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Club Series S-5

4-H Club Growth and Health Project

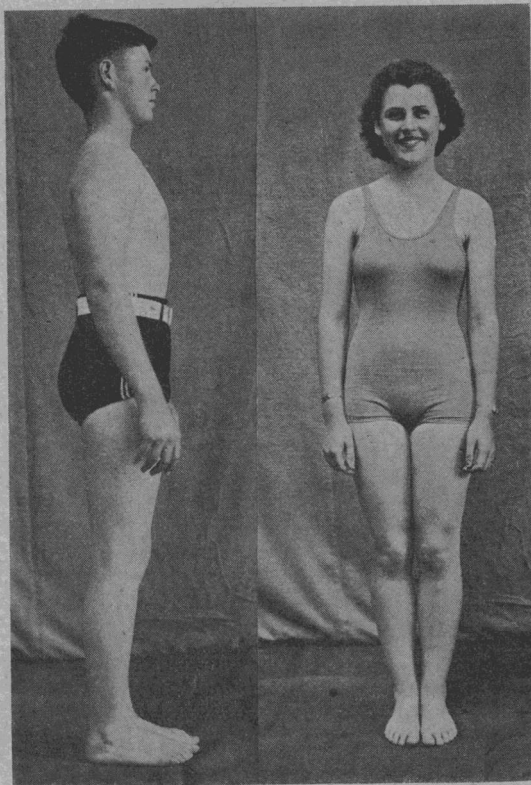
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The Growth and Health Project

A Manual for Local Leaders

By LUCY A. CASE, Nutrition Specialist



~~DISCARD~~

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

Cooperative Extension Work in Agriculture and Home Economics
Wm. A. Schoenfeld, Director
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United States Department of Agriculture.

State Department of Education.

State Board of Health.

Oregon Tuberculosis Association.

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Photographs on cover—

Left: Glenn Chastain, Wasco County,
State Champion Health Boy, 1936.

Right: Barbara Sargeant, Yamhill County,
State Champion Health Girl, 1936, 1937.

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.

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The Growth and Health Project

A Manual for Local Leaders

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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 (general throughout the year).....	1
VI. Prevention of Disease.....	2
VII. Posture	2
VIII. Clothing	1
IX. Care of Sense Organs.....	2
X. Mental Health. Tobacco and Alcohol.....	2

One meeting is reserved for a school program on health. Two meetings are scheduled at the end for completing the record books.

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 team demonstrations, recitations, and dramatizations. 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 subject. Choose projects that fit your community needs and carry them out. The main thing is to accomplish improvement in the condition and habits of the children, rather than merely talking and reciting 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 put the health lesson into practice. Select the thing you think is needed most in your community and adjust the program of club meetings to fit the needs.

Reports.

Each child should fill out pages 1, 2, 5, and 6 of the Health Project record book at the beginning and at the end of the club term. At the end

of the club term, he should make the summary of his improvements on pages 6 and 7 and write the story of his year's work on page 8. Local leaders will please fill out page 3 at beginning and 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 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 secure correction of remediable defects. The winning boy and girl of the county are eligible to compete at the State Fair. The state winners are eligible to the Pacific International Livestock Exposition at Portland. Pacific International Livestock Exposition 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. Recognition should be given to club members who improve their scores and who improve their habits.

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, plaster, 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.

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 actually practice and live healthful habits every day. That may be hard work at first for some. Are your club members willing to try?

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.

Topic I. PHYSICAL EXAMINATION

(One meeting)

Meeting 1. Physical inspection and examination.

This part of the program is in charge of the county nurse 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. Each child given physical inspection according to state law.
2. Children and parents understand what physical defects need correction.
3. Records for beginning of project made in Health Club Project record book.
4. Children select health habits for personal improvement. (Talk this over with club members.)

References on physical examinations.

Charters-Smiley-Strang textbooks

Grade VII, pages 3-29. Use of new weight tables, 12-14

Grades V, VI, VII, VIII, appendix. Weight tables

Grade VIII, pages 190-192

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.

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) school-room, (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-size 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, etc.

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.

Meeting 2. Safety at school and on the highway.

References on safety.

Charters-Smiley-Strang textbooks

Grade VI, pages 159-164

Grade VII, pages 123-138

Grade VIII, page 83 (8)

Other reference material.

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

1. Live and Let Live. Illustrated. 15 pages. No charge.
2. Picture Yourself as the Safe Driver. Illustrated. 12 pages. No charge.
3. We Drivers. Illustrated. 36 pages. No charge.
4. Controlled Speed. Illustrated. 20 pages. No charge.
5. Death Begins at Forty. Illustrated. 28 pages. No charge.
6. Speed! Illustrated. 4 pages. No charge.
7. Drive Safely. Illustrated. 4 pages. No charge.

American National Red Cross, Civic Auditorium, San Francisco, California.

1. The Red Cross on the Highways. Illustrated. 12 pages. No charge.

Meeting 3. Safety at home and on the farm.*References on safety at home and on the farm.*

Charters-Smiley-Strang textbooks

Grade V, pages 177, 183

Grade VI, pages 152-158

Grade VII, pages 190-193

Other reference material.

American National Red Cross, Civic Auditorium, San Francisco, California.

1. Injuries in the Home and on the Farm (ARC 1023). Illustrated. 13 pages. Most useful of this list. No charge.
2. 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.
3. How to Stop Home Accidents. Illustrated. 14 pages. No charge.
4. How to Stop Farm Accidents. Illustrated. 22 pages. No charge.
5. Magazine (annual)—Accident Prevention in the Home and on the Farm.
6. 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.

FB 44L. Fires on Farms. Illustrated. Small charge.

Circular 397. Safety for the Household by U. S. Bureau of Standards. Small charge.

National Board of Fire Underwriters, 85 John St., New York City.

1. Safeguarding the Farm against Fire. 32 pages. No charge.

2. Safeguarding the Home against Fire.

3. Self-Inspection Blanks for Home.

International Association of Electrical Inspectors, 85 John St., New York City.

1. Safeguarding Electric Service in the Home.

Extension Division, University Farm, St. Paul, Minnesota.

4-H Safety Activity. 4 pages. No charge.

Kansas Safety Council, Topeka, Kansas. (Also from Mr. H. C. Seymour.)

A Farm Accident Primer. Illustrated. 32 pages. No charge.

Things to do to promote safety.*

(Select a few each year.)

1. 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. Inquire of Portland General Electric Company for safety belts and flags.

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

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

4. Write to the State Traffic Department, Salem, Oregon and the American National Red Cross, Portland, for booklets on safety and first aid, and inquire concerning loans of pictures, posters, etc. Consult list of illustrative material for this project, C-1150.

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

6. Write to Secretary of State, Salem, Oregon, and request speaker and motion pictures on preventing traffic accidents. Films can be shown in daylight.

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

7. Write to State Forestry Department, Salem, and inquire concerning fire prevention week and possible contest and prizes.

8. Give a team demonstration on preventing accidents (a) in the home, (b) on the farm.

9. Make up games on safety.

10. Tell stories on how accidents occur and how accidents are prevented.

11. 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.)

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

13. See suggestions in textbooks:

Charters-Smiley-Strang textbooks

Grade V, page 190 (5)

Grade VI, pages 162-164

Grade VII, pages 136-138, 192 (4)

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.)

References on first aid for wounds.

Charters-Smiley-Strang textbooks

Grade V, pages 122-132

Grade VI, pages 51, 81-85, 89

Grade VIII, pages 80-82

Other reference material.

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

1. Mimeographed Circular, Meeting Health Emergencies, by Dean A. Zieffe. No charge.

2. Some First Aid Principles, a reprint by Ernest T. Stuhr. 7 pages. No charge.

American National Red Cross, Civic Auditorium, San Francisco, California.

1. First Aid. Illustrated. 190 pages. Recommended for school library.

Meeting 5. First aid for other mishaps.*References on first aid for other mishaps.*

Charters-Smiley-Strang textbooks

Grade V, pages 132-141

Grade VIII, pages 110-111

Other reference material.

American National Red Cross, 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.

1. How to Give Artificial Respiration by the Prone Pressure Method. Small charge.
2. What to Do in Case of Accident. Illustrated. 69 pages. Small charge.

Things to do in first aid.

(Select a few each year.)

1. Team demonstrations of (a) bandaging, (b) first aid for injured bones, (c) stopping blood flow from injured artery.
2. Try to engage an outside demonstrator by addressing your local chapter of the Red Cross at the county seat.
3. See suggestion in Charters-Smiley-Strang textbook, Grade V, page 190 (6), page 192 (11).
4. When need arises, club members give treatment for small cuts, scratches, burns, fainting, and nosebleed, under teacher's supervision.

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 eat a good breakfast before coming to school.
2. Supervised lunch at school; children seated at least 15 minutes.
3. Adequate lunch brought from home. Hot dish served at school if possible.
4. Lunch money spent on healthful food.
5. Length of noon session as near to one hour as possible.

6. Eat three meals daily at regular hours.
7. No between-meal lunches that interfere with meals. No sweets between meals.
8. Know what foods are essential and try to get them every day.
9. Like and enjoy all wholesome foods.
10. Eat slowly and chew food thoroughly.
11. Have a happy state of mind at meal time.
12. Be a pleasant companion at meal time by not spilling food; by eating without noise; using a napkin on the lap; asking to have food passed rather than reaching in front of a person; not being repulsive at meals.
13. Form the habit of asking to be excused before leaving the dining table.

Meeting 6. Choice of topics: (a) A good breakfast, (b) Food habits and digestion, (c) Good manners.

(a) References on good breakfasts and importance of good foods.

Charters-Smiley-Strang textbooks

Grade V, pages 3-16, 34-35 (Coffee)

Grade VI, pages 183-184 (Eggs)

Grade VII, pages 3-6, 111-112

(b) References on food habits and good digestion.

Charters-Smiley-Strang textbooks

Grade V, pages 28-58

Grade VI, pages 22-28

Grade VIII, pages 20-42

(c) References on eating with good manners.

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

1. EB 492. The School Lunch, page 13. No charge.

2. HE 672. Suggestions for Entertaining and Table Customs. 5 pages. No charge.

Meeting 7. Choice of topics: (a) A good lunch or supper, (b) Building strong teeth and bones, (c) Body fuels.

(a) References on a good lunch or supper.

Charters-Smiley-Strang textbooks

Grade V, pages 16-22, 96-104

Grade VI, pages 29-37

Grade VII, pages 112-123

Other reference material.

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

1. U.S.D.A. Misc. Publication 246. Menus and Recipes for Lunches at School. Illustrated cover. 24 pages. No charge.

2. EB 492. The School Lunch. 32 pages. No charge.

(b) References on building strong teeth and bones.

Charters-Smiley-Strang textbooks

Grade V, pages 47-48, 54-57

Grade VI, pages 72-81

Grade VII, pages 71-110

Grade VIII, pages 42-58, 113-120

Teeth and bones.

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

1. Care of the Teeth. Excellently illustrated. 28 pages. One booklet free of charge to club leader.
2. Jimmy Chew. Illustrated. 28 pages. One booklet free of charge to each club member.

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

1. Ask Your Dentist. 1 reel. For sixth, seventh, and eighth grades and high school.
2. Care of the Teeth. For grade children.
3. How Teeth Grow. 1 reel. Excellent for adult groups.

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

1. Reel Pictures of Wild Life Near Your Home. Picture folder of animal eating habits. No charge.
2. Good Teeth. Project suggestions for leaders. Illustrated. 14 pages. Small charge.

Portland District Dental Society, Medical-Dental Building, Portland, Oregon.

1. Children's Dentistry. Illustrated. 3 pages. No charge.
2. Growth and Development of the Teeth. 3 pages. No charge.
3. Orthodontia. Illustrated. 3 pages. No charge.
4. Preventive Dentistry. 3 pages. No charge.
5. Mouth Infection. 3 pages. No charge.
6. The Extraction of Teeth and Elimination of Infection. 3 pages. No charge.

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

1. "The Dentist Says". Noncommercial radio program with weekly illustrated leaflets. Very small charge.

Oregon Dairy Council, Portland, Oregon.

1. Teeth Posters. Set of eight photographic posters on teeth. Moderate charge.
2. Food and Care. A poster and booklet on teeth. Very moderate charge.

American Dental Association, 212 E. Superior Street, Chicago, Illinois.

1. Clean Teeth as an Asset. For high-school pupils. Small charge.
2. Scientific Feeding of Children. Small charge.
3. What Bacteria Do in the Mouth. Very small charge.
4. Arabella's Alphabet. Whimsical booklet of a cow and a boy. To be colored. Small charge.
5. A Practical Toothbrushing Chart. 21" x 27". Photographs. Very moderate charge.
6. Dental Health Charts. Set of eight charts 22" x 29". Recommended for school library.

(c) References on body fuels.

Charters-Smiley-Strang textbook, Grade VII, pages 30-56

Other reference material.

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

HE 9. One Hundred Calorie Portions. 3 pages. No charge.

Meeting 8. Choice of topics: (a) Good dinners, (b) Vegetables and vegetable gardens.

(a) References on good dinners.

Charters-Smiley-Strang textbook, Grade V, pages 22-40, 104-117

Other reference material.

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

HE 1167. A Guide to Food Selection. $\frac{1}{2}$ page. No charge.

(b) References on vegetables and vegetable gardens.

Charters-Smiley-Strang textbook, Grade V, pages 104-121

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

1. EB 495. The Farm Vegetable Garden. 8 pages. No charge.
2. EB 496. Vegetable Garden Insect Pest Control. 8 pages. No charge.

Meeting 9. Children grow while asleep or at rest.

References for sleep and rest.

Charters-Smiley-Strang textbooks

Grade V, pages 186-187

Grade VI, pages 186-189, 198

Grade VII, page 6

Grade VIII, pages 76-77, 203-207

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

sides 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 secure the number of hours of sleep required by the person 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 exercise, 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.)

For additional activities see "Things to Do" at the end of each chapter in textbook, and also the State Course of Study, 1935.

1. 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

SUGGESTED SCORE CARD FOR GOOD SLEEPING CONDITIONS IN THE HOME

(Have each child compute his score twice, one week apart.)

	Perfect score	Your score	
		1st week	2nd week
1. Do you remove all day clothing and put on night clothing before going to bed?.....	10	-----	-----
2. Do you have window open while sleeping?.....	10	-----	-----
3. Do you sleep comfortably and soundly?..... (The club member might like to talk this subject over privately with his leader.)	10	-----	-----
4. Do you have the bedding under you smooth and free from wrinkles before going to bed?	10	-----	-----
5. Do you have a quiet room for sleeping?.....	10	-----	-----
6. Do you sleep with head facing away from the morning light?	10	-----	-----
7. Do you sleep with head uncovered and body covered?	10	-----	-----
8. Do you sleep without opening your mouth and snoring? (5 points each) (Ask other members of your family.)	10	-----	-----
9. Do you sleep the required number of hours for your age? (See table of required sleep.)....	10	-----	-----
10. Do you avoid overeating before going to bed?	10	-----	-----
Total	100	-----	-----

from zero to the top, which is marked "100 per cent Normal", or the figures may represent the actual number of children who have acquired the specific habit.

2. Find out the nutritional needs and place emphasis in teaching upon needs found. Example: In some communities children do not use enough milk, or eat a sufficient number of vegetables, or eat breakfast. These things may be learned through informal discussions with children and parents, observation of school lunches, home visits, etc. Lessons should be planned accordingly.

3. The children might each make a paper milk bottle. On the back have a vertical column for each day for two weeks, and at the left some desirable habit such as taking three-fourths to one quart of milk, three servings of vegetables, eating a good breakfast, bringing raw fruit or vegetables with school lunch, eating no sweets between 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:

DRANK QUART OF MILK DAILY

Day	Perfect score	My score
Monday	10	.....
Tuesday	10	.....
Wednesday	10	.....
Thursday	10	.....
Friday	10	.....
Monday	10	.....
Tuesday	10	.....
Wednesday	10	.....
Thursday	10	.....
Friday	10	.....
Total	100	.....

4. 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.

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

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

7. Plan and draw a diagram of a vegetable garden for your family for next year. Send to Oregon State College for Extension Bulletin 495, "The Farm Vegetable Garden."

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

9. Make scrapbooks illustrating good food habits.

10. Set a family table for the three meals at the four seasons of the year, using pictures of food cut from magazines, etc. Food models by Lydia Roberts are obtainable from Oregon Tuberculosis Association, Portland, for a moderate charge, and can be colored.

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

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

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

14. Dramatize, informally, situations suggested by the study of foods. Example: A women's sewing club at which members discuss feeding their

families. These plays should be planned and talked by the children rather than memorized from "ready-made" plays. (Correlate language.)

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

16. 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.

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

Possible projects in nutrition and rest.

1. Provision of a hot dish in some form for those who carry lunches.
2. Bring well-balanced lunches from home, including milk and a well-washed raw fruit or vegetable.
3. A school vegetable garden or a model of one in sand.
4. Provision of milk at lunch hour for those who do not bring it from home.
5. 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? Could people on a town street agree on one milkman so as to cut down the early morning noise of the milk delivery? Other 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 easily opened from both top and bottom, mothers might appreciate having the boys make necessary adjustments.

4. Where persons face the morning light while sleeping, the furniture can usually 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.

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

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.

References on pure water supply.

Charters-Smiley-Strang textbooks

Grade V, pages 62-71

Grade VI, pages 3-6

Grade VII, pages 160-169

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.

(Select a few each year.)

Boys and girls will find it interesting to fill in as many answers to the following questions as they can.

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

1. Is your source of drinking water from a well, spring, city supply or other source?
2. If you have a well, is it drilled, driven, or dug?.....
A drilled well is less likely to have unclean surface water drain into it.
3. Does your well have a platform? A closed well is less likely to have animals and contaminating objects fall into it.
4. Does your well have a concrete or board platform?
A good concrete top does not allow dirt from animals, people's shoes and other sources to fall through the cracks or be washed by rains into the well.
5. How many feet away is the toilet? Barnyard?
House?

6. Does the land around the toilet drain away from or toward the well? Does the land around the barnyard drain away from or toward the well? Toilet and barnyard should be located so that drainage from them is away from the well.

7. In case your water supply comes from a spring, does the spring have a water-tight covering to keep out contamination and drainage? Do animals and people have access to the territory around the spring?

8. Has your home drinking water supply been tested for purity? If so, how did it test? See section 14, "How to have water tested."

9. If your water supply is not pure, what do you think can be done to make it pure?

..... Water that tests below "A," should be boiled before being used as drinking water or to wash dishes or to wash foods that are eaten raw. It is taking a risk to swim in impure water. "Do not swim in water that you would not drink."

10. Does your family have drinking cups for each person, or do they use the same cups? Many diseases can be transmitted from one person to another by using the same drinking cup.

11. Do you drink out of running streams without knowledge of the purity of the water? Water in a stream may look clean and sparkling and still contain dangerous disease bacteria. It is best to take a canteen of pure water with you on outings.

12. When at picnics do people use a dipper, or a special cup with a handle to dip water from the container into drinking cups, or do they drink from the dipper or dip their own cups into the water? Do their fingers touch the water supply when dipping? The use of a dipper to fill cups prevents contamination of the central water supply from people's used drinking cups. A clean, forked stick may be driven into the ground near the water can and the dipper hung on it. Club boys may be assigned to help people to use the dipper for filling cups. Care should be taken not to get one's fingers into the supply of drinking water when dipping into it.

13. (a) Does the school arrange for separate drinking cups for each person? A closed case of paper drinking cups or each child using his own clean cup are good plans. (b) Do you have a correct type of drinking fountain at school, with the water coming out at an angle and the fountain protected by a guard to prevent lips from touching the bubbler? A bubbler that sends water straight up may receive and retain bacteria from the mouth held directly over it.

14. *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 secure and show the film "Drinking Health." Obtainable at Visual Education Department, Oregon State College, 16 mm. and 35 mm.
3. See Charters-Smiley-Strang textbook, Grade V, pages 69-71; Grade VI, pages 168-169.

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 home 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 cold water, then scrubbed with a brush in warm water, using a soda washing powder, and finally sterilized by 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 each time within three hours after it has been used, preferably sooner. 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.
2. For homes buying bottled milk.
- a. Milk should be taken indoors as promptly as possible after delivery and kept in the coolest part of the cooler or refrigerator.
 - b. 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 milk supply.

Charters-Smiley-Strang textbook
Grade VI, pages 12-22.

Other reference material.

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

1. EB 489. Production of Milk and Cream of High Quality. Illustrated. 11 pages. No charge.
2. FB 602. Production of Clean Milk. Illustrated. 17 pages. No charge.

Interesting things to do.

1. If a laboratory is close by, ask for a sterile container and send a milk sample for bacterial count. Inquire of county Extension workers.
2. See Charters-Smiley-Strang textbook, Grade VI, pages 21-22.
3. 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

(One meeting. General throughout the year.)

Meeting 12. Cleanliness.

Disease 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. Means used to control flies.
7. Food kept covered.
8. Dishes washed in clean, warm soapsuds and rinsed with boiling water.
9. Waste thrown in waste containers. Floors and grounds kept neat and clean.
10. Toilet kept clean and free from odor.
11. Clean shoes before entering buildings.

Reference on cleanliness.

Charters-Smiley-Strang textbook
Grade V, pages 58-62

Grade VI, pages 37-52, 123, 147, 176-177

Grade VII, page 6

Grade VIII, pages 174-185

Other reference material.

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

FB 1408. Suppression of the House Fly. Illustrated. 17 pages. No charge.

FB 1180. Housecleaning Made Easier. Illustrated. 18 pages. No charge.

FB 897. Fleas and Their Control. Illustrated. 16 pages. No charge.

Cir. 154. The Bedbug. 3 pages. No charge.

FB 1426. Farm Plumbing. Illustrated. 22 pages. No charge.

FB 1460. Simple Plumbing Repairs in the Home. Illustrated. 14 pages. No charge.

FB 1497. Methods and Equipment for Home Laundering. Illustrated. 37 pages. No charge.

Things to do to promote cleanliness.

(Select a few each year.)

1. 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.

2. 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.

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

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

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

6. 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 screen and seat covers might be provided in the toilet.

7. Make a tour of improved home yards.

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

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

Possible project.

Clean up and beautify the school grounds.

Survey of conditions in the yard at home.

(To be made by each child.)

1. Are old cans collected in a box or barrel to be taken away later?
..... Are the cans sprinkled with kerosene or inverted so that they will not hold water which might breed mosquitoes?
2. Is the yard free from boards with nails sticking up, sharp stones, and broken glass?
3. Are sticks, boards, old boxes, and pieces of wood that are not used for walks, piled neatly for use, or are they scattered about the yard?
4. Is the yard free from old sacks, rags, paper and other rubbish?
5. Is the yard raked regularly to keep it clean and neat?
6. Does the back door have a mat, broom, and boot scraper nearby for cleaning shoes before entering the house? Do you use them?
7. Does the yard have walks? Do you use the walks?
(They may be board, gravel, concrete, or sawdust.)
8. Is the yard free from garbage? If garbage is thrown to animals, are the remnants collected and destroyed before they decay?
9. (For city homes) Is there a covered container available for disposal of garbage?
10. (For city homes) Is the garbage container emptied at least every week and the contents burned, buried or hauled away?
11. Is the yard free from filth from sewage? Is it free from stagnant water that could be drained away?
12. In farm yards, are poultry and livestock fenced out so that they will not make the yard filthy?
13. In case the yard has an outdoor toilet, does it contain a box of ashes or lime to be sprinkled regularly through the toilet seat to prevent odor? Are seats scrubbed at least weekly? Does the door have fastenings? Do the seats have covers? A flat board or cardboard might be used as a cover. Does the toilet have a screened window or ventilator? What precautions concerning pure water supply did you learn?
14. In case of no regular sewer system, does your yard have a drain to conduct dishwater, wash water, etc., to a distance from the house? Such a place should have lime or chloride of lime sprinkled over it often enough to prevent odors. A V-shaped board trough will suffice as a drain. In case of no sink, a hopper made of a metal tub or oil can for the drain may be arranged near the house. Warm water and soap or wash suds and an old broom should be used regularly to keep the hopper clean.
15. Grass around the house aids greatly in preventing mud, dust and dirt. Is it possible for you to have a front lawn? A back lawn?
16. Do you keep the yard near the house free from animals and the filth that they cause?

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 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.
3. To catch every sneeze and cough in a handkerchief.
4. To have the least possible contagious diseases in the school this year.
5. To lessen expense for sickness and make better progress in school work.

References on prevention of disease by care and cleanliness.

Charters-Smiley-Strang textbooks

Grade V, pages 142-156

Grade VI, pages 86-109

Grade VII, pages 138-151

Grade VIII, pages 83-103

Other reference material.

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

1. FB 450. Some Facts about Malaria. Small charge.
2. FB 1533. Rat Control. Small charge.
3. Prevention of Disease and Care of the Sick. 313-page book. Recommended for school library.

Oregon Tuberculosis Association, Woodlark Building, Portland, Oregon.

1. Little Health Protectors. Illustrated. 1 page. No charge.
2. Concerning Tuberculosis. For leaders. 2 pages. No charge.
3. The Strange Case of Mr. Smith. Illustrated. 12 pages. No charge.
4. Posters.
Even the Pigs Know What Is Good for Them. Small charge.
Protect Yourself in Rainy Weather. Small charge.

Things for boys and girls to do.

(Select a few each year.)

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, secure 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.
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.
11. See textbooks Grade V, 153-157; Grade VI, 10-11, 90-92, 125-129, 140-141; Grade VII, 147-151; Grade VIII, 109-113.

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.

Charters-Smiley-Strang textbooks

Grade VI, 109-134

Grade VIII, foot of page 3-19

Other reference material.

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

FB 798. Sheep-tick Eradication. 31 pages. No 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.

Possible projects.

Immunization clinics for school children and preschool children.

Topic VII. GOOD POSTURE

(Two meetings)

Good posture means to stand tall and straight without stiffness, and to have a similar position 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 secure 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 angle 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.

Meeting 15. Good posture is based on healthy feet and correct shoes.*References on feet and shoes.*

Charters-Smiley-Strang textbooks

Grade VI, 168-175

Grade VIII, 121-127

Other reference material.

Extension Service, University of California, Berkeley, California, "Feet and Shoes." May 1933. 8 pages. Illustrated. No charge. (Also from Mr. H. C. Seymour.)

Extension Service, University of Indiana, Lafayette, Indiana, "A Study of Feet and Shoes." 4 pages. Illustrated. No charge.

Iowa State College, Ames, Iowa, "Pictures of Feet." CL-40. 14 pages. Illustrated. Small charge.

Extension Service, Lincoln, Nebraska, "Low Heels Six Days in the Week." 1926. Cir. 452. 4 pages. No charge.

Extension Service, Knoxville, Tennessee, "Shoe Fitting Demonstration for Team of Girls." Cir. 7493. 3 pages.

University of Wisconsin, Madison, Wisconsin, "Foot Clothing for All Ages." May 1931. 22 pages. Illustrated. Small charge.

Extension Service, Brookings, South Dakota, "Feet and Shoes." Cir. 304. January 1931. 8 pages. Illustrated. No charge.

Parents' Magazine, 9 East 40th Street, New York, New York, "Growing Feet Need Special Care." 1 page. Small charge.

National Foot Health Council, Rockland, Massachusetts.

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

2. Chart on Foot Troubles. 1 page. Small charge.

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

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

Interesting things to do to help your feet.

1. See suggestions in Charters-Smiley-Strang textbooks Grade V, 175; Grade VI, 172; Grade VIII, 126-127.

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. Good posture. A well-balanced body.

References on good posture. Body balance.

Charters-Smiley-Strang textbooks

Grade V, 169-177

Grade VII, 170-179

Grade VIII, 120-121

Other reference material.

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

1. Posture Charts 24"x36". Sets of 3 each, boys and girls. Very moderate charge for set of three.

2. Posture Exercises. Illustrated. 33 pages. Very moderate charge.

Oregon Tuberculosis Association, Woodlark Building, Portland, Oregon.

1. Posture. Illustrated. 2 pages. No charge.

2. Posture Runner or Poster. Small charge.

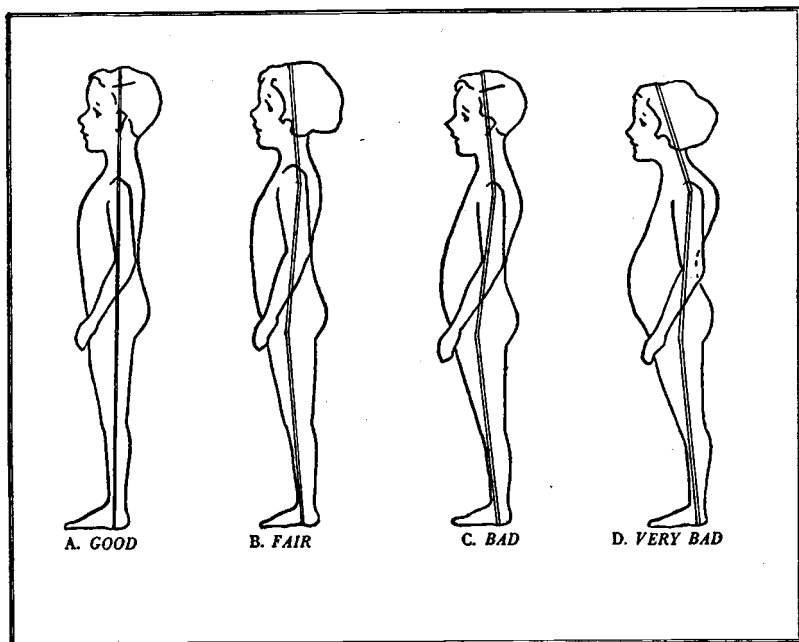
The accompanying drawings illustrate "good" posture, "fair" posture, "bad" posture, and "very bad" posture. Good posture means the best balance of the weight of the body.

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 key-

stone 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.

Interesting things to do to promote good posture.

(Select a few each year.)

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

3. 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.
4. Guard against fatigue in prolonged sitting or standing positions.
5. Give a team demonstration of testing good posture.
6. See suggestions in textbook Grade VI, 175 (6); Grade VII, 179.
7. 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.

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, broad heels of moderate height. Shoes should be at least three-fourths 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 relation of well-dressed appearance to posture, correct eating habits, adequate rest and other health habits.

References on healthful clothing and its care.

Charters-Smiley-Strang textbooks

Grade V, 169

Grade VI, 164-168

Grade VIII, 120, 149

Other reference material.

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

CVS 502. Care of Hands and Nails. No charge.

CVS 503. Care of the Hair. No charge.

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

Extension Service, Iowa State College, Ames, Iowa, "Care of Clothes."
June 1936. 16 pages. Illustrated. Very small charge.

Things to do in study of healthful clothing.

(Select a few each year.)

1. See suggestions in textbook, Grade VI, page 175 (8).
2. 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.
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.

Possible projects.

1. Provide clothes hangers for all at school and use them daily. In case wet wraps do not dry, provide racks in heated room.
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 in case of 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 of your eyes to your leader or parents. Keep fingers, soiled handkerchief and all other objects away from the eyes.

References on care of the eyes.

Charters-Smiley-Strang textbooks

Grade V, 157-168

Grade VIII, 152-174

Other reference material.

National Society for the Prevention of Blindness, 50 W. 50th St., New York, New York.

1. Junior Poster. Rules of Care of Eyes. 14"x22". Small charge. Other posters.

2. Eye Hazards in Play. Illustrated. 10 pages. Small charge.

3. The Problem of the Cross-Eyed Child. 8 pages. Small charge.

4. What Causes Eye Strain in Children. 8 pages. Small charge.

Things to do to help understand care of the eyes.

(Select a few each year.)

1. Examine the inside of an empty camera or kodak and compare it with the eye.

2. Study lighting conditions in your schoolroom. Is there any way in which the club can cooperate to make them better?

3. Use Snellen test cards to test eyes. (Inquire of County Health Department.)

4. If schoolroom has window shades, appoint someone each week to keep them properly adjusted.

5. 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.

6. See suggestions in Charters-Smiley-Strang textbook. Grade VIII. pages 173-174.

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 secure money with which to install an approved lighting system. Many schools are greatly in need of better lighting.

Meeting 19. Care of the ears, nose and throat.

Good aims in care of these organs.

1. Avoid placing fingers or any object in mouth, nose, or ears.
2. Keep temperature of heated school room around 70° Fahrenheit.
3. Provide moisture for air in heated room (pan 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.

References on care of the ears, nose, and throat.

Charters-Smiley-Strang textbooks

Grade V, 145-148

Grade VIII, 84-109

Interesting things to do.

1. Test the hearing of each ear by whispering something a few feet away. How far away can each child hear the whisper?
2. Check the water regularly in the humidifier for your schoolroom.

Possible project.

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. Total abstinence from alcoholic beverages, tobacco, and habit-forming drugs.
2. Independence and self-direction enough to refuse the use of tobacco and alcohol if associated with others who use them.

References on alcohol.

Charters-Smiley-Strang textbooks

Grade V, page 45

Grade VI, pages 64-72

Grade VII, pages 132-133

Grade VIII, pages 36-38, 78-79, 105-106, 140, 149-150, 207-208

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. No charge.
9. Posters of Athletic Coaches. Set of 3. Colored. No charge.

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

1. The Coach Condemns Alcohol. 8 pages. Small charge.
2. Bulletin of Recent Findings in the Alcohol Question. For leaders. Small charge.

References on tobacco.

Charters-Smiley-Strang textbooks

Grade VI, pages 52-62

Grade VIII, pages 79-80, 208-211

Other reference material.

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.

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. Learn to work and play wholeheartedly, to concentrate rather than dawdle.
3. Play fair with others, in games and other activities.
4. Avoid anger or fear over trivial things.
5. Acquire courage to face difficulties and to do your best to solve them.
6. Learn to take responsibility for your own actions.
7. Develop a habit of promptness.
8. Enjoy social gatherings. Have many friends.
9. Cooperate with others.
10. Grow up to be a good citizen.

References on mental health.

- Charters-Smiley-Strang textbooks
 Grade VII, 193-202
 Grade VIII, 196-207, 211-216

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. Small charge.
- U. S. Government Printing Office, Washington, D. C.
 1. The Wonderful Story of Life. A mother's talks with her daughter regarding life and its reproduction. Small charge.
 2. The Wonderful Story of Life. A father's talks with his little son regarding life and its reproduction. Small charge.

Interesting things to do to promote mental health.

(Select a few each year.)

1. See texts, Grade VII, pages 202-204; Grade VIII, pages 216-220.
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.

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 or lost since the fall

weighing entered on page 2 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 5 and 6, have club members make a check on the right-hand side of those health habits in which they have made improvement, check the summary questions 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.

References for health program.

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

4-H Club Songbook. 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.

Christmas in the Home. Seal Program. 12 pages. No charge.

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

HE 973. Games from foreign countries. No charge.

HE 998. Games for small areas. Tether tennis, box hockey. No charge.

HE 1063. Games—Favorites. No charge.

- HE 1064. Games—Easy to make and fun to play. No charge.
 C-1582. Games—Quiet. Pencil and paper.
 C-1583. Games—Solution to games in C-1582.
 HE 1065. Puzzles—Easy to make and fun to solve. No charge.
 HE 1066. Solution to puzzles in HE 1065. No charge.
 HE 1062. Games—Quoits. No charge.
 HE 1061. Games—Darts. No charge.
 HE 1003. Games—Bowling and ball. No charge.
 HE 1050. Games—Give the answer. No charge.
 C-1581. Games—Give the answer No. 2. No charge.
 HE 1047. Games—Get acquainted. No charge.
 C-1577. Games—Quiet—Single circle, seated. No charge.
 HE 996. Singing and folk games. (Single circle on the floor.) No charge.
 C-1441. 4-H Club songs. No charge.
 C-1585. Action songs. No charge.
 HE 1083. One-act plays—Nonroyalty. For young adult and older 4-H. No charge.
 SS 7. Stunts, with equipment. Club groups. No charge.
 SS 8. Stunts, without equipment. No charge.
 HE 802. Songs and games for children. No charge.
 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

- Extension Service, Oregon State College, Corvallis, Oregon.
 Oregon Tuberculosis Association, Woodlark Building, Portland, Oregon.
 1. School Health Education. Periodical for leaders. No charge.
 2. Miscellaneous materials.
 National Child Welfare Association, Inc., 70 Fifth Avenue, New York City.
 Send for free illustrated catalog of posters.
 American Medical Association, Chicago, Illinois.
 Free catalog of inexpensive plays and pamphlets.
 U. S. Government Printing Office, Washington, D. C.
 1. Free catalog of inexpensive publications.
 2. "School Life" Monthly. From Office of Education. Recommended for school library.
 3. Personal Hygiene. Illustrated. 42 pages. Small charge.
 Oregon Social Hygiene Society, 376 Pittock Building, Portland, Oregon.
 Free publications on control of social diseases.
 American Public Health Association, 50 W. 50th Street, New York City.
 Free catalog of inexpensive health education material.
 American Medical Association, Chicago, Illinois.
 "Hygeia". A monthly magazine recommended for the school library.
 The Commonwealth Fund, 41 East 57th Street, New York City.
 Teaching Health in Fargo. Book describing 5-year demonstration in elementary schools. Recommended for school library.