 pages. Illustrated. Colored. Free in reasonable quantities.
  4. Safeguarding the Nation against Fire. 134 pages. Illustrated. Samples free.
  5. Danger in Your Home. 6 pages. Illustrated. Free in reasonable quantities.
  6. Puzzle for Children. 1 page. Illustrated. Free in reasonable quantities.
  7. Two Playlets for Children. Illustrated. Free in reasonable quantities.
  8. Your Life, Your Property. 2 pages. Illustrated. Free in reasonable quantities.
- Hardware Mutual Casualty Co., Stevens Point, Wisconsin.
- Safer Homes. Illustrated. 12 pages. No charge.
- International Harvester Co., Chicago, Illinois.
- The Best Way to Fight Fire Is to Prevent It from Starting. Illustrated. 16 pages. No charge.
- John Hancock Mutual Life Insurance Co., Boston, Massachusetts.
- Safe at Home. Illustrated. No charge.
- Edison Electric Institute, New York, N. Y.
- Electric Fences: A Word of Warning.
- Metropolitan Life Insurance Co., San Francisco, California.
- Home Safety Quiz. Illustrated. 6 pages. No charge.

### Things to do to promote safety.\*

(Select a few each year.)

1. Have children form the habit of analyzing every accident that they hear of, no matter how minor. Find out why it happened 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.
2. Have children keep a record of any accidents that occur at school with causes. Use this as a basis for a safety planning program.

\* Dr. Henrietta Morris, Associate Professor of Hygiene, Oregon State College, has contributed suggestions to this section.

3. Guide children in drawing up their own code of safe conduct, for example: (a) In walking up and down stairs without pushing; (b) Using sand pile without throwing sand in eyes; (c) Safe bicycle riding; (d) Safe use of play equipment; (e) Safe holidays and vacations.

4. Have a safety officer chosen for the school.

Duties: Patrol street crossings near school.

Check on safe play habits at school.

Check on first-aid kit and its use.

Check on any broken steps and other hazards.

Club agent or leader might give 4-H safety official 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.

5. Make posters illustrating the right and wrong way of performing certain activities that often lead to accidents.

6. 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.

7. Older children could help in adult safety campaigns; for example, in fire prevention week, making home and community surveys, helping to remove accident hazards, running errands, putting up posters.

8. The club secretary could secure from State Traffic Department, Salem, a copy of regulations for granting drivers' licenses and traffic rules. These could be analyzed and learned.

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

10. Write to the State Traffic Department, Salem, Oregon, and the American National Red Cross, county seat, for booklets on safety and first aid, and inquire concerning loans of pictures, posters, etc. Consult list of illustrative material for this project, C-1159.

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

12. Older children may form a committee to visit the police department or other organizations engaged in safety work, in order to become familiar with their plans and methods. They might visit a traffic court.

13. Upper grade children may read local newspapers for accidents and push a pin in a map of city or town at the place of occurrence. Use different colored pins for different types. Study causes and means of prevention.

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

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

16. Make up games on safety.

17. Choose one condition in your school that is not as safe as it should be. Do what you can to improve it. (There may be a broken step, or a pile of rubbish in a corner that might help start a fire.)

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

19. 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.  
 Seven stars, *Helping the Body in Its Work*, pages 266-269.  
 Eight stars, *The Healthy Home and Community*, pages 253-257.

#### Meeting 4. FIRST AID FOR WOUNDS

##### *Aims for boys and girls in first aid.*

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.
- References on first aid for wounds and bites. Care of the sick.*

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, middle page 187, middle page 214.

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

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

Eight stars, *The Healthy Home and Community*, pages 218-223; 243-250.

Ungraded group.

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

Eight stars, *The Healthy Home and Community*, pages 218-223.

##### *Other reference material.*

Oregon State College. Available from Mr. H. C. Seymour, State Club Leader.

1. Club Series S-7. *Some First Aid Principles*, by Ernst T. Stuhr. 16 pages. No charge.

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

1. *First Aid*. Illustrated. 190 pages. Recommended for school library. Reasonable charge.

#### Meeting 5. FIRST AID FOR OTHER MISHAPS. CARE OF THE SICK

##### *References on First Aid for Other Mishaps. Care of the Sick.*

Andress and Goldberger textbooks.

Seven stars, *Helping the Body in Its Work*, pages 256-257, 259.

Eight stars, The Healthy Home and Community, pages 202-223, 229-231, 233-236, 239-243.

Ungraded groups. Use references given above.

*Other reference material.*

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

HE 1472. Meeting Health Emergencies in the Home. 8 pages. No charge.

HE 1548. Meeting Health Emergencies in the Home II. Aids in Home Nursing, Improvised Health Emergency Equipment and Devices. Illustrated. 6 pages. No charge.

John Hancock Mutual Life Insurance Co. Boston, Massachusetts.

Diversions for the Sick. Illustrated. 32 pages. No charge.

American National Red Cross, local chapter or Civic Auditorium, San Francisco, California.

1. Life Saving. Illustrated. Recommended for school library.

2. First Aid and Life Saving. Catalog of Supplies and Insignia. Illustrated. 15 pages. No charge.

3. Home Hygiene and Care of the Sick. For leaders. Illustrated. 23 pages. No charge.

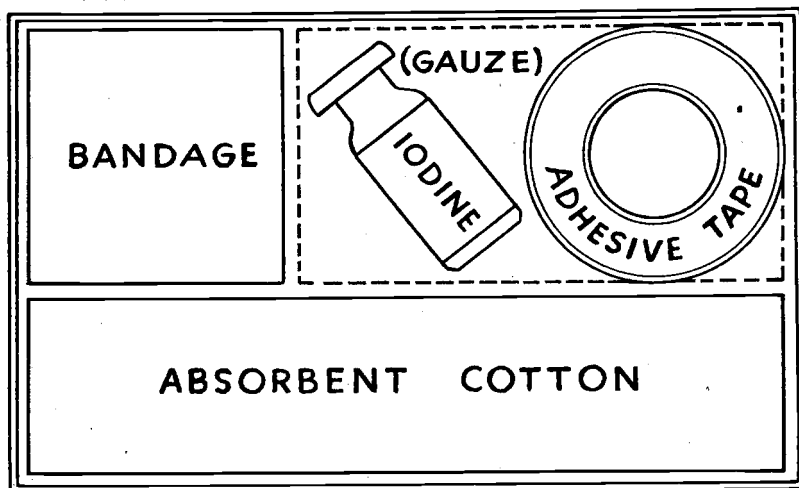
U. S. Government Printing Office, Washington, D. C.

Coast Guard bulletin. Directions for restoring the apparently drowned, for saving drowning persons, and for treatment of frost bites. Illustrated. 12 pages. Small charge.

**Things to do in first aid and care of the sick.**

(Select a few each year.)

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.



*Diagram showing equipment arranged in simple First Aid Kit packed in small covered box*

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.
6. See suggestions in Andress and Goldberger textbook, eight stars, *The Healthy Home and Community*, pages 220-223; 253-257.

#### **Possible projects in first aid.**

1. Make a good first aid kit for each classroom. Safety officers should keep it constantly in condition for immediate use.

### **Topic III. FOODS AND NUTRITION, REST AND SLEEP**

(Four meetings)

#### **Good aims for boys and girls in their eating habits.**

1. Children should be interested in finding out why certain eating habits are desirable. They should appreciate that food and eating habits make a big difference in being strong, well, and happy.
  2. Children should eat a good breakfast before coming to school.
  3. Supervised lunch at school; children seated at least 15 minutes.
  4. Adequate lunch brought from home; hot dish served at school, if possible.
- Or adequate lunch served at school cafeteria.
5. Lunch money spent on healthful food.
  6. Length of noon session as near to one hour as possible.
  7. Eat three meals daily at regular hours.
  8. No between-meal lunches that interfere with meals. Sweets eaten at end of meals only.
  9. Know what foods are essential and try to get them every day.
  10. Like and enjoy all wholesome foods. Avoid unwholesome foods and drinks. Avoid excessive use of "soft drinks."
  11. Older children understand food fads and meaning of allergies.
  12. Eat slowly and chew food thoroughly.
  13. Have a happy state of mind at meal time.
  14. 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.
  15. Establish the habit of eating only clean food from clean utensils.

#### **Meeting 6. FOODS THAT BUILD AND PROTECT THE BODY**

Choice of topics: (a) The essential foods promote growth and health; (b) Building teeth and bones; (c) Care and preparation of food.

(a) *References on the essential foods promote growth and health.*

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 24-33.

Five stars, *Doing Your Best for Health*, pages 54-68.

Six stars, Building Good Health, pages VII-11, 14-21, 22-32, 44-49.  
Seven stars, Helping the Body in Its Work, pages 84-94, 138-145.  
Eight stars, The Healthy Home and Community, pages 90-93.

Ungraded groups.

Five stars, Doing Your Best for Health, pages 54-68.  
Six stars, Building Good Health, pages VII-11.  
Seven stars, Helping the Body in Its Work, pages 84-94.  
Eight stars, The Healthy Home and Community, pages 90-93.

*Other references on the essential foods promote growth and health.*

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

Extension bulletin 562. Food to Keep You Fit. 1941.

Extension leaflet. Check Your Food Habits, a score card. 1941.

HE 7. Wild Plants Eaten as Greens. Illustrated. 2 pages. No charge.

HE 181. Liver Recipes. 4 pages. No charge.

HE 295. Twenty Ways of Using Oregon Carrots. 4 pages. No charge.

HE 407. Uses of Whole Wheat in the Home. 7 pages. No charge.

HE 408. Use of Powdered Skim Milk in the Home. 7 pages. No charge.

HE 460. Mineral Chart. 1 page. No charge.

HE 595. Calcium and Iron in Foods. 1 page. No charge.

HE 753. Suggested Plan for Family Vegetable Supply. 2 pages. No charge.

HE 789. Value and Use of Prunes. 6 pages. No charge.

HE 1340. Foods Rich in Vitamins. 8 pages. No charge.

HE 1458. Wheat Germ. 4 pages. No charge.

HE 1459. Strawberries, Fresh and Frozen. 6 pages. No charge.

Extension bulletin 552. The Home Vegetable Garden. 8 pages. No charge.

Extension bulletin 551. Vegetable Garden Insect Pest Control. 8 pages. No charge.

Federal Security leaflet. Twenty Questions on Enriched Flour and Bread. 4 pages. No charge.

Visual Instruction Department, Oregon State College, Corvallis. Order through county extension agent at county seat; no charge for 4-H Club meetings, except as stated.

1. Lantern slides, "Food Makes a Difference." 60 slides. Also film strip No. 211.

2. Film strip, No. 208. "Be Your Own Best Exhibit."

3. Film strip, No. 217. "Milk in the Home." 42 pictures.

4. Film strip, No. 167. "Foods and Digestion." 25 pictures.

5. Sound film in color, "For Health and Happiness." 1941. Shows feeding and development of children of various ages. 16 mm.

6. Silent film, "Food Makes a Difference." Contrasts good and poor nutrition in rats and children. 16 mm.

7. Sound film, "Foods and Nutrition." On metabolism of foods. 16 mm. Rental charge.

8. Sound film, "More Life in Living." 16 mm.

Oregon Tuberculosis Association, Woodlark Building, Portland, Oregon.

1. Set of 4 excellent colored animal posters, 15 by 18 inches. Subjects: eating, sleeping, bathing, playing. Small charge for set.
2. Set of 4 "Rainbow Posters." 15 by 22 inches. Enlarged drawings. Subjects: Eat Hard Foods; Even the Pigs Know What Is Good for Them; To Station Health; Protect Yourself in Rainy Weather. Small charge for set.

U. S. Government Printing Office, Washington, D. C.

1. Set of 11 nutrition charts showing contrast in growth of rats from dietaries with and without adequate proteins, minerals, and vitamins. 23 by 15 inches. Moderate charge.
2. Farmers' Bulletin 1757. Diets to Fit the Family Income. 1936. Illustrated. 38 pages. Small charge.
3. Farmers' Bulletin 1674. Food for Children. 22 pages. Small charge.

Oregon Dairy Council, Terminal Sales Building, Portland, Oregon.

1. "Building Blocks of Foods." Set of 9 illustrated leaflets on essential foods with chart for meal scoring and suggestions for leaders. Very small charge.
2. "There Is Safety in Sound Bodies." Illustrated booklet. 29 pages. Small charge.
3. "A guide to Good Eating." Colored poster with separate suggestions to leaders. 21 by 27 inches. Moderate charge.
4. "Keep Fit for Fun." Set of 4 colored sports posters. 12 by 17 inches. Moderate charge.

*(b) References on building strong teeth and bones. Care of teeth.*

Andress and Goldberger textbooks.

Four stars, Safety Every Day, pages 64-83.

Five stars, Doing Your Best for Health, page 66, middle page 69, pages 80-81.

Six stars, Building Good Health, pages 72-101 ; 126-131.

Seven stars, Helping the Body in Its Work, foot page 107, top page 109

Ungraded group.

Four stars, Safety Every Day, pages 64-83.

Six stars, Building Good Health, pages 72-101, 126-131.

*Other reference material on teeth and bones.*

Oral Health Program, Available from Dr. Floyd H. DeCamp, State Board of Health, Oregon Building, Portland, Oregon.

1. "Jackie and Judy." Illustrated booklet for grades 4 through 6. 56 pages. One booklet free of charge to each club member.
2. "My Teeth." Illustrated booklet for grades 7 and 8. 25 pages. One booklet free of charge to each club member.
3. "Jimmy Chew." Illustrated booklet for primary grades. 32 pages. One booklet free of charge to each club member.
4. "Your Child's Teeth." Excellently illustrated booklet. 40 pages. One copy free of charge to each club leader.
5. "Preparing Teeth for School." Illustrated booklet for mothers. 16 pages. Single copies to mothers or club members are free.



Films available from Oral Health Program, State Board of Health, Oregon Building, Portland, Oregon. Films are shipped prepaid to county health unit. Borrower pays return shipping charges. No other charge.

1. Ask Your Dentist. 1 reel. For 6th, 7th, and 8th grades and high school.
2. Care of the Teeth. For grade children.
3. How Teeth Grow. 1 reel. Excellent for adult groups.

Oregon Dairy Council, Terminal Sales Building, Portland, Oregon.

1. "Pasture Trails." A story of dairying in the U. S. Illustrated booklet with suggestions to leaders. 32 pages. Small charge.
2. "Watch Them Grow." Rat feeding experiments. Gives detailed directions for conducting rat feeding experiments in a school. Illustrated. 7 pages. Small charge.
3. Dairy Council Digests. Leaflets issued 6 times a year on scientific research in nutrition. Single copies free to leaders.
4. Film "America Learns to Fly." Shows health requirements for young men entering aviation. By arrangement.

Good Teeth Council for Children, Inc., 400 N. Michigan Boulevard, Chicago, Illinois.

1. Good Teeth. Project suggestions for leaders. Illustrated. 14 pages. Small charge.

U. S. Government Printing Office, Washington, D. C. Series of charts, 15 by 12 inches:

- G91 No. 3. Build Early for Good Growth: Teeth and Their Structure. Small charge.
- G91 No. 5. Build Early for Good Growth: Development of Teeth. Illustrated by X-rays of jaws of children. Small charge.
- G91 No. 6. Build Early for Good Growth: Development of Teeth. Illustrated by X-rays of jaws. Small charge.
- G91 No. 7. Build Early for Good Growth: Premature loss of temporary teeth may deform jaws. Small charge.

Dr. George Wood Clapp, 220 West 42nd Street, New York City.

1. "The Dentist Says." Noncommercial radio program with weekly illustrated leaflets. Plan book for teachers. Very small charge.
2. "Viking Fleet." Poster for names in dental care contest with naval buttons and badges. Moderate charge.

American Dental Association, 212 East Superior Street, Chicago, Illinois.  
Send for list of plays, pamphlets, charts, etc.

*(c) References on care and preparation of food.*

Andress and Goldberger textbooks.

Four stars, Safety Every Day, pages 34-middle 36; middle 56-59.

Six stars, Building Good Health, foot of page 213-214.

Eight stars, The Healthy Home and Community, pages 60-top 74; 78-81.

Ungraded group.

Four stars, Safety Every Day, pages 34-middle 36, middle 56-59.

Eight stars, The Healthy Home and Community, pages 60-top 74; 78-81.

### Meeting 7. CHOOSING YOUR DAILY FOODS WISELY

Choice of topics: (a) Choosing Foods Wisely. A good breakfast. (b) Choosing Foods Wisely. A good lunch or supper. (c) Choosing Foods Wisely. A good dinner.

*(a) References on Choosing Foods Wisely. A good breakfast.*

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 160-164.

Five stars, *Doing Your Best for Health*, pages 68-72.

Six stars, *Building Good Health*, pages 32-38, foot 42-43, top 193.

Eight stars, *The Healthy Home and Community*, pages 82-89, 94-99, 100.

Ungraded group.

Six stars, *Building Good Health*, pages 32-38, foot 42-43, top 193.

Eight stars, *The Healthy Home and Community*, page 100.

*(b) References on Choosing Daily Foods Wisely. A good lunch or supper.*

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, page 30.

Five stars, *Doing Your Best for Health*, pages 68-72.

Six stars, *Building Good Health*, page 47.

Eight stars, *The Healthy Home and Community*, page 100.

Ungraded group.

Five stars, *Doing Your Best for Health*, pages 68-72.

Eight stars, *The Healthy Home and Community*, page 100.

*Other references on a good lunch or supper.*

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

1. O. S. C. Extension Service bulletin 492, *The School Lunch*, 32 pages. No charge.

2. H. E. 240, *The Plate Lunch for School Cafeterias*. 26 pages. No charge.

Surplus Marketing Administration, Portland, Oregon.

Monthly bulletin. See suggestions on School Lunch. No charge.

Government Printing Office, Washington, D. C.

1. U. S. D. A. Miscellaneous Publication 246, *Menus and Recipes for Lunches at School*. 1936. Illustrated. 25 pages. Small charge.

2. Children's Bureau folder 23. *Noon Meal at School*. 4 pages. Small charge.

3. U. S. D. A. Miscellaneous Publication 408. *School Lunches Using Farm Surpluses*. 1940. 38 pages. Small charge.

Oregon Dairy Council, Terminal Sales Building, Portland, Oregon.

1. *Choose Your Lunch Wisely*. Colored poster of children at counter with tray of good lunch. 11 by 16 inches. Separate score folder on eating habits and suggestions for leaders. Moderate charge.

*(c) References on Choosing Daily Food Wisely. A good dinner.*

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, middle page 33.

- Five stars, *Doing Your Best for Health*, pages 68-72.  
Eight stars, *The Healthy Home and Community*, page 101.  
Ungraded group.  
Five stars, *Doing Your Best for Health*, pages 68-72.  
Eight stars, *The Healthy Home and Community*, page 101.

**Meeting 8. CHOICE OF TOPICS (a) WHAT HAPPENS TO FOOD AND AIR IN THE BODY. DIGESTION; (b) GOOD FOOD HABITS; (c) GOOD MANNERS AND TABLE CUSTOMS**

*(a) References on What Happens to Food and Air in the Body. Digestion.*

Andress and Goldberger textbooks.

Four star, *Safety Every Day*, pages 36-39.

Five stars, *Doing Your Best for Health*, pages 72-80, 82-87.

Six stars, *Building Good Health*, pages 50-60, 102-125.

Seven stars, *Helping the Body in Its Work*, pages 38-44, 48-55, 94-foot 107.

Eight stars, *The Healthy Home and Community*, middle page 71-72.

Ungraded groups.

Five stars, *Doing Your Best for Health*, 72-80, 82-87.

Six stars, *Building Good Health*, pages 50-60, 102-125.

Seven stars, *Helping the Body in Its Work*, pages 94-foot 107.

*(b) References on Good Food Habits.*

Andress and Goldberger textbooks.

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

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

Six stars, *Building Good Health*, pages 40-42, 61-64.

Seven stars, *Helping the Body in Its Work*, pages 109-115.

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

Ungraded groups.

Six stars, *Building Good Health*, pages 40-42, 61-64.

*(c) References on Good Manners and Table Customs.*

Andress and Goldberger textbooks.

Six stars, *Building Good Health*, pages 64-67.

Seven stars, *Helping the Body in Its Work*, page 109.

Eight stars, *The Healthy Home and Community*, pages 99, 102-105.

Ungraded groups.

Six stars, *Building Good Health*, pages 64-67.

Eight stars, *The Healthy Home and Community*, pages 99, 102-105.

*Other references on Good Manners and Table Customs.*

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

HE 109. *Wholesome Sweets for Christmas*. 5 pages. No charge.

HE 253. *Christmas Sweets*. 3 pages. No charge.

HE 816. *Holiday Sweets*. 4 pages. No charge.

HE 882. *Cooking in the Open*. 4 pages. No charge.

Oregon Dairy Council, Terminal Sales Building, Portland, Oregon.

1. "Rise and Shine." Illustrated booklet including refreshment recipes, separate sheet of suggestions for leaders. 31 pages. Small charge.

## Meeting 9. REST AND SLEEP

### *References on Rest and Sleep.*

Andress and Goldberger textbooks.

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

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

Six stars, *Building Good Health*, pages 18, 176-199.

Seven stars, *Helping the Body in Its Work*, pages 132-133.

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

Ungraded groups.

Six stars, *Building Good Health*, pages 18, 176-199.

### *Other references on Rest and Sleep.*

U. S. Children's Bureau, Washington, D. C.

Why Sleep? Sleep Helps Children Grow. 8 pages. No charge.

### **Good aims for boys and girls in regard to sleep and rest.**

1. To have a quiet, darkened room for sleeping.
2. To sleep with head facing away from the morning light.
3. 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 to prevent their sliding off during the night. Coverings for tall persons should be long enough to cover the shoulders well and tuck in at the bottom of the bed.
4. To have bed coverings adequate for keeping warm in cold weather.
5. To have fresh air without drafts in the sleeping room, or where possible to sleep on sleeping porch or the equivalent.
6. To adjust bedroom windows so that they may be opened from both the top and the bottom.
7. To get the number of hours of sleep required according to age and to observe regular bedtime habits willingly, at least on week nights. To know the value of rest to normal growth and health.

### SUGGESTED TABLE FOR REQUIRED SLEEP

<i>Age</i>	<i>Amount of Sleep</i>
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

8. To sleep alone when possible.
9. To remove all day clothing at night.
10. To go to bed clean.
11. To sleep between sheets or blankets that are laundered at least every week.
12. To sleep with head uncovered and body covered.
13. To sleep with mouth closed and without snoring, preferably lying on one's side or stomach.

14. To lie straight in bed, arms under the coverings in most cases. To avoid sleeping with arms under the head or above the head.

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

16. To avoid becoming overtired or overstimulated by motion-picture shows or boisterous entertainment before going to bed.

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

### Things for boys and girls to do about eating habits and rest.

(Select a few each year.)

1. 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.

b. Care and Preparation of Food.

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

c. Choosing Your Daily Foods Wisely.

Five stars, *Doing Your Best for Health*, page 85 (No. 2).

Six stars, *Building Good Health*, page 71 (No. 4).

Seven stars, *Helping the Body in Its Work*, page 113 (No. 2).

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

d. What Happens to Food and Air in the Body, Digestion.

Five stars, *Doing Your Best for Health*, pages 83 (No. 2), 84 (No. 2), 85, 86 (No. 4).

Six stars, *Building Good Health*, pages 68-71, 120-125.

Seven stars, *Helping the Body in Its Work*, pages 52-55, 112 (No. 2), 114 (No. 5).

Eight stars, *The Healthy Home and Community*, page 111 (No. 6).

### 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.

Seven stars, *Helping the Body in Its Work*, page 112 (No. 1).

Eight stars, *The Healthy Home and Community*, pages 108 (No. 1), 109-111.

2. In order to show scientific reasons for good eating habits, pupils may tell of experiences connected with digestion; for example: (a) Lack of appetite for a balanced meal after eating candy between meals; (b) An attack of indigestion after eating when extremely fatigued; (c) Indigestion after severe exercise taken directly after a meal.

3. 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.

4. 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 three-fourths to one quart of milk daily, two 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	

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	

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

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

7. Have a noon or supper meeting in which children make sandwiches, soup, or milk shakes. See Extension Bulletin 492, "The School Lunch" for recipes.

8. 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 552, "The Home Vegetable Garden."

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

10. Make scrapbooks illustrating good food habits.

11. 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, for a moderate charge.

12. Train club demonstration teams on such topics as Weighing and Measuring, The School Lunch Box, Meal Planning, How I Gained Weight. Have children think of other things that they would like to demonstrate.

13. Learn to like some food formerly refused. Season and prepare it carefully and serve it daintily in small portions. Take small tastes at first.

14. Post on the bulletin board tried recipes containing growth-promoting foods.

15. Dramatize, informally, situations suggested by the study of foods. Example: A woman'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.)

16. Send for some of the illustrative material listed in C-1159, which list is available free of charge from Mr. H. C. Seymour, State Club Leader, Corvallis.

17. 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; use book for pillow.

18. Study how prize farm animals are grown. Apply to growth of human beings.

#### **Possible projects in nutrition and rest.**

1. Provide a hot dish in some form for those who carry lunches, or a well balanced meal served at school. For assistance in food preparation apply to W. P. A. office at county seat. For assistance in food supplies, apply to Surplus Marketing Administration or to Public Welfare office, county seat.

2. Bring well-balanced lunches from home, including milk and a well-washed raw fruit or vegetable.

3. Have school vegetable garden or a model of one in sand. Cook and eat some of the products in school.

4. Summer canning project to provide foods for the school lunch.

5. Provision of milk at lunch hour for those who do not bring it from home.

6. Rat feeding experiment. See Dairy Council references.

7. Establish a curfew hour and observe it.

#### **Other things to do.\***

(Select a few each year.)

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.

\* Dr. Henrietta Morris, Associate Professor of Hygiene, Oregon State College, contributed suggestions to this section.

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. Have children fill in score card for good sleeping conditions in the home.

## Topic IV. WATER SUPPLY AND MILK SUPPLY

(Two meetings)

Boys and girls need to drink a quart of pure water every day. If water is not pure, it may bring disease germs into the body and make a child very sick with diseases such as typhoid fever and diseases of the intestines. Germs may be in the water or they may be on the cup from which a person drinks. Children should be trained to drink only from cups that have been washed. They should drink only water that they know is pure.

### Meeting 10. PURE WATER SUPPLY

*Good aims for school, home, and community in regard to water supply.*

1. Sanitary drinking fountains at school or each child use only his own clean cup.

2. Home and school water supply tested for purity unless in a city where the water is tested regularly.

3. An adequate supply of pure water at home and at school, for drinking and cleaning purposes.

4. Each pupil learn something about how bacteria get into the supply of drinking water and how to guard against contamination of home and community water supplies.

5. Learn how impure water may be purified.

*References on Pure Water Supply.*

Andress and Goldberger textbooks.

Four stars, Safety Every Day, pages 53-58.

Five stars, Doing Your Best for Health, pages 234-235.

Six stars, Building Good Health, page 214.

Seven stars, Helping the Body in Its Work, pages 188; foot 248-top 250.

Eight stars, The Healthy Home and Community, pages 34-45.

Ungraded groups.

Eight stars, The Healthy Home and Community, pages 34-45.

*Other reference material.*

Oregon State College, available from Mr. H. C. Seymour, State Club Leader, Corvallis, Oregon.

Mimeographed circular C-1307. Suggestions for Pure Water on the Farm. Three pages. No charge.



**Things to do.**

1. Survey on Home Water Supply (to be made by each child).

Send to Mr. H. C. Seymour, State Club Leader, Corvallis, Oregon, for a survey blank on home water supply. Have club members do as much of the survey as possible.

2. How to have water tested. The leader of the club should request bottles for taking water samples for her club from her county Extension worker. Be sure to indicate the number of bottles needed.

The club leader should give to club members careful directions about how to take water samples. A sample of water should not be too long in transit if the best results are to be obtained. Before collecting samples, determine mail connections so that sample will reach the laboratory in the shortest possible time. Do not send sample to arrive at the laboratory after Thursday or on a holiday. Invariably, samples long in transit give high bacterial counts. By following these instructions you will obtain the best information regarding your water supply.

In collecting a sample, do not remove cap until ready to take sample. Do not touch inside of cap with fingers or place cap on ground or on any object. Pump out several gallons from the well or let faucet run a few minutes before taking the sample.

Fill out report that comes with the bottle. Use an additional page if necessary. Be sure to give all the information possible regarding your water supply.

The club leader should collect and mail water samples on the same day that the samples are taken. Send them to the Bacteriology Department, Oregon State College, Corvallis, enclosing club leader's name and address. The club leader should see that a name or number is pasted securely on each bottle. The leader should send an accurate list of the names and numbers that go with the bottles and should keep a copy for the club. Reports for the entire club will be sent to the club leader and she can distribute them. Good water is marked "A" by the tester.

**Other things to do.**

1. Make a tour to homes and schools that have good water supply and equipment.

2. Have your county Extension worker obtain and show the film "Drinking Health." Obtainable at Visual Education Department, Oregon State College, 16 mm. and 35 mm.

3. See Andress and Goldberger textbook.

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

**Possible projects.**

1. In case money is needed to buy a good drinking fountain or paper cups at school, see the school board or give an entertainment or hold a bazaar or carnival to raise funds.

2. In case of lack of enough pure water for homes and school, work for it until you accomplish results.

**Meeting 11. PURE MILK SUPPLY.**

Like water, milk also should be clean and pure, in order to be healthful and of good flavor. Cows should be tested for tuberculosis and Bang's disease. Milking utensils should be thoroughly washed and sterilized. Milk should be

thoroughly cooled as soon as it comes from the cow and should be kept in a cool place. It should be kept covered after cooling. Can you think of any way in which you can help to keep the milk supply clean, pure, and delicious?

*Good aims in promoting clean, delicious milk.*

1. For homes producing milk.
  - a. Before being milked, all parts of the cow from which dirt might fall into the milk, should be cleaned. Flanks and udder should be kept clipped.
  - b. The strainer should not show dark stain after the milk is strained. Cloth strainers, if used, should be washed, boiled, and hung to dry.
  - c. Milker should wash and dry hands just before milking. He should use the dry-hand method of milking. Wet-hand milking is filthy. The milker's clothes and the milk stool should be washed frequently.
  - d. The room in which the cows are milked should be free from dirt and dust.
  - e. Milk pails, cans, bottles, separator, and all utensils that come in contact with the milk should be cleaned by first rinsing with tepid water, then scrubbed with a brush in hot water, using a soda washing powder, and finally sterilized with boiling water or steam, and dried. Milk utensils should not be washed in the dishwater with the dishcloth because too many bacteria may be deposited on them. Soap should be avoided in washing milk utensils.

The separator and its parts should be washed and sterilized at least once a day, but preferably after each separation, and immediately following each separation. In case the separator can not be washed after each separation, it should be given a thorough washing after the morning separation. The sterilized parts should be covered with a clean cloth to keep out dust.
  - f. Milk should be cooled in cold water, preferably flowing water, to a temperature of 50° F. or below as quickly as possible after milking, in order to prevent the growth of bacteria. Experiments at Oregon State College showed that bacteria increased in milk in 24 hours from 8,000 per cubic centimeter to 10,600 per cc at 42° F.; to 42,000 per cc at 52° F.; to 730,000 per cc at 60° F.; to 179,000,000 per cc at 72° F.; and to 218,000,000 per cc at 98° F.

While cooling milk, it should be covered with a clean tea towel or screen. Rooms in which milk is handled and stored should be kept screened.
  - g. Milk should come from cows that have been tested and found free from tuberculosis and Bang's disease.
  - h. Learn the milk laws and why they were passed.
2. For homes buying bottled milk.
  - a. It is safest to buy milk that has been pasteurized.
  - b. Milk should be taken indoors as promptly as possible after delivery and kept in the coolest part of the cooler or refrigerator. Sometimes an outdoor cooler is arranged, into which the milk is delivered.
  - c. The mouth of the bottle should be washed before the milk is poured out unless the cap covers the bottle.

3. For all homes.
  - a. Milk should be kept as cool as possible without freezing, in order to retard the growth of bacteria and to prevent souring.
  - b. When part of the container of milk has been used, the container should be returned to the cooler immediately.
  - c. A tight cover should be kept on milk at all times after the animal heat has left it. Milk, cream, and butter should be kept away from strong odors, such as gasoline, unclean barns, musty cellars, soap, and strong-flavored vegetables, fruits, and feed.

#### *References on Pure Milk Supply.*

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 53-55.

Five stars, *Doing Your Best for Health*, foot page 69-70, 235.

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

Eight stars, *The Healthy Home and Community*, pages 46-59.

Ungraded groups.

Eight stars, *The Healthy Home and Community*, pages 46-59.

#### *Other reference material.*

Oregon State College, available from Mr. H. C. Seymour, State Club Leader, Corvallis.

1. Ex 489. *Production of Milk and Cream of High Quality*. Illustrated. 11 pages. No charge.

2. Ex 602. *Production of Clean Milk*. Illustrated. 17 pages. No charge.

Oregon Dairy Council, Portland, Oregon. New list each year.

#### **Interesting things to do.**

1. Make arrangements for the club to visit a dairy and see what is done to protect the milk from disease, dirt, and spoilage. Before making the visit have the children discuss what they would like to see and the questions they would like to ask. Correlate with English composition and have children write and illustrate stories of what they saw and paste them into a class scrap-book.

2. If a laboratory is close by, ask for a sterile container and send a milk sample for bacterial count. Inquire of County Extension workers.

3. See Andress and Goldberger textbook, eight stars, *The Healthy Home and Community*, pages 55-59.

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

### **Topic V. CLEANLINESS AND GOOD GROOMING; VENTILATION AND HEATING**

(One meeting. General throughout the year.)

#### **Meeting 12. CLEANLINESS AND GOOD GROOMING; VENTILATION AND HEATING**

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 in keeping clean.*

1. Have a clean face, hands, neck, ears, fingernails, and teeth 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 after it is cooled. Keep food partly covered while cooling.
8. Wash dishes in clean, warm soapsuds and rinse with boiling water.
9. Throw waste in waste containers. Keep floors and grounds neat and clean.
10. Keep toilets clean, free from odor, and well lighted.
11. Clean shoes before entering buildings.
12. Establish habits of orderliness. Have a place for everything and keep things in their places.

*References on Cleanliness and Good Grooming; Heating and Ventilation.*

Andress and Goldberger textbooks.

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

Five stars, *Doing Your Best for Health*, pages 2-31, 32-53; ventilation, middle page 155.

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

Seven stars, *Helping the Body in Its Work*, ventilation, pages 74-83, 196-219.

Eight stars, *The Healthy Home and Community*, pages VII, VIII; ventilation and heating 2-17; cleanliness 144-165.

Ungraded group.

Four stars, *Safety Every Day*, page 152.

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

Eight stars, *The Healthy Home and Community*, ventilation and heating, pages 2-17; community cleanliness, 146-152; home cleanliness, 152-165.

*Other reference material.*

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

HE 1361. *The Hands and Their Care*. 8 pages. No charge.

HE 1363. *The Skin and Its Care*. 9 pages. No charge.

FB 1834. *House Cleaning, Management, and Methods*. 22 pages. Illustrated. No charge.

FB 1474. *Stain Removal from Fabrics*. Home Methods. 30 pages. Illustrated. No charge.

FB 1497. *Home Laundering, Methods, and Equipment*. 39 pages. Illustrated. No charge.

FB 1426. *Farm plumbing*. Illustrated. 22 pages. No charge.

- FB 1460. Simple Plumbing Repairs on the Home. Illustrated. 14 pages. No charge.
- FB Leaflet 152. How to Control Fleas. Illustrated. 4 pages. No charge.
- FB Leaflet 182. Housefly Control. Illustrated. 6 pages. No charge.
- O. S. C. Station Circular 189. The Bedbug—A Troublesome Household Pest. 3 pages. No charge.
- O. S. C. Station Circular 284. House Ants. 2 pages. No charge.
- Government Printing Office, Washington, D. C.
- FB Leaflet 146. Bedbugs. Illustrated. 8 pages. Small charge.
- Sanitation of Schools. U. S. Department of Education leaflet. 6 pages. Small charge.
- Cleanliness Bureau, 11 W. 42nd St., New York, N. Y.
1. Cleanliness Training, a monthly bulletin for leaders. Free. Not supplied in quantity.
  2. After the Rain. Illustrated reader for grades 3 to 5. 95 pages. Free single copies. Request should state age range and number of children and name of school or organization.
  3. A Tale of Soap. Illustrated reader for grades 6-9. Free single copies. Request should state age range, number of children, and name of school or organization.
  4. A Cleanliness Quiz for Boys. A 4 page leaflet. Supplied in quantities up to 100 without charge.
- Oregon Tuberculosis Association, Woodlark Building, Portland, Oregon.
1. Set of 4 excellent colored animal posters, 15 by 18 inches; subjects: bathing, playing, eating, sleeping. Small charge for set.
- Iowa State College, Engineering Extension Service, Ames, Iowa.
1. Keeping the Schoolhouse Clean. Bulletin 111. 42 pages. No charge.
- Metropolitan Life Insurance Co., San Francisco, California.
1. The Custodian and the School Child. 16 pages. No charge.
- Oregon Dairy Council, Terminal Sales Building, Portland, Oregon.
2. "Personality Counts." Illustrated booklet on development of personality through good habits. Separate score card for growth of personality. 28 pages. Small charge.

### Things to do to promote cleanliness.

(Select a few each year.)

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.

Seven stars, Helping the Body in Its Work, pages 82, 216-219.

Eight stars, The Healthy Home and Community, pages 29-33, 162-165.

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. 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. Organize a clean-up day if the schoolroom, building or grounds are not as clean as they could be.\*

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

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

7. In case of disorderly 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.

8. Make a tour of improved home yards.

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

10. 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.

11. Learn what ventilation system has been provided in the school and how it works. Cooperate in making it operate successfully.

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

#### **Possible projects.**

1. Clean up and beautify the school grounds.

2. Make and keep the school room neat and attractive.

#### **Survey of conditions in the yard at home.**

(To be made by each child.)

Send to H. C. Seymour, State Club Leader, Corvallis, Oregon, for a survey blank on Yard Conditions at Home. Have club members do as much of the survey as possible.

## **Topic VI. PREVENTION OF COMMUNICABLE DISEASES**

(Two meetings)

### **Meeting 13. PREVENTION OF DISEASES BY CARE AND CLEANLINESS. COLDS AND TUBERCULOSIS**

People used to think disease was due to evil spirits. It will be interesting to read the stories of Health Heroes such as Louis Pasteur and Edward Jenner who helped the world greatly by discovering the real cause of disease. 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

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\* These suggestions were contributed by Dr. Henrietta Morris, Associate Professor of Hygiene, Oregon State College.

from others who have a disease that can be communicated. Cleanliness helps greatly in destroying the small organisms that create communicable diseases.

*Aims in preventing disease.*

1. Try to get through the school year with no cold, or not more than one or two colds at most.
2. To stay away from others when you have a cold or other communicable disease.
3. To catch every sneeze and cough in a handkerchief.
3. To cooperate with health authorities in combating disease.
5. To build resistance of the body against disease by good food and rest habits.

*References on Prevention of Disease by Care and Cleanliness. Colds and Tuberculosis.*

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 200-221, 225-229.

Seven stars, Helping the Body in Its Work, pages 2-23, 56-73.

Eight stars, The Healthy Home and Community, pages 166-188, 258-268.

Ungraded group.

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

Eight stars, The Healthy Home and Community, pages 166-188, 258-268.

*Other reference material.*

Metropolitan Life Insurance Co., San Francisco, Calif.

Health Heroes series. No charge.

U. S. Government Printing Office, Washington, D. C.

1. FB 450. Some Facts about Malaria. Small charge.

2. FB 1533. Rat Control. Small charge.

Oregon Tuberculosis Association, Woodlark Building, Portland, Oregon.

1. What is Tuberculosis? Illustrated. 10 pages. Free single copy to leader.

2. Quiz. Illustrated. 1 page. Free single copy to leader.

3. Spots. Illustrated. 1 page. Free single copy to leader.

4. Landmarks of Progress. Illustrated. 14 pages. Free single copy to leader.

5. The Tuberlin Test. 4 pages. Illustrated. Free single copy to leader.

6. Tuberculosis from 5 to 20. 8 pages. Illustrated. Free single copy to leader.

7. What You Should Know About Tuberculosis. 30 pages. Illustrated. Free single copy to leader.

**Things for boys and girls to do.**

(Select a few each year.)

1. 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.

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

Eight stars, The Healthy Home and Community, pages 196-201.

2. 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.

*Ways to prevent disease and to prevent spread of disease.*

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. In case of measles, 14 days after first appearance of rash should elapse; chickenpox, 14 days; scarlet fever, 30 days. 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.

10. When possible, take sun baths, but for only a few minutes at first. Take halibut-liver oil capsules or cod-liver oil, to increase resistance to infections. Use minimum dose; see competent physician.

## Meeting 14. PREVENTION OF DISEASES BY IMMUNIZATION

A person who is protected from a disease by some substance in his blood is said to be immune or immunized. The process of placing the protective substance into his blood is called immunization.

*Good aims in Prevention of Disease by Immunization.*

1. Every normal boy and girl vaccinated against smallpox.

2. Every child tested for diphtheria. If it is found that he might take this disease, he should be given immunization treatment against it.

3. Every child tested for tuberculosis and treatment of any who may have it.

*References on Prevention of Disease by Immunization.*

Andress and Goldberger textbooks.

Six stars, Building Good Health, pages 221-224.

Eight stars, The Healthy Home and Community, pages 188-201.



Ungraded group.

Study the above two references.

*Other reference material.*

Government Printing Office, Washington, D. C.

FB 798. Sheep-tick Eradication. 31 pages. Small charge.

**Things to do.**

1. Cooperate with the county health department for immunization against smallpox and diphtheria; for tuberculosis tests; and the rest of their immunization program.

2. See Andress and Goldberger textbook.

Eight stars, The Healthy Home and Community, pages 197 (No. 4); 199 (No. 6).

**Possible projects.**

Immunization clinics for school children and preschool children.

## **Topic VII. GOOD POSTURE AND HEALTHFUL EXERCISE**

(Two meetings)

Good posture means to stand tall and straight without stiffness, and to have a similar alignment of the body when sitting, walking, climbing stairs, or working. Good posture gives the organs of the body room to do their work. Good posture also helps one's appearance and is important in obtaining a position.

*Aims in trying to acquire good posture.*

1. To walk and stand with toes pointing straight ahead (in most cases), more weight on outer than inner edge of foot, knees relaxed, chest up and forward, head back, chin in, abdomen and buttocks drawn in, feeling as tall as possible.

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 upon good habits of eating and rest, and upon furniture that fits the body.

7. To establish the habit of spending some time out of doors daily.

8. To take precautions against sunburn and against chilling after exercise.

### **Meeting 15. GOOD POSTURE IS BASED ON HEALTHY FEET AND CORRECT SHOES**

*References on Good Posture Is Based on Healthy Feet and Correct Shoes.*

Andress and Goldberger textbooks.

Five stars, Doing Your Best for Health, pages 174-178, 202-215.

Seven stars, Helping the Body in Its Work, pages 208-209, 236-237.  
Ungraded groups.

Five stars, Doing Your Best for Health, pages 174-178, 202-215.  
University of Wisconsin, Madison, Wisconsin, "Foot Clothing for All  
Ages." Revised. Illustrated. Small charge.

National Foot Health Council, Phoenix Building, Rockland, Massachusetts.

1. "Your Children's Feet and Their Care." 8 pages. Illustrated. No charge.

2. Chart on Foot Troubles. 1 page. No charge.

3. Walking for Health. 4 pages. No charge.

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

C-1683. Selection of Shoes. 1 page. No charge.

C-664. Feet and Shoes. 10 pages. No charge.

California Extension bulletin, "Feet and Shows," May 1933, 8 pages.  
Illustrated. No charge for single copy. Supply limited.

HE 1397. The Care of the Feet. 10 pages. No charge.

### Interesting things to do to help your feet.

1. See suggestions in Andress and Goldberger textbooks. Five stars. Doing Your Best for Health, page 214, No. 5.

2. Dramatize a visit to the shoe store.

3. Weigh the shoes of members of the club. Is the difference justifiable?  
(Lightweight shoes are desirable, if correctly made.)

### Meeting 16. CHOICE OF TOPICS: (a) A WELL BALANCED BODY. (b) HEALTHFUL EXERCISE. FUEL FOODS

*References on good posture. A Well-balanced Body.*

Andress and Goldberger textbooks.

Five stars, Doing Your Best for Health, pages 162-173, 181-185.

Six stars, Building Good Health, pages 126-127, 144-145, 189.

Seven stars, Helping the Body in Its Work, pages 220-241.

Ungraded groups.

Five stars, Doing Your Best for Health, pages 162-173, 181-185.

Six stars, Building Good Health, pages 126-127.

Seven stars, Helping the Body in Its Work, pages 233-241.

### *Other reference material.*

U. S. Government Printing Office, Washington, D. C.

1. Posture poster. Position of skeleton in good and in poor posture.  
1939. 34 x 24 inches. Small charge.

2. Posture Charts 24 x 36 inches. Sets of 3 each, boys and girls.  
Very moderate charge for sets of three.

3. Bulletin, Posture Exercises. Illustrated. 33 pages. Very moderate charge.

Oregon Tuberculosis Association, Woodlark Building, Portland, Oregon.

1. Posture. Illustrated. 2 pages. Free single copy to leader.

2. Posture Runner or Poster. Small charge.

Oregon Dairy Council, Terminal Sales Building, Portland, Oregon.

1. Postures on Parade, a small illustrated leaflet. Small charge.
2. Posture—A Mark of Distinction. Set of 7 colored posters of older children. 12 x 17 inches. Moderate charge.

Metropolitan Life Insurance Co., San Francisco, California.

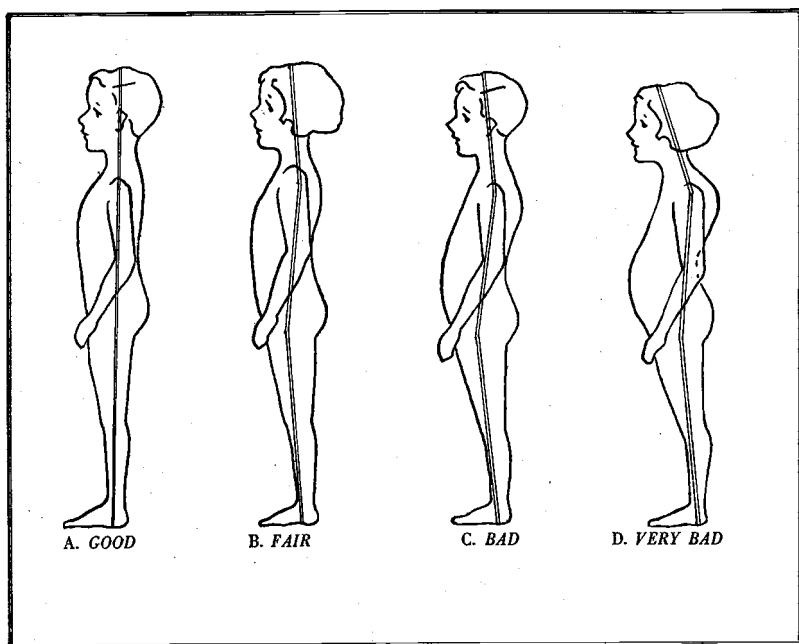
1. Standing Up to Life: Good Posture and Foot Health. Illustrated. 12 pages. No charge.

The accompanying drawings illustrate "good" posture, "fair" posture, "bad" posture, and "very bad" posture. Good posture means the best balance of the weight of the body.

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 counterbalance this the shoulders must go backward; in an effort to overcome the weight thus thrown back, the head falls forward.

### POSTURE STANDARDS



Adapted from "Poster Profiles," Minnesota Public Health Association

In figures "C" and "D" these zigzag lines are increased. Examples 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 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." Tell them to bring their feet close together, close their eyes, raise their arms sideways to shoulder height, and stand on tiptoe. Do this until they are able to hold the position without wavering. Then have them notice the stretched feeling in their abdominal muscles, the place where, as our figures show, the first sagging begins. Lower the arms to the side, slowly lower the heels and have them try to get the "feel" of the body in this position so that they can assume it at will. These are points to be considered:

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 the easy position they have when you are on your toes.

4. Keep the stretched feeling just above the hips.

5. Bring the back of your neck against your collar.

6. Move the upper part of your arms back. This keeps the shoulder blades flat. Repeat this exercise at least once a day. Continue until the feeling of good posture is so strong that you can take it whenever you please. Then keep it all day. Good posture means to stand as tall as you can without stiffness.

#### *References on Healthful Exercise. Fuel foods.*

Andress and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 4-12.

Five stars, *Doing Your Best for Health*, pages 178-180.

Six stars, *Building Good Health*, pages 66, 131-145.

Seven stars, *Helping the Body in Its Work*, pages 34-38, 44-48.

Ungraded groups.

Four stars, *Safety Every Day*, pages 4-12.

Six stars, *Building Good Health*, pages 131-145.

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

#### **Interesting things to do to promote good posture and healthful exercise.**

(Select a few each year.)

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.

Seven stars, *Helping the Body in Its Work*, pages 114 (No. 4), 238-241.

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. 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. Select games and stunts that have no bad posture faults such as any requiring extreme bending backward, or the development of chest muscles at the expense of the shoulder-blade muscles.

9. Guard against fatigue in prolonged sitting or standing positions.

10. Give a team demonstration of testing good posture.

11. 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.

### **Topic VIII. HEALTHFUL CLOTHING AND ITS CARE**

(One meeting)

#### **Meeting 17. CLOTHING PLAYS AN IMPORTANT PART IN HEALTH**

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 feet in wet weather? Of body? Of head? What clothes are most comfortable when walking home from school on a cold day? On a warm day?

*Good aims for boys and girls when dressing for school.*

1. To wear clothes that protect feet and body from moisture and cold in wet or cold weather. Try to find lightweight clothes that protect. Dress for the weather each day.

2. To avoid continuous use indoors of rubber footwear such as rubber-soled tennis shoes and rubber boots.

3. To wear no tight bands or clothes that interfere with circulation or freedom of movement. Hose should be supported from shoulder or waist, not by leg bands.

4. Clothing to be clean, neat, and mended; and shoes clean. Children to assist in this when possible.

5. To change underwear at least once a week.

6. To remove outer garments when indoors in warm building.

7. 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.

8. To wear flexible shank shoes with broad, round toes, and broad heels of moderate height. Shoes should be one inch longer than the feet and with well-fitting shank.

9. To wear stockings at least one-half inch longer than feet.

10. To understand the effect on body temperature of different clothing materials.

11. To understand relation of well-dressed appearance to posture, correct eating habits, adequate rest, and other health habits.

#### *References on 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, 186-202, 209-215.

Seven stars, *Helping the Body in Its Work*, pages 36, 37, 211.

Ungraded groups.

Five stars, *Doing Your Best for Health*, pages 156, 186-202, 209-215.

#### *Other reference material.*

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

HE 1374. *The Care of Clothing*. 9 pages. No charge.

HE 1490. *The Care of Men's Suits*. 4 pages. No charge.

Government Printing Office, Washington, D. C.

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

FB 1778. *Fabrics and Designs for Children's Clothes*. Illustrated. 24 pages. 1937. Small charge.

Oregon Tuberculosis Association, Woodlark Building, Portland, Oregon.

Poster in Rainbow set, *Protect Yourself in Rainy Weather*. 15 by 22 inches. Small charge for set.

#### **Things to do in study of healthful clothing.**

(Select a few each year.)

1. See suggestions in textbook. 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 geography classes, discuss the kind of clothing worn by people in countries studied. Compare or contrast to our own, giving reasons where possible.

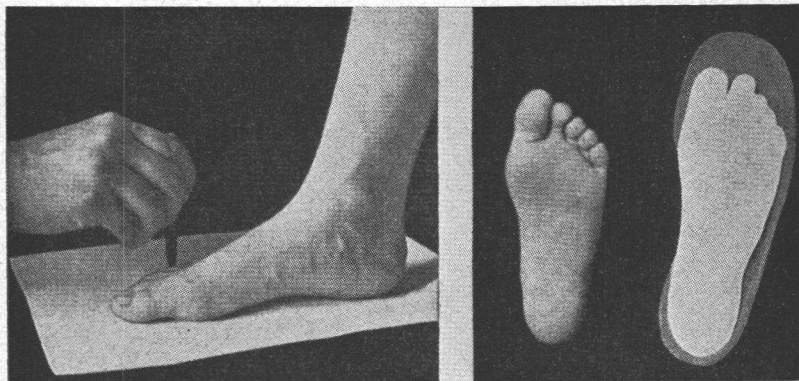
4. In nature study discuss the change in animals' clothing (hair, fur, feathers) to suit the temperature and climate.

5. Make a wardrobe for two dolls as a demonstration. Pretend that they are school children, a boy and a girl. Make the wardrobe economical as well as healthful.

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

7. 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.

### Fit the Shoe to the Foot



Draw outline of foot to check with size and shape of shoe. Cut on this line.

Well-fitted shoes are 1 inch longer than foot.

### Possible projects.

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.

## Topic IX. CARE OF THE SENSE ORGANS

(Three meetings)

### Meeting 18. CARE OF THE EYES

Boys and girls often abuse their eyes without being aware of it. As they grow older they learn their mistakes and wish they had not made them, but then it is too late. Wouldn't it be a fine plan to help children to take care of their eyes day by day and try to keep good eyesight for life? If they need glasses, they should have an eye specialist fit them.

*Good aims in taking care of the eyes.*

1. Have an adequate, steady light, without glare, on your book or sewing, or on any fine work you are doing. 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 at least 12 inches away from your eyes.
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 should 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 discomfort to your eyes 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 Care of the Eyes.*

Address and Goldberger textbooks.

Four stars, *Safety Every Day*, pages 84-111.

Five stars, *Doing Your Best for Health*, pages 88-115.

Six stars, *Building Good Health*, pages 159-166, 171-175.

Seven stars, *Helping the Body in Its Work*, pages 168-178.

Eight stars, *The Healthy Home and Community*, pages 17-33.

Ungraded groups.

Four stars, *Safety Every Day*, pages 84-111.

Six stars, *Building Good Health*, pages 159-166, 171-175.

Eight stars, *The Healthy Home and Community*, pages 17-33.

*Other reference material.*

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

Extension bulletin 531, *Better Farm and Home Lighting*. Illustrated. 27 pages. No charge.

National Society for the Prevention of Blindness, 1790 Broadway, New York, N. Y.

1. Publication No. 285, *A Word to the Wise About Eyes*. 3 page leaflet by Booth Tarkington. Single copy free.
2. Publication No. 289, *The Psychological Touch in Straightening Cross-Eyes*. 1939. 9 pages. Small charge.



3. Publication No. 333, Sun Glasses. 11 page leaflet. Small charge.
4. The Well Lighted Schoolhouse. 8 pages. Small charge.
5. Daylighting the Schoolroom. 4 pages. Small charge.
6. Illumination Intensities for Reading. 8 pages. No charge.
7. A Program of Eye Health in a School System. 16 pages. Small charge.
8. Junior Poster. Rules of Care of Eyes. 14 x 22 inches. Small charge.
9. Eye Hazards in Play. Illustrated. 10 pages. Single copy free.
10. What Causes Eye Strain in Children. 8 pages. Single copy free.
11. D 131—Third Annual Summary of Fourth of July Injuries. 8 pages. Single copy free.
12. Science Saves Eyesight. 12 pages. Illustrated. Small charge.
13. Free catalog of publications and posters on request.

### Things to do to help understand care of the eyes.

(Select a few each year.)

1. See suggestions in Andress and Goldberger textbooks:  
Four stars, Safety Every Day, pages 104, 110-111.  
Five stars, Doing Your Best for Health, pages 112-115.  
Six stars, Building Good Health, pages 171-175.  
Seven stars, Helping the Body in Its Work, pages 191-195.  
Eight stars, The Healthy Home and Community, pages 29-33.
2. Examine the inside of an empty camera or kodak and compare it with the eye.
3. Study lighting conditions in your schoolroom. Is there any way in which the club can cooperate to make them better?
4. Use Snellen test cards to test eyes. (Inquire of County Health Department.)
5. If schoolroom has window shades, appoint someone each week to keep them properly adjusted.
6. Study the good and poor qualities of different printing in books for conserving the eyesight. The leader might provide some with objectionable features, such as fine print and glossy paper.

### Possible project.

1. Possibly you can borrow from the nearest Light and Power Company an "Electric Eye" or light tester. If so, test for adequacy of light in various sections of your schoolroom. Report your findings to the school board. If your schoolroom is not well lighted, try to obtain money with which to install an approved lighting system. Many schools are greatly in need of better lighting.

## Meeting 19. THE ORGANS OF SENSE AND THEIR CARE. HEARING, SMELL, TASTE, TOUCH

### Good aims in care of these organs.

1. Avoid placing fingers or any object in mouth, nose, or ears.
2. Keep temperature of heated schoolroom around 70° Fahrenheit.
3. Provide moisture for air in heated room (container of water on stove, radiator, or furnace).

4. Provide ventilation without drafts.
5. In case of adenoids, have them removed. A person should breathe through the nose, not the mouth.
6. Avoid blowing nose forcefully. Avoid blows on ears.
7. Regularly test the hearing of each child.

*References on the Organs of Sense and Their Care. Hearing, Smell, Taste, Touch.*

Andress and Goldberger textbooks.

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

Five stars, *Doing Your Best for Health*, pages 116-139, 140-145.

Six stars, *Building Good Health*, pages 156-159, 167-169, 171-175.

Seven stars, *Helping the Body in Its Work*, pages 179-195.

Eight stars, *The Healthy Home and Community*, page 14.

Ungraded groups.

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

Seven stars, *Helping the Body in Its Work*, pages 179-195.

Eight stars, *The Healthy Home and Community*, page 14.

### Interesting things to do.

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.

Seven stars, *Helping the Body in Its Work*, middle page 144 (No. 1), 191-195.

2. Test the hearing of each ear by whispering something or by holding a watch a few feet away. How far away can each child hear the whisper? How can the hard-of-hearing be helped?

3. 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, make them. See pictures in *Charters-Smiley-Strang* textbook, Grade VIII, page 94.

## Topic X. POISONS. MENTAL HEALTH

(Two meetings)

### Meeting 20. POISONS. TOBACCO AND ALCOHOL

Have the children think of all the things they would like to have; think of the kind of persons they would like to be. They no doubt want success at work and play; they want travel, a good education, a fine home and many other worthwhile things. Now have them answer one question: Will tobacco or alcohol help you in any way to have what you want to have or to be what you want to be?

#### Desirable aims.

1. To understand the effects of alcohol, tobacco, and drugs on the human body.
2. Total abstinence from alcoholic beverages, tobacco, and habit-forming drugs. Continued abstinence from tobacco until at least 21 years of age.

3. Independence and self-direction enough to refuse the use of tobacco, alcohol, and habit-forming drugs if associated with others who use them.
4. To discourage self-medication.
5. To recognize deceptive advertising.

*References on poisons, tobacco, alcohol, and drugs.*

Andress and Goldberger textbooks.

- Four stars, Safety Every Day, pages 165-179.
- Five stars, Doing Your Best for Health, pages 156-157.
- Six stars, Building Good Health, pages 117-119, foot 169-170.
- Seven stars, Helping the Body in Its Work, pages 38, 160-162.
- Eight stars, The Healthy Home and Community, pages 112-143.

Ungraded groups.

- Four stars, Safety Every Day, pages 165-179.
- Eight stars, The Healthy Home and Community, pages 112-143.

*Other reference material.*

Women's Christian Temperance Union, 409 Stock Exchange Building, Portland, Oregon.

1. Answers to Alcohol. Excellent for children. Illustrated. 40 pages. One copy free to leaders.
2. Here's Health to You. Illustrated. 219 pages. From England. Moderate price.
3. Why Drink Dulls the Driver. 4 pages. No charge.
4. Alcohol and Athletics. 1 sheet. No charge.
5. Marihuana—"The Killer Drug." 1 sheet. No charge.
6. "Snow," "Needle," "Jigger." Drugs of Addiction. 1 sheet. No charge.
7. Top Form. Illustrated. 23 pages. No charge.
8. Object Lessons for Teachers. Illustrated. 4 pages. Moderate charge.
9. Posters of Athletic Coaches. Set of 3. Colored. No charge.
10. Beverage Alcohol and the Nervous System. 4 pages. No charge.
11. Alcohol, An Aid or A Menace. 4 pages. No charge.
12. Why His Father's Son Did Not Drink. 2 pages. No charge.
13. The Danger in Wine and Beer. 4 pages. No charge.
14. Seeing Is Believing. 2 pages. No charge.
15. Safety on the Highroad. 4 pages. No charge.

The Scientific Temperance Federation, 400 Bolyston Street, Boston, Massachusetts.

1. The Coach Condemns Alcohol. 8 pages. Small charge.
2. Monthly bulletin of Recent Findings in the Alcohol Question. For leaders. Moderate charge. Sample copies free.
3. Series of small leaflets for training camps:
  - 103, Why Most Aviators Don't Drink.
  - 104, Do You Want to Be Efficient?
  - 102, Do You Want a Better Rating?
  - 101, Do You Want to Be Powerful?

Single copies free of charge.

U. S. Government Printing Office, Washington, D. C.

Department of Education Leaflet 38. Instruction in Effects of Alcohol and Tobacco. Revised 1937. 7 pages. Small charge.

Women's Christian Temperance Union, 409 Stock Exchange Building, Portland, Oregon.

1. A Five-Pointed Talk on Cigarette Smoking. 4 pages. No charge.
2. Why I Do Not Smoke. 1 sheet. No charge.
3. A Cigarette Arithmetic Lesson. 1 sheet. No charge.

**Interesting things to do.**

1. Send for material from W. C. T. U., Stock Exchange Building, Portland. Excellent illustrated booklets for children are available.
2. Have a speaker visit your club and discuss alcohol and tobacco. Send to nearest W. C. T. U.

**Meeting 21. MENTAL HEALTH AND GOOD CITIZENSHIP**

Someone has said that all our troubles are in our minds. This saying has much truth. A helpful, honest *attitude* toward our work and toward members of our family and school can be developed. This is called mental health.

**Aims for boys and girls in mental health.**

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. Play fair with others, in games and other activities.
6. Avoid anger or fear over trivial things. Learn the right way to solve problems.
7. Acquire courage to face difficulties and to do your best to solve them.
8. Learn to take responsibility for your own actions.
9. Develop a habit of promptness.
10. Enjoy social gatherings. Have many friends.
11. Cooperate with others. Be helpful and cheerful to others.
12. Grow up to be a good citizen. Learn to govern yourselves through self-government at school.
13. Leaders should encourage special interests and hobbies. They may lead to new knowledge or discoveries.
14. Plan a safe and happy summer vacation.

*References on Mental Health and Good Citizenship. Vacations.*

**Andress and Goldberger textbooks.**

- Four stars, Safety Every Day, pages 180-201; vacations 202-220.
- Five stars, Doing Your Best for Health, Vacations, pages 229-246.
- Six stars, Building Good Health, pages 146-156.
- Seven stars, Helping the Body in Its Work, pages 116-132, 146-167.
- Eight stars, The Healthy Home and Community, pages 268-280.

**Ungraded groups.**

- Four stars, Safety Every Day, citizenship, pages 180-201; vacations, pages 202-220.
- Six stars, Building Good Health, pages 146-156.
- Seven stars, Helping the Body in Its Work, pages 146-167.

*Other reference material.*

- Oregon State College Extension Service, Corvallis. From Mrs. Azalea Sager, State Home Demonstration Leader, Corvallis.
- HE 443. List of children's books. 4 pages. No charge.

American Medical Association, Chicago, Illinois.

1. The Story of Life. Sex education pamphlet for boys and girls of 10 years. Moderate charge.

U. S. Government Printing Office, Washington, D. C.

1. The Wonderful Story of Life. Parents talk with their children regarding life and its reproduction. Small charge.
2. Gifted Children. Office of Education Leaflet 41. For leaders only. 45 pages. Small charge.
3. Mentally Retarded Children. Office of Education pamphlet 49. For leaders only. 42 pages. Small charge.
4. Crippled Children. Office of Education pamphlet 55. For leaders only. 18 pages. Small charge.

Iowa Child Welfare Research Station, University of Iowa, Iowa City, Iowa.

1. The Exceptional Child, The Dull, The Bright, and The Specially Talented. Child Welfare pamphlet 8. Small charge.

### Interesting things to do to promote mental health.

(Select a few each year.)

1. See textbooks. Four stars. Safety Every Day, page 171, 177-178, 185-188.

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

Eight stars, The Healthy Home and Community, pages 138-143, 277-280.

2. 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.

3. 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.

4. 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.

### Meeting 22. LAST WEIGHING AND MEASURING

Have the children been weighed each month? We hope that the weight squares on page 2 of the Health Club Project record book have gone steadily up.

Take weights and heights for this month at the close of the month. Have the date, height, weight, and pounds gained since the fall weighing entered on

page 22 of the project record book. Have club members complete the weight graphs on page 2.

### Meeting 23. FINISH ALL REPORTS

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 pages 6 and 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 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.

### Meeting 24. SCHOOL PROGRAM ON HEALTH

(May be changed to fall or winter.)

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.

#### 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.

#### References for health program.

Obtainable from Oregon State College. Mr. H. C. Seymour.

Club series A-25. Songs and yells for Oregon 4-H Club members. (Words only). No charge.

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

C-1160. A List of Free Plays from Oregon Tuberculosis Association. No charge.

C-1533. Recitations, Songs, Plays, and Yells. 21 pages. No charge.

C-1619. Recreation Activities. (May Day Health Day outdoor activities.) 7 pages. No charge.

Oregon Tuberculosis Association, Portland, Oregon.

Lighthouses of Science. Seal program. Illustrated. 12 pages.

Free single copies to leaders.

*Recreation material.*

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

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. No charge.

HE 1576. List of Recreational Material Available. Seated Games for Programs and Parties. No charge.

HE 1528. List of Recreation Material Available. Music II—Songs. No charge.

HE 1529. List of Recreation Material Available. Music III—Directions for Simple Folk Rhythms, Play Party Games, and Marching. No charge.

HE 1527. List of Recreation Material Available. Music I—Accompaniments. No charge.

HE 1577. List of Recreation Material Available. Dramatic Program Suggestions, Readings, Skits, and Stunts. No charge.

HE 1413. List of Recreation Material Available. Suggestions for Holiday or Special Programs and Parties. No charge.

HE 1184. Leadership Suggestions. No charge.

For new free material not included in above 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. No charge.

HE 985. Directions for making homemade play equipment. No charge.

HE 986. Directions for making homemade toys. Supplement to HE 985. No charge.

## GENERAL REFERENCE LIST

Lists of publications are sent free on request. Some organizations furnish free publications.

Extension Service, Oregon State College, Corvallis, Oregon.

Oregon Tuberculosis Association, Woodlark Building, Portland, Oregon.

1. School Health Education. Periodical for leaders. No charge.

American Medical Association, Chicago, Illinois.

1. Free catalog of inexpensive plays and pamphlets.

The National Health Council, 1790 Broadway, New York, N. Y.

1. The National Health Series. 20 volumes. Moderate charge each.

U. S. Public Health Service, Washington, D. C.

U. S. Government Printing Office, Washington, D. C.

1. "School Life" Monthly. From Office of Education. Recommended for school library.

2. Personal Hygiene. Illustrated. 42 pages. Small charge.

Children's Bureau, Washington, D. C.

1. Healthy Child. 6-16 years. Folder 18. 1940, 4 pages. Small charge.

2. Your School Child's Health. 6-16 years. Ready for School. Folder 22. 1940. 4 pages. Small charge.
- American Medical Association, Chicago, Illinois.
- "Hygeia." A monthly magazine recommended for the school library. American Dental Association, 311 East Chicago Ave., Chicago, Illinois. Catalog.
- The Commonwealth Fund, 41 East 57th Street, New York, N. Y.
- Teaching Health in Fargo. Book describing 5-year demonstration in elementary schools. Recommended for school library.
- National Educational Association, 1201 16th St. N. W., Washington, D. C.
- Wisconsin-Alumni Research Foundation, Madison, Wisconsin.
- American Social Hygiene Association, 1790 Broadway, New York, N. Y.
- Iowa Child Welfare Research Station, University of Iowa, Iowa City, Iowa.
- National Committee for Mental Hygiene, 1790 Broadway, New York, N. Y.
- National Congress of Parents and Teachers, 1201 16th St. N. W., Washington, D. C.
- National Safety Council, Education Division, 1 Park Ave., New York, N. Y.
- National Recreation Association, 315 Fourth Ave., New York, N. Y.
- Illuminating Engineering Society, care General Electric Company, Portland, Oregon.
- Good material often can be obtained from certain commercial organizations such as:
- John Hancock Mutual Life Insurance Co., Boston, Mass.
- Free monthly Health Bulletin for teachers.
- Metropolitan Life Insurance Company, San Francisco, California.
- Cleanliness Bureau, 11 West 42nd Street, New York, N. Y.
- Cleanliness Institute, 381 Fourth Ave., New York, N. Y.
- Oregon Dairy Council, Portland, Oregon. (New list each year.)
- Other companies.

### COOPERATING AGENCIES

Oregon State College  
 United States Department of Agriculture  
 State Department of Education  
 State Board of Health  
 Oregon Tuberculosis Association

#### *Growth and Health Project Committee*

H. C. Seymour, State Club Leader  
 Lucy A. Case, Extension Nutritionist  
 Helen J. Cowgill, Assistant State Club Leader  
 Wayne D. Harding, Marion County Club Agent  
 Edwin Keltner, Clackamas County Club Agent  
 R. C. Kuehner, Lane County Club Agent

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