

CORRELATION OF HEALTH WORK IN SCHOOLS
and
SURVEY OF THE UNIVERSITY HEALTH SERVICE

III

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RESOLVE

To keep my health!

To do my work!

To live!

To see to it I grow and gain and give!

Never to look behind me for an hour!

To wait in weakness, and to walk in power!

But always fronting onward to the light,

Always and always facing toward the light,

Robbed,starved, defeated,fallen,wide astray-

On,with what strength I have!

Back to the way!

Correlation of Health in Schools

As is set forth by the National Education Association Committee on the Reorganization of Secondary Schools we find the first objective in education is health. Various meanings of the term health education have been presented but at the present time the trend is to think of health education as that knowledge which will help the child to better living. Keene(II) says health is a condition of soundness of any living organism. Douglass(7) states health is the essence of all life, good in itself and a means to all else.

Perhaps the first type of school health work was introduced in France in 1833, this was supervision of child health. In 1873 the first system of medical inspection developed in Germany and included inspection of premises and class rooms as well as individual examination of certain pupils. Health education began to be prominent in the meetings of the National Education Association in the early nineties. In the United States health supervision was introduced in Boston in 1894, in Chicago in 1895, in New York in 1897 and in Philadelphia in 1898. The first state law relating to medical inspection was enacted by Connecticut in 1899, this with regard to requiring teachers to test the eyesight of every child at least every three years.

Health instruction in American schools began in the formal teaching of physiology, anatomy and hygiene. Sometime later visiting nurses revealed appalling conditions in the home and awakened people to the realization of maintaining and preserving health. The paramount object of health work in schools is to prevent rather than correct. Instruction is needed to prevent defects and to build the proper habits and attitudes. This instruction is given by teachers, health educationists, physicians and nurses.

Some of the aspects of the health education program are found in and outside the school. The home and the school must cooperate and make provision in the school for a program of health instruction. The home should be responsible for the initial physical examination and the correction of needed defects, and following this ^{who?} he should have the advantage of sufficient rest and sleep, nutritious breakfast, lunch and dinner as well as being provided with clean clothes and a clean body. *and exercise* Some of the factors which the school should provide according to Wood & Rowell (21) I. the school program should provide an arrangement for class and adapted to the individual with some reference to fatigue, decreasing fatigue by frequent rest periods. (2) Eyes of the children should be protected from excessive strain by having little fine work for children, books with large print, use of large characters on the blackboard, proper lighting and adjustment of same to school day, and the avoidance of highly varnished desks or floors, (3) Provide an unusually clean hygienic environment, as in buildings, grounds, furniture and equipment.

(4)The school atmosphere must be one of joy, inspiration leadership rather than discipline. (5)Provide opportunity for study of each child as in the individual psychological and physical problem and not as a member of a group. (6)School schedule should not require formal or artificial tests and examinations which disturb the state of nervous health, rather promotions should be arranged in a manner consistent with good health. The three track plan is a good example.

Douglas(7)that health knowledge has not been utilized because as habit persists in the life of the individual customs resist change in the life of the group. The nation has accomplished so little in health because we still have traditions and "education deals with the intellect".

Dewey⁸ writes that the spontaneous power of the child his demand for realization of his own impulses should not be repressed. Consequently if this power is recognized and encouraged much that is fine and original in creative life will find expression and achieve unknown heights. Some of the ways the child can express himself in health activities are dramatization, story telling, games and original drawings.

Health education includes all the school agencies, subjects and methods of instruction that influence directly or indirectly the health of the pupil. Since the goal is prevention rather than cure three functions should be kept in mind, first-provide for formation of habits, second-impart health information, third-develop a health consciousness.

In determining the health needs of a community we cannot forget that a happy and healthy personality may be achieved through physiological, mental, emotional, moral and social health. Statistics show that three-fourths of the school children need physical attention. The need for health education was revealed during the war and at this time there was pointed out the great economic loss due to ill health. In 1920 figures show that 42 per cent of the deaths are preventable, that one tenth of the family income is spent on illness, and that illness caused the greatest number of absence from school.

The possible defects as estimated by Dr. Wood indicates that heart trouble, decayed teeth, defective vision, diseased tonsils and adenoids are to a large extent preventable. When we consider that Dr. Eugene Fisk in 1920 revealed the fact that four diseases cost \$985,000,000 there is need for our increasing interest in health concern. The physical examination of 6,000,000 young men show that one-third were unfit mentally or physically.

During the last twenty years much has been done to make growth more perfect, decay less rapid, life more vigorous and death more remote. The day has passed when it can be assumed that young people can adopt the healthful modes of living without effort and habituated health acts. The education of the parent is a tremendous factor in the relation to training the child. It is not enough for the child to contact the best of principles at school unless he can find a receptive atmosphere at home in which to practice these habits. The work needs to explain the desirability of good habits as well as the methods.

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Burkard(5) states five objectives in the field of health education,(1) to raise the expectancy of life,2, to assist in the correction of remedial defects,3. to secure cooperation in the prevention of contagion,4. to eliminate preventable disease due to ignorance,5. to reduce accidents due to preventable causes.while it generally assumed that the above cannot all be accomplished in a brief time,with diligent effort and persistence much can be established.

For many years the schools were chiefly concerned with the teaching of physiology, and hygiene which was no less than a verbal memory process.Pupils gave little evidence that they were acquainted with the health requirements of the daily life. Little of the instruction could be noted in their habits of daily living.For many years text books were prepared in the belief that anatomical and physiological knowledge would operate to control the action of pupils.Dansdill(9) reports studies made to reveal the manner of living was not affected by what they learned in the courses so conducted.Later it became advisable to tell stories to hold the imagination of the pupil and thus influence their action in the respect to health habits in nutrition, cleanliness, posture, clothing and so forth. Projects and games also became known as an aid in instilling lessons pertaining to health habits. Poems and quotations are also used to reinforce the lessons learned in the projects, stories, games, and plays.

Dansdell points out that the child needs to be aware of the habits that are necessary in order to develop resistance to disease and maintain vigor and good feeling in everyday life.

They must desire good health because of what it will enable them to accomplish. Health in the abstract or as a physical ideal can make no appeal to young persons; it needs to be undertaken as an aid in achieving that in which they are vitally interested in.

In order to overcome the natural tendencies in the respect to all his actions affecting his health, it is necessary that he acquire knowledge relating to health and habits, which will inhibit his native impulses and establish health actions in their place. Good health habits are developed in two ways. In the earlier years the child acquires habits through association with adults, such as eating, sleeping, elimination and exercise. These are largely a product of imitating adult habits of acting. The child does little thinking; he simply acts according to the custom and prescription of his elders.

In thinking out a program we must be aware of the individual differences. These differences appear in dress attitude, reactions to various situations and so forth; but perhaps the differences in mental ability are even greater than the observable differences. It is highly important that these differences be considered in a health program.

As the child grows older his environment expands, it becomes necessary that he know why he practices these habits. Conditions change, temptations are greater therefore the habits acquired by a relatively unthought method will survive or perish according to the insight of the child as to their need and value.

the only valuable and enduring habits are those that result from thinking out life situations-Every child should have the ability to judge health situations and he must have the information that will enable him to evaluate them wisely.

The younger the child the easier it is for him to form habits, either desirable or undesirable. We cannot deviate the first years to acquiring habits of cleanliness, drop that the second year and concentrate on habits relating to food. Essentially the same underlying principle relating to all health habits must be emphasized in the various grades. The child must be interested from year to year in the same fundamental facts, in other words we must make applications which will be adapted to his needs and stage of development. To accomplish this the work must be approached through some definite present interest or need; such as with reference to the season of the year and weather, specific community and national activities, emergencies of various sorts, and health interests and responsibilities of the various ages.

Hygiene is best taught by making it a part of the instruction of all other subjects. In the elementary grades the health work is usually in the hands of the grade teacher who is responsible and she should make every opportunity to apply to the facts and principles of health any connection with the subject matter. All subjects should be made to support health instruction. The teacher should be well prepared to give this information, her training should be such as to enable her to grasp every opportunity to correlate health into the subject

matter which she is teaching.

The motivation for health instruction should be found in the class itself, the program and method should be adapted to the conditions prevailing in the particular school and community. Demands should not be made unless facilities are provided for carrying out instruction. The teacher has to cooperate in every possible way with the home and parents.

A few suggestions for fastening group consciousness in the upper grades is that of club activities. Some of these are known as the Health League", Knights of King Arthur", " Modern Health" "Clean Street League" and others.

The following lesson plans are for use in the nine grades only suggestions are made which can be enlarged upon to meet the needs of the individual school community.

Each child should have the equivalent to Three forty minute periods devoted to instruction with some health content each week. This should be exclusive of the time taken for physical education and free activity periods.

The health activities correlate with all the other departments in the school and very closely with the home so that the child will not think of health as something apart from daily life. A maximum and minimum of work is suggested to suit children of varying abilities, so that each child may experience that feeling of pleasant satisfaction and achievement which comes as with a task well done and that the result will be revealed in happy and healthier children.

"Educate the youth to live
more happily and healthfully".

TEETH

Subject	I-2-3-	4-5-6-	7-8-9-
Reading English	I. Stories Plays Poems Original verse	Write essay on how to care for my teeth Dramatize original play	Write article for school paper on Toohh care Report on phamp- lets about teeth .
Physical Education	tooth brush drill Dental survey	---- continued	Assist woth dental survey
Chematics	Learn from models the number of teeth	Figure the cost of visiting dentist frequently	Have class budget the family with dental care
Nature	Observe how animals clean teeth	2. Show tooth building foods	Study tooth construction & compare with materials in nature
Art	Make tooth posters Make cutouts of Tooth brushes	Make booklet on teeth	Make frieze on the care of teeth Make model of perfect tooth
Music	Sing song and patamomin cleaning teeth	Compose songs on teeth	Present original cantata on beauti- ful teeth
History and Civics	Read stories of the history of the tooth brush	Visit a downtown dental clinic	Organize a dental survey.
Health Hygiene	Show picture on "Good Teeth"	Study tooth building foods Demonstrate care of the tooth brush	Assist with a dental survey in lower grades. Make thorough study of tooth composition
Domestic Science			Make toothbrush holders
Manual Training			

. Dansdill Health Training in schools
National food bureau- pamphlet

PREVENTION*SAFETY

Subject	I-2-3	4-5-6-	7-8-9-
Reading and English	3.Stories 4.Plays P Poems Learn words Go-Stop Make safety jingles	Conversation 2.Talks-on safety Dramatizing I.Study pamphlets on Pasteur Jenner Read Nightingale Tradue	Dramatizing Dramatizing "Save the Child Write short story I.Debate on Health hero subjects Discuss 10 great scientists & their contribution (1
Physical Education	3. Safety games Fire Drills Physical exams.	I. Show film on "One scar or Many". Fire drill Physical exams.	Fire Drills Show film on Pasteur Make class chart for immunization Physical exams. Estimate loss to nation from fires
Mathematics	Observe house numbers and learn telephone number		
Nature	Sand table project plan streets and traffic signs. Study clothing and observe animal pro- tection	Learn poisonous plants from observation on field trip.	Visit laboratory and see how water is tested
Art	Make safety posters Make safety first booklets Dress doll with proper clothing	5. Make posters on safety Make signals for school grounds	Sketch group of youngsters getting Vaccinated.
Music	Safety songs	Safety verse made by children and set to music	Original can- tata on safety.
Services History	Dramatize crossing street Clean up campaign	Study laws on traffic Dramatize walking on highway. What to do in case of fire. Continued	Visit fire dept and police " Organize First AID club.
Health & Hygiene	Show motion picture "Prize winner"		Make record or map showing cases of small pox in local Community + emphasize vaccination
Metropolitan Insurance Company Talk talks- Cobb Versa Dansdill- Ore T.B. Assoc. Safety plays and Agents-National Safety Council			

Food			
Subject	I-2-3-	4-5-6-	7-8-9
Reading	I. Storeis Three Bears Friendly Cow	Stories Original Plays Dramaization Talks	Read books in food Dramatizing plays Writing poems Discussion Talks and Themes Edit paper
English	Poems Plays 2 Progress Boobs Dram. Milk for the whole World	2. Progress Book	
Thematic	Set up cafeteria " " store Learn prices of foods Teach pint and quart measures	Figure calories in food, and cost of food models Learn cost of milk in comparison with other foods.	Cafeteria and food Calculate food and cost for day.
Physical Education	Play vegetable Game	Observe weight chart	Muscle building foods.
Nature study	Value pasteurized milk raise plant and use in schoolroom	Source of calcium study inspection and pasteurizing and grad- ing of milk	4. Examine animal raised on good and poor foods
Art	Make veg. fruit and milk posters and booklets, using origin- al and magazine cut outs	Build health house of foods. make posters, booklets plan day's menu	3. Make simple food drawings for school paper.
Home Economics-History	Study foods in local district	Study markets. distri- of milk in local town	Discuss food superstitions and primitive methods Of food
Music	Songs on foods	Illustrate story of foods with symbols and music	Compose songs
Geography	Use frieze Milking time in many lands Discuss where various foods come from	Study product map of United States Study conditions necessary for garden	Discuss the foods for a trip
Home Training Domestic Science		Food models	Make ice box Prepare school lunch " balanced diet
Hygiene-Health	Teach selection of good foods Care of milk	Study action of yeasts and molds -vitamines visit to store and observe see how foods are handled	Value of the different parts of milk Visits to dairy

1. Dansdill
2. My progress book in good health no 42 Amer. Education Press-
3. Black board lesson on food- National Food Bureau, Chicago.
4. Milk made the difference- health poster, Ore T. B. Assoc.

WATER * CLEANLINESS

Subject	I-2-3	4-5-6-	7-8-9-
Reading	I. Stories Poems Plays Conversation	Dramatize cleanliness faries	Read life of Pasteur Write composition on local water supply
Mathematics	Check time for washing hands. measure amt of water required daily	Calculate amount of water used daily in city	Estimate cost of local water supply Cost per person
Physical education	Acquire habit of wash washing after play Get drink of water during preiod	Obtain drink of water during period Discuss value of baths after vigorous exercise	Study value of baths and inves tigate showeers
Nature	Observe bird and animal baths Demonstrate cleaning of fresh fruits Hand washing drill	Study bacteria and means of destroying Study pets and observe drinking habits	Study method of filtration Make water cult ure
Art	Paint ings which have water Make paper drinking cups	Make posters and pic- tures with water.	Make freize on cleanliness
Science and History	Visit store and see how foods are protected from dust.	Conduct cleanup campaign. Use material in Progress book and Civic	visit water plant " health dept. Observe building for sanitation
Music	Songs on water and cleanliness	Songs and original verse	canatata on subject
Geography	Make list of all the uses of water	Study the methods bathing in other count ies	Study sources of water supply
Manual Training Domestic Science		How ot best clean furniture and floors	Demonstate washing dishes and clothing Care of drains
Hygiene	Uses of water Reasons for keeping things out of mouth Teach use of hdkf.	Amount of water in	bodies Uses of water in bodies

1. Voyage of grown up-Turner and Halloch
2. Metropolitan Life Insurance company

Part II

Health Service of University of Oregon

Health service in the institutions of higher learning is a comparatively new field, as late as sixty years ago health service was limited to the exculsion from the college territory of such cases as cholera, smallpox, plague and yellow fever. Today more than one hundred colleges and universities have introduced a quite comprehensive program for student health service.

The university of Oregon too has built up gradually a health program which is a real service to the students. It is an increasingly established fact that the training of people in matters of health is accomplished during the years of education. Home insurance against disease will follow health training in our schools and colleges.

During registration week each new student is given a thorough examination to determine their physical fitness and to create within the individual a desirability for a strong and healthy body. This examination is given by members of the health service staff and assisted by the majors of the physical education department. The includes examination of teeth, ear, eye, nose, throat, heart, lung, abdomen, orthopedic, muscle, skin and general condition as well as a urinalysis and compulsory vaccination for small-pox.

A certain amount of follow up work is given by the physicians and physical education classes, these being organized around the

individual needs of the student, Following the examination one of the physicians makes the recommendations and suggestions and the students are given an opportunity to ask questions.

The findings of this examination are considered in planning the physical education work which is required of all students three times per week for the first two years of residence work.

Another requirement of all students is taking a course in hygiene once each week for the first year of university work. These courses are designed to cover such material as personal and community health, anatomy, physiology, foods and similar topics.

Courses are also offered in health education, biology and sociology which aid the student in acquiring a foundation for the establishment of a health consciousness. During the past years the associated student organization has sponsored a series of lectures which have as the objective an approach to a better adjustment to the physical and mental development of the student in later life. Resident physicians meet occasionally with individual groups on the campus to discuss the problem of health in an informal manner.

The above items stress the educative side of the health program which is of vital importance in building the foundation for healthy living, however the health service is also concerned with the improvement of existing conditions and for this reason the following services are maintained.

The university employs a staff of three full time physicians, four graduate nurses, a technician and two office assistants.

The services are given in the two buildings known as the infirmary and the dispensary.

The dispensary is located on the campus proper and is housed in a white frame building easily recognized among the other buildings. There is a waiting room, laboratory, x-ray rooms, three consultation rooms, nurses room, drug room, two offices, and a number of small treatment rooms. A complete physical record of each student is filled in the office and is referred to whenever a student visits the department. This service is free to all registered students, as a portion of the student fee is turned over to this department, however a small charge is made for special supplies and medicine.

During the past year eighteen thousand calls were made to the dispensary by students, seventy per cent of the total student enrollment visited the health service at least once during the year.

Closely allied to the dispensary is the infirmary which is located a short distance from the campus. This building is a remodeled old dwelling with nine rooms and two baths. The rooms are made into two bed wards, the girls are cared for upstairs and the boys on the lower floor. There are accommodations for twelve patients. This service is also provided free to all registered students for a period of two weeks, a charge of three dollars per day is made if hospitalization is required for a longer time. No major operations are performed, chronic cases are not maintained except for a short time and the student bears the responsibility if a specialist is called on the case.

Last year four hundred students were cared for during the school year in the infirmary.

When necessary the staff physicians will make home visits to the student for one dollar.

At the present time no provision is made for dental care.

Dr. Miller, who is in charge of the health service states that no attempt is made to force students to accept medical care or to avail themselves of the health service in any way. It is his belief that a more permanent attitude will be fostered for health sake if it is left on an involuntary basis. He says that the department aims to teach three things, (1) prevention (2) efficiency and economy of organized medical service and (3) democracy, since all of the students are cared for in a democratic manner, private rooms are available only in cases needing isolation.

The services dealt with have concerned only the health of the student, at the present time no physical examination is required for members of the faculty or employees.

Most of the considerations thus far have had a direct bearing on the student health, however in making a health survey the environment has an important place, such things as buildings and equipment need to be considered in the light of the health program.

Perhaps the student spends more time in the libraries than in any other one place, and a glance into these buildings will be of value in determining a health program. On the campus are two libraries, the main library and a reference library. The main library is quite an old building, the floors are rather rough and difficult to clean. The stairways are winding and covered with a worn floor composition, in going from the basement to the reserve department it is necessary to climb three flights of stairs. In two rooms individual desks are provided, the rest of the reading is done on long tables. In all the sections of the library ceiling lights are used exclusively. An artificial ventilating system is installed in this

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building. In the reference library the desks are highly varnished, there is a cross ventilation, obtained by opening the windows, individual desks are provided with separate chairs. There is a great deal of unnecessary noise from the moving of chairs and the noises from the street.

The buildings are cared for by janitors, their duty is to keep the rooms and lavatories clean and orderly, because of the size of some of the building it is quite impossible to keep them in good condition at all times.

Paper towels are used in all buildings, there ^{are} no roller towels on the campus. The drinking fountains are located in all the buildings most of them have the direct spray.

In the gymnasium the equipment is very well selected, there are dressing rooms or petitions, steel lockers, hot and cold showers, tile swimming pool - there is a continuous change of water and it is tested three times in twenty-four hours. Bath towels are bathing suits are laundered and furnished to students in the physical education department. There is no requirement against going in bare-footed in the gymnasium.

Many of the class rooms are dark and the light does not come in over the left shoulder, neither is the light focused on the blackboard so that the light is reflected in an indirect manner.

As concerned with the social conditions the Y.W.C.A. is open to all students who desire to eat and rest during the noon hour. The Y.M.C.A. is open to all the boys to the same purpose. These buildings are located conveniently on the campus and easily accessible to all.

A large number of students are housed in the living organizations. These are annually inspected by a physician from the health service, who makes an investigation of the sleeping and dietary conditions. Regular hours are maintained for study. The girls are restricted on late leaves at night.

Private homes where student roomers are required to meet certain requirements before being placed on the list in the university office. Rooms vary as to comfort and convenience.

A small number of students live at home or in a small apartment and this group is under no special supervision.

Following the health survey it is evident that a few suggestions would be desirable, some of these which might be mentioned are the following; (1) Hygiene classes should be made interesting enough to challenge the student to the best ability in maintaining his physical and mental health. The one hour class period needs to be supplemented by a laboratory period of one hour each week. Classes should not be over fifty enrollment for desirable results.

(2) A rest room and social room, furnished comfortably should be available especially for those students who live near Eugene. This would help to foster a more wholesome and friendly atmosphere for these students.

(3) For the welfare of those in contact with them, each member of the faculty and all the employees should have a periodic physical examination excluding those or referring them to proper authorities for further investigation.

(4) When the physical examinations are given in the fall it is suggested that graduate nurses with their training and technique might eliminate some of the possible infection.

(5) Drinking fountains with an indirect spray should be installed in all buildings to insure more sanitary measures as possible in the general physical examination, place graduate nurse assistants to assist with the examination in the place of the physical "ed" assistants.

(6) A woman or matron for women's lavatories during the day.

(7) In the libraries and class rooms indirect on individual desk lights are of value in preventing the glare and consequent eye strain. Noiseless chair pads and floor composition to prevent the unnecessary noise. Ventilation systems and windows should be so regulated as to avoid drafts and extreme temperatures.

(8) The infirmary should be improved by remodeling the building, painting the walls, installing an elevator service, additional bath facilities, steel lockers for the patients clothing and indirect and night lighting service. A movable study and writing table for the patients use in bed as well as screens to place between the beds would be a valuable asset.

(9) The dispensary should have a more cheerful waiting room and if possible a more sanitary waiting room and building in general. Screens for doors and windows are also essential.

To insure more permanent and efficient results the intellectual life needs reinforcing by the improved physical. In considering an ideal health service it is essential to seek for continued improvement in the university of Oregon.

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