

Commonwealth of Kentucky
EDUCATIONAL BULLETIN

**GETTING THE HEALTH AND PHYSICAL
EDUCATION PROGRAM UNDER WAY
IN THE ELEMENTARY SCHOOL**

This bulletin was developed under the
leadership of Morehead State Teachers
College, Morehead, Kentucky

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Physical Education Program
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FOREWORD

Healthful living in home, school, and community has been the goal of those who teach in the schools. It is especially important that children in the elementary grades be guided in living healthfully as they grow and learn. Teachers in the elementary grades need guidance in providing a healthful learning environment and in helping children to develop habits of healthful living.

In order that stimulating guides and helpful materials might be available for the elementary teachers, I asked the Morehead State Teachers College to appoint a committee to develop, in cooperation with members of the State Department of Education, suitable materials. The committee has done an excellent piece of work in preparing this bulletin. The material was developed by the staff of Morehead with members of the Department of Education as consultants. A number of teachers, supervisors, and principals from the service area of Morehead furnished data and other material for use in the bulletin. The following persons deserve praise for their achievement, and I congratulate them upon the high quality of work they have done:

Miss Thelma Evans, Morehead State Teachers College
Miss Margaret Findley, Morehead State Teachers College
Mrs. Octavia Graves, Morehead State Teachers College
Mrs. Margaret Howard, Morehead State Teachers College
Chiles Van Antwerp, Morehead State Teachers College
Thomas D. Young, Morehead State Teachers College, Bulletin
Illustrator
Mrs. Norbeth Coleman, Carter County Schools
Mrs. Jewell Horton, Carter County Schools
Miss Nona Burress, State Department of Education
Miss Louise Combs, State Department of Education
Hambleton Tapp, State Department of Education
Miss Jane Lewis, State Department of Education
Dr. Hugh M. Shafer, Morehead State Teachers College, Chairman

This is the first of five bulletins now being developed by college staffs in cooperation with the State Department of Education. These curriculum projects are under the general direction of R. E. Jagers of the Bureau of Instruction, State Department of Education.

JOHN FRED WILLIAMS
Superintendent of Public Instruction

May 2, 1947

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CHAPTER I

Going to Dry Branch School

The first term of summer school had just ended and I was back home helping with the canning. The country side seemed more beautiful than ever and the early spring air especially invigorating. Breakfast was soon finished and Mother and I busied ourselves with the morning chores, while Father and my younger brother finished picking the first four rows of white corn beans. By nine o'clock the pressure cooker was filled with quart jars and put on the stove.



While the beans were being processed, I walked down the lane to the mail box. In addition to the daily paper and a farm journal, I found a business envelope addressed to me—Pamela Miller. With eager fingers I tore it open and read that I had been appointed to teach the Dry Branch School, starting in September. When I told Mother the news, she was pleased, although, not as enthusiastic as I. However, as the second canner was being lifted from the stove, Mother suggested that the bumper crop of beans might make my desire for a school lunch program possible.

By Friday I had made several plans and had assembled the materials which I expected to use as teaching aids during the year. In addition, I had begun to think about the new Health Code¹ which the State Department of Education had recently adopted in cooperation with the State Board of Health.

Upon my arrival at the County Superintendent's office the next morning, I discovered several other teachers waiting to confer with him, and that I could see him immediately after lunch. With time on my hands before eating, I re-read my letter and found that the annual health examination was now mandatory for every teacher. Therefore, I went to Dr. Black's office across the street for my physical examination. He promised to mail me the completed forms when the laboratory reports were returned to him.

¹ Appendix, Exhibit A—Code for Health and Physical Education

It was almost two o'clock before Superintendent Smith was ready to see me. It was easy to talk with him about the school program, because he was an open-minded, progressive citizen and school leader. He was apologetic for offering me Dry Branch School as late as the middle of July, but felt from his knowledge of my work the previous year at Blue Bank School that I could make the adjustment easier than most teachers. He told me that the helping teachers wanted to see me try some of the ideas which I had discussed with them in regard to a hot lunch program, PTA activities, health education, and what had sometimes been called a community-centered school.

Mr. Smith seemed already aware of my point of view and that made it easy for me to summarize my philosophy and to add some of the basic general objectives on which I believe an elementary school should be built. I mentioned the four objectives of Education—Self-Realization, Human Relationship, Civic Responsibility, and Economic Efficiency.² Then I commented on my interest in the newer methods of teaching and stressed the importance of activity programs in which pupils participate in the doing of meaningful things, projects, and problems.

Having just come from the doctor's office, I emphasized the need for healthful living in the elementary school. Superintendent Smith agreed with my idea that only when the body works as a complete unit to produce a happy, energetic, enthusiastic, and vigorous individual, do we have good health. In other words, health is a by-product of a way of living. He assured me that Dry Branch would challenge all my ingenuity from the standpoint of health education, and that his office would support me in any attempt to put into practice this suggested philosophy of healthful living.

Following this conversation, I stopped at the desk of Miss Gibson, one of the helping teachers, where I received a mimeographed copy of the plans for a three-day pre-school county workshop for teachers. I also learned that Mr. H. W. Litts, a farmer who lived near Dry Branch school, had the keys to the building.

Monday morning I had no difficulty in finding the Litts home from the description which Miss Gibson had given me. As the car stopped in front of the house, a big shepherd dog came bounding to the gate. He was followed by two round-faced children who said they were Bill and Connie Litts. They told me that their mother was in the cellar house finishing a churning and their father was in the back pasture cleaning out a spring for the cattle. We went

² Appendix, Exhibit B—The Objectives of Education

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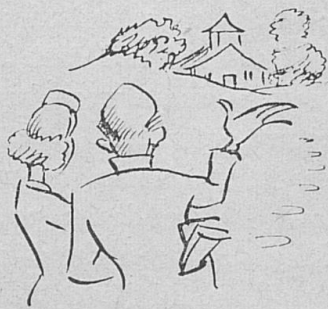
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around the house and when I introduced myself as the new teacher, Mrs. Litts offered to send Bill with me to the school to show me around.

Just as we were leaving the yard, the dog barked again announcing the return of his master, Mr. Litts. He was a very friendly, home-spun type of man, for whom the family seemed to have utmost respect. He expressed pleasure at my coming to the school community prior to the opening day, and suggested that he would accompany me to the school building.



Naturally I had pictured the general layout of the school and grounds and was pleased to see it somewhat in contrast to the poet's picture:*

Still sits the school-house, by the road,
A ragged beggar sleeping;
Around it still the sumachs grow,
And blackberry vines are creeping.

Within the master's desk is seen,
Deep-scarred by raps official;
The warping floors, the battered seats
The jack-knife's carved initials.

The charcoal frescoes on its walls;
Its door's worn sill betraying
The feet that creeping slow to school,
Went storming out to playing. . . .

The playground covered about an acre. Two oak trees stood in front on opposite sides of the building. Around the yard's edge grew a heavy crop of tall weeds with occasional clumps of sedge grass and briars, tapering off to dry, dusty ground near the building itself. The schoolhouse stood about thirty feet from the road, apparently in a fair state of repair, and not in need of paint.

Inside the building I found the windows were arranged on both sides of the room with no panes of glass missing. It seemed wise to jot down some of my specific observations. The floor had been oiled in previous years, which, with normal wear, had left a splintery sur-

* John Greenleaf Whittier, "In School Days"

face. Five rows of single seats were nailed to the floor. One corner of the room had been used as a library center, with a table and orange crate shelves and chairs. The stove seemed to be in good condition but it was unjacketed. The blackboard was adequate, but bulletin board space was insufficient for our needs. I felt fortunate in finding the school equipped with electric lights. Mr. Litts told me the lights had been installed the previous year as a part of the rural electrification program which the community had sponsored. There were no window shades. The room looked short. This was due to the partitioning off of a section on either side of the door for cloakroom space. The cloakroom walls had evidently been painted by the children. Lunchbox shelves and coat hooks were arranged at various heights. In one corner was a worn broom. In another sat a dented coal bucket and a water cooler.

As I turned to follow Mr. Litts to the well, I noticed that another car had stopped and half a dozen people were coming into the school yard. Mr. Litts introduced them to me as patrons of the school, and I found they all would have children enrolled. I was pleased to meet these people since I hoped to secure their early cooperation in school improvement projects. They went with us to examine the coal house, the outdoor toilets and the well. One man noticed that some shingles were missing from the coal house roof and volunteered to repair it before school opened. Another, catching the spirit, offered to put new hinges on the door of the boys' toilet. I asked Mr. Litts if we could borrow his scythe, and he assured me that the weeds would be cut before I came again. The former teacher had evidently sold to these parents the idea of building a good school.

Their expressed desire to cooperate in the school activities led me to ask if a day might not be set aside for getting the school grounds and building in shape for the beginning of the term. My question brought forth several suggestions, and it was agreed that Thursday, August 27, would be announced as school-community clean-up day. One of the ladies suggested a picnic lunch and accepted the responsibility for getting the word around. This idea appealed to the men folks who would be doing most of the manual work.

On the way back to the Litts' farm, we stopped at the cross-roads general store where I wanted to check the local merchant's stock of school supplies, such as pencils, crayons, and tablet paper. The merchant, who was also the local postmaster, had evidently heard of my being at the school, and introduced himself, as well as a few other folks who were in the store. Both he and the merchant across

the road—at whose pump I stopped for gasoline—welcomed me to the community and assured me that I could count on them for their whole-hearted cooperation.

Back at home, late that afternoon, I set about systematically planning the school program for the year. Although many problems merited special attention, the superintendent and I had agreed that I should try to keep a diary of healthful living in the school for the year. As a result of this agreement, I planned in accordance with the material presented in the following chapter.

CHAPTER II

Planning a Program of Healthful Living for School and Community

At the outset I wrote the general objectives of health education which I felt should govern the program. In preparing these, I found some help in copies of the NEA and KEA journals. I also looked over some professional bulletins and chapters in college textbooks. Moreover, I drew from my own past experiences in setting up the following objectives:

HEALTH OBJECTIVES

1. To encourage each child in developing habits of healthful living
2. To help each child develop an understanding that health is a means to an end and not merely an end in itself
3. To help each child develop an understanding that healthful living is the body working together to produce a happy, energetic, enthusiastic and vigorous individual
4. To help each child develop correct understandings, attitudes, and abilities relative to maintaining a safe and sanitary home, school, and community environment
5. To guide each child in developing good mental health habits
6. To help the children understand and develop correct attitudes toward the use of immunizations.

It was apparent that my part in making the foregoing health objectives a reality would involve:

- a. Providing a planned and graded program of health instruction with some emphasis upon safety education, physical education, and recreation
- b. Providing each child with the opportunity to realize his full and wholesome potentialities of growth and development
- c. Providing periodic health examinations and follow-up program to give special attention to those in need of medical and dental care
- d. Assisting the county in its program for the prevention, detection and control of communicable diseases
- e. Promoting the development of an adequate school lunch program
- f. Screening of the children's physical limitations
- g. Stimulating extensive community cooperation.

Next, I began to catalog in my thinking the names and positions of people from whom I might expect assistance in building a well-rounded health program at Dry Branch. Following this line of thought, I developed a blank form for recording the name and loca-

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tion of possible helpers, as well as a form for describing local health practices and customs.³

The days passed rapidly now, and I realize that it would only be a week until Thursday, August 27, when the community folks were going to spend a half day at the Dry Branch School. I felt that I should capitalize on my opportunity to provide some professional leadership at this first meeting and, therefore, set about to answer for myself the question, "How?"

In one of my summer school classes we had discussed the overall evaluation of elementary schools. One section of this evaluation dealt with health education and sanitation. Using the ideas included therein as a starting point, I developed over a period of the next two or three days what I have chosen to call "A Pre-school Health Inventory of Physical Plant and Equipment."⁴ Using my portable typewriter and a duplicator, I ran off sufficient copies of this inventory for each family in the community.

Next day's mail brought a letter from the school superintendent telling me that he could not attend the meeting on August 27, but that one of the helping teachers would be present and would try to bring along the county health nurse or the sanitary engineer. Moreover, I knew the home demonstration agent would be in that end of the county that week; so I invited her to drop by around lunch time.

Mother packed a large picnic basket and I left, hoping to get to Dry Branch early, ahead of the others. However, I found a few parents and several children of school age already there. Having just arrived, they had not started any of the clean-up or repair work. As soon as a few of the others came, I suggested forming separate work platoons. They proposed the five following groups, and volunteers distributed themselves accordingly: A repair platoon; a weed and grass-cutting platoon; a house cleaning group; a well purification



³ Appendix, Exhibit C—Check Sheet of Community Helpers and Community Health Customs
⁴ Appendix, Exhibit D—Pre-School Health Inventory of Physical Plant and Equipment

crew; and a lunch platoon. Each group selected its own leader. These leaders were given extra copies of the inventory sheet which served as a partial guide in checking health and sanitation standards.

I had about all one person could do to answer the many questions raised by individuals and working groups. The men seemed to go about their work with considerable "know how" and enthusiasm. It became my job to aid the children in washing the blackboard while others picked up sample voting ballots, swept the floor, washed the windows, washed some of the fingermarks and footprints off the schoolroom walls, and scrubbed the floor. In record time the weeds and trash and bits of litter were burned as willing hands cleaned up the exterior. While picking up some of the flat rocks which were found on the playground, it was suggested that they be placed so as to make a temporary walk to the front door. This pleased me, especially, for I had hoped some day we might have concrete walk-ways to lessen the amount of mud brought into the building. A couple of small open drainage ditches were dug to prevent surplus water from flowing across the front corner of the playground. The lower limbs of the oak tree nearest the school building were cut off and burned. One of the fathers drove his pick-up truck to bring spike nails, extra boards and other materials needed for reinforcing the home-made playground swing.

Time passed so rapidly that it was eleven-thirty before I realized it. So in good traditional school manner, I pulled the rope and rang the bell to announce lunch, which the mothers were unpacking under the other oak tree. I took a bar of soap and a bucket of water drawn from the well to one of the small surface ditches, where all the helpers washed their hands by pouring water from the bucket.

When most of them had finished eating, I turned to a consideration of the health inventory and read parts of it through with the group. We then evaluated what we had done in terms of the inventory.

Each participant in the morning's program seemed to appreciate the importance of healthful living in school and community life. They were sure, however, that we were still far short of completely meeting the standards of the new State Health Code. I then raised the problem of the next step in a cooperative community health program. Much to my pleasure one of the patrons asked me what I thought about making this kind of program an annual affair. I turned the question back to the group and found many of them were quite enthusiastic about the idea, although a few doubted that such a cooperative endeavor would succeed if limited to a single meeting

each year. This, of course, was a lead pointing to the discussion of the possible organization of a P-TA.

When I mentioned the word P-TA, I noticed a feeling of hesitancy spreading throughout the group. One parent volunteered the information that an effort had been made to organize such a group three years ago, but that it had failed because of poor attendance and a lack of interest. This was a "little discouraging" to me and I realized it would be necessary to check more thoroughly into the background of the previous attempt.

I next approached the subject of a community health council. This was evidently a new idea to the parents and several questions were asked. Referring again to the Pre-school Health Inventory of Physical Plant and Equipment,⁵ I complimented them on the splendid work we had done during the morning session, indicating that it could not have been achieved without their cooperation, and that I would need continued assistance in the promotion of our local health program.

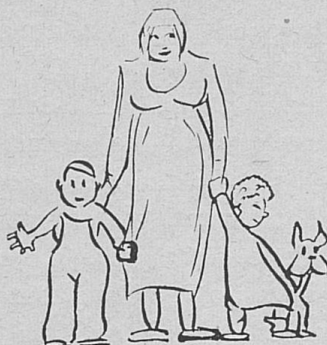
While the baskets were being repacked and preparations made to go home, I thought it wise to set another date for the latter part of September at which time I would need the assistance of six or eight persons in further planning activities. Friday, September 7, was decided upon, and I soon had the names of six representative parents who assured me they would be glad to assist in the planning and work.

Although I had thought it a little premature to suggest a pre-school health clinic, I did feel as the cars pulled away from the school that day that much had been accomplished.

It was now only a matter of a few days until school opened; so I arranged for room and board at the Litts' home, from which I could drive to and from the county seat while attending the pre-school work shop.

⁵ *Ibid.*

CHAPTER III
Putting the School Health Program into Action



On the first day, several of the smaller children were accompanied by their parents, since this had been recommended during the pre-school meeting. After a short opening exercise, I provided each of the thirty-four pupils with a mimeographed personal history form^o to be filled out and to become a part of the school record.* One section of the blank pertained particularly to health data. With the help of the mothers and some of the older pupils, fairly complete information was recorded for each child. Most of the morning was devoted to getting these blanks completed.

After being invited to visit some of the homes, I dismissed school at noon. The children were somewhat surprised because books

^o Appendix, Exhibit E—Individual Pupil's Personal History Form

* Progressive teachers have long agreed that the school must be concerned with the development of the *whole* child. The need for a broad concept of education is implied in such guiding principles as the following:

- A. Our physical, emotional, and mental natures are bound together.
- B. The educative process is conditioned upon the learner's capacities, interests, and emotions.
- C. Because no two persons are alike, education needs to provide for individual differences in learning.
- D. Education, desirable or undesirable, goes on as a permanently continuing process in home, church, school, and community.

The teacher who would attempt to guide the development of her children must first learn what their needs are. The following principles should serve as guides in planning a program for studying children:

- A. The study of the child should be based on existing truths.
- B. The observer should have standards and means of recognizing the child and his digressions from the normal pattern.
- C. Child study depends upon discovering, recording and evaluating data.
- D. Data recorded should be cumulative and should show typical behavior of the individual studied.
- E. Devices for child study should be simple enough to be used easily and interpreted readily and yet comprehensive enough to be of maximum value. Terms should be clearly defined and simply stated. Qualities to be rated should indicate varying degrees of excellence.

were not distributed the first day. They were told, however, to bring lunches the following morning, because school would be in session all day.

That afternoon a few students came back to the playground, but I found it possible to make out the roll, plan the second day's activities, and get ready for introducing the students to three or four days of informal work built on their needs, many of which would likely deal with health and sanitation.



On the morning of the second day, two new students appeared. They were from way up the hollow and had attended very irregularly in previous years. They were frank in admitting their dislike for school and said they had come purely out of curiosity, to see for themselves the strange things which they had heard were going on at the school house. Hilda and Jody stood there with dull eyes, matted hair, sallow complexion, and with dirt and grime on every exposed part of their bodies. One glance was enough to tell me that my health program was to start that morning. I realized that I must make attendance attractive enough so Hilda and Jody would return the next day. I hastily rearranged my daily assignments so that Jody could be chairman of the lunch shelf committee. Hilda was given an opportunity to work with the housekeeping group.

Before recessing for noon, we took fifteen minutes in discussing and planning for individual hand washing procedure and other lunch eating routine. We then elected Henry as captain, Bill as water-pourer to use the long handled dipper, and Helen to be in charge of the bar of laundry soap. We also decided to line up for hand washing at a spot on the playground below the well. We had to sling the water from our hands because there were no paper towels.

The captain served as inspector to see that the hands were clean, and I watched with considerable interest to see how Jody came out. I was pleased to note that when the captain came by to inspect, Jody was asked to go through the line a second time and did not refuse.

Bobby raised his hand and asked if he could say the blessing. Without embarrassment he recited this little prayer:

God is great and God is good;
Him we thank for daily food,
By His body we are fed;
By His love we all are led.

The children showed an interest in this prayer and I saw possibilities of their learning others later throughout the year.

We sat and ate under the oak tree, as we did on clean-up day, spreading sections of newspapers on the ground. Our first lunch together not only provided an opportunity for group planning but also helped to underline some of the health principles which are sometimes taught only by the textbook method. While eating, I led the conversation around to diet. We discussed the importance of fresh vegetables, milk, eggs, and an abundance of good fresh drinking water. Some of the pupils were pleased to display raw carrots, turnips, and yellow corn bread with strips of home-cured bacon. I was careful to suggest additional items which I knew were available at this season of the year and which would be in keeping with the basic balanced diet.

Jackie, who was from one of the middle class homes in the community, had gone through the hand washing line, but having no lunch, had gone down the crossroads store where he bought his lunch of bologna, crackers, and a bottle of soda pop. One of the smaller children, whose mother was unaccustomed to packing a lunch, had brought a pint jar of milk in her lunch pail. As I suspected, the milk was sour. This presented the group with a real challenge, since we had recommended the use of milk in school lunches. We decided it would be better for each child to drink his daily quart of milk at home until a satisfactory arrangement could be made for a lunch program at school. When all were through eating, I told the story of Epaminondas,⁷ which gave them the opportunity to relax before going to the playground for supervised games. It was one-thirty before Mary rang the bell calling us back to the school building.

We continued our group discussion of school health and sanitation problems during the afternoon, and the children agreed to group themselves according to typed lists which I had prepared the night before. Helen, an eighth grade pupil, was named chairman of the housekeeping committee. A seventh grade boy was named chairman of the grounds clean-up committee, while Lawrence and Claude, who were sixth graders, served as co-chairmen of the toilet inspection

⁷ Sara Cone Bryant, *Epaminondas and His Auntie*, Houghton Mifflin Company, New York, 1938

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⁹ *Ibid.*

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committee. At the bottom of the typed copy of committee appointments, space was provided for listing needs and materials which should be included in general work plans.

It was explained in distributing the typed copies that the house-keeping committee would need the service of the larger boys whom we had previously called junior carpenters. The school grounds committee met outside the building for twenty minutes surveying conditions. I dismissed the first and second graders and they went outside to play in the sunshine while the committees of older pupils came in for a joint conference with the house cleaning and toilet committees.

Before final dismissal, we planned our activities for the third day. Individual drinking glasses and pocket handkerchiefs were found to be our most pressing need, and we agreed that each child should bring these items tomorrow.

That night, after a good supper, I planned more in detail for the third day of school. I remembered that Jody was to bring a hammer and Billy Litts a screw driver so that we could change the arrangement of the seats. The materials for the wooden runners to which we expected to attach the seats in pairs had been sent out by the Superintendent that afternoon. I laid out a small stack of magazines from which I planned to have the children cut out colored advertising illustrations of food to be used in chart building and "make believe" meals. I also glanced through my notes from the Plays and Games course which I had taken at college the previous summer and reviewed the rules for "Dodge Ball."⁸ I expected to use "Farmer in the Dell"⁹ for the first and second grades. I also made plans for general health inspection which would not single out Jody or Hilda. I felt sure, from their appearance, that I would find both head lice and nits on examining them. This was a condition which I had not run across before, and I wanted to be prepared to recommend suitable treatment.

Since I had been unable to obtain a sample of water from the well for inspection, I planned to stop at the store in the morning on my way to school for a bottle of chlorox.¹⁰

After visiting for a while with the Litts' on the front porch, I excused myself and prepared for bed.

⁸ Appendix, Exhibit F—Games and Rules. Exhibit G—List of Activities Recommended for Indoor Use by Grades and Bibliography of Books for Physical Education Activities

⁹ *Ibid.*

¹⁰ Appendix, Exhibit H—Chlorination of Water

During opening exercises at school next morning, we sang some of the songs which the pupils had learned the previous year, and I introduced them to two new songs pertaining to health.¹¹

We then discussed the need for two Health Inspectors to be added to our duty chart, one to be called Doctor-of-the-Week and the other the Nurse-of-the-Week. As a result of this discussion, their duties and routine were set up as follows: neck, ears, hair, nails, hands, face, teeth, and clothing to be checked for cleanliness. Checking one or two of these items each day through spinning the health wheel¹² added the game aspect to the daily inspection. I reserved for myself the checking at least once a week for head lice, nits, itch, pink eye, impetigo, scabies, and other types of skin irritation. Later on I expect to use a chart for recording the result of these inspections. But at the moment we were trying to establish a cooperative and understanding attitude toward health problems. It was pointed out that according to the old adage that "it was no disgrace to have it, but it was a disgrace to keep it," and not submit to corrective measures. Students were enthusiastic over the possibility of designing arm bands and caps for health inspectors.

Following the health inspection the small children were interested in cutting pictures of food from the old magazines which I had brought. The third and fourth graders were asked to read the sections on cleanliness in the first and second grade books.¹³ The fifth grade boys and girls were given copies of the third grade health book, *Growing Big and Strong*, and asked to list the basic foods which they might use in helping the first grade arrange their pictures. The sixth through the eighth graders were given copies of the fifth grade book, *Doing Your Best for Health*, and were asked to review units one and two to help set up the standards to govern the morning inspection.

At recess time all of the pupils listened to a brief review of the rules of "Dodge Ball" and "Farmer in the Dell." Two groups were then formed on the basis of size and age on separate parts of the play ground, and the leaders of the two groups got the games under way. I played for the first few minutes with the larger boys and girls to make sure that unnecessary roughness did not develop, and then I moved over to participate with the smaller children. After about ten minutes of playing time, I called the groups together for a few singing games. Some of them already knew the "Paw Paw

¹¹ Appendix, Exhibit I—Marie Goodwin Halbert, *We Will Sing One Song*, Lexington, Ky. Bureau of School Service, University of Kentucky.

¹² Appendix, Exhibit J—Health Wheel Diagram

¹³ J. Mace Andress, I. H. Goldberger, Marguerite P. Dolch, *Spick and Span*, Book I; and *The Health Parade*, Book II, of the Safe and Healthy Living Series, Chicago: Ginn and Company, 1939.

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Patch" which we all joined in playing. Other singing games which we might have played of the less active type were "Did You Ever See a Lassie?", "Looby Lou," "Oats, Peas, Beans", "Around the Mulberry Bush", "London Bridge", and "Round and Round the Village."

When we returned to the building, I showed the children of the first three grades a burlap bag and how it might be used as a pallet for the rest period following recess and lunch. The children said they would try to bring clean bags within a day or two. In the meantime they were encouraged to relax by resting their heads on their arms on the desk tops from ten to fifteen minutes. While they were doing this, I started checking the achievement level of the older boys and girls in the various content subjects, and distributed books accordingly, making appropriate assignments.

Before recessing for lunch, we discussed the hand washing program as it had been carried out the previous day, and on the children's suggestion, a plan was made for the purchase of paper towels at a cost of about a penny per week for each pupil. A fifth grade girl suggested, as a result of some of the reading she had done that morning in the health reader, that the lunches be checked to see which contained the "Heat Foods, Go Foods, and Grow Foods" (page 39, Book 3, *Growing Big and Strong*). During lunch several children took pride in showing that their lunches included more fresh fruits and vegetables, as well as some of the Go and Grow foods. Jackie made a special point of letting me know that he had brought his lunch today instead of going to the store.*

After eating, the need of building our lunch box shelves was discussed, and I promised to help in the planning of the carpentry work, which was to begin that afternoon. When we had played a few games, the bell called the children back to the afternoon activities. The carpenter committee decided on the type of shelves needed, assembled their materials and went to work. Another committee started unscrewing the seats from the floor, reattaching them to the wooden runners in groups of two. Because of this work there was a good deal of noise, and the remaining pupils began making charts and posters. Also, the grounds and toilet inspection committee made an afternoon check-up and reported their findings. The larger boys became so interested in their hammer and saw work that the afternoon passed quickly, before they realized it was time to go home.

* Although many aspects of pupil growth are challenging and vitally interesting to me, I have of necessity confined the remaining portions of this account to health and closely allied healthful activities. This does not mean that healthful activities should be isolated from the rest of the program, but that it should be a functioning part of the entire instructional effort.

Immediately after supper that evening, I planned in considerable detail for the more academic phases of the next day's work, and set aside some time for starting my long-term plan in health education.¹⁴ I developed a pattern or skeleton outline as follows:

- I. Inventory data:
 - A. Philosophy and Guiding Principles
 - B. A Pre-School Health Inventory of Physical Plant and Equipment
 - C. Individual Pupil's Personal History Form
 - D. Community data from observation and patrons' suggestions
- II. Specific goals for healthful living during the current and following school years:
 - A. General Objective of Health Education
 - B. Immediate Objective of Health Education
 - C. Specific Objectives of Health Education according to Lower and Upper Grades
 - D. Cooperative Planning of Pupil Goals
- III. Possible pupil activities and health experiences with suggested references:
 - A. Communicable Diseases
 - B. Cleanliness
 - C. Nutrition
 - D. Rest and Sleep
 - E. Fresh Air, Sunshine and Play
 - F. Posture
 - G. Five Doorways to the Body
 - H. Dental Health
 - I. Safety
- IV. Evaluation:
 - A. Continuous or Day to Day
 - B. Periodic or Terminal
- V. Materials and Records¹⁵

By the end of the second week I had classified the information furnished on the personal history blanks and that obtained from the "Pre-School Health Inventory of the Physical Plant and Equipment." I watched my chances to meet the parents and patrons in the community. Before long I had visited with or had been in the homes of most of the parents of the pupils. As a result of these findings and observations, it became increasingly clear that among the more pressing problems or centers of interest in the Dry Branch community were (1) personal hygiene, (2) communicable diseases and immunizations, (3) safety and first aid, (4) physical education and recreational activities, and (5) correct lunch practices.

I realized that community participation was essential to the success of the program, and as a result planned to have a Friday night meeting with some sort of entertainment. The fact that the County Superintendent had a 16mm projector, led me to plan the

¹⁴ Appendix, Exhibit K—Long Term Plan in Health Education

¹⁵ Appendix, Exhibit L—Free and Inexpensive Materials

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¹⁶ *Ibid.*

use of health films. I chose the Disney cartoons on immunization and water supply, "Defense Against Invasions," and "Water, Friend or Enemy."¹⁶ I had previously arranged to have the County Nurse visit our school that afternoon, have dinner with me, and stay over for the evening program.

After showing the films, I discussed briefly with the group some of the foregoing health goals and local findings. I then introduced the Health Nurse who discussed the immunization services which the county health department offered. A lively discussion followed in which some objections were raised to immunization, and the nurse explained the process which clarified the points which had been made in the films. A young veteran added his comments on the value of immunization, which were helpful in convincing the doubtful. The nurse further added that she had that morning vaccinated almost all of the children against smallpox at the two schools in the adjoining district and intended to return the next week to give them the first typhoid shot. I asked if she could schedule vaccinations for smallpox, on the same afternoon at Dry Branch, in accordance with state law. A parent asked if the immunization was available to adults. The nurse explained that it was available and added that some adults might need booster shots for typhoid, which led to further discussion for inoculations for other kinds of disease. A committee of five parents was appointed to obtain an expression from the people of the community as to the possibility of having a complete immunization program.

Before we adjourned, plans were made for another school and community-get-together—a Halloween Carnival on October 31. One of the parents suggested that we buy playground equipment with the money we hoped to make at the carnival.

Next Monday morning I discovered that plans for an immunization program at Dry Branch had spread rapidly, and that the pupils had several questions to ask. Therefore, our current events period was devoted to a discussion of the local situation. We felt that we were lucky to get on the doctor and nurse's schedule so early in the school year, we felt that we should, therefore, show our appreciation by getting all the permit slips signed by parents or guardians, by doing other things such as studying the history, benefits, and techniques of immunization. Furthermore, we decided to arrange a well lighted corner with table and chairs for use during the examinations and to cooperate with the adults in educating the community as a whole on the desirability of preventing communi-

¹⁶ *Ibid.*

cable diseases through immunizations.¹⁷ By the end of the week, we felt sure we were ready for the doctor's first visit.



During the next few months I hoped to interest the pupils in becoming immunized against other of the more common communicable diseases, such as typhoid fever and diptheria, although these immunizations are not required by state laws.

The more formal part of the health education work during the next six weeks dealt with Safety and First Aid. I remembered that our Safe and Healthy Living series included some material on this topic at each grade level. In addition to these materials, we studied sections of pertinent pamphlets,¹⁸ made posters, developed and printed for the bulletin board a safety code,¹⁹ and re-outfitted our first aid kit.²⁰ The understandings which we developed during this part of the year's work carried over into safer living in both the home and the school.

By the middle of November it was apparent that one of our most urgent needs was playground equipment. While the pupils studied their specific needs and checked on the types of equipment which could be built,²¹ I talked with a few of the patrons about how we might raise some more money for the purchase of lumber, sand, pipe, bolts, chains, and nails. It was decided that the November meeting should be a community harvest festival, preceded by a pot-luck supper. Furthermore, a group of students heard that some playground equipment had been constructed by the patrons and students at a nearby consolidated school, and they arranged with Mr. Litts to take them to see this equipment on Friday afternoon. Sketches were made and estimates were secured on the cost of duplicating a part of the equipment for our school. While the boys were planning

¹⁷ *Op. Cit.*, Andress, Goldberger, and Dolch, *The Healthy Home and Community*, Book VIII. Also see folder Lederle Labs., Inc., *Future Health for Your Child*, 30 Rockefeller Plaza, New York 20, N. Y.

¹⁸ International Harvester Co., *Stop Carelessness*; 180 N. Michigan Ave., Chicago 1, Ill. Metropolitan Life Ins. Co., *Safety in Home, School and Community*, 1 Madison Avenue, New York, N. Y. American Red Cross, *First Aid Textbook*, Eastern Area, Alexandria, Va.

¹⁹ Appendix, Exhibit—M Safety Code

²⁰ Appendix, Exhibit N—Recommended Contents of First Aid Kit

²¹ Appendix, Exhibit O—Description and Sketches of Home Made Equipment and Apparatus. (Also see equipment in commercial catalogues.)

for the construction of equipment, the girls were planning to make indoor games, such as ring toss, bean bags, Indian clubs, and can toss.²²

Two or three days before the Thanksgiving festival, the children began bringing in pumpkins, vegetables, and canned foods which were to be sold, and the merchants later in the week added flour and other staple items. Pies, cakes, cookies, and candies were brought when the patrons came that evening.

As the people gathered it became increasingly clear that we would have an "over-flow" crowd, for some of the folks had come from the county seat as well as from the adjoining communities. The bidding was lively when the auction started at 7:30, and the spirit of the group was high. Aside from the large amount of money taken in, I felt a surge of satisfaction in seeing the school becoming a center of community life.

While the furniture was being rearranged, I asked those people who were interested in helping to construct the playground equipment to meet with me for a few minutes. Since the collection was considerably above our expectations, one of the mothers suggested that we use the surplus for setting up a school lunch program. Others questioned whether or not we had enough to justify a start, and this led to the further suggestion that the program would prove itself. After all, it was said, if additional funds were needed, they could be supplied later through some sort of community winter or spring entertainment. By this time we were ready to take up the assignment of tasks in the construction of playground equipment,²³ and since five men could meet on Saturday, one of them agreed to go into town on Friday to secure the needed lumber, nails, pipe, and chain for the work. By the end of the school week, some of the larger boys had dug post holes at the correct spots and were expecting to come back to assist on Saturday.²⁴

Since we had \$45.00 more than was spent on playground equipment, I called in twelve mothers to help me organize a hot lunch program. They were "up-in-the-air" about the matter. Some of them wanted a lunchroom like the one Miss Ora had at Locust school.²⁵

After much discussion about the advantages of the lunchroom, I suggested that we use one of the cloak rooms—a small space about 4' x 8' in the back of the school room. The parents agreed that we could start our cooking there, and serve the meals on the children's

²² *Supra.*, Appendix, Exhibit F

²³ Appendix—Exhibit P—Photograph of School Playground Equipment In Actual Use

²⁴ Appendix—Exhibit Q—Layout of Model Play Space

²⁵ Appendix—Exhibit R—Sample School Lunch Budget for one month at Locust School, March, 1947.

desks until we could finance additional space or an additional building. Most of the members had different pieces of equipment that we could use. When we had finished with the meeting our promised equipment included a three-burner oil stove, two kettles with lids, mixing bowls, wooden spoons, one can opener, dish towels, knives, and a bread pan. One member suggested that each child bring his own plate, glass, cup, and silverware from home. This idea certainly pleased me because of our small sum of money in the school treasury with which we could buy other equipment. We then purchased from the general store two #2 size tubs for dishwashing, and enough provisions for launching the program. Next the question arose, "Who will do the cooking?" "How much should we charge per meal?" "How can we take care of the children who are unable to pay?"

The first question was easily answered, for one of the mothers volunteered to do the cooking until we could hire a cook. To answer the second question we decided that we could serve a well-balanced meal to all children at a minimum of ten cents each with Federal Assistance.²⁶ Two of the mothers mentioned a family with five children that would not be able to pay. With the little the family could pay and by assigning the job of building fires and sweeping the room to the larger boys, all could have a nutritious lunch.²⁷ I explained that the purpose of the Federal Assistance School Lunch Program is to develop better nutrition for all children.

With the donated equipment before me, I visualized the kitchen I would like to have and sent tow-headed Jackie to the store for some white enamel and a paint brush. Next, I talked it over with the pupils who gave me some useful suggestions. I had found in my experience with children that their ideas were often worthwhile and practical. Johnny told us that he had made "Mom" some dish shelves at home which turned out to be both substantial and attrac-



²⁶ Appendix—Exhibit S—Federal Aid Plan for Reimbursement in Connection with Serving Hot Lunches

²⁷ Appendix—Exhibit T—Typical Hot Lunch Menu for One Week at Locust School

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tive. He said that he had some boards left which he would be glad to donate and would help build some additional shelves at school. In less than half a day the shelves were finished. They were painted white, and the floor was covered with a piece of linoleum which a neighbor had left over from her kitchen floor. Mrs. Fannin donated some ruffled curtains, made of sacks which she had bleached white. She also brought along a stack of dish towels and cloths which were made from feed sacks.

The following morning the storekeeper arrived with our first order and was surprised when he saw the attractive little kitchen which we had "put together" in one day. He showed his appreciation by donating enough oil cloth to cover the shelves and a small serving table.

Our stock of groceries consisted of five loaves of bread, three dozen eggs, six cans of green beans, one peck of potatoes, nine quarts of milk, one pound of lard, one box of salt, two pounds of bacon, one quart of peanut butter, two boxes of graham crackers, one jar of mayonnaise, and one head of cabbage. From this supply we served our first meal, a Type A lunch of mashed potatoes, green beans, cole slaw, a slice of bacon, a boiled egg, and a glass of milk, and a sandwich made of peanut butter and graham crackers. The pupils sat anxiously waiting, trying hard to study but excited over the appetizing odors which filled the room.

Our hand washing routine had taken on some new features by this time. We cut a bar of soap into small cubes, poured water over them and placed them in a pint jar which had a tight lid. A pupil shook the jar until the water and soap formed liquid soap. Johnny made some holes in the lid preparatory to pouring a small amount of the mixture on each pupil's hands as he passed in line.

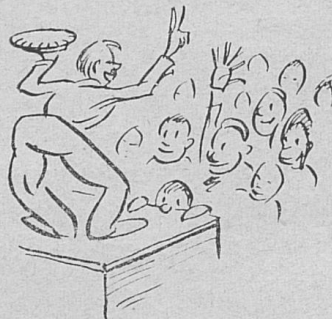


For food service we decided to use cafeteria style and let each child return to his desk to eat. After eating, he was responsible for clearing and cleaning his own desk. Of course the rule was not iron-clad at first for the "first graders," but they were soon as skillful as the older pupils and needed no assistance. Each day the meals varied but were held up to the standards of a Type A lunch. The

pupils gained in weight, were more alert, and I worried for fear we would be unable to pay our grocery bill because they ate more every day. The end of the month came and after receiving my reimbursement check, I still owed the storekeeper \$10.00.

Naturally I was worried, but my anxiety was uncalled for. I called a meeting at once and put my problem before a group of my patrons. They "pondered" the situation and Mrs. Jones came up with a solution. They would sponsor a food shower every week and would donate excess cans of food from their own cellars. The next week brought so much food that it had to be stored at Mrs. Litts' house. Soon the program was out of debt, self-supporting, and the patrons were discussing the building of additional kitchen space. The parents became regular visitors at school and started holding periodic school-community suppers.

An old fashioned pie social was planned, the proceeds of which were to be applied on the cost of the new kitchen—an addition to the existing building. Every kitchen in the district was filled with the aroma of spices and other flavors as preparations were made for the event. The long awaited night arrived and the auctioneer stood on the teacher's desk and told the crowd why the pie supper was being held and what the proceeds were to be used for. All present



looked at the cloak room kitchen and marveled, commenting on its completeness. Then they bought pies. They joined in the cake-walk and spent their money freely. They were building a new lunch room in their minds.

One month later the new lunch room was finished and I was thrilled over some recent news from Superintendent Smith. We were to receive Non-food Assistance from the State in purchasing equipment. The efforts of our willing patrons were to be supplemented and their children were to enjoy many more conveniences. We were granted money by the State to purchase stainless steel silverware, new vitreous dishes, a three compartment sink, a 9 cu. ft. refrigerator, new dish cabinets, and a new pressure cooker for the

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lunchroom canning club which had been organized for the summer. Mrs. Halverson was on the bean canning committee, for she always raised more beans than she could possibly use at home. Other ladies of the district were responsible for canning other vegetables, and Mr. Brown was planning to raise a hog for the school.

Was I a happy teacher? I certainly was. My lunchroom reports were kept daily and we were able to hire a full time cook and pay her \$1.50 each day. She took as much pride in our little kitchen as in her own at home. We no longer ate on the desks. We obtained long tables and benches where the pupils ate and enjoyed their meals. We felt that our Hot Lunch program had been a success and that the health of the children had been improved materially.

Believing that good health refers not only to the child's physical well-being but, also, to his development into an emotionally well-rounded individual, I concerned myself with the writing of an informal evaluation of emotional and social adjustments. Some of the aspects of these adjustments which I considered were: A sense of security, of responsibility, of self-confidence, of independence, of self-control and a sense of belonging. I became interested in answering the following questions on emotional and social adjustments as I wrote them out:

- (a) What is the child's usual disposition?
 1. happy
 2. sulky
 3. dreamy
 4. moody
 5. serious
 6. eager
 7. enthusiastic
 8. passive
- (b) What nervous habits, if any has he?
- (c) What are the evidences of the following characteristics?
 1. timidity
 2. anger
 3. obstinacy
 4. jealousy
 5. over self-consciousness
 6. over-confidence
- (d) What are the evidences of self-control?
 1. in halls
 2. in lunchroom
 3. library
 4. gymnasium
 5. play ground
 6. classroom
- (e) What are the evidences of social adjustment?
 1. cooperation
 2. leadership
 3. fellowship
 4. sympathy
 5. friendly
 6. tolerant
 7. confident
 8. taking turns
 9. accepting responsibility
 10. playing fair
 11. sharing
 12. respecting authority
 13. respecting property rights
- (f) How does he meet a new and unusual situation?

Looking back across my year's experience at Dry Branch, there came a glow of pride at our growth and achievements in health education. We were still far from perfect, but I had only to look at

Jody and Hilda to know that the effort was well spent. Or I could listen to our parents in their conversations about plans and future growth and know that they as well as their children had come far in their thinking in these past few months. Dry Branch was on the way to better health and better living—school, children, parents, and the whole community, and I, myself had helped to lead the way.



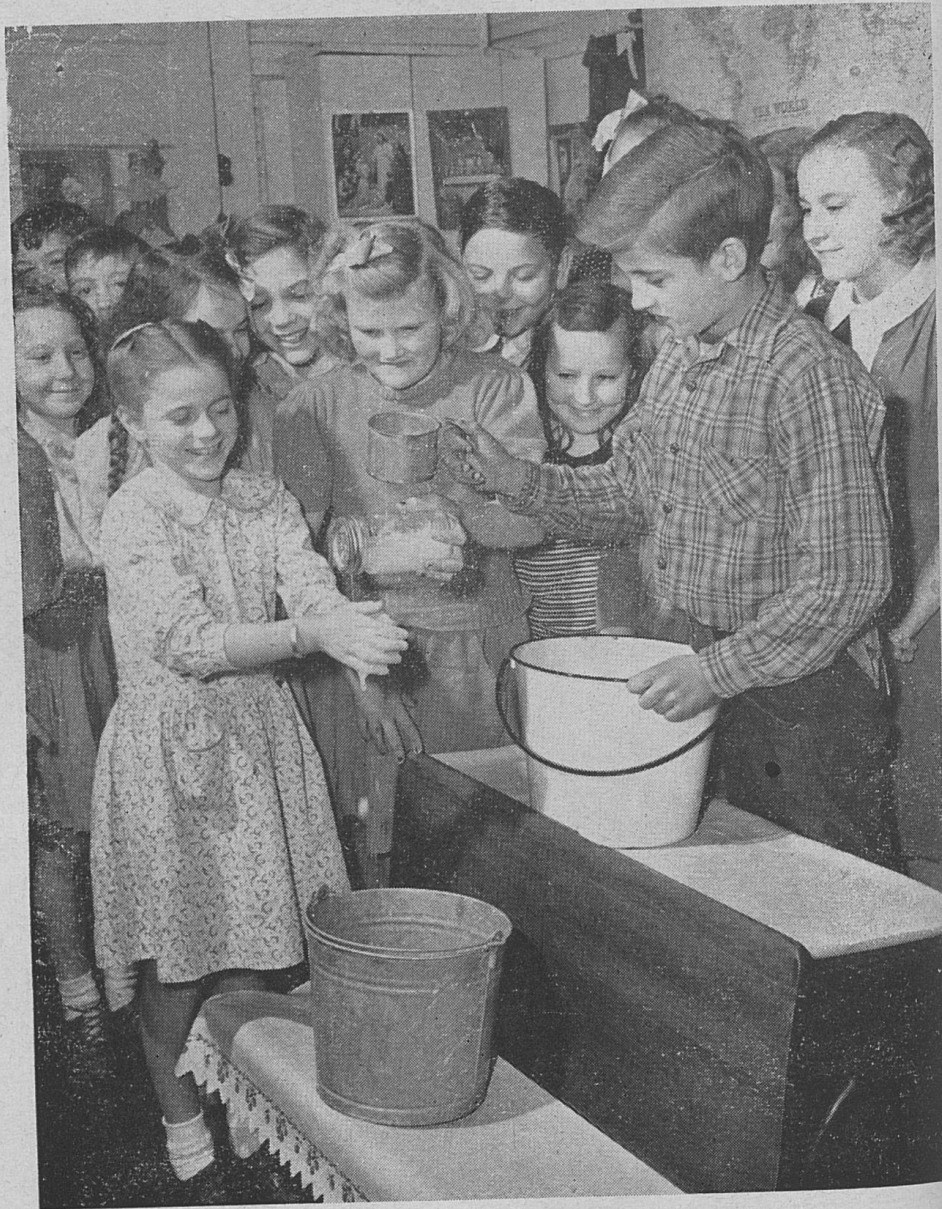
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Caney Consolidated School, Breathitt County, Kentucky

(Reprinted by permission from the Courier-Journal. Photograph was taken by a staff member of the Courier-Journal.)



A Magoffin County School, Royalton, Kentucky

(Reprinted by permission from the Courier-Journal. Photograph was taken by a staff member of the Courier-Journal.)

Exhibit A
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ADOPTED:
March 21, 194

APPENDIX

Exhibit A

SBE—52-1 RE: **CODE FOR HEALTH AND PHYSICAL EDUCATION**

(Adopted pursuant to KRS 156.070)

SBE 52. Code for Health and Physical Education, is hereby repealed and reenacted to read as follows:

1. Beginning not later than the opening of the 1948-49 school year, all Boards of Education of county and independent school districts shall, under the general direction of the Superintendent of Public Instruction, provide for medical examinations of each teacher upon employment and every year thereafter, and of each child, in as far as local facilities and personnel are available, immediately prior to entering or upon entering school for the first time and at least every fourth year thereafter. Furthermore, Public School Boards shall, in as far as local facilities and personnel are available, provide annual physical examinations for each child enrolled or entering school. The Superintendent of Public Instruction is directed to request teacher education institutions to provide both types of examinations for all their students.

2. Beginning not later than the opening of the 1948-49 school year, each public school and each teacher education institution shall start cumulative health records for each child or student enrolled and/or entering school; said records to be maintained throughout the child's or student's attendance, after which they must be filed as part of the school's permanent record and be available for transfer. These health records shall be uniform and on forms prescribed by the Superintendent of Public Instruction. Health data shall be recorded and recommendations shall be sent to both the parents and county health committee or council if any exist, follow-up checks shall be made of each case by proper health or school authority and results recorded.

3. Beginning not later than the opening of the school year 1948-49, Health and Physical Education shall be included in each pupil's program of daily learning and living in the school. A specific course in basic health shall be required of each pupil in the upper four years of high school. This course should be taken preferably during the ninth or tenth year.

4. No elementary or high school shall be considered as having met health and physical education standards of approval until programs have been put into operation which meet the minimum standards prescribed by the State Board of Education as approved and published in its specified bulletins, syllabi, and courses of study.

ADOPTED:

March 21, 1947.

APPENDIX

Exhibit B

THE OBJECTIVES OF EDUCATION—POLICIES FOR EDUCATION IN AMERICAN DEMOCRACY

National Education Association, Washington, D. C., 1946, pp. 192-238

1. The Objectives of Self-Realization:

- a. **The Inquiring Mind.** The educated person has an appetite for learning.
- b. **Speech.** The educated person can speak the mother tongue clearly.
- c. **Reading.** The educated person reads the mother tongue efficiently.
- d. **Writing.** The educated person writes the mother tongue effectively.
- e. **Number.** The educated person solves his problems of counting and calculating.
- f. **Sight and Hearing.** The educated person is skilled in listening and observing.
- g. **Health Knowledge.** The educated person understands the basic facts concerning health and disease.
- h. **Health Habits.** The educated person protects his own health and that of his dependents.
- i. **Public Health.** The educated person works to improve the health of the community.
- j. **Recreation.** The educated person is participant and spectator in many sports and other pastimes.
- k. **Intellectual Interests.** The educated person has mental resources for the use of leisure.
- l. **Esthetic Interests.** The educated person appreciates beauty.
- m. **Character.** The educated person gives responsible direction to his own life.

2. The Objectives of Human Relationship:

- a. **Respect for Humanity.** The educated person puts human relationships first.
- b. **Friendships.** The educated person enjoys rich, sincere, and varied social life.
- c. **Cooperation.** The educated person can work and play with others.
- d. **Courtesy.** The educated person observes the amenities of social behavior.
- e. **Appreciation of the Home.** The educated person appreciates the family as a social institution.
- f. **Conservation of the Home.** The educated person conserves family ideals.
- g. **Homemaking.** The educated person is skilled in home making.
- h. **Democracy in the Home.** The educated person maintains democratic family relationships.

3. The Objectives of Economic Efficiency:

- a. **Work.** The educated producer knows the satisfaction of good workmanship.
- b. **Occupational Information.** The educated producer understands the requirements and opportunities for various jobs.
- c. **Occupational Choice.** The educated producer has selected his occupation.
- d. **Occupational Efficiency.** The educated producer succeeds in his chosen vocation.
- e. **Occupational Adjustment.** The educated producer maintains and improves his efficiency.

APPENDIX

- f. **Occupational Appreciation.** The educated producer appreciates the social value of his work.
 - g. **Personal Economics.** The educated consumer plans the economics of his own life.
 - h. **Consumer Judgment.** The educated consumer develops standards for guiding his expenditures.
 - i. **Efficiency in Buying.** The educated consumer is an informed and skillful buyer.
 - j. **Consumer Protection.** The educated consumer takes appropriate measures to safeguard his interests.
4. The Objectives of Civic Responsibility:
- a. **Social Justice.** The educated citizen is sensitive to the disparities of human circumstance.
 - b. **Social Activity.** The educated citizen acts to correct unsatisfactory conditions.
 - c. **Social Understanding.** The educated citizen seeks to understand social structures and social processes.
 - d. **Critical Judgment.** The educated citizen has defenses against propaganda.
 - e. **Tolerance.** The educated citizen respects honest differences of opinion.
 - f. **Conservation.** The educated citizen has a regard for the nation's resources.
 - g. **Social Application of Science.** The educated citizen measures scientific advance by its contribution to the general welfare.
 - h. **World Citizenship.** The educated citizen is a cooperating member of the world community.
 - i. **Law Observance.** The educated citizen respects the law.
 - j. **Economic Literacy.** The educated person is economically literate.
 - k. **Political Citizenship.** The educated person accepts his civic duties.
 - l. **Devotion to Democracy.** The educated citizen acts upon an unswerving loyalty to democratic ideals.

Exhibit C

**CHECK SHEET OF COMMUNITY HELPERS
AND COMMUNITY HEALTH CUSTOMS**

Community helpers are an important addition to any health program and ready reference to the persons or agencies who may give help is essential. You will find most, if not all, of the following persons or representatives in the county or city in which you are teaching. **Complete the Following Form:**

	Name	Address	Phone Number
County Superintendent
Helping Teacher
Health Coordinator
Attendance Officer
County Health Officer
County Nurse

APPENDIX

	Name	Address	Phone Number
Sanitation Officer
.....
County Agent
Home Demonstra. Agt.
Soil Conservationist
Forest Ranger
Fish and Game Warden
.....
Sheriff
Highway Patrol
County Judge
Public Assist. Worker
.....
Chairman, Red Cross
Save the Child. Fed.
.....
Pres. Kiwanis Club
Pres. Lions Club
Pres. Rotary Club
Pres. Women's Club
.....
Comdr. Amer. Legion
Comdr. V. F. W.
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Local Doctors
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APPENDIX

	Name	Address	Phone Number
Ambulance and Taxi Service

Local Dentists

Nearest Cars

Nearest Telephones

Other Persons or Agencies (who could help)

COMMUNITY HEALTH CUSTOMS

The success of any health program as it is related to the community may be hampered by a teacher's lack of understanding of the customs and practices of the community. Such established attitudes and ideas, as they relate to health and health practices, will condition and limit the effectiveness of any health program. It will aid the teacher if the data suggested below is gathered as a result of observation, visits to patrons' homes, and discussions within the school. This should be an EXPANDING record as the teacher's contacts suggest additions of essential items.

1. Health Customs
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APPENDIX

2. Health Practices

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3. Health Superstitions

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4. Health Attitudes

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5. Recreational Attitudes

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6. Recreational Practices

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7. Recreational Resources

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APPENDIX

Exhibit D

A PRE-SCHOOL HEALTH INVENTORY OF PHYSICAL PLANT AND EQUIPMENT

Since children should live in a healthful and attractive environment, check each of the following with a yes, no, or ?.

I. The School Grounds:

-(A) Level or slightly rolling schoolgrounds well drained.
-(B) At least one acre in size for a one-teacher school, up to five acres for a consolidated elementary school of 350 to 500 pupils.
-(C) Free from traffic hazards.
-(D) Free from excess dust, noise, foul odors.
-(E) Free from rubbish such as weeds, brush, tin cans, broken bottles, ash heaps, paper, sticks, building material, etc.
-(F) Space for school.
-(G) Space for adequate parking.
-(H) Space for lawn and school gardens.
-(I) Grounds landscaped with shrubs properly arranged for beautifying effect.
-(J) All-weather walks leading to buildings from play areas and toilets.

II. The Buildings:

(A) School House:

-(1) In good repair.
-(2) Outside paint good.
-(3) Name of school over front door.
-(4) Building underpinned.
-(5) Door swings out on good hinges.
-(6) Door latch in good working condition.
-(7) Good lock on door
-(8) Inside paint good and of light flat finish.
-(9) Floor level and free of splinters.
-(10) Large windows on one side only. At least two windows with deflectors.
-(11) Adequate black boards of dull black finish, with chalk trays.
-(12) Adequate bulletin boards of dull purpose type (part cork and part slate).
-(13) Window locks in good repair and windows will raise or open.
-(14) All window panes present and uncracked.
-(15) Window area equivalent to $\frac{1}{5}$ of floor area.
-(16) Room at least 20x24 feet, not counting cloak or lunch room.
-(17) Screened lunch box shelves or space.
-(18) Adequate facilities for hanging cloaks, etc.
-(19) Building wired for electricity.
-(20) Safe chimney and flues for stove or furnace.
-(21) Two smaller rooms partitioned off from main room.
-(22) Smaller rooms adequately heated, lighted and ventilated.

(B) Other Buildings:

-(1) Coal house or wood shed adequate to hold year's supply of fuel.
-(2) Coal house or wood shed in good repair.
-(3) Coal house or wood shed back from front of school building.

APPENDIX

-(4) Outdoor or indoor toilets in good repair.
-(5) Outdoor or indoor toilets adequate in size and fixtures.
-(6) Entrance to toilets guarded by "vision screens."
-(7) Sanitary use and maintenance of toilets provided for.
-(8) Privacy of toilets for different sexes provided through spacing and location of facilities.
-(9) Toilets adequately screened against flies.
-(10) Coal house, or wood shed, and toilets painted or whitewashed.

III. Outdoor Equipment:

-(A) Adequate playground equipment and apparatus in use or in storage.
-(B) Playground equipment and apparatus in good repair.
-(C) Playground equipment and apparatus located for grouping of pupils according to safe and proper use.
-(D) Safe source of water supply.
-(E) Effective facilities for use of drinking water, including proper underground drainage from well.
-(F) If a well is the source of school water supply it is enclosed and locked when not in use.
-(G) Well or source of school water supply recently cleaned and purified (limed or chlorinated).

IV. Indoor Equipment:

-(A) Movable furniture for both teacher and pupils.
-(B) Flexible or adjustable type furniture.
-(C) Single seats.
-(D) Unmutilated desk and table tops (free from marks, scratches, dirt, ink stains, etc.).
-(E) Medium to light finish on desk and table tops.
-(F) Adequate heating facilities (if stove, it should be jacketed).
-(G) Thermometers mounted at proper levels.
-(H) Provision for humidity control (perhaps pan of water on stove).
-(I) Fire extinguisher with tag showing recent inspection and approval date.
-(J) Adequate sized water cooler with bubbler and drainage disposal.
-(K) Sufficient cleaning and hand washing equipment (dipper, pans, buckets, brooms, etc.).
-(L) Translucent window shades for each window.
-(M) Fully equipped First-Aid Kit.
-(N) Phonograph, records, and school song books.

Exhibit E

INDIVIDUAL PUPIL'S PERSONAL HISTORY FORM

(I) Health Record

Name Sex () Color ()
 Address
 Date of Birth

Parents	Name	Living	Dead	Date	Cause	Further NOTES on Family History
Father						
Mother						

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Mouth
Teeth

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Scalp
Skin
Heart
Lungs
Lymph
Thyroi
Abdon
Bones
Deforr
Nervou

CODE:

(II) E
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APPENDIX

Family Physician DISEASES	Date	DISEASES	Date	Family Dentist Further NOTES on Medical History, Clinical Record, Health Habits:
Diphtheria		Colds		
Measles		Convulsions		
Mumps		Earaches		
Poliomyelitis		Pneumonia		
Scarlet Fever		Rheumatism		
Whooping Cough		Accidents		
Smallpox		Operations		

IMMUNITY STATUS	Diphtheria	Smallpox	Typhoid	Tuberculin
Date	Typhoid Whooping Cough (Other) (Specify)			
Date				
Date				

School and Grade
Age
Date of Examination
Parent Present
Examiner

Home Sanitation
Water Supply
Public
Private
Well, drilled
dug
driven

Height
Weight
Vision R

Cistern
Spring
Toilet Facilities
Indoor Flush
Sewer Connection
Septic Tank
Outdoor
KSP

Vision L
R
(Glasses) L
Hearing R
L

Open
Other
Insect Control
Screening
Complete
Partial
Spray
DDT

Posture
Nutrition
Eyes
Ears
Nose
Mouth and Gums
Teeth (Temporary)
(Permanent)
Throat and Tonsils
Scalp
Skin
Heart
Lungs
Lymph nodes
Thyroid
Abdomen
Bones and Joints
Deformities
Nervous System

REMARKS

CODE: O-Unsatisfactory (1) slightly (2) moderately (3) markedly unsatisfactory x-needs attention o-correction of defect

(II) Educational Record

Previous Schools Attended	Average Mark	Year in School	Location City & State	Reason for Leaving
------------------------------	-----------------	-------------------	--------------------------	-----------------------

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APPENDIX

How do you come to school? Bus..... Car..... Horse..... Walk..... Bicycle.....
 Distance from home to school...miles. How long does it take you?...min.
 Have you had any long absences during your school career? Yes... No...

Grade

Cause

.....

Have you ever skipped or repeated a grade? Yes..... No..... If so,
 which? Repeated..... which? Skipped.....

When you have school lessons to get at home, tell where and under what
 conditions you study.

.....

What do you usually do: (before and after school) (on Saturdays) (on Sundays)

.....
.....
.....

How did you spend last summer (1947)?
 (1948)?
 (1949)?
 (1950)?

Where have you traveled outside the county?

Outside the State? When did you do this?

.....

Check the subject you like best in school with the letter (B) and the
 one you care less for with the letter (L):

.....Reading	.....Geography	.....Nature Study
.....Writing	.....Art	.....Physical Ed.
.....Spelling	.....Music	.....Others
.....Arithmetic	.....Science	.....

APPENDIX

Do you enjoy reading: Very much..... Some..... Not at all.....

Check the type of reading you enjoy most:

.....FictionTravelOthers
BiographyMechanical
Mystery StoriesPoetry

What magazines or papers do you take home?

.....,,
,,

What radio programs do you like to listen to?

.....

Have you been handicapped in your school studies because you are a poor reader? Very much..... Some..... Not at all

(III) Interests, Hobbies, and General Adjustment Record

Check with an (x) the activities you enjoy most:

- | | |
|-----------------------------------|---------------------------------|
|Playing basket ball |Playing tennis |
|Playing base ball |Playing badminton |
|Playing horseshoes |Hop-Scotch |
|Bicycling |Jumping the rope |
|Volley ball |Racing game |
|Fishing |Jumping |
|Hunting |Cat ball |
|Boxing |Marbles |
|Horseback riding |Playing singing games |
|Swimming |Swinging |
|Skating |See-saw |
|Sliding board |Anthony over |
|Cowboy and Indian |Hide and go seek |
|Play house |Flying kite |
|Hiking |Selling things |
|Making things |Repairing machines |
|Making gardens |Keeping scrap books |
|Collecting novelties |Stamp collecting |
|Writing poems, etc. |Sketching or drawing |
|Cooking |Care of pets |
|Designing clothes |Wood working |
|Going to shows |Group singing |
|Playing a musical instrument |Solo singing |
|Acting in plays |Going to church |
|Listening to radio |Organizing games |
|Going to parties |Taking care of sick people |
|Being "it" in a game |Working in a store |
|Playing store |Dancing |
|Being in contests |Reading a sport page |
|Picnicking |Bob jacks |
|Postcard collecting |Photo collecting |
|Others |Others |

APPENDIX

Check with an x, the clubs and other activities you have been a member of. Double check those you are now a member of. Triple check those you are an officer of and indicate the office.

.....Photography	.....Boy Scouts
.....4-H	.....Girl Scouts
.....Dramatics	.....YWCA or YMCA
.....Others	.....CE or UPE
.....

What church do you attend

Check with an x, any of the following words you think describe your general make up.

.....Friendly	.....Easy going
.....Jealous	.....Unhappy
.....Nervous	.....Self centered
.....Sociable	.....Calm
.....Patient	.....Anxious
.....Bashful	.....Day dreamer
.....Excited	.....Stubborn
.....Cheerful	.....Quick-tempered
.....Envious	.....Unselfish
.....Selfish	

Are you deeply interested in any particular thing either in connection with your school work or outside school? No..... If so, what.....

List the two or three things which you think you do best out of all your work and play. 1....., 2....., 3.....

Name one or more kinds of work you might consider for your life work, giving first, second, and third choices in order.

1....., 2....., 3.....

What do you plan to do when you finish grade school? Go to high school..... get a job..... learn a trade..... finally go to college.....

(IV) Family Record

Regarding Father:

Occupation..... Where employed.....

Place of birth.....

Highest grade attained in school: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
(Underline the correct one)

Nationality..... Citizen of.....

Marital Status: Still Married..... Remarried..... Divorced..... Separated.....

APPENDIX

Father's Health: Good..... Poor..... Fair..... (.....)

Father's Habits: Good..... Poor..... Fair..... (.....)

Regarding Mother:

Maiden Name.....

Occupation..... Where employed.....

Place of birth.....

Highest grade attained in school: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
(Underline the correct one)

Nationality..... Citizen of.....

Marital Status: Still Married..... Remarried..... Divorced..... Separated.....


Mother's Health: Good..... Poor..... Fair..... (.....)

Mother's Habits: Good..... Poor..... Fair..... (.....)


Brothers and Sisters: List the names of brothers and sisters, with other information requested.

Name	Sex M or F	Age	Figure for Highest Grade Reached	Age When Married	Occupation
1.
2.
3.
4.




 Base Player



 Base Player



 Base Player

APPENDIX

Exhibit F

GAMES AND RULES

1. Pass and Squat Relay

Arrange the teams in parallel columns of files ten feet apart. Place the first player of each team five feet in front of his column. Give this first player of each team a ball. At signal, the player with the ball throws it to the first man in his column. This player catches it and throws it back to the base player. Immediately after throwing the ball back this player squats. The base player passes the ball to the second in the column, who throws it back and squats. This continues until all in the column have caught the ball and passed it back to the base player. Any player dropping the ball must recover it and return to his position before passing it. Passes may be made in any manner. The team finishing first, wins.

2. Slip-Foot Relay

The first man on each team places a block of wood or a stone on his right foot. Each contestant "slip-foots" to a goal and back and gives his block of wood or stone to the next man on the team. He repeats the performance. If the block falls off during the race, it must be replaced before the contestant continues. The group finishing first, wins the game.

3. Charlie Over the Water

Players join hands and form a circle. Charlie stands in the center of the circle. The other players skip around shouting:

"Charlie over the water,
Charlie over the sea,
Charlie catches a blackbird,
Charlie catches me."

As soon as they end this chant they stoop. Charlie tries to tag someone before that person can squat down. If he succeeds, that player takes his place.

4. Odd Man Relay

Players form a line at one end of the room. At a given signal the first person in each line starts toward the goal line, using any form of locomotion he wishes—run, skip, jump, hop, move backwards, etc. No two persons in that line may use the same method. The second player starts when the first player has returned and so on. The group finishing first, wins.

5. Hot Potato

Players form a large circle. On a given signal start passing an object (ball, eraser, block of wood, etc.) from player to player. If there is a piano or a phonograph, music may be used. The object is passed until the music stops. Whoever has the object at the time the music stops, drops out of the game. If there is no music, a signal can be decided on (whistle, clapping, etc.) which means to "stop." Continue playing until all but one is eliminated.

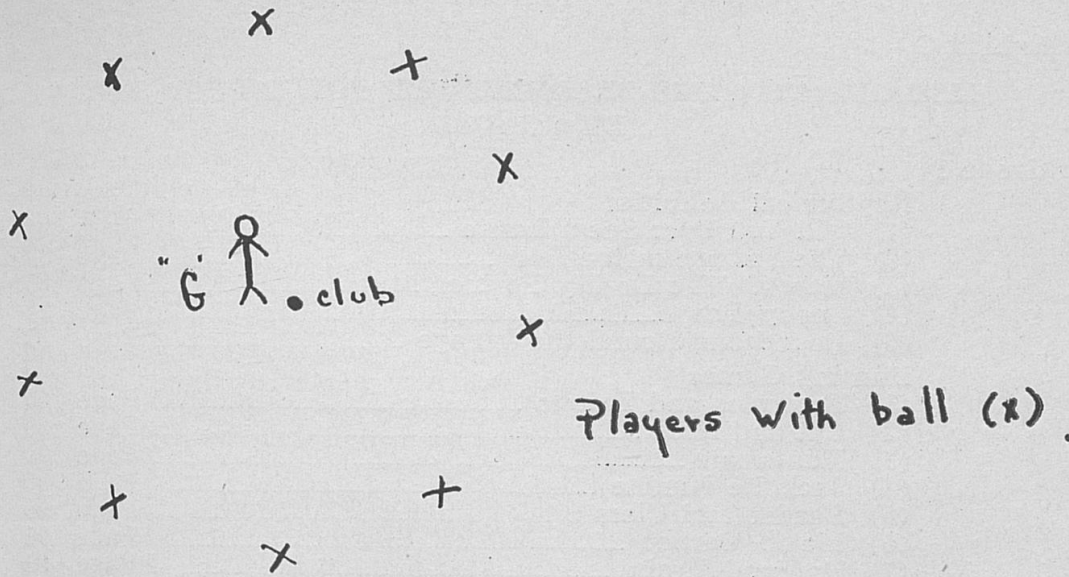
6. Club Guard

Equipment: One volleyball and one Indian club.

Object of the game: For the person guarding the club to prevent the others from taking or knocking it over with the ball; for a player in the outside circle to knock the club down so he might become club guard.

One player is selected to be the guard and the other players form a circle about him (see diagram). The player guards the club by standing over it. He must protect it only with his feet and by

APPENDIX



quick movements he may prevent the club from being knocked over. One player in the outside circle throws the ball at the club or passes it to another player who attempts to knock the club over. All players must remain outside the circle when throwing the ball, otherwise the thrown ball does not count. When a player succeeds in knocking the club over, he becomes the guard.

Dodge Ball

Divide the players into two groups. One side forms a circle and the other side scatters inside it. Those in the outside circle throw a volley-ball at the inside players, trying to hit them. Those in the center dodge in any way they choose but must not leave the circle. As a player is hit he must withdraw. A player hit above the waist is not considered hit. Hits on arms or hands count. The ball may be passed around the circle in order to confuse those in the center. Time may be kept for eliminating one team and the team taking the greatest amount of time for elimination is the winner.

Variation:

Have only four players in the outside circle. As a player is hit he joins the circle and helps get the other side out. The player to remain in last is the winner.

Black and White

Divide the group into two equal teams calling one team "White" and the other "Black." Draw a center line across playing area and also a goal line 30 or 40 feet away from each team. The players line up on the center line facing each other with their backs to their own goal line. A wooden block, which has been painted black on one side and white on the other, is tossed into the air and as it falls to the ground the side may be called by the leader. If white comes up, the whites must run to their goal with the blacks in pursuit. If caught before reaching goal line, they must join the black team. The same would result if the black side comes up. A player may tag as many of his opponents as possible. The game is won by the side which has the greatest number on their side when play ceases.

APPENDIX

Exhibit G

**LIST OF ACTIVITIES RECOMMENDED FOR INDOOR USE
BY GRADES**

Grade 1

- (A) Rhythmical Activities
- | | |
|---------------------------------------|---------|
| (1) Did You Ever See a Lassie | Page 81 |
| (2) The Farmer in the Dell | Page 83 |
| (3) How Do' Ye Do My Partner | Page 85 |
| (4) Looby Loo | Page 86 |
| (5) Round and Round the Village | Page 87 |
- (B) Hunting Games
- | | |
|--------------------------------|---------|
| (1) Brownies and Fairies | Page 89 |
| (2) Cat and Mice | Page 89 |
| (3) Huntsman | Page 90 |
| (4) Jack Be Nimble | Page 90 |
| (5) Leader and Class | Page 90 |
| (6) Magic Carpet | Page 91 |
| (7) Railroad Train | Page 91 |
| (8) Squirrels in Trees | Page 91 |

Grade 2

- (A*) Rhythmical Activities
- | | |
|--------------------------------|----------|
| (1) A-hunting We Will Go | Page 100 |
| (2) Oats, Peas, Beans | Page 102 |
| (3) Pussy Cat, Pussy Cat | Page 105 |
- (B) Hunting Games
- | | |
|------------------------------|---------|
| (1) Block to Block | Page 95 |
| (2) Bird Catcher | Page 95 |
| (3) Changing Seats | Page 96 |
| (4) Double Circle | Page 96 |
| (5) Puss in the Circle | Page 97 |
- (C) Relay Races
- | | |
|---------------------------------|----------|
| (1) Aisle Pass Relay | Page 120 |
| (2) Automobile Relay Race | Page 120 |

Grade 3

- (A) Rhythmical Activities
- | | |
|-------------------------------------|----------|
| (1) Bean (pease) Porridge Hot | Page 127 |
| (2) Jolly is the Miller | Page 132 |
| (3) Ten Little Indians | Page 138 |
- (B) Hunting Games
- | | |
|--------------------------------|----------|
| (1) Bean Bag Box | Page 123 |
| (2) Exchange Tag | Page 123 |
| (3) Bean Bag Circle Toss | Page 124 |
| (4) Floor Tag | Page 124 |
- (C) Relay Races
- | | |
|-----------------------------------|----------|
| (1) Around the Row Relay | Page 140 |
| (2) Bean Bag Passing Relay | Page 140 |
| (3) Stoop and Stretch Relay | Page 142 |

Grade 4

- (A) Rhythmical Activities
- | | |
|-------------------------------|----------|
| (1) Broom Dance | Page 172 |
| (2) Jump Jim Crow | Page 182 |
| (3) Pop Goes the Weasel | Page 185 |

* N. P. Neilson and Winifred Van Hagen
"Physical Education for Elementary Schools"
A. S. Barnes & Co.—Publishers
67 W. 44th Street—New York, N. Y.

APPENDIX

- (B) Hunting Games
 (1) Baler Burst, The Page 167
 (2) Last One Out Page 169
 (3) Simon Says Page 170

- (C) Relay Races
 (1) Attention Relay Page 164
 (2) Farmer and the Crow Relay Page 164
 (3) Home Base Home Base Bean Bag Relay Page 165

Grade 5

- (A) Rhythmical Activities
 (1) Virginia Reel Page 225

- (B) Hunting Games
 (1) See other games listed in Grades IV and VI.

- (C) Relay Races
 (1) All up Indian Club Relay Page 214
 (2) Blackboard Relay Page 215
 (3) Kangaroo Relay Page 215
 (4) Over and Under Relay Page 216
 (5) Rescue Relay Page 216

Grade 6

- (A) Rhythmical Activities
 (1) The Ace of Diamonds Page 258
 (2) Captain Jinks Page 260
 (3) Gustof's Skool Page 261

- (B) Hunting Games
 (1) Bowling Page 268

- (C) Relay Races
 (1) Double Circle Pass Relay Page 252

Grade 7

- (A) Rhythmical Activities
 (1) The Crested Hen Page 300
 (2) Old Dan Tucker II Page 303

- (B) Hunting Games
 (1) See list under Grades VI or VIII

- (C) Relay Races
 (1) See list under Grades VI or VIII

Grade 8

- (A) Rhythmical Activities
 (1) The Girl I Left Behind Me Page 342

- (B) Hunting Games
 (1) Seat Tag Page 352

- (C) Relay Races
 (1) Toss, Catch and Pass Relay Page 349

APPENDIX

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8. Salt, E. Banton; Fox, Grace I.; Douthett, Elsie M., and Stevens, B. R. "Teaching Physical Education in the Elementary Schools." New York—A. S. Barnes and Company, 1942.

Exhibit H

CHLORINATION OF WATER SUPPLY

The following table gives the amount of chlorine solution to use for various quantities of **CLEAR** water. Mix the chlorine solution thoroughly with the water and allow to stand at least 30 minutes before using. It is recommended that prepared chlorine solutions be used. The percent strength of these solutions is usually given on the label in terms of "percent by weight available chlorine" or "percent of weight sodium hyperchlorite." For example, the percent strength of one solution is 5.25, which means in this case approximately five per cent by weight available chlorine. Therefore, four drops of the solution would be used for each one gallon of **clear** water. If for any reason the water appears cloudy use at least three times as much chlorine solution as called for in the table. Do not attempt to treat muddy water.

Gallons of water	Strength of Chlorine Solution		
	3 to 5 %	2 percent	1 percent
1	4 drops	8 drops	16 drops
2	8 drops	16 drops	32 drops
3	12 drops	$\frac{1}{4}$ teaspoon	$\frac{1}{2}$ teaspoon
5	$\frac{1}{4}$ teaspoon	$\frac{1}{2}$ teaspoon	$\frac{3}{4}$ teaspoon
10	$\frac{1}{2}$ teaspoon	1 teaspoon	1 $\frac{1}{2}$ teaspoons
100	5 teaspoons	10 teaspoons	15 teaspoons

Ventilation

Minimum outdoor air requirements for grade school children if objectionable body odors are to be removed during heating seasons, with or without recirculation.

Air space per person	Outdoor air supply, cubic feet per minute, per person
100 cu. ft.	29
200 cu. ft.	21
300 cu. ft.	17
500 cu. ft.	11

APPENDIX

Quantity of Illumination	Operating foot-candles of illumination
Auditoriums	10
Class and Study Rooms—on desks and chalk boards	30
Corridors and Stairways	5
Gymnasiums	20
Laboratories	
General	30
Local Illumination	50
Manual Training and Sewing Rooms	
General	30
Local Illumination	100

Reflective values of various colors

Color	Light reflected percent
White	81
Ivory	79
Cream	69-74
Buff	63
Light Green	63
Gray	56

The above table indicates that ONLY the above colors should be used for decorating schools. Dark colors should not be used. Flat paints are recommended. Avoid high gloss paints.

(The above tables have been adapted, by permission, from booklets issued by the Kansas State Policy-Making Committee on Health Education.)

APPENDIX

Exhibit I

HEALTH SONGS

NO. 1. SHE'LL BE EATIN' YELLOW CORNBREAD

(TUNE: "SHE'LL BE COMIN' ROUND THE MOUNTAIN")

M.G.H. Southern Work Song.

She'll be eat-in' yel-low, corn bread
 when she comes; - She'll be eat-in' yel-low
 corn bread when she comes - She'll be
 eat-in' yel-low, corn bread, she'll be
 eat-in' yel-low corn bread, she'll be
 eat-in' yel-low corn bread when she comes.

2. She'll be eatin' good raw cabbage when she comes....
3. She'll be drinkin' milk a-plenty when she comes....
4. She'll be eatin' whole wheat biscuit when she comes...
5. She'll be singin' in the sunshine when she comes...
6. She'll be cannin' ripe tomatoes when she comes....
7. She'll be catchin' perch and catfish when she comes...

(Can you make up more verses to this tune?)

APPENDIX

NO. 2. YELLOW CORNBREAD

(TUNE "SHORT'NIN' BREAD")

M.G.H. Negro Song

Two lit-tle chil-lun just a-ly-in' in bed,
Bofe of 'em hungry an a-want-in' to be fed,
Call for de mam-my, an' de mam-my said:
"Feed dose chil-lun on yellow corn bread."
Mam-my's lit-tle ba-by loves muf-fins, muf-fins,
Mam-my's lit-tle ba-by loves yellow corn bread.

APPENDIX

Exhibit J

DIAGRAM FOR HEALTH WHEEL

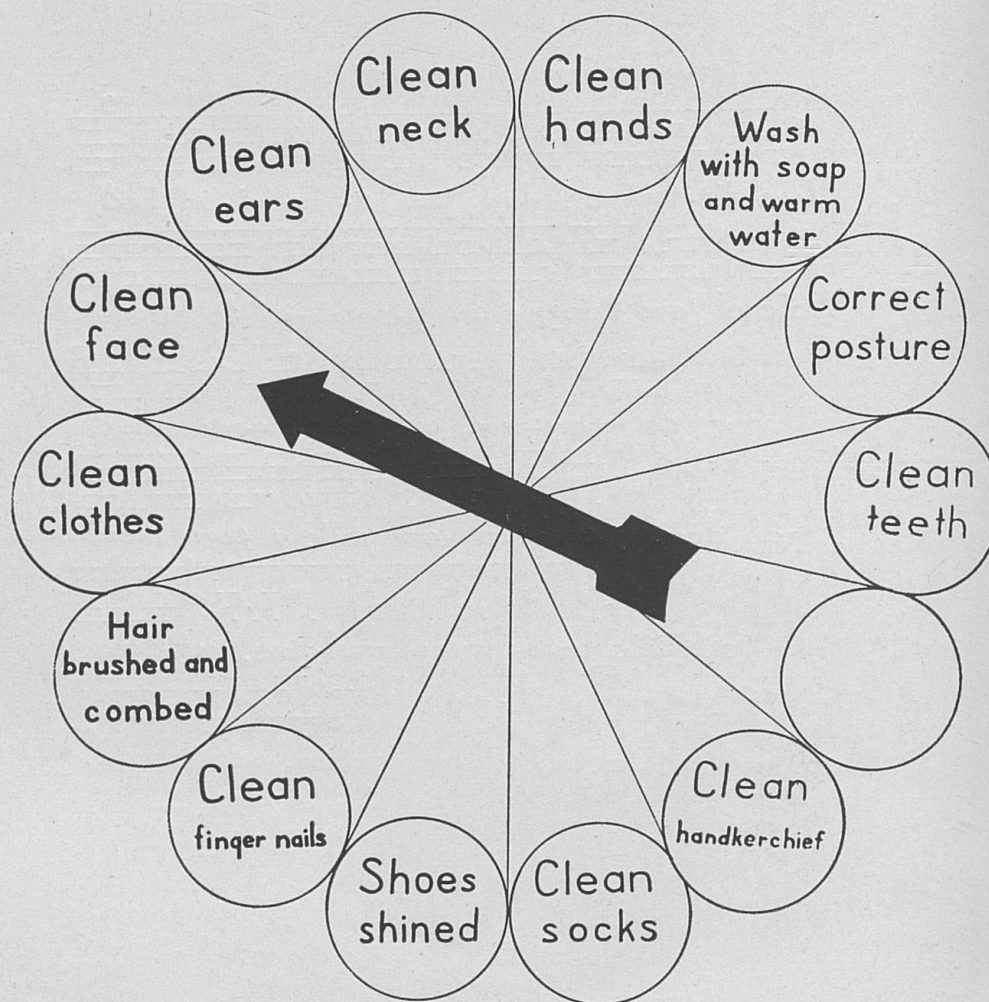


Exhibit K

LONG TERM PLAN IN HEALTH EDUCATION

I. Inventory Data:

A. Philosophy and Guiding Principles

I had come to believe that each child should have the chance for a happy school experience and that he should find many opportunities for living and growing in school, not only as an individual, but also as a member of his school group, of his community, of his nation, and of the world. Furthermore, I believed that the children are the primary reasons for which schools are planned and conducted. I realized that when children enter school they bring with them many attitudes, interests, needs, and urges, and that it is the school's obligation to direct these along proper channels.

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I had come to adopt and use the following general ideas or principles:

- (1) That learning is a developmental or growth process originating within the child himself.
- (2) That understanding should precede the development of skill.
- (3) That the teacher's true job is that of teaching children and not grades or books.
- (4) That the teacher should find out where the children are with respect to achievement and begin at that point in her teaching.
- (5) That the growth of an individual depends upon the number and variety of experiences in which he takes an active part.
- (6) That in every experience there is a learning, good or bad. This learning continues throughout life.
- (7) That education develops the "whole" child.
- (8) That learning grows out of the interests and tendencies already present in the child.
- (9) That education should provide for individual differences.
- (10) That the role of the teacher is one of guidance.
- (11) That the school should provide a rich and challenging environment.
- (12) That education should provide for creative social living.
- (13) That there should be a close coordination of all educational agencies.
- (14) That continuous evaluation is an integral part of all good programs.

B. A Pre-School Health Inventory of Physical Plant and Equipment

(See check sheet, Exhibit D, *Supra.* Appendix)

C. Individual Pupil's Personal History Form

(See blank form Exhibit E, *Supra.* Appendix)

D. Check-Sheet of Community Helpers

(See blank form Exhibit C, *Supra.* Appendix. Also see check sheet on Community Health Customs.)

II. Goals for Healthful Living During the Current and Following School Years:

A. General Objectives of Health Education

- (1) To encourage each child in developing habits of healthful living.
- (2) To help each child develop an understanding that health is a means to an end and not merely an end itself.
- (3) To help each child develop an understanding that healthful living is the body working together to produce a happy, energetic, enthusiastic, and vigorous individual.
- (4) To help each child develop correct understanding, attitudes, and abilities relative to maintaining a safe and sanitary home, school, and community environment.
- (5) To guide each child in developing good mental health habits.
- (6) To help the children understand and develop correct attitudes toward the use of immunizations.

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It was apparent that my part in making the foregoing health objectives a reality would involve:

- (a) Providing a planned and graded program of health instruction with some emphasis upon safety education, physical education, and recreation.
- (b) Providing each child with the opportunity to realize his full and wholesome potentialities of growth and development.
- (c) Providing periodic health examinations and follow-up programs to give special attention to those in need of medical and dental care.
- (d) Assisting the county in its program for the prevention, detection, and control of communicable diseases.
- (e) Promoting the development of an adequate school lunch program.
- (f) Screening of the children's physical limitations.
- (g) Stimulating extensive community cooperation.

B. Immediate Objectives of Health Education

(1) Personal Hygiene: (Grades 1 through 8)

- (a) To help the child develop a feeling of responsibility for keeping all parts of the body clean and free from germs.
- (b) To encourage the child to develop pride in having clean teeth and a clean mouth.
- (c) To aid the child in developing an understanding of the importance of clean hands for himself and others.
- (d) To help the child develop the realization that cleanliness makes one more comfortable as well as more attractive.
- (e) To assist the child's development of standards for the care of clothes.
- (f) To help each pupil develop the realization and acceptance of his duty as an individual and as a member of his group to do his part to maintain clean, attractive, and healthful surroundings.
- (g) To help the child develop an understanding of the simple principles involved in seeing and the importance of caring for the eyes.
- (h) To help the child develop an understanding of the principles involved in hearing, and the importance of caring for the ears.
- (i) To help the child develop an understanding of the importance of oral hygiene.
- (j) To encourage the child to develop the habit of nasal breathing, of using a clean handkerchief or tissue, and of not putting things up his nose.
- (k) To help the child develop an understanding of the need for a clean skin, prompt care of abrasions, burns, and cuts, and immediate attention to any "breaking out."
- (l) To encourage the child to willingly and conscientiously develop habits of good posture in sitting, walking, and standing.
- (m) To help the child develop an understanding that proper rest and sleep will help make him stronger and happier.
- (n) To help the child develop an understanding that body growth and repair take place during rest and sleep.

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- (o) To help the child develop an appreciation of the value one derives from breathing fresh air.
 - (p) To help the child develop an appreciation of the health giving qualities of sunshine.
- (2) Communicable Diseases and Immunizations: (Grades 1 through 8)
- (a) To encourage the child in developing the habit of accepting duty to self and others in observing the rules of common cleanliness and disease prevention.
 - (b) To encourage the child in developing an understanding of, and correct attitudes toward, the use of immunizations.
 - (c) To help the child and his parents develop an understanding of the purposes of quarantine and the need for adhering strictly to quarantine rules and regulations.
 - (d) To promote the child's development of a feeling of responsibility for having a part in keeping the school and community free from disease.
 - (e) To foster the child's development of an appreciation of the discoveries that have been made to protect the body against communicable diseases.
 - (f) To promote the child's development of an understanding and appreciation of body defenses that guard against diseases.
- (3) Safety and First Aid Objectives
- (a) To help the child develop an understanding of situations involving hazards.
 - (b) To aid the child in developing habits of conduct which will enable him to meet situations of daily life with as little danger as possible to himself and others.
 - (c) To encourage the child to develop habits of carefulness and obedience to safety rules at home, on the streets, in school, at play, and on the school bus.
 - (d) To stimulate the child to read, develop understanding of, and obey safety rules and regulations.
 - (e) To help the child to develop habits of safe conduct in the use of automobiles and busses.
 - (f) To encourage the child in the formation of habits of orderliness and carefulness in the use of playthings, tools, common articles of the home and school, and in the use of fire.
 - (g) To motivate the child in developing alertness, ability, and muscular control through rhythmic exercises, play, games, and other physical dangers.
 - (h) To aid the child in developing an understanding of cooperative effort, to prevent accidents and the taking of unnecessary risks, involving physical dangers.
 - (i) To assist the child in developing wholesome attitudes concerning law and law enforcement officers, safety of themselves and others, organized efforts to assure safety for all.
 - (j) To provide the child with actual experiences in desirable safety practices, so that proper habits will be developed.

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- (4) Recreation, Play and Physical Education:
- (a) To stimulate the child's development of the fundamental skills in aquatic, gymnastic, rhythmic, and athletic activities for immediate educational purposes—social, physical, mental, emotional and moral.
 - (b) To encourage the child's development of useful and desirable skills in wholesome activities for use during leisure time.
 - (c) To assist the child in the development of a comprehensive knowledge of rules, techniques and strategies in activities suitable to various age levels.
 - (d) To help the child in the development of a wholesome attitude toward life and life's problems by participating in activities in a good environment and under capable leadership.
 - (e) To encourage the child's development of powers of observation, analysis, judgment and decision through the medium of complex physical situations.
 - (f) To foster the child's development of physical stamina by the use of games and dance activities which permit the individual to work or play for longer periods of time with less diminishing efficiency and with a reserve of energy.
 - (g) To provide opportunities for the child's development in self-expression and self-confidence (physical and mental poise) by the mastery of difficult social, physical, mental, emotional, and moral problems in supervised activities.
 - (h) To promote the child's development of qualities of leadership by having each child under careful supervision and within the limits of his ability, assume actual responsibility for certain activities.
 - (i) To motivate the child's development of an understanding of postural mechanics and the elimination of remedial defects as these can be influenced by muscular activities and guidance based on adequate physical and health diagnosis.
- (5) Correct Lunch Practices: (Grades 1 through 8)
- (a) To aid the child in building an understanding that the right kind of food helps one grow in the correct way.
 - (b) To help the child develop an appreciation of the fact that strong healthy bodies, shiny attractive hair, and strong teeth come largely from eating the proper food.
 - (c) To assist the child in developing an understanding of the daily food needs of the body.
 - (d) To encourage the child's development of an appreciation of the health values of various foods (milk, vegetables, and fruits).
 - (e) To encourage the parents to cooperate in developing desirable nutritional practices in the home.
 - (f) To help the child's development of an understanding of the causes of diet deficiency, diseases, and the sources of the cures.
 - (g) To aid the child's development of the understanding that all energy needed by the body is best supplied by proper foods rather than the use of narcotics and alcohol.

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C. Specific Objectives of Health Education According to Lower and Upper Elementary Grades

(1a) Personal Hygiene (Grades 1 through 4):

To supervise, aid and motivate the pupil in the development of:

- (a) A willingness to brush his teeth at least twice daily.
- (b) A proper attitude toward visiting his dentist twice a year.
- (c) Habits of clean hands and fingernails at all times.
- (d) The habit of washing hands before eating and after going to the toilet.
- (e) The realization that one should not bite nails, suck thumbs or put hands around the mouth, eyes, and nose.
- (f) An understanding of the proper use of a bubbler fountain.
- (g) An appreciation of clean, individual drinking cups.
- (h) The understanding that sharing partially eaten food spreads germs.
- (i) A proper attitude toward regular habits of eliminating body wastes.
- (j) The understanding of the importance of drinking plenty of water to keep clean inside.
- (k) An appreciation of the part that soap and water plays in the fight against germs.
- (l) A willingness to take an all-over bath at least twice a week and preferably daily.
- (m) An appreciation of clean well-combed hair.
- (n) An appreciation of clean, neat and properly worn clothing.
- (o) Proper understanding of the reasons why heavier outdoor clothing should not be worn inside, and why daytime clothing should not be worn in bed.
- (p) A realization that a clean desk, clean room, clean playground, and clean lavatories or toilets are as essential to health and attractiveness as clean bodies and clean clothing.
- (q) An understanding of the reasons for keeping foreign objects out of the eyes, nose, ears, and mouth.
- (r) An appreciation of the necessity for reporting any irritations of the eyes, nose, ears, mouth, and skin to teacher or to parents.
- (s) An understanding of the value of correct lighting.
- (t) Habits of sitting tall, walking tall, running tall, and standing tall.
- (u) An understanding that growth takes place during sleep.
- (v) An appreciation of the fact that it is easier to remember and learn when he has had enough rest and sleep.
- (w) An understanding that he will feel happier and get along better with people when he has had enough sleep.
- (x) An appreciation of the fact that he can run faster, feel stronger, and enjoy play more when he gets enough rest and sleep.

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- (y) An understanding that adequate ventilation when sleeping gives one a feeling of well-being.
- (z) An understanding that rest periods should follow periods of much activity.

(1b) Personal Hygiene (Grades 5 through 8):

- (a) To place renewed emphasis upon the personal hygiene practices, habits, and attitudes developed in grades 1 through 4, with special attention to the following:

- (1) Brushing teeth twice daily.
- (2) Visiting dentist twice yearly.
- (3) Keeping hands and fingernails clean at all times.
- (4) Washing hands before eating and after going to the toilet.
- (5) Wearing clean and properly fitted clothing.
- (6) Taking all-over bath at least twice a week.
- (7) Keeping hair clean and well combed.
- (8) Sitting tall, running tall, standing tall, and walking tall.
- (9) Using drinking, toilet and luncheon facilities properly.
- (10) Wearing and caring for properly fitted glasses willingly and when they are needed.
- (11) Seeking professional advice for vision and hearing difficulties.
- (12) Using eyes only under desirable reading and working conditions.
- (13) Blowing the nose correctly.
- (14) Endeavoring to maintain regularity of sound sleep habits.
- (15) Relaxing before and after meals, before bedtime and after strenuous activities.
- (16) Rising early enough to begin day's activities in a calm manner.
- (17) Establishing habit of daily recreational activity.

- (b) To stimulate or motivate the pupils in developing proper attitudes toward personal hygiene, such as:

- (1) Pride in personal appearance.
- (2) Respect for people who are clean in person and dress.
- (3) A desire to be socially acceptable.
- (4) A desire to have a part in school, home, and community hygiene.

- (c) To aid, encourage and supervise the pupils in the development of understandings basic to personal hygiene, such as:

- (1) Cleanliness helps to prevent skin, eye, ear, and nose infections.
- (2) The skin, nails, and hair as well as the eyes, ears, and nose have certain functions.
- (3) During sleep the body grows and stores up energy for the next day's activities.

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- (4) Proper rest, relaxation and sleep are essential for
 - a. Normal growth and development
 - b. Body resistance to colds and other diseases
 - c. A happy state of mind
 - d. Accident prevention
 - e. Ability to do best work
 - (5) Growing people require more sleep than adults.
 - (6) Ventilation, quiet, darkness, proper bed and clean bed clothing are very beneficial.
 - (7) Play or work should be stopped before becoming over-tired.
- (2a) Communicable Diseases and Immunization (Grades 1 through 4):
- (a) To stimulate, encourage, and supervise the pupils in the development of an appreciation of the precautionary practices in regard to communicable diseases and immunization, such as:
 - (1) Covering sneeze and cough.
 - (2) Staying at home when ill with a cold or when threatened with one.
 - (3) Keeping fingers and foreign articles away from mouth, nose, eyes, and ears.
 - (4) Taking advantage of immunization.
 - (5) Abiding by quarantine regulations.
 - (6) Staying out of crowded or public places during epidemics.
 - (b) To motivate, aid, and supervise the pupils in the development of healthful attitudes toward communicable diseases and immunization such as:
 - (1) Appreciating the work done by the doctor and nurse.
 - (2) Understanding and appreciating the values derived from immunization practices.
 - (3) Realizing what quarantine means and the importance of observing quarantine rules.
 - (4) Feeling of responsibility for a part in keeping the school and community free from diseases.
 - (5) Understanding and appreciating body defenses that guard against disease.
 - (6) Understanding the causes and control of communicable diseases.
- (2b) Communicable Diseases and Immunization (Grades 5 through 8):
- (a) To stimulate or motivate pupils in the development of an appreciation. Precautioning practice in regard to communicable diseases and immunizations, such as:
 - (1) Covering sneezes and coughs.
 - (2) Taking advantage of immunization.
 - (3) Abiding by quarantine regulations.
 - (4) Seeking medical diagnosis for abnormal body conditions.

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- (b) To motivate, aid, and supervise the pupils in the development of healthful attitudes toward communicable diseases and immunization, such as:
 - (1) Feeling a responsibility for having a part in keeping home, school and community free from diseases.
 - (2) Appreciating the discoveries that have been made to protect the body against communicable diseases and the part the doctor and nurse play in this protection.
 - (3) Understanding the causes and control of communicable disease.
 - (4) Appreciating and understanding the body defenses against diseases.
- (3a) Safety and First Aid (Grades 1 through 4):
 - (a) To encourage the pupil in developing an understanding and appreciation of safety habits, such as:
 - (1) Learning full name, father's name, address, and telephone number as a precaution against getting lost.
 - (2) Playing safely on the playground, in the schoolroom, and at home.
 - (3) Crossing roads and streets correctly and walking along highways safely.
 - (4) Refraining from putting foreign objects in mouth, nose, and ears.
 - (5) Refraining from throwing stones, sand, and other objects.
 - (6) Understanding the dangers associated with fire, matches, and firecrackers.
 - (7) Understanding the dangers relative to handling or pulling over pans, pots, or boilers of hot liquids.
 - (8) Carrying scissors and other sharp objects safely.
 - (9) Staying with group when going on walks, field trips, or excursions.
- (3b) Safety and First Aid (Grades 5 through 8):
 - (a) To help and supervise the pupil in the development of safety practices such as:
 - (1) Home and Farm Safety
 - (a) Using ladder when reaching high places.
 - (b) Using proper precautions with matches, fire, gas, poisonous medicines, and supplies.
 - (c) Labeling all poisonous medicines and supplies.
 - (d) Keeping passageways uncluttered.
 - (e) Taking proper precautions in using electrical appliances.
 - (f) Taking proper precautions in using farm machinery.
 - (g) Refraining from handling and playing with strange pets.
 - (h) Taking proper precautions when around farm animals.

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- (2) School Safety
 - (a) Keeping passageways, halls, stairs, and aisles uncluttered.
 - (b) Using and carrying sharp pointed tools properly.
 - (c) Practicing safety in the halls, in the rooms, on the stairs, and on the playground.
 - (d) Playing carefully with and being kind to smaller children.
 - (e) Using playground equipment properly.
 - (f) Reporting injuries to teacher or to another adult.
 - (g) Accepting first aid treatment willingly.
 - (h) Having an appreciation and an understanding of first aid.
- (3) Traffic Safety
 - (a) Observing safety rules in getting in, riding in, and getting off school bus and other means of transportation.
 - (b) Observing safety rules when riding a bicycle, a horse, or farm machinery.
 - (c) Observing safety rules in walking along or crossing streets or highways.
 - (d) Refraining from catching on to moving vehicles.
 - (e) Refraining from unnecessary walking on or crossing of railroad tracks.
- (4) Recreational Safety
 - (a) Using firearms and firecrackers cautiously and only under supervision of an adult.
 - (b) Choosing camping grounds and play areas for (swimming, ice skating, boating and fishing) wisely.
 - (c) Choosing proper clothing for the various play activities.
 - (d) Learning to recognize poisonous snakes and poisonous weeds.
 - (e) Choosing activities with consideration for physical limitations.
 - (f) Carrying first aid kits when on an outing.
- (4a) Physical Education and Recreational Activities (Grades 1 through 4):
 - (a) Supervise and encourage each pupil in the development of correct attitudes toward physical education and recreational activities, such as:
 - (1) Anticipating and enjoying recreational periods.
 - (2) Appreciating achievement of others.
 - (3) Respecting rights and abilities of others.
 - (4) Showing an interest in experimenting with play apparatus.
 - (5) Accepting followship as well as leadership.
 - (6) Enjoying organized play as well as free play.
 - (7) Showing confidence in play director as a person who makes play more fun.

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- (8) Showing confidence in self as a participant in play activities.
 - (9) Seeking gradually more and more experiences with organized play.
 - (10) Developing wholesome attitudes of fair play.
 - (11) Participating in creative play.
 - (12) Appreciating the principles of sound democratic citizenship as related to play activities.
 - (13) Trying conscientiously and persistently to improve skills appropriate to pupil level.
- (4b) Physical Education and Recreational Activities (Grades 5 through 8):
- (a) To supervise and encourage each pupil in the development of correct practices in regard to physical education and recreational activities, such as:
 - (1) Striving to develop skills in many sports and games.
 - (2) Spending as much time daily in out-of-door active play as circumstances permit.
 - (3) Guiding daily exercises and play upon results of physical examinations.
 - (4) Enjoying appropriate organized and creative rhythmic expression.
 - (5) Wearing most appropriate shoes and clothing possible for active participation in play.
 - (6) Applying the principles of fair play in physical activities.
 - (7) Accepting responsibility of leadership and of followship.
 - (b) To aid each pupil in developing an understanding:
 - (1) That exercise makes the body healthier and stronger.
 - (2) That out-of-doors is the best place to exercise.
 - (3) That the main facts of the physiology of the body as related to physical activity such as: relation to diet, sleep, and rest to muscular efficiency.
 - (4) Of a variety of appropriate forms of rhythmic expression.
 - (c) To supervise the pupils in the development of:
 - (1) An appreciation of the carry-over value of recreational activities for leisure time.
 - (2) Healthful attitudes of cooperation, self-control, and unselfishness.
 - (3) Respect toward officials and opponents as well as team-mates.
- (5a) Correct Lunch Practices (Grades 1 through 4):
- (a) To encourage and supervise the child's development of good nutritional practices, such as:
 - (1) Learning to enjoy food and willingly trying new foods.
 - (2) Developing the right attitude toward eating vegetables, fruits, cereals, and drinking milk and water.

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- (3) Understanding that fruits, milk, and raw vegetables are better between-meal snacks than candy or cookies.
 - (4) Developing the habits of eating slowly, chewing food well, chewing with mouth closed, eating quietly, and not talking with food in the mouth.
 - (5) Understanding of the relationship between malnutrition and poor progress in school.
 - (6) Developing an appreciation of correct weight.
 - (7) Using socially acceptable table manners.
 - (8) Eating meals at regular times.
- (5b) Lunch Practices (Grades 5 through 8):
- (a) To encourage each child in the development of good nutritional habits, such as:
 - (1) Eating meals at regular times.
 - (2) Eating slowly and chewing food well.
 - (3) Selecting and eating wholesome food as a matter of course.
 - (4) Practicing cleanliness in eating, handling and preparing food.
 - (5) Using socially acceptable table manners.
 - (b) To help or supervise the child in the development of sensible attitudes toward nutrition, such as:
 - (1) Favorable attitudes toward all foods necessary for health and growth.
 - (2) Willingness to select the right food to healthy growth, resistance to fatigue, attractive appearance, and well being.
 - (3) Encourage parents to cooperate in carrying through desirable nutritional practices.
 - (c) To motivate and supervise the pupil in obtaining accurate knowledge of nutritional values, such as:
 - (1) Can recognize:
 - (a) Go foods
 - (b) Grow foods
 - (c) Heat (glow) foods
 - (2) Know the foods which go into a good:
 - (a) Breakfast
 - (b) Lunch
 - (c) Dinner
 - (d) Between meal snacks.
 - (3) Know the elements in a balanced diet.

D. Cooperative Planning of Pupil Goals

I felt that little motivation would be necessary to get the pupils at Dry Branch School interested in working cooperatively on listing their health needs, learning how to meet these needs, and planning the necessary procedures and activities, and that this cooperative planning would lead to emotional and social adjustment not only of the group but of each individual.

III. Possible Pupil Activities and Health Experiences with Suggested References.

(Note that these are by no means all of the activities and experiences which could be used effectively. They merely indicate a few of those which alert teachers can introduce.)

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A. Personal hygiene (Center of Interest, Number 1)

- (1) Practice daily care of the skin by washing with mild soap and water.
- (2) Show how to shampoo hair properly.
- (3) Show how to brush teeth properly, using own clean brush, how to use dental floss; and how to massage the gums.
- (4) Keep individual health chart for a month or longer, showing teeth are brushed twice daily, gums are massaged, tooth brushes are cared for properly, bone building foods are eaten, coarse foods are a part of the diet, and mouth is rinsed with salt water gargle after brushing the teeth.
- (5) Collect pictures which show good and bad posture, comparing and contrasting.
- (6) Construct a dressing table in school where children may check to see if they are neat and clean.
- (7) Have self inspection each morning preceding investigation of student "doctor and nurse," selected each week.
- (8) Encourage dental visits for check-up on needed dental work, at least twice a year. Award certificates (See dentist).
- (9) Establish hand washing habits before eating and after visiting toilets, through actual practice and checking.
- (10) Discourage such habits as thumb sucking, nose picking, and otherwise carrying germs by hand to the eyes, nose, or mouth, through use of bulletin board and cartoons.
- (11) Discourage drinking from the same cup and sharing partially eaten foods, through group discussions.
- (12) The selection of proper clothing for changing weather and seasons.
- (13) Cutting from pattern books with appropriate clothing and pasting them in scrap books with real material or paper pictures.
- (14) Make jointed paper dolls of heavy pasteboard and make appropriate clothing for different occasions such as school, work, church, picnic, etc.
- (15) Read history of early cleanliness in Greece and Rome.
- (16) Study and discuss the importance of regular habits of body eliminations.
- (17) Construct scrapbooks on personal cleanliness stressing at least two all-over baths per week, the wearing of clean socks and underwear, the need of properly fitted shoes and socks.
- (18) Draw cartoons showing the ill effects of scratching, squeezing, or picking bumps on the skin.
- (19) Discuss the ill effects of pulling, slapping, boxing the ears, or screaming into them.
- (20) Class discussion on need for using own wash cloth and drying with own clean towel.
- (21) Write and give a health play on personal cleanliness and attractive grooming.

Although in my one-teacher school at Dry Branch I planned on keeping the entire group (grades 1-8) working on health activities centering around common needs, I did plan to focus the attention of what might be called Group I (grades 1, 2, and 3) upon the building of good health attitudes and habits; what might be called Group II (grades 4, 5, and 6) upon reasons for building good attitudes and habits; and what

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might be called Group III (grades 7 and 8) upon the more advanced and technical aspects of health.

This same focusing of emphasis can be used by primary, intermediate, and advanced grades in consolidated schools.

Suggested References from Basic Health Texts

Book *	—1-19, 91-103, 129-137.
Book **	—1-25, 45-57, 95-140.
Book ***	—14-15, 89-106, 133-158.
Book ****	—66-82, 86-105, 114-156, 162-177.
Book *****	—34-53, 75-81, 90-145, 171-180, 189-209.
Book ****	—75-103, 179-203.
Book *****	—58-83, 170-197, 198-221, 233-238.
Book *****	—No material.

B. Communicable Diseases and Immunization (Center of Interest, Number 2)

- (1) Group 3—(7th and 8th Grades) may write a play on the spread of yellow fever and control methods developed in the Canal Zone.
- (2) Illustrate the bacteria theory through experiment in fermentation.
- (3) Demonstrate pasteurization of milk.
- (4) Discuss the protection against infection provided by a free flow of blood from a wound.
- (5) Make a poster showing how heat and fire help to fight disease germs.
- (6) Demonstrate cross ventilation through use of candle in shoebox with one and two holes.
- (7) Make posters showing methods of keeping germs out of the body.
- (8) Form good health club to engage in community projects such as location and treatment of mosquito breeding spots, distribution of hectographed material and government bulletins on the prevention and destruction of rats, fleas, chicken lice, etc.
- (9) Launch a local rat killing contest in the community.
- (10) Conduct round table discussion at upper grade level on immunization.
- (11) Younger children make posters showing what to do when the doctor comes.
- (12) Have children help in getting ready for the coming of the doctor and nurse by arranging suitable working conditions, in a well-lighted corner, etc.
- (13) Have science class run experiments on the helpful phases of bacteria such as cheese making, raising bread, making vinegar, sauer kraut, etc.
- (14) Have a study by the upper grades of the series of Health Heroes booklets, and/or film strips (Metropolitan).
- (15) Round table discussion of how vaccination helps.
- (16) Bulletin board display of quarantine signs used for communicable diseases.
- (17) Make a spot map of communicable diseases in your community.
- (18) Make a survey of the school to find number immunized for diphtheria, typhoid, whooping cough, and smallpox.

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- (19) Secure a demonstration from public health nurse of care in case of communicable diseases.
- (20) Make a scrapbook showing care in case of communicable disease.

Suggested References from Basic Health Text

- Book * — Pages 54-57.
Book ** — Pages 58-73
Book *** — Pages 162, 182, 222-230
Book **** — Pages 10, 41-64, 121, 234.
Book ***** — Pages 14-16, 47, 125-157, 234-235.
Book ***** — Pages 163-167, 202-229.
Book ***** — Pages 31, 45, 70-72, 184, 208.
Book ***** — Pages 166-201, 260-267

C. Safety and First Aid (Center of Interest, Number 3).

- (1) Preparation of First Aid Kit
- (2) Form ABC (Always Be Careful Club) for primary grades.
- (3) Teach Safety Songs like "Let Your Ball Roll."
- (4) Display poster of poisonous plants and leaves.
- (5) Dramatization by older group of first aid techniques.
- (6) Plan a field trip which would include discussion of poisonous snakes and protection against snake bite.
- (7) Older boys to write instruction for safety practices at the swimming hole.
- (8) Dramatization of correct walking habits along the highway.
- (9) Have some of the older boys write AAA for literature on Highway Safety Patrol.
- (10) Secure booklets on correct handling and repair of household electrical equipment.
- (11) Conduct monthly fire drills.
- (12) Learn proper storage and care in use of kitchen matches.
- (13) Construct poster indicating established road markers, showing correct shape and color.
- (14) Establish through round table discussion or panel, led by the older children, a "Safety Code" for the school.
- (15) Establish a set of safety rules for kite flying, wherever electric lines are found.
- (16) Set up through discussion a safety code for fall, winter and spring sports.
- (17) Build check list for identifying safety hazards in and about the home and farm yard.
- (18) Let 4-H Club set up rules for safe operation of farm equipment.
- (19) Collect booklets on use of poisonous sprays on fruits and vegetables, with a chart showing antidotes for poisons.
- (20) Form a Junior Red Cross Chapter, one of whose duties will be securing of first aid equipment—not first aid kit.
- (21) Have students make or borrow a single folding cot to be used in case of accident or illness.
- (22) Form a Florence Nightingale Club of the older girls who will assume charge of injuries and accidents on playground or around the school.
- (23) Establish standards for awarding first aid certificates and design appropriate certificate or other award to give recognition.
- (24) Invite members of State Highway Patrol to talk to your class about practicing safety on the highways.

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- (25) Write safety slogans, and compare safety slogans taken from other sources, posting same on bulletin boards.
- (26) Make illustrated posters—such as, do not push, walk in halls, keep objects off the floor, wait your turn at the fountain, sit down when swinging, etc.
- (27) Discuss and demonstrate safe practices on school busses, and in private automobiles.
- (28) Make labels for all poisonous medicines.
- (29) Demonstrate safe and correct use of firearms.
- (30) Demonstrate what to do if caught in a burning building, or if clothing catches on fire, etc.
- (31) Invite the Forest Ranger to discuss fighting of grass, brush, and forest fires, and to assist in posting fire control signs at cross roads and near camp sites.

Suggested References from Basic Health Texts

Book *	— Pages 116-127.
Book **	— Pages 141-166.
Book ***	— Pages 209-230.
Book ****	— Pages 4-25.
Book *****	— Pages 218-245.
Book *****	— Pages 233-252.
Book *****	— Pages 244-283.
Book *****	— Pages 204-280.

- D. Physical Education and Recreational Activities (Center of Interest, Number 4).

Note: For Possible Activities, See Appendices—EXHIBITS F, G, and I.

Suggested References from Basic Health Texts

Book *	— No references.
Book **	— No references.
Book ***	— Pages 185-208.
Book ****	— No references.
Book *****	— Pages 164-188
Book *****	— No references
Book *****	— Pages 229-230
Book *****	— No references.

- E. Correct Lunch Practices (Center of Interest, Number 5).

- (1) Draw a table. Cut out pictures of foods to put on the table. Make a good lunch.
- (2) Discourage eating foods between meals, other than fruits and milk instead of candy.
- (3) Have monitors in charge of handwashing. See that younger pupils are through washing before the older ones are ready.
- (4) Give a good food party. Invite parents and serve fruits or good foods prepared by the children.
- (5) Send school lunchroom menus home for the parents to see.
- (6) Make health posters.
- (7) Make posters showing how to set the table.
- (8) Have children make mats to spread on the desks.
- (9) Have children help clean up after lunch.
- (10) Have grace said or sung.
- (11) Talk over simple rules for polite table manners, and demonstrate them.

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- (12) Encourage pleasant table conversation.
- (13) Insist on pupil's remaining at seats while eating, and for a stated minimum time. Explain why this is desirable.
- (14) Have children keep a record of all foods eaten for one week and check against a food guide.
- (15) At lunch time, talk about the need for seven basic foods.
- (16) Let the pupils set a lunch table.
- (17) Keep a scrap book on foods.
- (18) Choose one fruit you had for lunch and look up the history of it.
- (19) Plan healthful menus for one day.
- (20) See that no one eats his dessert before he eats the rest of his lunch. Explain why.
- (21) Make a moving picture emphasizing the lunch room.
- (22) Make a mural emphasizing the lunch hours.
- (23) Make a growth and weight record for the year.
- (24) Make use of the study of the clock, and telling time to divide the day for regular meals
- (25) Serve hot cereals for morning lunch to introduce them to children.
- (26) Plant vegetables in boxes or cans in the room, or plant a school garden.
- (27) Show the definite relation between malnutrition and poor progress in school work.
- (28) Extend teacher influence into the home by conferences with parents showing the need for regular and adequate meals, of body building, and energy producing foods.
- (29) Learn the signs of good nutrition. Conduct an animal feeding experiment.
- (30) Conduct an experiment in buying, selling, and producing food.
- (31) Plan and present a nutrition program for the parents.
- (32) Help students see points of perfection in well nourished children with help of visual aids.
- (33) Experiment with feeding pets and farm animals.

Suggested References from Basic Health Texts

- | | |
|------------|--|
| Book * | — Pages 46, 69, 75, 76, 86, 94. |
| Book ** | — Pages 27, 29, 33-35, 37, 40-42, 84, 88, 92. |
| Book *** | — Pages 21, 53, 55. |
| Book **** | — Pages 26, 29, 30-36, 39 |
| Book ***** | — Pages 68, 79. |
| Book ***** | — Pages 26-43. |
| Book ***** | — Pages 86, 92. |
| Book ***** | — Pages 62, 64, 67, 69, 72, 74, 75, 82, 87, 88, 94, 98, 99, 105. |

IV. Evaluation

- A. Continuous or Day to Day Evaluation.
 - (1) Daily inspection by student helpers.
 - (2) Home visitation.
 - (3) Alertness.
 - (4) Physical growth.
 - (5) Improvement in attendance.
 - (6) Individual cumulative records.
- B. Periodic or Terminal Evaluation.
 - (1) Testing for knowledges.
 - (2) Effectiveness of hot lunch program.

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- (3) Effectiveness of safety code.
- (4) Evaluation of over-all health program by representative members of the community.
- (5) Listing of yearly accomplishments in healthful living.
- (6) Cooperative pupil, teacher, community planning for continuation of the health program.
- (7) Periodic inspection by the teacher.

V. Materials and Records

Note: See Appendices, EXHIBITS A through T

Exhibit L

FREE AND INEXPENSIVE MATERIALS IN HEALTH AND PHYSICAL EDUCATION

No attempt has been made to prepare an exhaustive listing of available materials in Health Education. It has been our purpose to attempt to select from materials which have been examined in connection with the preparation of this bulletin a minimum list of the best materials. These we believe offer maximum usefulness with minimum effort to the teacher in securing them.

A. Posters

1. HEALTH IS NOT LUCK, A DAY WITH THE WIDE-AWAKES, WHISTLER AND WHINER, MOTHER HUBBARD. Department of Public Services, General Mills, Minneapolis 15, Minnesota.
Colorful, informational posters which will enliven any classroom.
2. THE FOODS WE NEED EVERY DAY. National Live Stock and Meat Board, 407 S. Dearborn Street, Chicago 5, Illinois.
A clear, colorful poster illustrating basic foods.
3. EAT THE RIGHT FOODS. American Meat Institute, Chicago, Illinois.
A simple poster covering basic food needs.
4. COMMUNICABLE DISEASE INFORMATION (Wall Chart) Educational Health Circular No. 165, Illinois Department of Public Health, Springfield, Illinois. (Kentucky's chart is in process of revision, and it should be substituted for the above when it becomes available.)

B. Booklets

1. EAT AND GROW. WORKING AND PLAYING (primary booklets), LETTERS TO TONY, FOOD THEN AND NOW (intermediate booklets), Department of Public Services, General Mills, Minneapolis 15, Minnesota.
Attractively prepared booklets which will be an addition to the reading table as well as being valuable in nutrition teaching.
2. WHAT TEACHERS SEE, Metropolitan Life Insurance Company, 1 Madison Avenue, New York, N. Y.
Colored illustration of frequently observed defects and diseases, make this an excellent booklet for ready recognition of symptoms. (If you have equipment for film-strip use, secure the film strip from the same source, covering the same topic.)
3. HOME CARE OF COMMUNICABLE DISEASES, WHEN THE UNEXPECTED HAPPENS. CARING FOR THE SICK AT HOME, DIVERSIONS FOR THE SICK. Life Conservation Service, John Hancock Life Insurance Co., Boston, Mass. Excellent

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little booklets, whose titles indicate usefulness. They can be had in reasonable quantities to be sent home to parents to help in case of illness.

4. **WHAT EVERY TEACHER SHOULD KNOW ABOUT THE PHYSICAL CONDITION OF HER PUPIL.** Pamphlet No. 68, U. S. Office of Education. Obtainable from Superintendent of Documents, Washington, D. C. 10c per copy. For brevity and yet for useful completeness this bulletin is a MUST for every elementary teacher.
5. **THE CONTROL OF COMMUNICABLE DISEASES.** Reprint No. 1697. U. S. Public Health Service. Obtainable from Superintendent of Documents. Washington, D. C. 15c per copy. This is detailed and comprehensive treatment of the subject, and should be available for reference.
6. **KNOW YOUR CHILD,** Leaflet No. 51, U. S. Office of Education. Obtainable from Superintendent of Documents, Washington, D. C. 5c per copy. Simple concise statements and suggestions on emotional adjustment, mental ability, and individual traits.
7. **THE DOCTOR IS COMING.** Publication Committee, West Georgia College, Carrollton, Georgia. 15c per copy. This booklet is written to "condition" children to the visit of the health officer or doctor. It is cleverly illustrated and interesting.
8. **AMERICAN OFFICIAL SPORTS AREAS FOR RECREATION,** American Playground Device Co., Anderson, Indiana. A bulletin covering dimensions and layout for most frequently played sports.
9. **SKILL DRILLS AND OTHER PHYSICAL ACTIVITIES.** Division of Health and Physical Education, Department of Public Instruction, Dover, Delaware. Price \$1.00 per copy. A very COMPLETE handbook of games, drills, and activities, with outlines and measurements of play areas.

C. Leaflets

1. **PARENTS FOLDER** (with basic seven check chart) Department of Public Services, General Mills, Minneapolis 15, Minnesota. This colorful folder is in letter form, which the teacher may sign and send to parents. It is simple, direct, and should be secured in quantity to send home as a supplement to your first health efforts.
2. **FOOD FOR HEALTH CHECK SHEET.** Home Economics Department, Kellogg Company, Battle Creek, Michigan. A simple check sheet, covering four weeks daily diet, based on basic seven foods. Obtainable in class quantities.
3. **HEALTH FROM DAY TO DAY RECORD.** Home Economics Department, Kellogg Company, Battle Creek, Michigan. An attractive check sheet, covering four weeks check on foods and personal cleanliness, with excellent height and weight charts on reverse side for boys and girls. Secure class supply.
4. **INDIVIDUAL GROWTH GRAPH AND HEALTH RECORD.** Horlicks' Corporation, Racine, Wisconsin. This sheet provides a simple form for recording essential health data for each child, and also provides weight and growth graph which should be interesting to use. Available in class supply.
5. **FUTURE HEALTH FOR YOUR CHILD.** Lederle Laboratories, Inc., 30 Rockefeller Plaza, New York 20, N. Y. A colorful folder covering most prevalent contagious diseases, and suggesting nature of immunization required, who should receive same, and when immunization should be given.

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6. **FIELD AND COURT DIMENSIONS.** Lowe and Campbell Athletic Goods Co., Main St., Cincinnati, Ohio.
A chart which gives detailed dimensions of play areas of all kinds.

D. **Audio-Visual Aids on Health Education and Safety**—See catalogue of nearest film library for service charge and booking information.

16 mm. Sound Films

1. **DIGESTION OF FOODS**—1 reel Grade 8
Treats both the chemical and mechanical aspects of digestion.
2. **KIDS MUST EAT**—1½ reels For P-TA groups
A quiz kids broadcast on questions about food, its production, distribution, and consumption.
3. **TEETH**—1 reel Grade 8
How teeth develop and grow: which foods build strong teeth.
4. **SOMETHING YOU DIDN'T EAT**—1 reel Grades 5-8
A Disney color-cartoon on the importance of well-balanced diet to maintain health.
5. **ABOUT FACES**—1 reel Grades 7-8
The value of good teeth and their care.
6. **BODY DEFENCES AGAINST DISEASE**—1 reel Grades 7-8
Shows the body's lines of defense against infection.
7. **EYES AND THEIR CARE**—1 reel Grade 8
Describes the physiology and hygiene of the eye.
8. **HOW WE HEAR**—1 reel Grades 7-8
An outline of the structure and functions of the ear.
9. **WATER-FRIEND OR ENEMY**—1 reel—color Grades 7-8
Necessary precautions to insure a safe water supply.
10. **JOAN AVOIDS A COLD**—1 reel Grades 1-3
Precautions to be followed in avoiding the common cold.
11. **DEFENSE AGAINST INVASION**—1 reel—color Grades 5-8
Portrayal of the values of vaccination.
12. **WHY WILLIE WAS WILLING TO WASH**—1 reel Grades 3-5
Cleanliness is emphasized as a requisite of good health.
13. **SCRUB GAME**—30 minutes Grades 1-8
Primarily a health and hygiene teaching film.
14. **SAFETY IN THE HOME**—1 reel Grades 7-8
Many safety devices are illustrated
15. **SENTINELS OF SAFETY**—1 reel General
The common causes of accidents in and around the home.
16. **FIRST AID**—1 reel Grade 8
Proper procedures in caring for an injured person.

35 mm. Film Strips

1. **YOUR TEETH AND YOUR HEALTH**—(SVE*—\$2) Grade 8
2. **POSTURE—CORRECTIVE POSTURE EXERCISES**—(SVE*—\$2) Grade 8
3. **ELEMENTARY PHYSIOLOGY**—(SVE*—\$2) Grade 8
4. **BEFORE THE DOCTOR COMES**—(American Red Cross**) Grades 1-8
5. **HOME SAFETY**—(National Safety Council***) Grades 1-8
6. **PLAY SAFE**—(National Safety Council***) Grades 1-8
7. **TEACHER OBSERVATION OF SCHOOL CHILDREN** Grades 1-8

* Society for Visual Education, 100 E. Ohio St., Chicago, Ill.

** Obtainable through local chapter chairman.

*** National Safety Council, Chicago, Ill.

**** Metropolitan Life Insurance Co., 1 Madison Ave., New York.
(Be sure to ask for accompanying script.)

NOTE: Film strips should be purchased for permanent use.

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Exhibit M

SAFETY CODE

1. Know one's own full name, address, father's name, telephone number and name of school.
2. Use the playground apparatus safely.
3. Play gently with and be kind to smaller children and pets.
4. Cross the streets at corners and look both ways before crossing; obey traffic signals, officers, and older people in charge of your group.
5. Carry sharp pointed instruments with points covered or pointing away from the body.
6. Look ahead of you when you are running.
7. Keep a safe distance from any car, truck, bus, train, or wagon that is in motion.
8. Say "no" courteously, but firmly, to strangers who offer you a ride.
9. Test water carefully to see if it is hot in order to avoid burns.
10. Keep objects off the stairway.
11. Sit in a chair with all four legs of the chair on the floor and you will avoid tripping.
12. Walk through the halls at school, do not run.
13. Wait your turn at the drinking fountain and do not push or shove.
14. Be sure your skates are fastened snugly before using them.
15. Be sure to appreciate the correct use of fire and matches.
16. Be sure to stay with the group while on a hike in the woods, or while swimming in a pool or stream.
17. Be sure to report at once any accident or injury to a grown person.
18. Refrain from throwing paper wads, acorns, sand, rocks and stones.
19. Never run into a street after a ball or a pet until you have looked up and down the street for moving cars.
20. Do not put any foreign articles such as tacks, beans, peas, or buttons in the mouth, nose or ears.
21. Do not take medicine unless given by nurse, parent, or doctor.
22. Do not play in the street, on the highway, or on the railroad tracks.
23. Do not ride two on a bike.
24. When school is closed for the day, go straight home.

Exhibit N

RECOMMENDED CONTENTS OF FIRST-AID KIT

Handy first-aid kits may be furnished by your county, purchased at the drug store, or the supplies may be bought separately if you prefer. All first-aid materials and medicines should be plainly labeled and kept in a cabinet out of the reach of small children.

- 1 thermometer for taking a child's temperature
- 1 small carton of absorbent cotton for cleansing wounds
- 2 packages of 2-inch sterile gauze for dressing wounds
- 2 packages of 1-inch gauze for dressing wounds
- 1 roll of 2-inch adhesive plaster for fastening bandages
- 1 bar soap for scrubbing the hands before dressing a wound

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- 1 scissors for cutting gauze, adhesive plaster, etc.
- 1 hot-water bag, or fruit jar of warm water
- 1 ice bag, or cold, wet towel
- 1 eye cup
- Boric acid crystals (4 ounces) for making an eyewash (1 level tea-
spoon in a glass of boiled water); keep tightly bottled
- 1 tube of white vaseline for small burns
- 2 ounces of fresh 3½ per cent solution iodine. Keep the iodine
bottle tightly sealed
- 1 small bottle of aromatic spirits of ammonia (2 oz.) for a stimulant
if child faints. (½ teaspoon in water)
- Triangular bandages, 3 or 4
- 3-inch splinter forceps
- Paper cups
- Paper towels
- 3 sizes of wire or thin board splints
- 1 pillow
- 2 large magazines for transporting broken arms
- 1 blanket
- 1 folding cot

Note.—See Red Cross First Aid Book, 1946 edition, for proper use of above.

Exhibit O

DESCRIPTIONS AND SKETCHES OF HOME-MADE PLAYGROUND EQUIPMENT AND APPARATUS

1. Box Hockey

(a) Suggested material to be used:

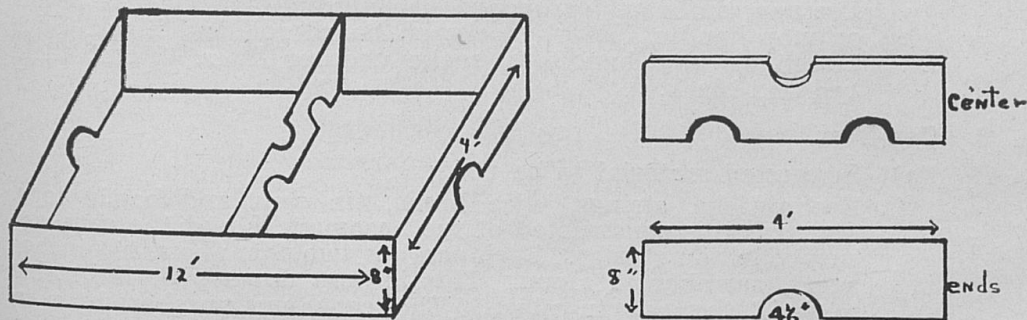
Sticks: Two tree limbs having knots on ends like old shinny sticks or discarded regulation field hockey sticks. The bark should be cleaned off the tree limbs and the sticks varnished.

Box: Two pieces of lumber 1" x 8" x 12' and three pieces 1" x 8" x 4'. Make the box like the diagram.

Ball: Old baseball or homemade ball described under No. 7.

(b) Rules of game:

Contestants face each other at each end of center partition. Ball is placed in groove on top of this partition. Players hit the ground with sticks, tap each others sticks three times, then each attempts to hit the ball and send it through the end on his left. The one who succeeds in doing this two out of three, wins.



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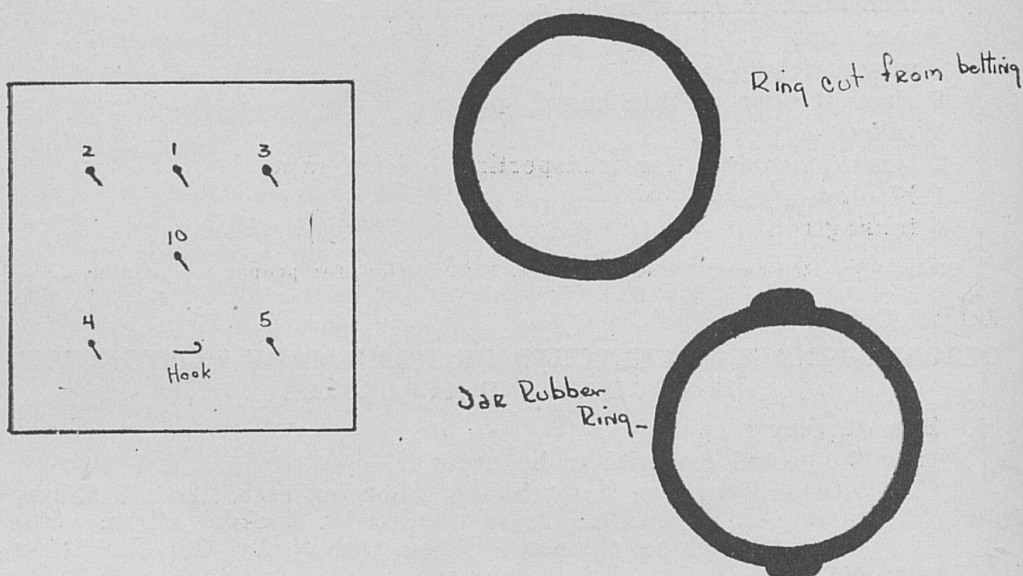
2. Ring Toss

(a) Suggested material to be used:

Fruit crates, building board or beaver may be used for the back. Nails placed at an angle of 45 degrees or cuphooks are used as shown on the diagram. Use jar rubbers for rings or make rings of old machinery belting. A 3" ring is a good size for tossing.

(b) Rules for playing:

Stand ten feet from the board which is placed against a wall or tree so the bottom of the board is six inches from the wall. Each player tosses six rings and totals his score. The game is 50. Any player ringing the hook loses the score made during that turn.



3. Baseball Bases

(a) Suggested material to be used:

Bases may be made from grass sacks, flour sacks, canvas or any heavy material. They should be 15" square and filled with sand and sawdust. The home plate may be made of wood cut regulation soft ball size and covered with inner tube and painted white. Two large spikes driven through home plate will hold it in place.

4. Checkers and Checker Board:

(a) Suggested materials to be used:

Use any old board, cardboard, or building board and a broom or mop handle. Paint blocks on board red and black. Slice broom or mop handle to make checker discs. Paint them red and black.

5. Can-Toss

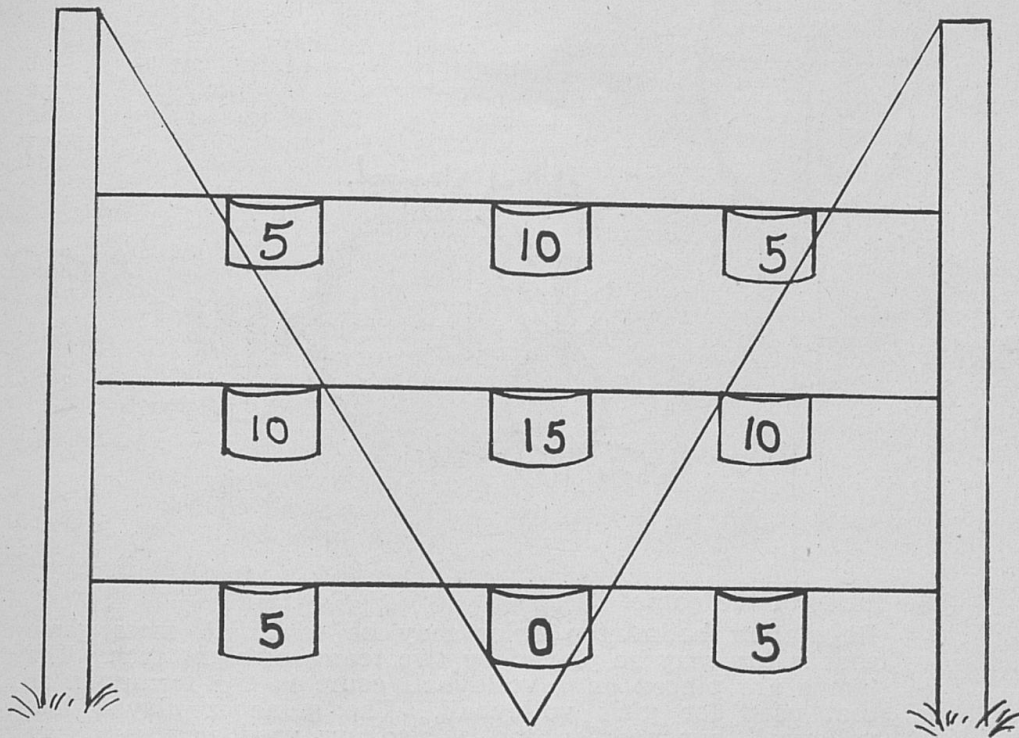
(a) Suggested material to be used:

Broomsticks, strings, wire brads, tin cans and bottle tops. The frame is constructed of the broomsticks and the cans are suspended on strings. Each can has two slits about 1½ inches apart and about 1" long. This is bent down over the string to hold the can in place. The cans are numbered as in diagram.

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(b) Rules of game:

Each player is given six bottle tops to throw from a ten foot line. His score each turn is the total of the numbers on the cans into which he succeeds in placing the bottle tops. 150 points is the game. When a top falls into the 0 can, all points made that turn are lost. The frame should stand at an angle of sixty degrees.



6. Croquet Set

(a) Suggested material to be used:

Old table legs or other round pieces of wood, broom handles, wire (coat hangers) 24 inches of 4" x 4" lumber. The mallets are of a six inch strip of round lumber and the handles are made of broom handles. The wickets are made of coat hangers, the posts of broom handles and the balls are turned on a lathe using 4 inches of the 4" x 4" lumber. Paint the mallets, posts and balls, then varnish over the paint. See No. 7 for inner tube balls.

7. Rubber Balls That Bounce

(a) Suggested material to be used:

A large cork, strips of inner tube, canvas or oil cloth, twine, wool. Whittle the cork until it is perfectly round. Wind the rubber around it until the ball is the desired size. Cover with canvas, oilcloth or twine and wool crocheted to fit.

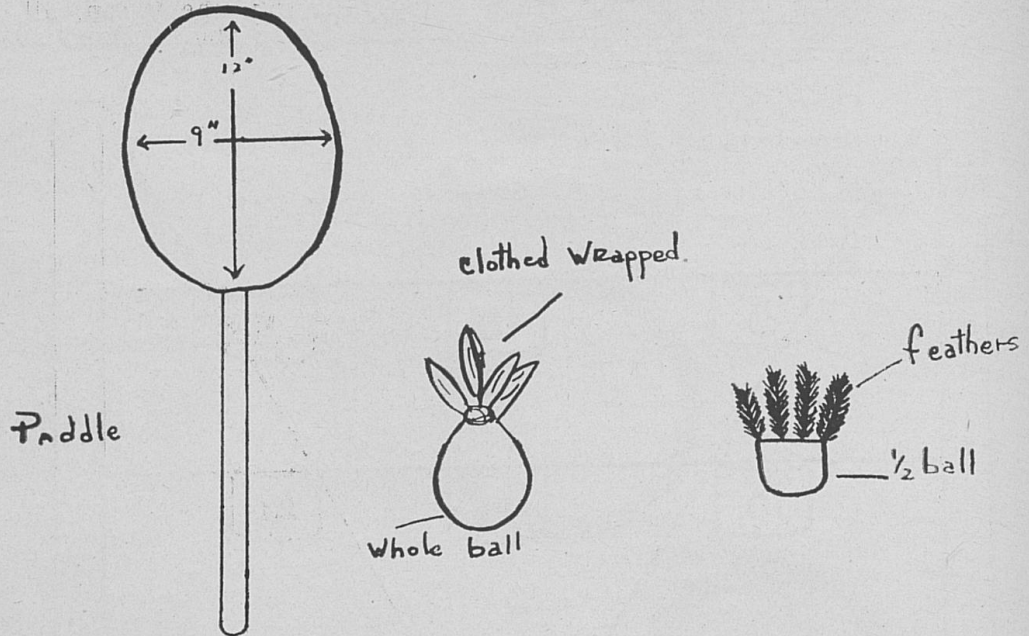
8. Aerial Darts or Paddle-Min-Ton

(a) Suggested material to be used:

Paddles measuring 9" x 12" with long handles are cut from apple crates. The handles may be wrapped. A "Bird" is made by attaching three strong feathers to $\frac{1}{2}$ of a jacks ball, or by placing a jacks ball in a piece of fine cloth the ends of which are allowed to act as feathers. If feathers are used, stick them into the ball ($\frac{1}{2}$ ball) and glue them in place.

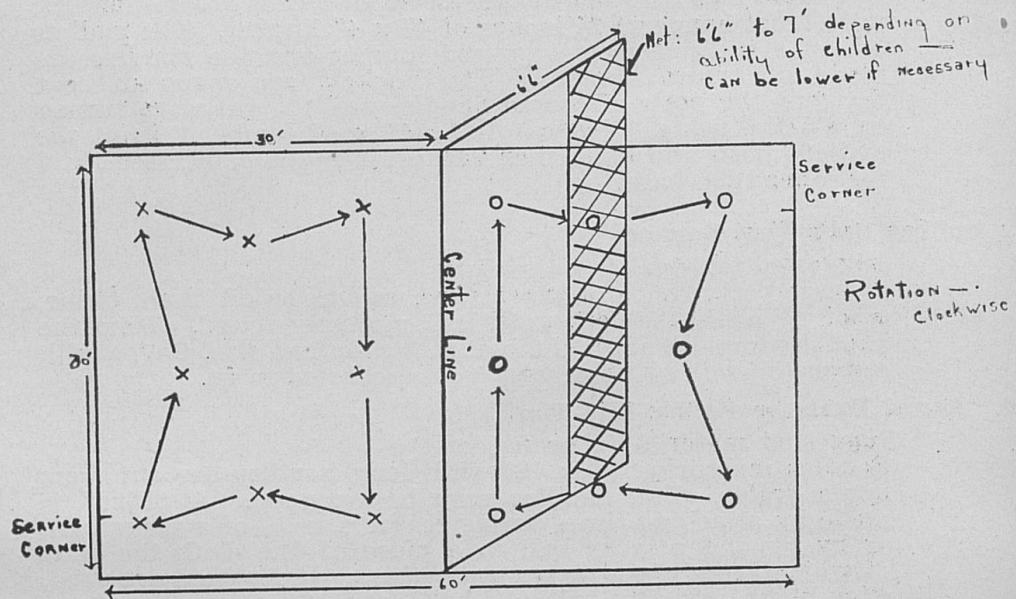
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Wind dental floss or other waxed thread in and out between the feathers to hold them equal distance from each other. A strip of mosquito netting makes an ideal net.



(b) Rules of the game:

Regulation badminton rules may be used. A mass game that is fun may be played by two teams of eight each. The teams are placed on a volleyball court in the formation as that used for girls volleyball. The game is played like volleyball but paddles and a bird are used. Servers may stand three feet within the back line or one assist may be given.



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9. Horseshoes

- (a) Secure discarded horseshoes from any blacksmith, at probably no cost. Paint two of them green and two red. Build regulation horseshoe boxes, six feet square. The pegs should be made of iron and driven so as to extend 10" above the ground and slanting toward each other. The boxes should be outlined with 2" x 6" lumber and filled to a depth of 6" with clay. Playing rules may be found in numerous game books. Indoor shoes may be fashioned out of coat hangers and covered with oilcloth or may be cut out of machinery belting. A strip of broom stick fastened to a can cover and screwed to the floor makes satisfactory pegs for indoors.

10. Indian Clubs

Cover milk bottles or soft drink bottles with oilcloth, for safety. These can be used for many games.

11. Gymnasium Mats

The mats may be covered with heavy canvas. They should be not less than 2" thick and may be filled with dried moss or waste cotton. Excelsior may also be used. Attach two handles to each side for ease in moving and for hanging the mat on the wall.

12. Wands

Satisfactory wands may be made from the handles of old brooms or mops. They are useful for drills, posture exercises and some games.

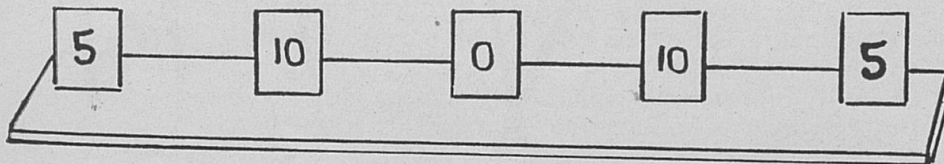
13. Sand-Bagging

- (a) Suggested material to be used:

Five number two tin cans, one piece of heavy twine, a small 2" x 2" canvas bag filled with sand. One piece of lumber 2" x 4" x 36". The cans are nailed in a row on the lumber spacing them equi-distance. They are numbered 5, 10, 0, 10, 5 consecutively. The bag is tied to the end of a 72" piece of twine.

- (b) Rules of the game:

The player stands at the end of the board facing the last can. He swings the bag in a complete circle from right to left, or overhand, and attempts to drop the bag into one of scoring cans. His score is indicated on the cans. The game is fifty, but any player who drops the bag into the 0 can loses his entire score and must start over.

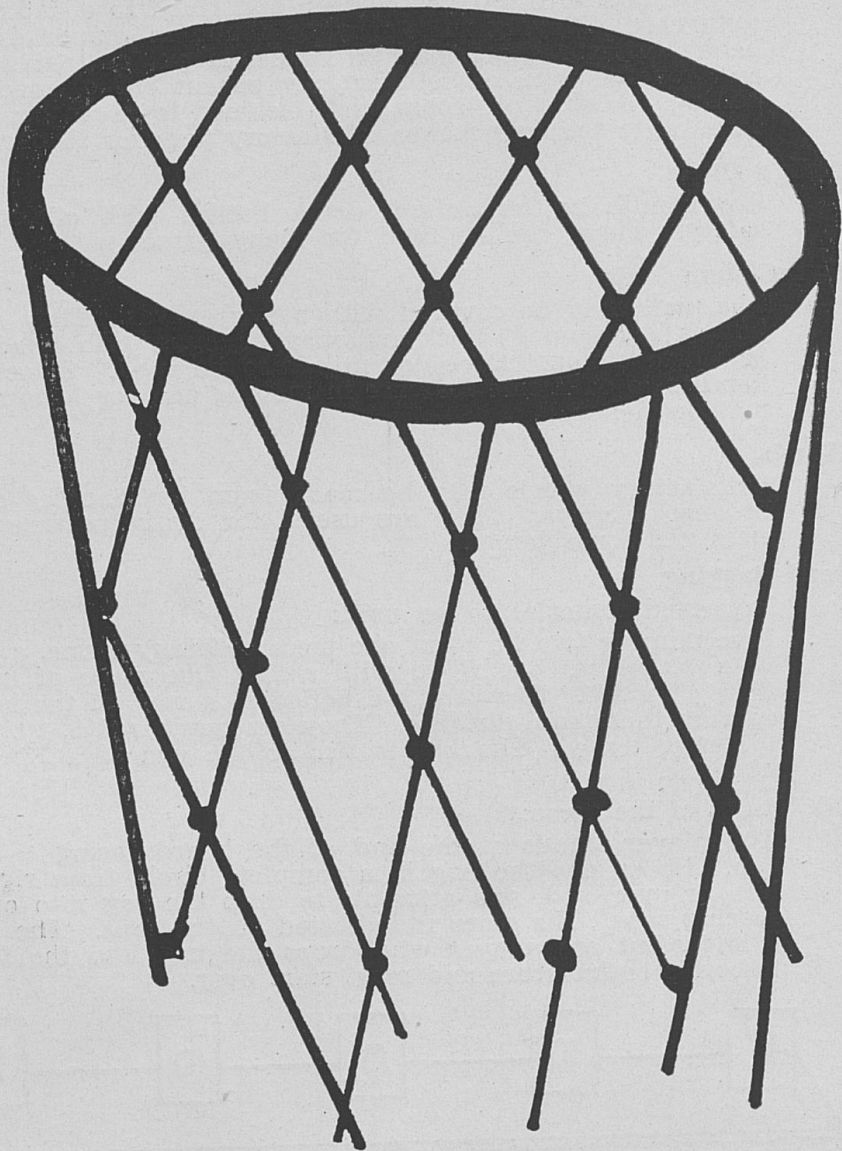


14. Basketball Goals

Use barrel hoops or strips of sheet iron bent to standard size. Make backstop of discarded or scrap lumber and paint white. The net may be tied using a heavy grade of twine. Make a double ring of twine the same diameter as the goal. Cut

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twelve two-yard strips of cord. Space these evenly on the ring and tie each in the exact middle, leaving two one-yard ends. Divide each set and tie to the next cord about three inches below the starting place (as a fringe is tied). Continue until the basket is 18" long.

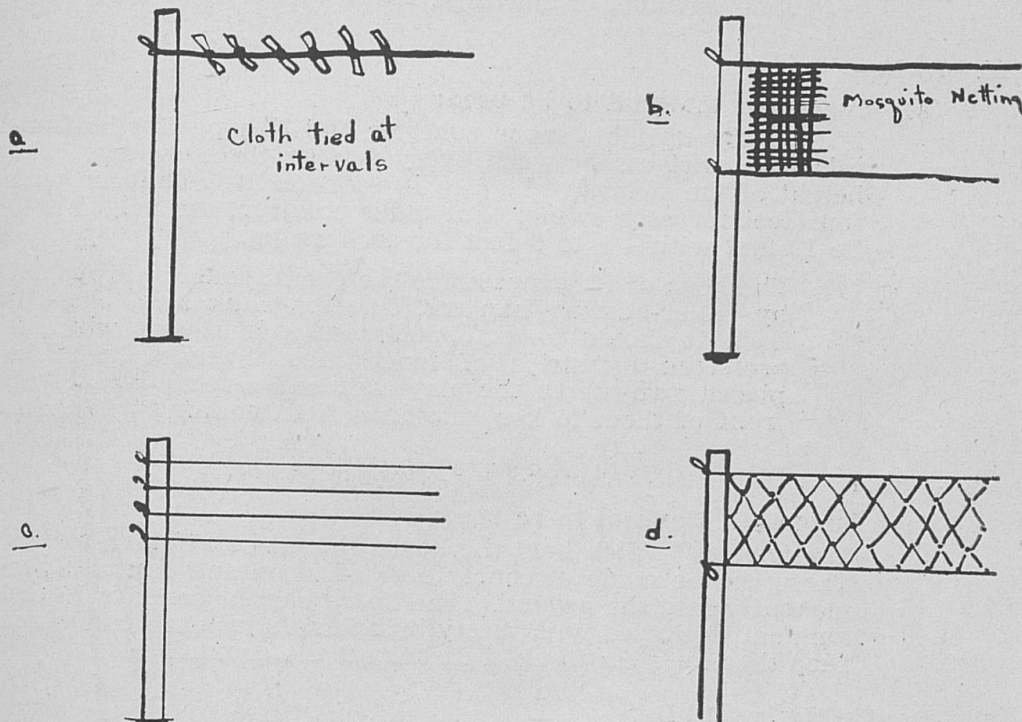


15. Volleyball Nets

- (a) Small rope or clothes line rope may be used. Stretch the rope between the posts and loop small pieces of cloth at intervals along the rope so that during play the ball can be clearly seen going over the net.
- (b) Mosquito netting may be tied between the posts to serve as a net.
- (c) Three or four pieces of ropes may be tied from post to post about 2" apart.

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- (d) Clothes line rope and heavy twine may be used to make a serviceable net. This could be tied at intervals to give the lattice effect.



16. Bean Bag

From any scrap material or heavy canvas cut two pieces 6" square. (This will depend on the size bean bag desired.) With heavy floss or cord blanket stitch around the four sides leaving about one inch opening for stuffing. The bag can be stuffed with dried corn, beans, pebbles, or sand. Close the small opening. The blanket stitch should be done very close to avoid the stuffing seeping out during play.

17. Horizontal Ladder

- (a) Suggested Material to be used:

A strong wooden or steel-pipe ladder with round rungs. Ladder to be 7' to 7½' above ground on iron pipe uprights made of 2" pipe set in concrete.

A space 8 by 24 feet under the ladder, spaded and filled to a depth of six or eight inches with sawdust, shavings or similar material.

18. Horizontal Bar

- (a) Suggested Material to be used:

One inch pipe for bar 4" x 4" posts 8' long with 3' underground in concrete. The posts may be of 2" pipe instead of wood.

- (1) Drill 1¼" holes every six inches to contain the horizontal bar. At right angles to this, drill ½" hole. Drill ½" hole at the end of the bar. Be sure these match with the ones in the upright. When the bar is in place, run a 2½" car-

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riage bolt through the upright and bar to keep it from turning.

- (2) Spade a space 12 x 2 feet under the bar and fill with sand, sawdust or shavings.

19. Swings

- (a) Suggested Material to be used:

2" pipes for uprights set in concrete and 3" pipes for horizontals. Use uprights between every two or three swings. The height of the swings to be 8 to 10 feet for little children with four feet for each swing. For older children, the height is to be 12 feet with 4½ to 5 feet for each swing.

- (1) The hook or ring that holds the chain should be supported by roller-bearing hangers. The long-link steel chain is best. It should be equipped with a light seat which is protected by strips of inner tube. Swings should be placed away from the play area and a fence be built in front of them to keep children from running into them.

20. Teeter

- (a) Suggested Material to be used:

The "horses" which hold the board should be 27" high or less. These can be made of concrete or of wood and fastened permanently into the ground. The board should be 12 to 14 feet long and equipped with safety bumpers under each end which keep the teeter six to eight inches off the ground.

21. Double Horizontal Bar

- (a) One pipe four feet above ground and three feet below. Use 2" pipe. Two pipes six feet above ground and three feet under. Use 2" pipe. Two horizontal pipes of 1" pipe each six feet long. Follow directions for single horizontal bar as to construction.

22. A Tower for Little Children

- (a) Second hand but strong lumber. Construct a derrick like structure seven feet from ground to platform. Make ladder like rungs up two sides of this climbing to the top. Place a railing of strong boards around the platform. An awning top may be placed over this or the tower may be built under a tree.
- (b) Use: Little children play everything from pirates to G-Men on this tower.

The foregoing material, with exception of items 15 and 16, has been adapted from the Department of Education of Louisiana Bulletin No. 373, Chapter XVI, Homemade Recreational Equipment, Jessie L. Keep.

APPENDIX

Exhibit P

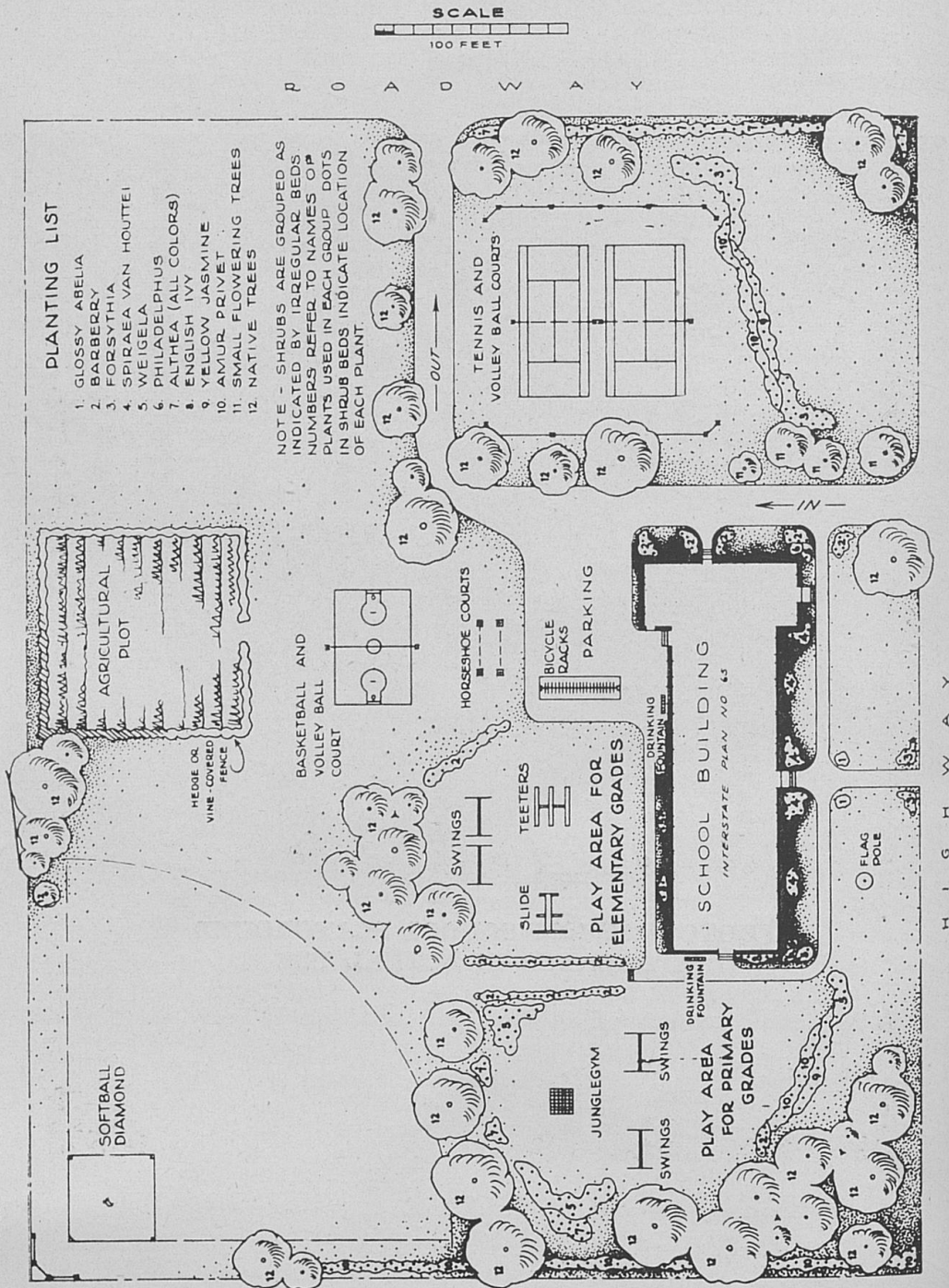


**PHOTOGRAPH OF SCHOOL PLAYGROUND
APPARATUS IN ACTUAL USE**

APPENDIX

Exhibit Q

A SUGGESTED LANDSCAPE LAYOUT FOR A SIX-TEACHER COMMUNITY SCHOOL



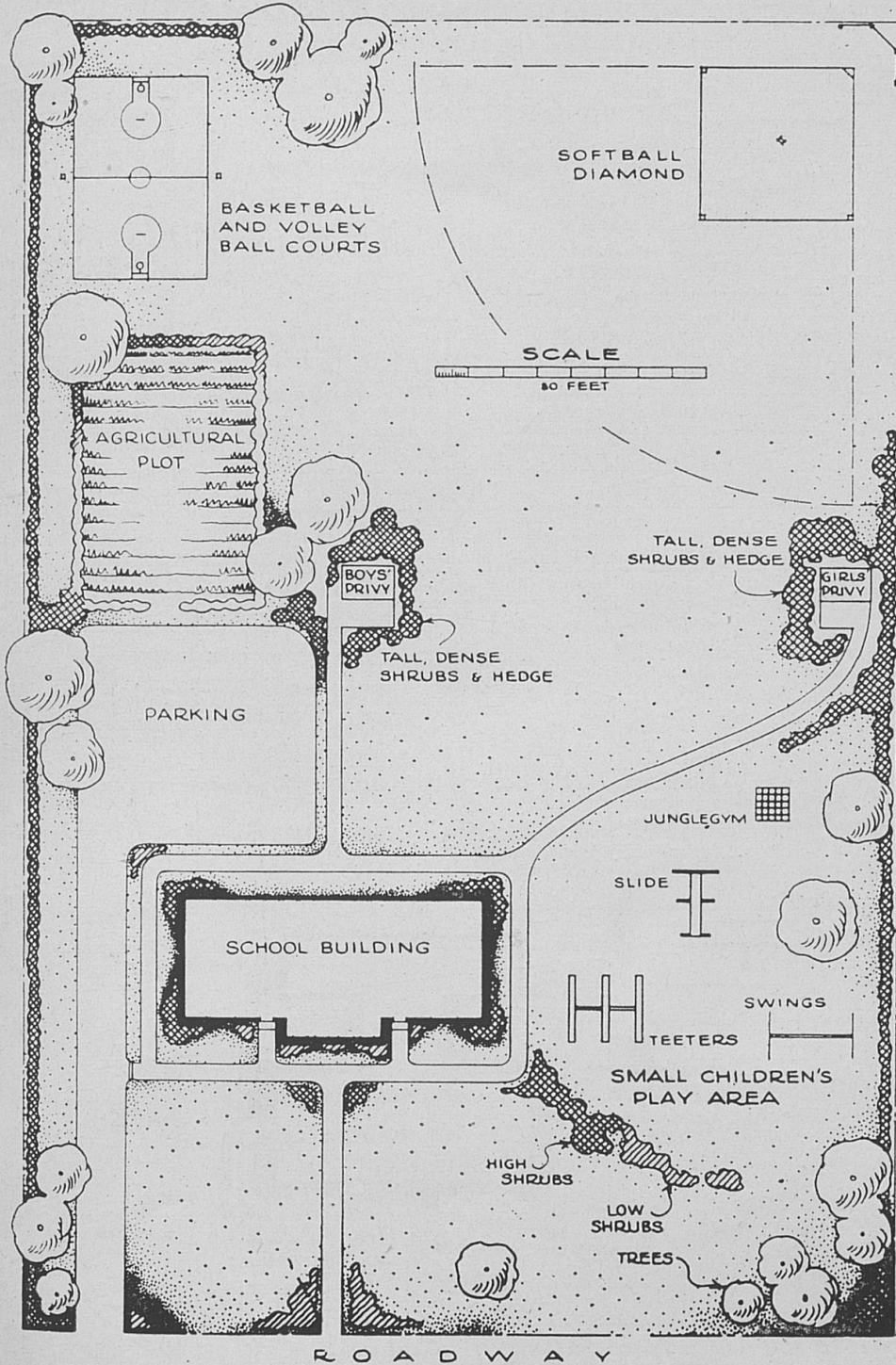
PLANTING LIST

1. GLOSSY ABELIA
2. BARBERRY
3. FORSYTHIA
4. SPIRAEA VAN HOUTTEI
5. WEIGELA
6. PHILADELPHUS
7. ALTHEA (ALL COLORS)
8. ENGLISH IVY
9. YELLOW JASMINE
10. AMUR PRIVET
11. SMALL FLOWERING TREES
12. NATIVE TREES

NOTE - SHRUBS ARE GROUPED AS INDICATED BY IRREGULAR BEDS NUMBERS REFERRED TO NAMES OF PLANTS USED IN EACH GROUP. DOTS IN SHRUB BEDS INDICATE LOCATION OF EACH PLANT.

APPENDIX

A LANDSCAPE LAYOUT FOR A TWO-TEACHER SCHOOL



APPENDIX

A LANDSCAPE LAYOUT FOR A SIX-TEACHER SCHOOL ON A FIVE-ACRE SITE

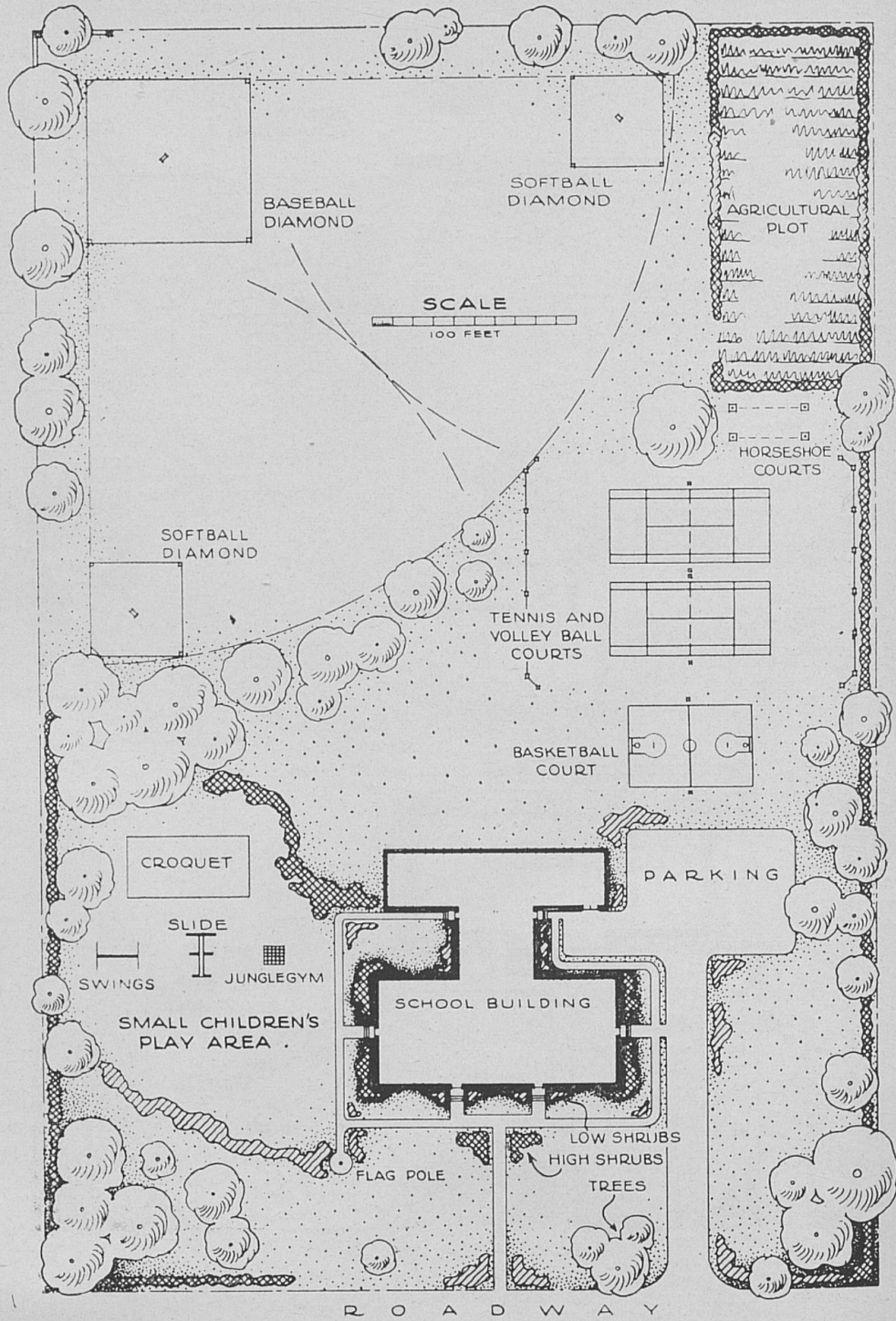


Exhibit
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Exhibit R
SL-4

APPENDIX
Sample School Lunch Budget
National School Lunch Program
CLAIM FOR REIMBURSEMENT
KENTUCKY STATE DEPARTMENT OF EDUCATION
Division of Vocational Education

For the Calendar Month of March, 1947

1. Name of school exactly as shown on Schedule A of Agreement
LOCUST Code No.,
22-21

Address of School: Street and Number or RFD No. City State
R.F.D. GRAYSON, KY.

2. Name of Sponsoring Agency exactly as shown on the Agreement.
CARTER COUNTY BOARD OF EDUCATION

Mailing address of Sponsor: Street and No. or RFD No. City State
GRAYSON, KY.

3. (a) Cash Income for Program		3. (b) Expenditures for Program	
Payments for lunches	\$ 36.75	Expenditures for Food	\$ 51.27
USDA Claim this month	\$ 44.82	Expenditures for Labor	\$ 75.00
All other cash income	\$ 75.00	All other expenditures	\$ 36.75
Total cash income	\$ 156.57	Total expenditures	\$ 163.02

4. Estimated value of donated goods and services (exclusive of USDA commodities) \$5.00

5. Purchases of Designated Abundant Foods for School Lunches

Name of Food	Cost	Name of Food	Cost
Fresh eggs	\$.49		\$
Peanut butter	\$.65		\$
	\$		\$

6. Were USDA commodities received? Yes No

7. Number of days lunches were served 21

8. Number of lunches served to children during month (Do not include adults' lunch)

Lunch Type	Total Number Served (Column 1)	Max. Reimb. Rate per Meal (Column 2)	Max. Reimb. (Cols. 1 x 2) (Column 3)	No. Served at Reduced Cost (Column 4)
Type A	498	.09	\$44.82	75
Type A (without milk)				
Type B				
Type B (without milk)				
Type C				
9.	Expenditures for Food (Column 1)	From Item (8) Col. 3 Above (Column 2)	Cumulative Claims (Column 3)	This Month's Claim (Column 4)
(a) Previous months	\$352.19	\$315.99	\$315.99	XXXX
(b) This month	51.27	44.82	XXXX	44.82
(c) Cumulative to date	403.46	360.81	XXXX	XXXX

I (We) certify that the above information is true and correct; that the above number of meals were prepared and served in accordance with the terms of the aforementioned Agreement; that the operation of the program was in accordance with the Agreement; that the claim is correct, and just, and that payment therefore has not been received and that invoices and other pertinent records as required by the Agreement are on file to substantiate this claim.

PROGRAM SUPERVISOR
ORA E. FELTY
Date 3-31-1947

Name of Sponsoring Agency _____
Carter County Bd. of Ed.
By HEMAN H. MCGUIRE
Title Superintendent
Date 3-31-1947

APPENDIX

Exhibit R (Continued)
Form SL-5

State Department of Education
DIVISION OF VOCATIONAL EDUCATION
Frankfort, Kentucky

NATIONAL SCHOOL LUNCH PROGRAM
Daily Record of Program Income and Expenditures and Lunches Served
during March, 1947

Day of Month	CASH INCOME			CASH EXPEN. FOR PROGRAM			CASH VALUE OF DONATION		
	From Pupils Lunch	From Adults Lunch	All Other Income	Food	Labor	All Other	Donated Foods	Donated Labor	All Other Donations
1	\$	\$	\$	\$	\$	\$	\$	\$	\$
2									
3	1.77			6.92	1.75				
4	2.34			6.59	1.75				
5	2.56			1.25	1.75				
6	2.26			3.36	1.75				
7	1.92			.40	1.75				
8									
9									
10	1.80			2.68	1.75				
11	1.66			3.40	1.75				
12	1.94			1.61	1.75				
13	1.64			2.43	1.75				
14	1.52			3.26	1.75				
15									
16									
17	1.84			5.54	1.75				
18	2.04			1.81	1.75				
19	1.86			1.54	1.75				
20	1.50			3.32	1.75				
21	1.66			.20	1.75				
22									
23									
24	1.62		75.00	.87	1.75			5.00	
25	1.46			1.86	1.75				
26	1.24			1.18	1.75				
27	1.64			2.52	1.75				
28	1.36			.10	1.75				
29									
30									
31	1.12			.43	1.75				
Total	\$ 36.75	\$	\$ 75.00	\$ 51.27	\$ 36.75	\$	\$	\$ 5.00	\$

Non-food assistance from State.

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APPENDIX

NUMBER OF LUNCHESES SERVED TO CHILDREN

PURCHASES OF ABUNDANT FOOD THIS MONTH
(Enter Name of Food)

Day of Month	Lunch Type		Lunch Type		Lunch Type		Eggs	Pea-nut Butter			
	Total Number Served	Number Served Free	Total Number Served	Number Served Free	Total Number Served	Number Served Free	Value	Value	Value	Value	Value
1							\$	\$	\$	\$	\$
2											
3	23	3									
4	29	3									
5	29	3									
6	30	3									
7	27	3									
8											
9											
10	26	3									
11	24	5									
12	23	5									
13	23	5									
14	23	5									
15											
16											
17	25	3									
18	28	5									
19	23	2									
20	17	2									
21	21	2									
22											
23											
24	25	3									
25	21	3									
26	18	3									
27	23	3									
28	18	4									
29											
30											
31	22	5									
Totals	498	75					.49	.65			

Number of days lunches were served, 21. Amount claimed this month; \$44.82. Were USDA commodities received this month? Yes. Orange juice, tobato juice, pine-apple, and cheese.

APPENDIX

Exhibit R (Continued)
 Ky. State Dept. of Education
 Form SLF-1-44

**SCHOOL LUNCH PROGRAM
 VENDOR'S INVOICE**

(To be used in billing local school lunch purchases
 and to be made in duplicate)

Sold to **LOCUST** for the month of March, 1947.
 (Name of School)
GRAYSON, KY.
 (Address)

Date	Item	Quantity	Unit Price	Total
	Labor			\$35.25
TOTAL				\$35.25

I certify that the above items were sold, at prices indicated, to the above named school for use in the Public School Lunch Program.

(Signed) **NANCY BACK**
 (Vendor)

I certify that the above items in amounts indicated were received for use in the Public School Lunch Program.

(Signed) **ORA E. FELTY**
 (Purchaser)

Exhibit R
 Ky. State
 Form SLF-

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APPENDIX

Exhibit R (Continued)
 Ky. State Dept. of Education
 Form SLF—1-44

**SCHOOL LUNCH PROGRAM
 VENDOR'S INVOICE**

(To be used in billing local school lunch purchases
 and to be made in duplicate)

Sold to LOCUST
 (Name of School)
 GRAYSON, KY.
 (Address)

for the month of MARCH, 1947

Date	Item	Quantity	Unit Price	Total
3-3-47	Salt	4 lb.	\$.02½	\$.10
"	Beans	20 lb.	.17	3.40
"	Cabbage	4.6	.05	.22
"	Meal	10 lb.	.04½	.45
"	Lard	2 lb.	.38	.76
"	Cream	2	.15	.30
3-4-47	Bread	3	.14	.42
"	Oats	1	.15	.15
"	Hamburger	2½ lbs.	.40	1.00
"	Chili Powder	1	.10	.10
"	Peas	2	.16	.32
"	Carrots	2	.15	.30
"	Lard	10 lb.	.38	3.80
"	Cocoa	1	.15	.15
3-5-47	Cabbage	6	.05	.30
"	Bread	3	.14	.42
"	Spaghetti	1	.18	.18
"	Cabbage	6	.05	.30
"	Kraut	3	.15	.45
"	Bologna	2½	.35	.88
				\$14.00

I certify that the above items were sold, at prices indicated, to the above named school for use in the Public School Lunch Program.

(Signed) R. C. CRAWFORD
 (Vendor)

I certify that the above items in amounts indicated were received for use in the Public School Lunch Program.

(Signed) ORA E. FELTY
 (Purchaser)

APPENDIX

Exhibit R (Continued)

Ky. State Dept. of Education

Form SLF-1-44

SCHOOL LUNCH PROGRAM

VENDOR'S INVOICE

(To be used in billing local school lunch purchases and to be made in duplicate)

Sold to LOCUST for the month of MARCH, 1947.
(Name of School)

GRAYSON, KY.
(Address)

Total	Date	Item	Quantity	Unit Price	Total
\$.10	3- 6-47	Crackers	2 lb.	\$.23	\$.46
3.40	"	Carrots	1 lb.	.15	.15
.22	"	Cream	2 qts.	.15	.30
.45	"	Bread	3	.14	.42
.76	3-10-47	Tomato Juice	1 can	.15	.15
.30	"	Cabbage	4 lb.	.05	.20
.42	"	Apples	1 lb.	.10	.10
.15	"	Bread	3	.14	.42
1.00	"	Corn	4 cans	.16	.64
.10	3-12-47	Bread	3	.14	.42
.32	"	Eggs	½ doz.	.40	.20
.30	"	Milk	1 qt.	.15	.15
3.80	"	Apple Sauce	3 cans	.18	.54
.15	3-13-47	Bread	2	.14	.28
.30	"	Milk	1 qt.	.15	.15
.42	"	Cabbage	4 lb.	.05	.20
.18	"	Sugar	5 lb.	.52	.52
.30	"	Wieners	2½ lb.	.43	1.08
.45					
.88					
		TOTAL			\$6.38

I certify that the above items were sold, at prices indicated, to the above named school for use in the Public School Lunch Program.

(Signed) R. C. CRAWFORD
(Vendor)

I certify that the above items in amounts indicated were received for use in the Public School Lunch Program.

(Signed) ORA E. FELTY
(Purchaser)

APPENDIX

Exhibit R (Continued)
 Ky. State Dept. of Education
 Form SLF-1-44

**SCHOOL LUNCH PROGRAM
 VENDOR'S INVOICE**

(To be used in billing local school lunch purchases
 and to be made in duplicate)

Sold to **LOCUST** for the month of **MARCH, 1947**
 (Name of School)
GRAYSON, KY.
 (Address)

Date	Item	Quantity	Unit Price	Total
3-20-47	Cabbage	4 lb.	\$.05	\$.20
"	Carrots	1	.15	.15
"	Chile Roll	1	.40	.40
3-24-47	Cabbage	3½ lb.	.05	.15
"	Milk	2	.15	.30
"	Bread	3	.14	.42
"	Apple Sauce	2	.18	.36
"	Bologna	2 lb.	.35	.70
"	Macaroni	1 lb.	.18	.18
3-26-47	Cabbage	3.6	.05	.18
"	Bread	3	.14	.42
"	Corn	3 cans	.16	.48
3-27-47	Bread	1	.15	.15
"	Kraut	1	.15	.15
"	Milk	1	.15	.15
"	Eggs	½ doz.	.38	.19
3-28-47	Crackers	1 lb.	.23	.23
"	Cabbage	5 lb.	.05	.25
"	Carrots	1 lb.	.15	.15
TOTAL				\$5.21

I certify that the above items were sold, at prices indicated, to the above named school for use in the Public School Lunch Program.

(Signed) **R. C. CRAWFORD**
 (Vendor)

I certify that the above items in amounts indicated were received for use in the Public School Lunch Program.

(Signed) **ORA E. FELTY**
 (Purchaser)

Exhibit R
 Ky. State
 Form SLF-

Sold to LO

Date	Item	Quantity	Unit Price	Total
3-14-47	Ch			
"	Pi			
"	Ap			
"	Oa			
"	Pe			
"	Cr			
3-17-47	Eg			
"	Mi			
"	Ap			
"	Ap			
"	Ca			
"	Wi			
3-18-47	Le			
"	Br			
"	Ha			
3-19-47	Pr			
"	Br			
3-20-47	Br			
"	Kra			
"	Mil			
"	Cra			

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APPENDIX

Exhibit R (Continued)
 Ky. State Dept. of Education
 Form SLF-1-44

SCHOOL LUNCH PROGRAM
VENDOR'S INVOICE

(To be used in billing local school lunch purchases
 and to be made in duplicate)

Sold to LOCUST-22-21 for the month of MARCH, 1947.
 (Name of School)

GRAYSON, KY.
 (Address)

Total	Date	Item	Quantity	Unit Price	Total
\$.20	3-14-47	Cheese	1 lb.	\$.55	\$.55
.15	"	Pinto Beans	4 lb.	.20	.80
.40	"	Apples	3 lb.	.10	.30
.15	"	Oats	1	.30	.30
.30	"	Peanut Butter	2 lb.	.35	.65
.42	"	Crackers	2 lb.	.23	.46
.36	3-17-47	Eggs	1/2 doz.	.40	.20
.70	"	Milk	2	.15	.30
.18	"	Apple Sauce	4	.18	.72
.18	"	Apples	1	.10	.10
.42	"	Cabbage	1.4	.05	.07
.48	"	Lettuce	2	.16	.32
.15	3-18-47	Wieners	3/4 lb.	.40	.30
.15	"	Bread	3	.15	.45
.15	"	Hamburger	2	.38	.76
.19	3-19-47	Prunes	3 lb.	.28	.84
.23	"	Bread	3	.15	.45
.25	3-20-47	Bread	2	.15	.30
.15	"	Kraut	3	.15	.45
	"	Milk	1	.15	.15
	"	Crackers	1	.23	.23
\$5.21		TOTAL			\$8.70

I certify that the above items were sold, at prices indicated, to the above named school for use in the Public School Lunch Program.

(Signed) R. C. CRAWFORD
 (Vendor)

I certify that the above items in amounts indicated were received for use in the Public School Lunch Program.

(Signed) ORA E. FELTY
 (Purchaser)

APPENDIX

Exhibit R (Continued)
 Ky. State Dept. of Education
 Form SLF-1-44

SCHOOL LUNCH PROGRAM
VENDOR'S INVOICE

(To be used in billing local school lunch purchases
 and to be made in duplicate)

Sold to LOCUST for the month of MARCH, 1947.
 (Name of School)
 GRAYSON, KY
 (Address)

Date	Item	Quantity	Unit Price	Total
3-3-47	Oleo	2 lb.	\$.42	\$.84
"	Tomato Juice	4 cans	.13	.52
3-11-47	Oleo	2 lb.	.45	.90
"	Pork Sausage	1 lb.	.50	.50
"	Hamburger	1½ lb.	.40	.60
3-17-47	Oleo	2 lb.	.45	.90
TOTAL				\$4.26

I certify that the above items were sold, at prices indicated, to the above named school for use in the Public School Lunch Program.

(Signed) GILES GROCERY
 (Vendor)

I certify that the above items in amounts indicated were received for use in the Public School Lunch Program.

(Signed) ORA E. FELTY
 (Purchaser)

Exhibit R
 Ky. State
 Form SLF-

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APPENDIX

Exhibit R (Continued)
 Ky. State Dept. of Education
 Form SLF-1-44

**SCHOOL LUNCH PROGRAM
 VENDOR'S INVOICE**

(To be used in billing local school lunch purchases
 and to be made in duplicate)

Sold to LOCUST for the month of MARCH, 1947.
 (Name of School)

GRAYSON, KY.
 (Address)

Total
 \$.84
 .52
 .90
 .50
 .60
 .90
 \$4.26

Date	Item	Quantity	Unit Price	Total
March 1947	Buttermilk	2½ gal.	.25	\$.63
	Whole milk	107 pts.	.05	5.35
TOTAL				\$5.98

I certify that the above items were sold, at prices indicated, to the above named school for use in the Public School Lunch Program.

(Signed) MRS. TEE COLLEY
 (Vendor)

I certify that the above items in amounts indicated were received for use in the Public School Lunch Program.

(Signed) ORA E. FELTY
 (Purchaser)

APPENDIX

Exhibit R (Continued)
 Ky. State Dept. of Education
 Form SLF-1-44

**SCHOOL LUNCH PROGRAM
 VENDOR'S INVOICE**

(To be used in billing local school lunch purchases
 and to be made in duplicate)

Sold to LOCUST for the month of MARCH, 1947
 (Name of School)
 GRAYSON, KY.
 (Address)

Date	Item	Quantity	Unit Price	Total
3-10-47	Peas	4 cans	\$.15	\$.60
"	Milk	1 can	.15	.15
3-11-47	Peas	8 cans	.15	1.20
3-17-47	Tomatoes	10 cans	.25	2.50
3-20-47	Maccaroni	2 lbs.	.10	.20
"	Sugar	5 lbs.	.54	.54
"	Peaches	2	.25	.50
3-27-47	Fish	3 cans	.30	.90
"	Bread	1	.15	.15
TOTAL				\$6.74

I certify that the above items were sold, at prices indicated, to the above named school for use in the Public School Lunch Program.

(Signed) EMMA ADKINS
 (Vendor)

I certify that the above items in amounts indicated were received for use in the Public School Lunch Program.

(Signed) ORA E. FELTY
 (Purchaser)

APPENDIX

Exhibit S

FEDERAL AID PLAN FOR REIMBURSEMENT—SCHOOL LUNCHEES
 KENTUCKY STATE DEPARTMENT OF EDUCATION
 Division of Vocational Education

I. Conditions for program operation.

1. The lunches served to children shall meet the following minimum nutritional requirements of either a Type A, Type B or Type C lunch as set up by the Department of Agriculture:

Type A

Type A is a complete lunch, hot or cold, providing approximately 1/3 of the day's nutritive requirements and must contain at least:

- (1) One-half pint of whole milk as a beverage.
- (2) Two ounces of lean or processed meat, cooked or canned fish, or cheese; or one egg; or one-half cup cooked dried peas, beans, or soybeans; or four tablespoons of peanut butter.
- (3) Six ounces (three-fourths cup) of raw, cooked or canned vegetables and/or fruit.
- (4) One portion of bread, or muffins or other hot bread of whole-grain cereal or enriched flour.
- (5) Two teaspoons of butter or fortified margarine.

The requirements of this lunch type are best adapted to a plate or tray type service. The protein requirement in (2) above may be met by serving half the required quantities of two proteins. One-half cup fruit juice may be used in meeting 1/2 the requirement in (3).

Type B

Type B lunch is an incomplete lunch, hot or cold, and less adequate nutritionally. It must contain at least:

- (1) One-half pint of whole milk as a beverage.
- (2) One ounce of lean or processed meat, poultry meat, cooked or canned fish, or cheese; or one half egg; or one-fourth cup cooked dried peas, beans, or soybeans; or two tablespoons peanut butter.
- (3) Four ounces (one-half cup) raw, cooked, or canned vegetable and/or fruit.
- (4) One portion of bread, or muffins or other hot bread made of whole-grain cereal or enriched flour.
- (5) One teaspoon of butter or fortified margarine.

The requirements of this lunch are designed to fit the limited facilities of some schools and may be supplemented by food brought from home. The lunch may be built around a main dish (thick soup, chowder, stew, casserole or salad) including items (2) and (3) and served with milk, bread and butter or margarine. Or items (2), (4) and (5) may be used as a sandwich and served with milk, fruit and/or vegetables.

Type C

Type C lunch is one-half pint of fresh whole milk as a beverage.

Note 1—No meal for children can be considered complete unless milk is served; however, if fresh milk cannot be secured for Type A or B lunch, reconstituted evaporated milk may be used. When no milk is available, both Type A and B lunches may be served without milk.

Note 2—Type C lunch can be served with either Type A or Type B lunch at the same school, but Type A and Type B lunches cannot be served at the same school.

Total	
\$.60	
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2. Meals shall be offered to all children attending the school and shall be served without cost or at reduced cost to all school children who are unable to pay the full cost of the lunch.

3. No physical segregation or other discrimination against any child shall be made by the school because of his inability to pay the full cost.

4. The school lunch program shall be operated on a nonprofit basis. All funds accruing from the operation of the program shall be used only in reducing the price of meals to paying children, in improving the quality of the meals, and for the purchase and maintenance of supplies, services, and equipment used in storing, preparing, or serving meals to children.

5. Adequate facilities will be maintained for storing, preparing, and serving food purchased for the school lunch program and food donated by the Department; and proper sanitation and health standards conforming with all applicable laws and regulations must be maintained in the school.

6. All food, supplies, and equipment purchased in the operation of the school lunch program shall be purchased at prices no higher than those generally prevailing in the area for the same or similar items. Insofar as possible, purchases shall be made of food which has been locally produced.

7. Foods which are designated by the Department, from time to time, as being in abundance will be purchased in as large quantities as may be efficiently utilized in the school lunch program, and the maximum consumption of such foods by children who are served lunches will be encouraged.

8. Donations of such agricultural commodities and other foods as the Department may offer will be accepted if such commodities and foods can be utilized in the school lunch program and if transportation and handling facilities make such acceptance practicable.

9. The maximum rate of reimbursement shall be established for each school by the State Department of Education after full consideration has been given to pertinent data on the application. The maximum reimbursement per meal shall in no case exceed the following: Type A, 9¢; Type A without milk, 7¢; Type B, 6¢; Type B without milk, 4¢; and Type C, 2¢.

APPENDIX

Exhibit T

TYPICAL LUNCH ROOM MENU FOR THE WEEK AT
LOCUST SCHOOL

1. MONDAY

Orange Juice
Mashed Potatoes
Buttered Creamed Peas
Slaw
Bread — Butter
Peaches, Cookies
Milk

2. TUESDAY

Tomato Juice
Macaroni and Cheese
Green Beans — Slaw
Bread — Butter
Pineapple — Cookies
Milk

3. WEDNESDAY

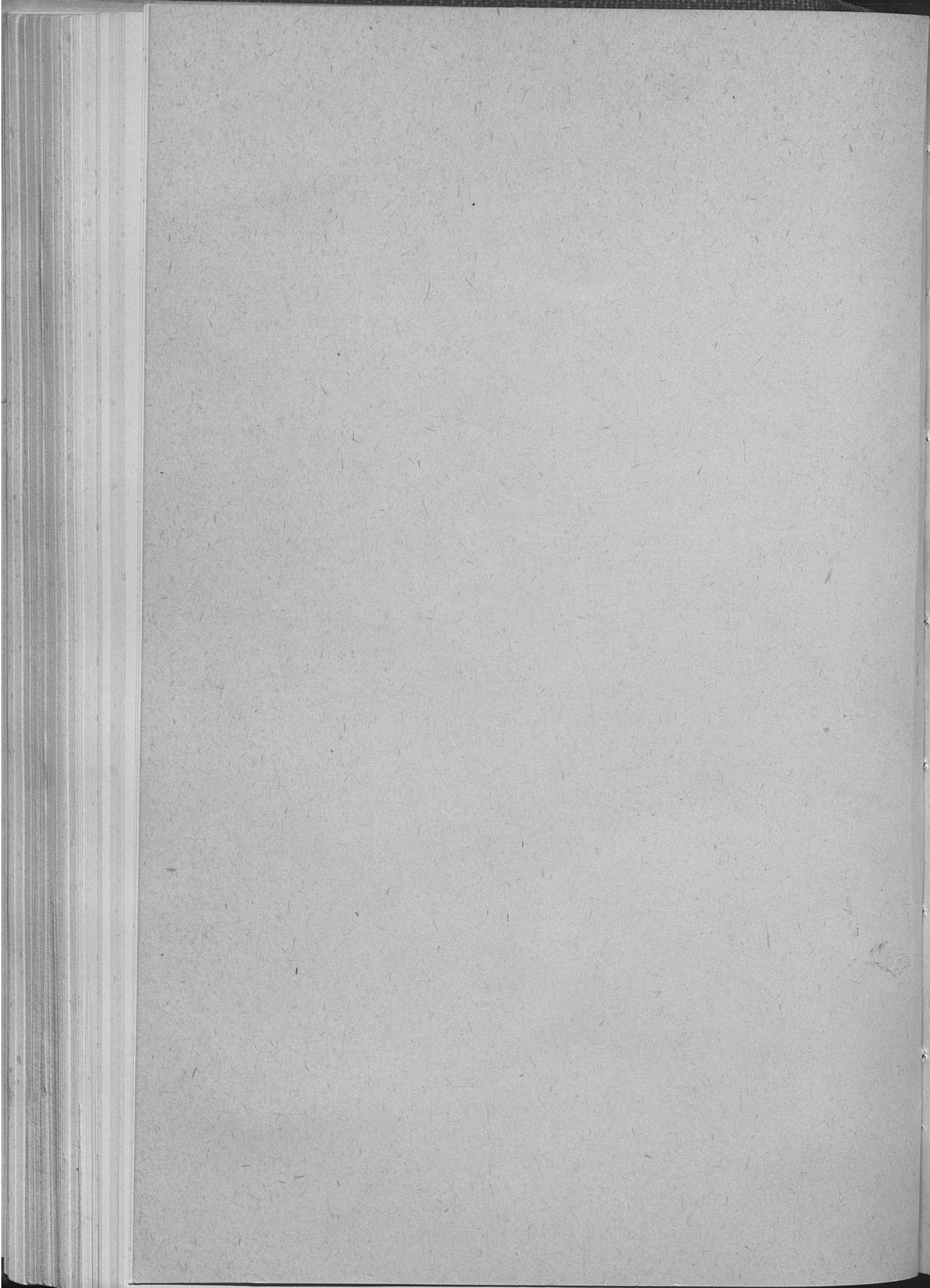
Orange Juice
Meat Loaf
Buttered Beets — Peas
Slaw
Bread — Butter
Peach Jam
Milk

4. THURSDAY

Orange Juice
Vegetable Soup with Crackers
Cheese Sandwich
Pineapple — Cookies
Milk

5. FRIDAY

Tomato Juice
Mashed Potatoes — Green Beans
Deviled Eggs — Slaw
Bread — Butter
Peaches — Cookies
Milk



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