



LEGEND
 d. = doorway
 w = window
 wa = wall
 c.t. = cooking table
 p = pot

5. Equipments and Hygiene.

a. Cookroom (10m by 7m)

Interior. 1m. high wainscots, and the rest of the wall given the final coating.

Floor concreted and then mortared.

Sinks (5m. by 75 cm.) three
(Burnished) Water faucets four

Pots 76cm. in diameter 4. kitchen ranges
84cm. in diameter 1. (burnished) water faucets 2.
big pot 1.

Dressers. 180cm. by 90cm. and 80cm. in height 3.
270cm. by 78cm. and 73cm. in height 1.

Window for serving food 1m. by 1m.

Cupboard 4m. by 75cm.

Electric lights 2.

2. Lunch Room (6m. by 8m.)

Interior 1m. high wainscot, the rest of the wall being finally coated.

Floor concreted, and then mortared.

Tables 180cm. by 58cm. and 65cm. in height. 9

Benches 180cm. by 20cm. and 35cm. in height. 18

Electric light. 1

3. Pantry (5m. by 7m.)

Interior 1m. high wainscot, mortared, the rest of the wall being finally coated.

Floor concreted, and then mortared.

Sideboard 230cm by 63cm. and 200cm. in height. 2

4. A table of fixtures

(1) Distributing utensils

Jars with lids 50
Almite ladles 40
Almite bowls 1000

(2) Cooking tools

Buckets 5
Bamboo baskets 8
Wire baskets 3

Almite plates	1100	egg-beaters	3
Small almite plates	1000	Big ladles	3
Almite cups	1000	Rice dishing spoons	5
Almite bowls (middle-sized)	23	Big knives	10
Almite basin	2	Dippers (Big & small)	2
Almite and aluminum kettles	20	Peelers	10
Trays (special)	43	Can-openers	
Trays (common)	6	doughnut cutters	5
Class-name-plates	66	frying-pans	7
Almite dippers (exclusively for the lunch-room)	5	frying-pots	2
Spoons (big)	900	funnels	1
Spoons (small)	300	perforated ladles (big & small)	2
		salt-jar	1
		pokers	5
		fire-shovels	5
		charcoal-extinguisher	2
		Dish-towels	10

(3) Sweeping Tools

Buckets	2	Brooms	2	Dust-pans	1
Dusters	2	dust-cloths	5	mops	5

(4) Tools used by those whose turn it is to cook.

Clogs	20 pairs	Cooking over-alls	4	Triangular cloths	4
cakes of soap	2	brushes (for washing hands)	4		

(5) Tools for education in nourishment

Glassed chest for keeping specimens 1
 A small blackboard for announcing the menu.

(6) Diagrams and pictures used for education in nourishment.

5. Hygiene

(1) Sanitation for the equipment for cooking.

a. Cleanliness. Taking care of lighting and ventilation; clearing away soot and bad smell; making sure of good sewerage to facilitate cleaning and washing.

b. Efforts to exterminate flies, cockroaches, and rats.

Especially flies should be prevented from breeding and wire-gauze is used to prevent them from coming into the cookroom.

Men, except on business, dogs and cats are strictly prohibited from entering the room. Empty cans should be dried and put away, lest they become breeding places for flies. There are Gaertner's germs in rats' dungs, often causing mass poisoning from eating, so special caution is taken to kill rats, and see to it that food is always covered to prevent rats' coming.

(2) Hygiene for the cook.

- a. Medical examination, anti-epidemic inoculation, fecal examination.
- b. Sterilization of hands and fingers. The place is always equipped with soap, thus enabling one to clean hands and fingers with a brush and soap in running water. Never too long finger-nails.
- c. Overalls. They should be clean.
- d. Hair should be covered with a hood or a towel.

(3) Rules in the cookroom.

- a. Trim finger-nails, wash hands clean, and then set to work.
- b. Keep the cookroom always light and clean. Be kind-hearted and careful in cooking.
- c. Don't chat while cooking.
- d. Be sure that the material has not gone bad, keep flies and rats away.
- e. Be careful in disposing of filthy water and things.
- f. Be careful to prevent poisoning from eating.
 - o Never open cans too early.
 - o Never dissolve powdered milk too early.
 - o Wash the utensils for milk just after they have been used, sterilize and dry with hot water to prevent germ-breeding. Germs are apt to grow especially in summer, so take more care then.
 - o Be cautious so that poisonous matter does not get mixed.

- o Prohibit the use of unsatisfactory material, and even after cooking, make examinations and be sure that nothing is rotten. Be cautious about poisoning from putrefaction of food.

(4) Sterilization of Food.

In our country, human refuse is used as manure for vegetables, and infectious diseases such as typhus, para-typhus, or dysentery and intestinal parasites are conveyed by vegetables. So special caution is necessary in sterilizing vegetables.

- a. Most of germs and eggs of parasites can be removed, if washed carefully in the running water just under the faucet.
- b. Germs instantly die if vegetables are passed through hot water.
- c. Unlike germs, the eggs of parasites are hard to destroy utterly, even if the vegetables are treated with the solution of bleaching powder or other disinfectants, but they are rather weak in hot water. They die together with typhus or dysentery germs, if the vegetables are cooked very briefly in hot water.

(5) Sterilization of utensils.

Utensils not yet sterilized should not be used. Broken or cracked utensils should be avoided, because sterilization may be imperfect in those cracks.

6. Management.

1. The School Lunch Everyday (all children in the school)

- (1) Milk in the morning ----- It is served in each schoolroom after the morning gathering
- (2) Lunch at noon ----- The staple article of food is brought to school everyday from home and the side-dish is served in each schoolroom
- (3) Milk in the afternoon ----- After school, milk and cake are served in each schoolroom

2. Work in the Cookroom

The work is divided into three parts: The group in charge of milk, one in charge of noon's side-dish, and one in charge of cleaning of the cookroom.

(1) The group in charge of milk (teachers, dietetic Leader, assistants,)

A. The morning work. (Milk in the morning)

- | | |
|--|-------------------------------------|
| a. Boiling water | b. Dissolving milk |
| c. Putting it in the pots | d. Distribution—to the Lunch Room |
| e. Washing the pots | f. Washing the utensils—sterilizing |
| g. Washing the metal pails—sterilizing | |
| h. Washing the trays—sterilizing | |
| i. Washing the cups—sterilizing | |

B. The afternoon work (Milk in the afternoon)

- | | |
|----------------------------------|--|
| a) | |
| b) | |
| c) | |
| d) | } the same as in the morning milk work |
| e) | |
| f) | |
| g. Washing the cups—sterilizing | h. Washing the trays—sterilizing |
| i. washing the pails—sterilizing | |

(2) The group in charge of the side-dish

(Clerk of the Mothers' Association, Teachers, Volunteers from Mothers' Association)

A. work in the Morning (Cooking)

- | | |
|-----------------------------------|-----------------------------|
| a. Washing the vegetables | b. Cutting the vegetables |
| c. Cooking | d. Arranging the tablewares |
| e. Distribution—to the Lunch Room | |
| | f. Washing the pots |

B. Work in the afternoon

- | |
|---------------------------------------|
| a. Washing the pails—sterilizing |
| b. Washing the tablewares—sterilizing |
| c. Making the cakes for tomorrow |

(3) Cleaning work (Clerk of the Mothers' Association, Assistants Teachers)

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|--|
| a. The floor is scrubbed everyday after all the works are over. |
| b. Clerks in charge of the materials clean and put the pantry to rights. |
| c. Special cleaning of the places as shown in the following schedule. |

: Mon. Lunch Room	:	Tues. Oven & sink	:
: Wedn. Distribution	:	Thurs. Cupboards	:
: tables	:		:
: Fri. Windows	:	Sat. Ceiling, walls,	:
	:	Chimneys	:

3. A Day's Work

(1) The group in charge of serving milk begins work an hour before school.

- | |
|---|
| a. The material clerk measures the material and takes it out from the pantry. |
| b. The dietetic leader and the assistants begin cooking the milk. |
| c. Hot-water for sterilizing and other purposes are boiled. |

(2) The time for morning cleaning.

- a. The material clerks clean the pantry.
- b. Pupils on duty clean the Lunch Room.
- c. The dietetic leader puts the milk in the pots, and the assistants help her or put away the utensils used in dissolving the milk.
- d. The clerk of the Mothers' Association and other members on duty show the day's menu. They talk about the plan and assignment of the work.

(3) The time of the morning gathering of teachers and that of the pupils.

- a. Preparation for distributing milk is begun, the assistants taking out the pails from the cupboards, and arranging them on the cooking-table No. 4 in the order of the classes.
- b. The dietetic leader pours milk into the pails, and send them out one after another from the distribution-window. The assistants receive them from the side of the Lunch Room and arrange them in the place set for each class.
- c. In the mean time, vegetables are being washed.

(4) The time for serving milk.

- a. The dietetic leader washes the pots and winds up the business. The assistants fill the sink with hot water and prepares for cleaning.
- b. The vegetable-washing is finished.

(5) The first school-hour.

- a. The dietetic leader, and the assistants wash and sterilize the pails, then puts them away in the cupboard.
- b. The clerk of the Mothers' Association and the help cut the vegetables.

(6) The second school-hour.

- a. The dietetic leader and the assistants wash and sterilize the cups and arrange them on the distribution table.
- b. The cooks cook.
- c. The helpers take out the tablewares from the cupboard, and put fixed numbers of them on the distributing shelves.

(7) The third school-hour.

- a. The dietetic leader and the assistants put the Lunch Room in order to prepare for distribution.
- b. The dietetic leader and the assistants fill the kettles with tea.
- c. The cooks take out the pails to prepare for distribution.
- d. The cooks distribute the food.
- e. The helpers and the assistants carry them to the Lunch Room and put them in the places fixed for each class.

(8) The noon-time serving hour.

- a. The cooks and the assistants stay in the Lunch Room, and see that the pupils on duty from each class carry the allotted food correctly.
- b. The dietetic leader and assistants put the sink to rights.
- c. The helpers wash the pots and wipe the cooking ranges.
- d. They all take their lunch.

(9) The fourth school-hour (afternoon)

- a. The cooks first adjust the scraps of waste-food, and then roughly wash the pails and tablewares.
- b. Teachers belonging to the cooking staff, the assistants, and the helpers wash and sterilize the pails and tablewares.
- c. The cooks wipe the interior of the cupboard using hot water.
- d. The helpers count the tablewares and put them away in the cupboard.

(10) The fifth school-hour.

- a. The assistants boil the water for serving milk.
- b. The helpers and the cooks finish sterilizing. The helpers may go home, their duty being done now. (But if she can stay longer, she will help next work.)

(11) The sixth school-hour.

- a. The cooks make the cakes to be served the next day.
- b. The group in charge of milk put milk in the pots.
- c. The Lunch Room is cleaned, and the distribution of milk is prepared.
- d. The milk is distributed and put in the fixed places in the Lunch Room.

(12) The time of serving milk in the afternoon.

- a. The assistants wash and sterilize the pots and other tools, and wind up the work.
- b. The cooks are making the cakes.

(13) After school.

- a. The teachers and assistants wash and sterilize the cups, trays and ladles, count them, put them on the trays, which are put away in the cupboard.
- b. The pails are washed, sterilized, and arranged in the cupboard.
- c. The cooks have finished making the cakes.
- d. All the works done, the floor is scrubbed with hot water for sterilizing, and the cookroom is put in order. It is made sure of that fire is all extinguished and the doors are fastened securely.
- e. As for the places of special cleaning, the time for cleaning depends on what place it is.

5. Works in pupils' charge.

- (1) Pupils on serving duty in each class. (The same children through one school-term)

The tray holding tablewares	2	} 7 pupils
Two pails	4	
A kettle and the pail for scraps of foods	1	

Those who will bring water for wiping the desks 2 pupils
 Those who will wipe the desks several pupils
 (The class will decide the number)

- (2) The milk time in the morning.

- a. The 2 pupils in charge of the tablewares, and 4 pail-carriers bring their loads from the Lunch Room to their classroom and place them in the fixed places.
- b. Those whose duty it is to give out milk (2 ---- one of whom should be the teacher desirably) serve milk at the fixed places. The pupils receive the milk in a queue of several persons, and going back to their seats, drink it quietly.

In the room where the desks are arranged in groups, the pupils in one group drink it when all the members have got it. They begin it with "Let's drink," and, when all have drunk it up, they say, "Many thanks" (a sort of grace). Then they collect the cups and arrange them in the tray. (heaped by threes the right side up)

If all the desks are arranged in regular rows, pupils come to get the milk row by row, and going back to their seats, drink by themselves. When they have finished, each pupils arranges his or her cup in the tray. (The tray will be cleared quickly and put in the fixed place.)

- c. Those in charge of tablewares and pails remove them to the Lunch room and arrange them. Those in charge of the tables wipe them and put them in order.

(Water is filled in the buckets just after the sweeping in the morning.)

(2) Lunch-time at noon.

- a. Those in charge of tablewares, pails, kettle and scraps carry these things from the Lunch-Room to the class-rooms and place them in the fixed places. Those whose duty it is to wipe the tables, bring water and put the bucket in the fixed places, and those in charge wipe the tables.
- b. Distribution (by the teacher in charge with the help of pupils on duty)

When stew, soup or curry, is served, we measure the quantity with the eye, fill each bowl to a little less than enough, and, if there is any amount left, divide it again properly.

When croquettes or 'gyōza' (a bean-curd bag hard-boiled containing various chopped materials) are served, we arrange all the plates on the tables, and divide them equally. After putting sauce on each dish, they are distributed.

The empty trays and pails are put in order.

- c. Eating.

Before eating, they all say, "Let's eat." (A sort of grace said in Japanese homes.) When all have finished, they say altogether, "Many thanks for the meal."

- d. Putting things in order

The scraps are put into the pails for scraps, and the tablewares are put in order, assorted into trays, and are conveyed to the fixed places in the Lunch Room by the people in charge. The pails, the pails for scraps, kettles, are conveyed to the fixed places in the Lunch Room by those in charge respectively.

Those in charge of tables wipe the tables, pour out the water in the bucket, and put the wiping cloths and buckets in the fixed places.

(3) Milk in the afternoon.

The same as in the case of milk in the morning, and as for the wiping of tables, the same as in the case of lunch at noon.

Things used for lunch, such as tablewares, trays, pails, bucket, pails for scraps, and kettles, should never be placed on the floor.

Buckets and wiping cloths should be kept in the class-rooms.

(7) Finance

1. UNICEF Fund.

In keeping with the UNICEF spirit, we collect money as UNICEF fund with the cooperation of the Parents' Association.

¥130 on an average per month per pupil, of which ¥100 is for buying material and ¥30 is for fuel, allowance, and other non-durable goods used in the lunch service.

2. Method of collecting.

(1) The class obligation per month is ¥130 X the number of pupils.

The assignment within the class is done by the free will of the parents, according to the classification:

A class ¥0, B class ¥50, C class ¥130, D class ¥160.

It may be necessary that the teacher in charge and committee-men of the class make some considerations.

(2) The fund monthly collected are entered in the account-book, the sums from each pupil, the seals acknowledging the receipt, the class obligation sum, the total sum collected and the number of payers being written expressly, and the account-book is forwarded to the treasurer. Even when the collection exceeds the obligation, the whole collection is sent in.

(3) The treasurer keeps monthly records of receipts and expenditures.

(4) The treasurer makes an entry at each time in the books (The class collection-book, School Collection-book, and Expenditure-book)

(8) The Effect of the School Lunch

It is a year and eight months since we began the school lunch service. After last December, it has been done through UNICEF, and has been served to the whole pupils. So the over-all effect shows in many respects. It is as follows in statistics and concrete facts.

1. Improvement in physique

From monthly measurement of the weight, very good results had been seen, but after the commencement of the UNICEF school lunch, it has marked a surprising increase.

The curves of increase are parallel among boys and girls of each grade. That is to say, there was a great jump at the end of January and February; at the end of February, the weight of a grade was more than the average weight of the class a grade higher in April last year.

2. Correction of unbalanced diet.

Pupils eat even the food which they don't like, when they are in company with the teacher and the class-mate, with the result that they come to like it and their diet is corrected. Again when they are taught that it is nourishing, they try to eat a bit, and thus their unbalanced diet is cured.

3. Improvement of knowledge of food.

(1) They are given beef, butter, cheese, other highly nutritious foods, and meals using such materials, so they come to see foods and dishes from nutritive point of view.

(2) A liking for milk, which has been lacking among Japanese, is naturally fostered. They have come to drink a pint or so of milk with gusto, and get accustomed to meals prepared using milk.

(3) They have come to be willing to take meals of powdered food, or bread.

(4) The pupils at home ask mothers to make the same dishes as they had at school, and thus the meals at home are improved.

4. Cultivation of sociality

(1) They are served warm milk from UNICEF on cold winter mornings; so not only the children, but also the parents are impressed with UNICEF spirit and filled with gratitude.

(2) The pupils feel very thankful to the teachers, Mothers' Association members, cooks, etc. They are willing to help in conveying the fire-woods at any time.

(3) As they drink milk freely before school in the Lunch Room, mixing with pupils of other grades, their sociality are being cultivated, the older ones helping the younger, or drinking together with anyone on friendly terms.

(9) The Mother's Association and the School Lunch

The mother's Association was organized separate from the Parents' Association, the plan originating with the principal. It was taken for granted the mothers' cooperation is the most important of all the supports and cooperations which are necessary in the education of children. It was started as early as when our school was using a part of the Niban-cho primary school, that is June 9, 1948. It was an association of the mothers and teachers. Two or three mothers were recommended by the teacher in charge of a class. Such mothers formed the preliminary committee. They had no formal constitution; they had no president. But from the outset, they discussed earnestly about the policy and method in educating their children in this disorderly society and with the insufficient equipments of education. Later on, we moved to our new school-house. We held a party in congratulation of the completion of the buildings. The Mothers' Association undertook the whole business of preparing the feasts, and did it splendidly with the limited budget. Those who attended the party were all surprised at the fineness of the feasts, which made us, the principal and teachers, very happy and grateful. This was the result of the members' cooperative work, and self-sacrifice. This event helped to make them all loving and friendly to one another; they got united, and elected their present president and vice-presidents. Their association has been very active ever since, their objective being rehabilitation of the school, and the hygiene of the children.

They cooperate with the policy of the school. The whole members worked enthusiastically beyond description in enlarging the school-grounds, in requesting temporary occupants to evacuate from the school-close, etc.

In September, when the school Lunch was started, the three in the presidency all attended the steering committee meeting, as this was thought to be the most important aspect of the mothers' activity. They all studied about the management, and they willingly promised to help in cooking.

Two of them come to school as duty everyday ever since, and when more hands are needed, for example, when croquettes, or bread are served, the three in the presidency turn up always, a few others off duty come to school two or three days successively, and so five or six mothers help cooking a day. When the field day or concerts are held, we have only to show the plan and supply the materials, and the members on duty will cook necessary dishes by themselves, and straighten up the whole matter, they all are now so skilful. At present we have 110 of members who are skilful to this extent. Twenty of them, who have helped from the very outset, can, everyone of them, be the chief cook.

When the menu is very special, five or six come to school on the day before, and fourteen or fifteen on that day, to display their excellent skill in cooking in accordance with the announced menu, to the exceeding delight of the pupils. On such occasions, mothers come to the classrooms, guide the elder pupils in serving the meals, show the younger ones the skill and beauty of serving by doing it themselves. They seem very happy to see the smiles of their children.

In the purchase of the materials, they give all facilities in their power; or when dishes are ordered, as in the case of special menus, they hold themselves responsible in getting it done at reasonable prices, deliciously and elegantly.

They always study the management of the Lunch service so well and they have so many plans that not only the president, or vice-presidents,

but almost all members can explain to, or answer questions from people who come to see our lunch service, so far as expenditures, materials, utensils, equipments, and other things in connection with the lunch service are concerned.

They are very happy when PTA members of other schools come to see them; especially, when mothers come, they tell them about the activities and convictions of the Mothers' Association, and they all promise cooperation and assistance for the school, all for their children's sake. We, teachers, hear them talk in this way, and are moved deeply.

"Sir, the school lunch is a significant work nowadays," says Mrs. Okawara, the president, "Fortunately, you, the principle, are earnest in the work. You are happy, aren't you? Let's work with all our might. We, mother, will help and do everything in our power." The Mothers' Association had the plan of rebuilding our Cooking Room to make it more suitable, to accommodate the ever-increasing pupils of our school, and thus obtaining better results, continuing perfect lunch service forever. With this ideal in mind, they were united in perfect cooperation and love, and made efforts in raising fund. As our school was designated in November, 1949 as the school where UNICEF school lunch service is carried out, the Association decided to rebuild the Cooking Room, after consulting with the principal and the Parents' Association, and in and after December, when the service was started actually, 24 staff members came to the Cooking-Room once a week as duty. The work was four times as troublesome as the ordinary work. We, the teachers, were moved to tears, to see them working all of a sweat in spite of the coldness of the season.

After January, when the new school-buildings were completed, and the Cookroom rebuilt, Mrs. Iwasaki, the vice-president, took over the all-time charge of the lunch service, and managed perfectly the three meals of everyday working together with 110 helper mothers, and the dietetic leader, teachers in charge, cooking employees.

In February, three staff-members attended the Institute for cooks in the Institute for schools with UNICEF lunch service, held in Tokyo, and on their return, they communicated to the other members the spirit and techniques they acquired, and worked for further study and cooperation. It is not too much to say that the cooking is wholly in the hands of the Mothers' Association.

They built a second-floor room of about 44 square meters in the beautiful Japanese style, on top of the Cookroom and the pantry, which they call 'Ikuyu Shitsu' (companions-in-education hall), and use as their club-room. This is the outcome of the side work done by the members of the Mothers' Association firmly united with Mrs. Okawara as the center. We are moved deeply to see this club-room.

On the 10th of December, Prince Takamatsu was pleased to see the 2nd year pupils at their table of UNICEF milk, asked us questions and encouraged us. On the 13th of March the following year, when H.I.H. the Emperor visited our school, and received ten representative members in audience, for their meritorious services, he said to them, "I thank you for your hard work. I hope you will make further efforts for the rehabilitation and the school lunch service." We felt very much encouraged and heartened up.

The school lunch service of our school is developing in the loving hands of the mothers' Association, and UNICEF lunch service is working splendidly.

STEPS OF MOTHERS

Kinue Okawara,
President of the Mothers'
Association

"It is splendidly built. Thank you for your efforts." These encouraging words of Prince Takamatsu, when he visited our school on the 10th of Dec. are to be the pride of our Mothers' Association, which we shall never forget.

I know no other words than "deep emotion" to express our feeling when he patted on the shoulder the mothers working busily in white aprons, and asked questions himself, I wanted to record the unswerving course taken by the loving mothers of our association, and wrote this at one sitting.

But I am only the wife of a merchant, and have worked only in my family. So I have not sufficient literary gift to describe such things. I could only write down my feeling deeply moved by the throng of devoted mothers.

"Well, I am so glad that I have come today, ----- I felt some hesitation, though. I am so glad to see you all. I longed to see you -----," said Mrs. Asada, her hands chopping fine "Hakusai" (a sort of cabbage) which formed splendidly round white balls, whose leaves were greenish only at the tips. This lady Mrs. Asada had ache in the gum of her teeth, had a lot of teeth pulled out in a month's time, and could not appear in our Lunch-Room. These wistful remarks of Mrs. Asada though almost murmured, touched me home, and I could find no words to answer it. In a way they were very ordinary remarks, with no unnatural tone about them as remarks in our company, but----- The mothers who were there looked into the face of this friend of theirs, whose cheeks looked a little sunken, saying, "I see, you must have felt lonely!" They stood side by side, and seemed to be happy now, moving the kitchen-knives lightly and briskly. All the faces of the rest beamed kindness toward their convalescent friend. What a sweet group! "I am so happy now. How I longed to see you all!" These words express the spirit of our association of mothers.

How happy and grateful I feel for these months spent with these kind-hearted women, talking and working together! Now I look back upon the happenings of one year and a half since we first got acquainted, be it a long period or not.

It was the second meeting, I suppose, that we got together in this school, with red roofs, beautifully reconstructed several years after its destruction. It was a solitary building in the midst of the scorched land, with heaps of rubbles all around, I remember. The midsummer sun was glaring from above.

I went upstairs, and to a window, for it was very hot, and what was it that I saw in the garden of a Buddhist temple, some fifty meters to the north-west of the window? The memory is yet very vivid, and the impression grows ever deeper. The temple had crumbled, and, it was ruins in an enclosure, destroyed by the terrible fire, and among the ruins, I saw a charcoaled giant of a tree. But to my surprise, I found, at the foot of the skeleton of a tree, three five young shoots as high as a man, and with green, soft leaves! "Oh, that tree!" the moment I stood as if enchanted. I remember the shock now, as if it occurred yesterday. Those young shoots, that shocked my tranquil mind, that old tree which did not perish in the fire, — oh, mothers, you were those shoots from the old stock, I believe. The path you have walked so meekly, and affectionately — to what a beautiful flower-garden it has led! Perhaps you were not ever aware of this, for you walked the path as a matter of course which could not be otherwise. The footsteps of true motherhood, — their harmonious echo! Ever since that meeting of the midsummer afternoon which was full of vision, we have been united as sisters, they confiding in me both in joy and sorrow.

On one occasion, I, who am too unceremonious, called them to task, as if they were my children, saying, "Who talked such a thing to outsiders? Is it you? How foolish! you should be more careful from now on." Young Mrs. Kimura, Mrs. Hara, and others were almost crying, when they said from their heart, "Oh, we are very sorry. Please forgive us."

Whenever I recollect the incident, I cannot but be moved to tears by their beautiful and noble motherhood. Our friendship abounds in memories of such affection and mutual understanding.

It was toward the end of the year before last, when we had worked together for half a year, that someone voiced the opinion, "Can't we do anything, as the lunch room is so small?" And we began to consult with one another, saying, "shall we do some side job to raise the money?" "Yes, let's venture it," or "I suppose we can do it somehow." Our determination grew firmer and firmer, and at last we resolved to do it in the middle of December. It was on the Christmas Eve, according to our record, that the start for this tribulation was made after days of preparations. Our first business to be done by the gentle hands of the mothers was to sell 1000 lbs. of oranges (500 kan) and nearly 1000 slabs of pounded fish. The day was rainy. The young mothers went from door to door in the drizzling rain, baskets of oranges under their arms. All the oranges in the baskets had been weighed by me — as a part of the business. I could hardly bear to think of those loving mothers going peddling.

We gained small proceeds, which made us exceedingly joyous. Tears brimmed in the eyes kindled with affection.

In February, we peddled toilet-paper through the good offices of the mayor, who is the president of a paper-mill. "How cold it is! Oh, look out! Be more careful," we chatted. The mothers threaded their way through the busy streets, pushing small, fully loaded carts in an awkward way. There were housewives who willingly complied with our beseech, saying, "Many thanks for your trouble," and there were others who were very merciless and decisive in replying, "I do not need anything of this sort." Were we too self-centered when we thought of them as if the ones were angels, and the others devils?

Suddenly there came the honks. I, who was at a street-corner with the cart waiting for my co-workers, tried to get out of the way of the motor-car, but alas, I had never handled a cart in my life, so it turned the wrong way in spite of my efforts. I got irritated, and flushed in my face. There came from above, however, the words, "Oh, thank you, ma'am. Take good care of yourselves. There's no hurry about it." Who told the driver about our job? The February wind was chilly enough, but the warmth of human sympathy which was felt in these naive words made tears well up in my eyes, so much so that I could not see the kind-hearted driver clearly. The memory makes me feel comforted warmly each time I recollect it.

In March, our business was to sell school-children's things through the good offices of Mr. Hara, the stationer. "Our efforts were amply rewarded," we used to say, instead of complaining of the hard work. I thought their radiant faces rivalled the beautiful flowers of spring in the nobleness.

"The cherry-blossoms are out, Mrs. Okawara. Let us go to see them just for a short time." "The Second ground (which was the City Park) must be splendid for the blossoms."

We set up a tea-parlour in the 1st Grounds of the Tourists' Exposition, and obliged Mrs. Fujisawa and Mrs. Iwasaki to work in the shop every day. The above remarks were theirs used in blaming me. These modest requests or remarks, in other words, their co-operation in the work defies any other description than the extreme or the gem of the motherly love. Their deeds of motherly love should be left to conjecture rather than be reported with my poor pen.

I used to recollect with gratitude the faces of the mothers in the evenings of the spring. Memories of the past days now make my heart too full.

These events may impress you that the history of the Mothers' Association was that of side jobs to collect the fund, but it is not so. The service at the school lunch of a few hours a day was done by a member one day or two in a month — regularly and perfectly, in a very simple and smooth way, as a part of the member's monthly schedule, except the two ladies who worked in the Exposition.

In my opinion, much greater effort was made by mothers in the school lunch service than in the side job. Let me tell you what made me ask the mothers' efforts in this sort of work. My trouble since the surrender has been this.

What should be the first thought of the Japanese nation in order to subsist, whose population is increasing yearly within the four islands? Is it not the improvement of their food? How to better, in these circumstances of scanty food, the sentiments and physique of our children which have deteriorated during the war? Moreover, how to realize that excellent constitution of the Western people in the physique of our future children? It must be done, it seemed to me, through education, and also through constant care of the mother. But do we not lack both?

This vast trouble of mine, and a number of indefinite visions made me solicit assistance and service to the school lunch from the mothers.

At that time, the school, guided by the intelligent ideal of the principal that the health education is the basis of all other fields of education, had done every preparation and investigation, and so it coincided well with the desire of the mothers. My uncertain vision was not neglected as a futile dream. Even when they wash things on cold mornings in busy December, or when they tend fire for the kitchen range in the afternoons of burning July, no words of grumbling were to be heard. They were meekly working for the sake of their beloved children. I used to be deeply moved by their noble affection.

It seems to me that the new curriculum are being discussed by the earnest teachers, and the efforts are being made very diligently. Is it not that these splendid studies by the teachers can bear fruit for our children when they get the cooperation by the homes? Homes are the hotbed for the upbringing of children. Together with the efforts to improve the children's health, mothers should hope to improve themselves so as to better understand the new education system intended by the school. I think we must keep abreast with the advancing culture by having lectures and meetings and by reading, making time for such matters.

The Japanese-style room, constructed in a part of the school was built with the fund, as the basis, raised by the mothers' Association, in the interest of such people. An old proverb says, "Easier said than done." How glad I am that the tireless efforts of the mothers' Association have born a fruit here, though only one! It may be a small fruit, but I do not doubt that the sweats of the meek and ever improving hearts will be rewarded in some way. "Mother!" I close my eyes, and call up in my mind the beautiful faces of the mothers, and my heart trembles with this tranquil happiness.

That light of love we all entertain deep in our hearts! These a year and half spent in union all attracted by the beauty of the light! The number of people who are attracted are increasing, and the lights will be the guides for our children, like the lights of fishing-boats at night that resemble the galaxy.

The mothers' love without a stain
That makes their gathering so pure.

"How I longed to see you," "Yes, so were we. You must have been so lonely." Those comforting hands, those eyes bright with affection! In closing, I again pay homage to them.

RUNNING THE UNICEF SCHOOL LUNCH SERVICE

Five months have passed since the UNICEF school lunch service commenced. The Cookroom was rebuilt splendidly; there are equipments enough to serve three times a day to 1000 children without any difficulty. When a day's work is over, all is put to rights, and the floor has been washed with hot water, and I enter the Cookroom to make sure that the fire is extinguished in the kitchen range, and the doors are fastened, — I am struck with the idea, "We have done all this——." I am deeply moved to think of the earnest cooperation both in and out of the school.

When the school was designated as the school where the UNICEF School Lunch Service is carried out, we held a joint staff meeting of the Parents' Association, Mothers' Association, and committeemen from the school to discuss the finance and operation. It resulted in the general meeting of the Parents' Association, which organized the School Support for the Rehabilitation whose job it was to construct the equipments, and set up the UNICEF School Lunch fund which was to finance the service. Such cooperations made us determine to do a splendid school lunch service, and delight the pupils.

As we started it on the fifth of December, the whole school was taught in two shifts a day, and we had a trouble in planning the lunch schedule of the day. As it was prescribed that we give 50 gr. of milk to a child per day, to the children who came to school in the morning, milk was served before the lesson began, and dishes prepared with milk at noon; to those who came to school in the afternoon, milk at noon, and dishes of the sort of afternoon refreshment at about three o'clock.

The cups used for the milk in the morning had hardly been washed up when vegetables for the lunch had to be washed. As soon as the food for the lunch was taken out of the pots, we filled them with water to prepare the milk service at noon. While the tablewares used for the lunch were being washed up, we had to prepare for the food in the afternoon, and the cups used for the noon milk were coming back. The Cookroom was a scene of complete hurry-skurry from early morning until electric lamps were lit.

Some teachers gave us such sympathetic remarks: "Isn't all this causing too much trouble? If things go on in this way, I am afraid the mothers who come to help and the cooky will find it unbearable."

At such times, I used to reflect upon the situation. But there came no complaints from the mothers who helped. When I said to the cooky, "It's very hard for you, I am sorry," she would reply, "It's just my job. As for my part, I feel sorry for the ladies working so hard. Sure this is an excellent school, I believe. You too must be having a hard time of it, ma'am. But it is worthwhile. The children are very good too, so I never mind that I have to work from early morning," and she would work and work. The principal who makes it a rule to come to the Cookroom once a day says to me, "The Cookroom members are in too bad a condition, Mrs. Okauchi. Can't anything be done to it?" But I can only answer, "Yes, sir. I will see." Then I add, "But the pupils are very happy," and he nods deeply, saying, "All right," his face brightening up. The principal who comes to school early in the morning every day, and visits the classrooms from time to time to see the lunch service and the afternoon refreshment service, must have recollected the joyful faces of the pupils at table. Really, in the Cookroom, the school-servant and the teacher make fire to boil water at half past six in the winter morning when it is still dark; the cooky and teachers

of the Lunch service Department come to the school to dissolve powdered milk; from about 7:50 when the milk is ready, the milk begins to be served in the Lunch Room under the guidance of the teachers who come to school about that time; the job is relayed about 8:30 from the teachers to the mothers who appear on duty, the teachers going to their classrooms or the playground; and the mothers do the rest of the job until the service in the afternoon is finished. Not only the teachers in charge of the service, but the principal, other teachers and even the servants worry along and toil along. As for the mothers, even if they are divided into two shifts, the morning and the afternoon, their work will be double the work of the former ordinary school lunch service. In most cases the mothers who work in the morning work on into the afternoon, so their work is usually four times as much. Moreover they are hard pressed for time, and have little time for rest. I always feel very sorry for them and think that it is a strain on them, but can think of no other way. One day I talked on this matter with Mrs. Okawara, president of the mothers' Association whom I continually turn to. She said, "Never mind ma'am. The children are so delighted, aren't they? If it is a strain on the children, then we must think better of it. But what is the matter, when it is somewhat trying to those who work in the Cookroom? It may be inconvenient now to have to work from early morning, but it will not be long before it is all right. When spring comes, it will be no trouble at all, and the Cookroom will be rebuilt splendidly in January. When the school-buildings are completed, the two-shift teaching will come to an end. Then can't we do the lunch service the whole school together without much trouble? Only we must bear out till that time. The mothers take it easy. Just think of the goodwill of the countries all over the world to the war-beaten children of Japan, and what does it count for, if we have some inconveniences? As for me, I shall gladly

die in working for this lunch service. Don't worry, ma'am. We member of the Mothers' Association are all heavily built. we shall not die so soon - - - - ha, ha." She cheered me laughing. Mrs. Fujisawa, the vice-president who happened to be nearby, said too, "That's true. When the new school-houses are completed, and the pupils are taught all at once, you teachers need not appear at the Cookroom. we will do the job of the lunch service all by ourselves." I expressed my heart-felt thanks, saying as usual, "Thank you, ma'am. Please go on helping us."

With all these difficulties, we began the lunch service in line with the purport of the UNICEF School Lunch Service in December, through the powerful cooperation of the mothers and teachers. When, on the 23rd and 24th of the month, sugar and flour for the UNICEF School Lunch Service were sent in by the Prefectural Office, they made sponge-cake by themselves in commemoration of the beginning of the Lunch Service, to the great delight of the pupils. The principal, the teachers and the mothers were so happy and grateful to the UNICEF Lunch Service that they almost forget all the troubles and fatigue.

It is also an everlasting memory to us, the school for the UNICEF School Lunch Service that Prince Takamatsu visited our school and asked us questions about the matter on the 10th of December.

It was toward the end of December that the new school buildings were completed. The construction of the Cookroom whose foundation work had begun in the middle of December was regularized in the winter holidays, and it was carried on literally day and night. The work made good progress until it was completed on the 15th of January, 1950 the next year. Now we had the Cookroom, Lunch Room, pantry and the Japanese style room upstairs, which is called "IKUYU SHITSU (companions-in-education hall.)"

During these days, that is the winter holidays, not a day passed without the principal coming to the working spot. Mrs. Okawara too appeared at very frequent intervals, or rather, I should say, every day, sometimes two or three times a day, to consult with the principal and give directions. One cold day, a little past noon, they were warming themselves by the fire made with chips of wood among the heaps of shavings, and talking with the field overseer as to their plans about the distribution shelves. The overseer laughed and said, "we will present the principal and Mrs. Okawara with a letter of "interference," instead of a letter of thanks on the occasion of the celebration of the completion. (It is customary here in Japan to present the constructor with an official letter of thanks for his construction work.) we will write, "We hereby appreciate such a great interference with our work ---- ha, ha, ha."

It was on the New Year's Day. After the teachers and pupils exchanged the greetings of the day, gathering in the playground, the principal asked me to follow him. He hurried into the Cookroom yet under construction. "What do you think about the height of the sink? I think it is a little too high. Would you mind just standing by it?" I was dumbfounded in front of the beautifully burnished sink. "I think it is a little too high after all. You wear high wooden clogs now, and you are rather tall. I will get the floor raised a little just around here," he says, and continues smiling a smile of satisfaction, "It is nearly completed, you see. It is roomy enough."

Such things happened very, very often. The sacrificial conducts of these two persons defy my poor description. On the occasion of the celebration of completion, January 15th, Mr. Kunito, the mayor, and guests from the school ward and others praised the efforts and the buildings.

In the afternoon of the day and on the 16th day, we held a school program in celebration, and the people of the school ward saw the new school buildings and the lunch service equipments, congratulating each other upon the completion.

We could afford one-shift-a-day teaching in and after January. We employed a full-time dietetic leader who specialized in that field at school; Mr. Iwasaki, the vice-president of the Mothers' Association took the full-time charge of the Lunch Service, coming to the school every day; a cooking woman was employed; in addition to these three full-time workers, the teachers in charge of home economics are in near-full-time charge; two of the 24 staff members of the Mothers' Association who had had training during December turn up by turns; and there are mothers who come to help. Thus we have ten people a day who work together. Mrs. Okawara, the president, and Mrs. Fujisawa, the vice-president appear from time to time to help. Women teachers chiefly help in preparing milk for the morning and the afternoon. This line-up carries out the regular UNICEF School Lunch Service.

It was so instructed by the authorities concerned that 100 gr. of milk be served a day. So we give milk in the morning, the side-dish at noon, and milk and cakes in the afternoon. It is a simultaneous lunch service to 950 pupils. The running number is almost 3000 pupils. So we had some difficulties at first, but when we just have a glance at the pupils at table in the Lunch Room or at their delight at the refreshments, our fatigue vanishes all at once, and we set to work with re-doubled efforts. Milk on cold mornings and milk and cakes are especially welcome to the children. The mothers at home say, "Though it is cold, the child can drink hot milk as soon as they get to school, and it can come home warmed by hot milk."

We need not fear the cold, however great it is. We are very thankful, so much so that we are willing to go to the school to help the work once a month."

In February, the institute of lectures for the UNICEF Lunch Service schools at the Fanihata Primary school in Tokyo was attended by the principal, two teachers of the Lunch Service Dept., 3 staff members of the mothers' Association, and also three from the related section of the Prefectural Office, and two from the City Office. Their cooperation was much envied by people from other prefectures. When they returned they held meetings to report the lectures. They reported them to the mothers who helped. They exercised it in the Cookroom in March. Thus both the spirit and technique were transmitted. The competent mothers of the school ward translated it sufficiently into practice, and put the excellent equipment to better use. The Lunch Service Dept., which had made a right start, entranced the whole pupils with joy with the special menu for the Dolls' Festival on the 3rd of March, and at the Lunch commemorating their graduation, served so much food to the pupils who were soon to graduate that they could not eat it all, and took some home. When the feasts were spread in rows for 200 pupils, the principal remarked, with tears in his eyes, it seemed to me, "What a grand sight! It is all thanks to the UNICEF Lunch Service that these could be made with no budget. What a bounty!" The principal was thinking, I believe, of the mothers in white over-alls working in the Cookroom, the parents who constantly cooperate in caring for the equipment and finance, the officials in charge of the prefectural and municipal authorities, and the teachers doing their best in making the statistics of the physique, conveying the materials, and what not, and he was grateful to all of them, who made it possible to carry out the UNICEF Lunch Service in his school.

He was under deep impression, I thought, to think of the happiness of the children who sat at table today and seemed to be overjoyed at their last school lunch which they were to miss after tomorrow. I felt the same way.

On April 10th, we served doughnuts and milk with cocoa to the first grade children, the new-comers. It was a very pleasant scene to see the small ones animated with the joy of eating with a great number of new friends, and the faces of the fathers and mothers whose delight seemed to be still greater. The days became longer, and we got more skilful, so there is no trouble at all now, and the service is working smoothly. In compliance with the requests of the prefectural authorities, we have prepared to report the lectures of Miss Laura which we heard in Tokyo in February. The preparations have been finished, and are quite ready to hold four institutes of three days each during May.

There are many difficult problems in the UNICEF School Lunch Service such as statistics of physical examinations, statistics of nourishment, receipts and delivery of materials, keeping accounts, etc. Fortunately, Dr. Nagai, our school-doctor is a specialist in pediatrics, and earnestly guides us from scientific point of view.

The teachers of the Hygiene Dept., nursing teachers, and school-nurses all help in the work, and other teachers make themselves responsible for the work in their charge. So things go on very well and with good results. When we ask young man-teachers to carry the materials when they arrive at the school, they say, "All right. It is our job," and work harder than the school servants. Before long, the principal, the head-teacher, and even governesses run to the spot to roll away heavy cans of milk, and convey cases of canned goods all of a sweat.

They always say, "Such a great deal. It is very kind of them," which impresses me deeply.

The work of the UNICEF School Lunch Service has taught me that there are a lot of difficulties, and that no ordinary efforts will solve them. At the same time, we were impressed with the great power of love and cooperation. We found, moreover, that this power manifests itself very strongly in our school.

Let us make our motto the saying, "Union is the key of all successes," whose calligraphic writing hangs put up in the "IKUYU SHITSU (companions-in-education hall)," and work with redoubled efforts for the happiness of the children, so that we may comply with the purport of the UNICEF Lunch Service.

(Apr. 30, 1950)

HANDBOOK ON ELEMENTARY SCHOOL HEALTH PROGRAM

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HANDBOOK ON ELEMENTARY SCHOOL HEALTH PROGRAM
P 204Foreword

Physical and mental health is a fundamental requirement for education. The promotion of physical and mental health should be the primary objective of education. It is with this principle in mind that the Fundamental Law of Education states as one of the aims of education the development of people, sound in mind and body.

In democratic education, the development of the individual worth is explicitly emphasized in the course of educational activities and physical and mental health is highly considered as an important factor in estimating individual worth. This means that health program in our education calls for a re-evaluation and a new recognition, and that the school health program based on these evaluation and recognition must be strongly promoted.

In view of present conditions in our country where the people, especially those in school, are far behind the standards of other countries in respect to growth and health, and their habits, knowledge and attitude towards a healthful life, the school health problem should be counted as one of the most urgent matters needing immediate and full attention.

It is natural that the above mentioned needs, more or less, stimulated the interest in and consideration of the school health problems in the newly organized school education. Most of the schools are now waiting for a useful and efficient guide towards a practical school health program.

This publication is a part of our program to meet such a desire of the schools. For the compilation of this book, first, we asked the authorities in this field to deliberate over the standard of planning the general program for the school health problems of the elementary school. This book is compiled according to the recommendations finally agreed upon among them, including the introduction, healthful school environment, healthful school life, school health service program and health instruction as its main contents. Of course, these are meant to be a suggestion, so the utilization of this book is wholly left to the discretion of respective schools. Each school is expected to exert its best to achieve the desired aim by planning a school health program suitable to the circumstances of each school and carrying it into practice.

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Chapter I Introduction

Section 1. Meaning of Health

In order to establish an effective health program in school, we must understand thoroughly what we mean by health and how important it is in our lives.

What is health? It is very difficult to define in one word. Health does not mean mere freedom from disease. It means a mental and physical condition most fitted for daily living. Consequently health must meet the following criteria:

1. We must have physical fitness, physical strength, endurance, and patience sufficient to carry on our day's work without too much fatigue, and be able to wake up refreshed the following morning after a good night's sleep.
2. Physical growth and development must continue regularly and smoothly. Height and weight must show increase through the period of growth, although the rate of increase is not necessarily the same every month.
3. We must have good appetite always. We must be able to enjoy our food, must be aware of the right amount of the right kinds of food, and we must have acquired proper food habits and attitude to eat the right kinds.
4. We must be free from remediable diseases. Remediable defects must have been taken care of, so that they do not cause any trouble. For example, all the decayed teeth must have been filled or taken care of.
5. We must always have right posture.
6. We must have interest and concern in our own health and also health of other people. We must take good care of our own health and cooperate to promote health of others.
7. We must have scientific understanding of our own health and promotion of health of our children. We must have the will to act according to these scientific principles.

One who can meet these requisites can be classified as a healthy person. Consequently health concerns the very broad area of our daily living. Health is living; health is growth. Health is something functional in our lives.

Health is not limited to a particular place or particular time. Health is not something that is limited to homes, or schools; health must be considered in all the places where human beings exist. Nor

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should it be limited to any period of our lives, such as infancy or adolescence but it starts when the baby is still unborn, and continues until he dies.

Generally speaking, the health status of our people is inferior to that of other civilized countries. Rates of TB patients, and their mortality are high; there are many parasites carriers; many cases of acute communicable diseases still exists; many have untreated decayed teeth. Besides, sanitary condition of society at large is poor and people's understanding of health is low.

Elementary school children are in the period of growth, a stage when their resistance against diseases is low. Their understanding of health is quite limited. The elementary school period is a particularly opportune time to establish good health habits and give the children some understanding of health in relation to their daily experiences in school and in the home.

The health program in elementary schools should provide not only means for the promotion of health for pupils, but should also give guidance as to how they should maintain their own health at present and also in the future. Health instruction should be used not only for passing out information but it should offer opportunities for pupils to have experience which will improve their knowledge, habits and attitudes on health. One of the special objectives of the school health program should be the improvement of each individual's health.

Section 2. Organization and Administration of School Health Program and Other Cooperating Agencies.

1. School Health Personnel

The maintenance and promotion of pupils' health in elementary schools require establishment and practice of adequate school health program.

In order to establish good school health program and implement it into practice, we must have sufficient personnel to conduct the program and the responsibilities of each individual officer must clearly be defined. Personnel for school health program includes classroom teachers, school physician, school dentist, health coordinator, school nurse, etc. The responsibilities of the health program should be properly divided among this personnel so that school health program may be carried out fully and cooperatively. Let us discuss the responsibilities of the health personnel.

a. School Principal - his responsibilities in the School Health Program.

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The school principal is concerned with the health and welfare of his pupils and his school staff, and understands the influences which school situations have on the health of students and staff. He is constantly active in the health education of school personnel, in maintaining a school situation which will best promote the most desirable health behavior, in helping to develop adequate health services, and in helping teachers to be alert to health problems. It is of primary importance to establish the school health program in cooperation with various health agencies, and to define the duties of each individual toward the accomplishment of these objectives. The school principal is responsible for taking leadership in acquainting the community with the health needs and resources of the school, and cooperation with health authorities.

It is the principal's duty to provide a safe and healthful school environment for the pupils and his staff. He is familiar with the criteria for a good school plant and seeks the help of the school physician, school dentist, and community health agencies in evaluating the plant and its program for maintenance. In planning the construction of a new school plant or in the modernization of an old one, he uses competent advice so as to recommend the type of plant, that will be in conformity with the best available standards in sanitation and other conditions conducive to safe and healthful living. It is the school principal's job to see that the pupils and staff cooperate in making the best use the supplies and facilities provided, and to help provide a wholesome mental, emotional, and social environment in the school. The principal develops a procedure for the continuous appraisal of the school health program. This consists largely of pooling observations from the health coordinator, nurse teachers, physicians, and others who have opportunities of observing the results in improved health status and improved individual and group health behavior.

The responsibilities of the school principal may be summarized as follows:

- (1) Present and explain the health program to the school staff for the purpose of clarifying the positions and responsibilities of the health coordinator and all the other personnel.
- (2) Appoint a health coordinator and allocate time for health coordination.
- (3) Organize a school health council which will act in an advisory capacity for planning the school health program.
- (4) Recommend for appointment school nurse, physician and dentist employed by the school and assign their functions.

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- (5) Give guidance in establishing and maintaining a community understanding of the cooperation to the school health program.

b. School Health Coordinator - his responsibilities in the school Health Program.

Coordination of health activities in elementary schools is indispensable for the development of effective school health program. Appointment of a person to engage in this work of coordination is very necessary in each school.

School health coordinator should be given administrative and supervisory responsibility over the health program in each individual school. The program should be planned by the School Health Council and the health coordinator. The details of the school health program are to be worked out in accordance with the fundamentals of this course of study. The health coordinator is held responsible for administration of the program, by utilizing the capabilities of all the school personnel concerned.

In most of elementary schools the position of the health coordinator will be a part-time one. The faculty member best trained for such work should be assigned with the responsibility. Physical education teachers, school nurses and others with a specific background for administering the school health program will be suitable to this position. In order to define more clearly the functions of a health coordinator, the aims of coordination and the responsibilities of a school health coordinator will be explained in the following:

- (1) Aims of health coordination program.
 - (a) Coordination of the health activities of the entire school personnel.
 - (b) Coordination between school health activities, and the activities of public health, and other local community agencies.
 - (c) Organization of a program of health guidance and instruction for the pupils and teachers so that they may have thorough understanding and appreciation of health.
- (2) Responsibilities of health coordinator.
 - (a) Meet with the school Health Council to:
 1. Make general plans for the school health program.
 2. Appoint the subcommittees of teachers and students to deal with specific problems.

- (b) Arrange for periodic inspection of environmental conditions by qualified Health Center personnel to be followed by conferences with school principal concerning desirable changes.
- (c) Stimulate interest in the health program on the part of the faculty.
- (d) Organize in-service training programs in health education for teachers and other members of the school staff.
- (e) Arrange for physical examination of pupils in cooperation with school nurse and the school physician, and health center director.
- (f) Cooperate with school nurse and teachers in finding health abnormalities of pupils, making adjustment in pupils' programs, and in securing clinical appointments.
- (g) Supervise problems of attendance, absences, and exclusions as they relate to health.
- (h) Aid nurses in the maintenance of health records.
- (i) Assist with plans for care of emergencies.
- (j) Make investigations on health and safety.
- (k) Direct the program for coordination of health service with education.
- (l) Direct integration of health instruction into the curriculum, with the assistance of the school health council.
- (m) Assist in the program of prevention of pupils' fatigue.
- (n) Promote nutrition program.
- (o) Promote mental health program.
- (p) Promote public relations in regard to school health program.

c. School Nurse - her responsibilities in School Health Program.

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The school nurse is to take charge of nursing and protection of pupils according to Item 5, Article 28, of the School Education Law. The following are her responsibilities:

- (1) Assist in developing and implementing policies and plans for the school health service.
- (2) Assist in preparing for and conducting school health examinations.
- (3) Work with the physician, dentist and other school personnel, to formulate and carry through adequate follow-up measures.
- (4) Assist in prevention of contagious diseases under supervision of the physician and in cooperation with Health Centers.
- (5) Assist in developing plans for a safety program. Give assistance in the handling of accidental injuries, sudden illness, and other emergencies.
- (6) Give advice to school lunch program in sanitation and maintenance of kitchen, cleanliness in preparation of food, and nutrition and sanitation of food.
- (7) Be familiar with the standards for a safe, healthful, and attractive school environment and give practical help and advice in efforts to reach and maintain those standards.
- (8) Assist in organization and conduct of school health consultation service.
- (9) Cooperate in health instruction program:
 - (a) In health instruction within required curriculum.
 - (b) In incidental health instruction.
 - (c) In obtaining data and information needed for health instruction program.
- (10) Keep health records, and advise teachers as to how best use of this information.
- (11) Assist in the promotion and maintenance of health of the school staff.
- (12) Help to procure and interpret data and information to evaluate school health service.

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- (13) Report to the principal and physician any information gained through her contact with teachers, pupils, and parents, and any suggestions which may affect healthful adjustment of school environment.
- (14) Visit homes of pupils and give advice on health matters when necessary.
- (15) Meet with health council nurses for knowledge of all over public health program (This is especially important now as there is little understanding of good active public health program by present school nurses).

d. School Physician - his responsibilities in the School Health Program.

The school physician should be familiar with the entire school health program. He should work in close coordination with other school personnel, health agencies and others in order to carry out the school health program. He should meet with the school health council and be a central steering force in the management of the council. The following are his responsibilities:

- (1) Assist the school principal and health coordinator in planning the overall health program and perform the professional duties connected with its operation.
- (2) Conduct pupils' physical examination according to established program.
- (3) Assist homes and community health agencies to gain thorough understanding as to their responsibilities toward school health program and stimulate them to give cooperation in the program.
- (4) Help in establishing procedures for the in-service education of non-medical personnel in the techniques of observation of health and behavior symptoms and in tests and measurements of growth and development and for the reporting of signs and symptoms indicating the need of medical attention.
- (5) In taking part in curriculum planning committees in all areas relating to health, see that school health examinations, correction of defects, immunization, and experiences with illness and the like are used constructively as part of the child's education in health.
- (6) Confer individually and in groups with school personnel concerning the personal health problems of pupils.

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- (7) Assist in providing and interpreting factual data for the periodic appraisal of the school health service.
- (8) Be sensitive to all environmental conditions affecting the health of pupils and of the school personnel, assist the principal in an advisory and supervisory capacity in his efforts to provide physical conditions conducive to safe and healthful living in school.
- (9) Work continuously with all school personnel to make the contents of the school health program contribute to the health of pupils.
- (10) Assist the health coordinator in evaluating the results of the health education program by furnishing and interpreting data on health behavior obtained as a result of health examination and from interviews with parents, teachers and pupils.
- (11) Participate in the education of parents in connection with health examination of their children in school, in getting action on necessary follow-up procedures, and in measures for the prevention of diseases.
- (12) Help the school principal interpret laws affecting school health procedures and cooperate in securing desirable changes.
- (13) Enlist the support of private physicians and of medical and other professional groups concerned with the treatment of children in securing effective follow-up, and arrange for the exchange of information necessary to a common understanding of the needs of the child by both the school personnel and the private physician and other professional personnel concerned with the care of the individual child.

e. School Dentist - his responsibilities in School Health Program.

Take charge of dental hygiene in school health program, complying with the regulations concerning school physician's duties.

f. Teacher - responsibilities in School Health Program.

- (1) Promote health status of pupils of her own class.
- (2) Make daily inspection of pupils in home room and report any pupil nurse needing special attention.

- (3) Conduct health education for the pupils of her own class.
- (4) Cooperate with health coordinator and school nurse.
- (5) Give advice to school principal, health coordinator, and others in establishing the policy of school health program.

2. Administrative Organization of School Health Program.

In order to establish and implement adequate school health program, and achieve most effective result in improvement of pupil's health, it is advisable to organize a school health council which will cooperate in establishing and carrying out the school health program.

a. School Health Council:

The school health council may consist of principal, PTA health committee members, health coordinator, school physician, school dentist, school nurse, physicians, teachers and health committee members of pupils. It is suggested that the council meet regularly once a month and call subcommittees to meet whenever necessary. The council should have authority to put into effect strongly the decisions which it passes. Among other matters the council may discuss such things as a yearly program, improvement of school health facilities, ways of complying with the various regulations of health, and any other health problems.

b. County, City, Ward, School Health Council:

It is recommended that the council consist of representatives of school health councils, director of health center, members of the child welfare committee, director of branch office of board of education secretariat, heads of educational sections, and public health sections of local government, and directors of other organizations related to school health.

The functions of such a council may well be to plan and carry out various programs for school health best suited to its particular locality and promote coordination between other school health councils. Surveys could be made of health programs of schools, as well as plans for yearly activities and coordination with public health activities.

c. Prefectural School Health Council:

The council consists of representatives of City, Town, Ward, or Village School Health Councils, members of the board of education.

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consultant in secretariat, director of public health department of prefectural government, representatives of organizations concerned with school health problems and others with adequate background. This council works to promote strongly school health measures in local education administration, and to establish close coordination between school health and public health administration.

3. Public Health Agencies.

The highest authority on public health is the Welfare Minister. The Welfare Ministry has such bureaus as Public Health, Medical Affairs, and Pharmaceutical and Supply. These bureaus have their own executive programs for public health. The programs of Social, Insurance, and Children's Bureaus have also direct bearing on public health.

At prefectural level, the Health Department works under the supervision of the prefectural governor. As branches of this department, there are health centers which look after health administration and health guidance.

In addition to these institutions, there are hospitals and sanitarium, under direct control of Welfare Ministry. Well-known private organizations, are the Tuberculosis Prevention Society, Mother and Child Aid, Japanese Red Cross, Seiseikai, etc.

a. Health Center.

The Health Center was first established according to the provisions of the Health Center Law, enacted in 1937, with the objective of giving guidance on health. There have been many changes in this institution since then, with the most revolutionary change being effected on 7 April 1947 when a SCAP memorandum was issued enlarging the health center program greatly. At present there are 639 health centers all over the country--organized on the basis of one center per population of 100,000--with most of them being established in the larger towns and cities.

These health centers have also taken over the health responsibilities which were formerly in the hands of the police. The area of responsibilities carried by the health center is now very broad, including administration, supervision, guidance, diagnosis and treatment.

The following is the basic program of a health center:

- (1) Public health nursing.
- (2) Hygiene of mother and child.
- (3) Statistical study of population changes.

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- (4) Bacteriological tests, and other various tests and examinations.
- (5) Oral hygiene.
- (6) Nutrition improvement.
- (7) Environmental hygiene and hygiene in general.
- (8) Health education.
- (9) Medical social work.
- (10) Prevention of communicable diseases.
- (11) Tuberculosis prevention.
- (12) Venereal disease prevention.

The director of a health center is responsible for health and sanitation of the region concerned, and recently his responsibility has increased greatly in its importance.

The public health nurse is an important member of the health center. Her main responsibility is to be a good counsellor to the individual and family for the improvement and maintenance of health. Her daily schedule includes visits to the homes with the sick, pregnant mothers, and mothers with infants and small children, and giving advice and guidance in (1) improving living conditions, (2) nutrition, (3) prevention of acute communicable diseases, tuberculosis, and other diseases, and (4) home nursing. In many areas she will be also doing the school nursing program.

b. Hospitals and Clinics.

Hospitals and clinics are institutions in which doctors or dentists conduct their medical or dental work in service to the public. Hospitals accommodate the sick and give scientific cures and treatment to its patients. (Medical Law; Doctor's Law; Dentist's Law.) Hospitals are sponsored by the nation, prefecture, and municipal (towns or villages) governments, public organizations or individuals, and each is functioning in its own specific way. Doctors are the central figures in a hospital, with nurses cooperating with them. Doctors, nurses and other medical employees and administrative officers make up the personnel of a hospital. The goal of a hospital is to promote public health through (1) care for the sick, (2) education of doctors, nurses and other medical employees, (3) prevention of diseases and increase of health, and (4) research study in the field of medicine. There are various kinds of hospitals according to the cases they treat, such as general hospitals (including departments of internal treatment, surgery, plastic surgery, treatment for the eye, nose, ear, and throat); hospitals with one or two

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or these departments; hospitals for contagious diseases, sanatorium for leprosy or tuberculosis (so common in Japan that it is called our national disease); insane asylums which are closely related to mental hygiene; hospitals for cancer, sanatorium with hot springs utilizing them as a means for cure.

Hospitals for contagious diseases are usually managed under municipal, town or village responsibility while hospitals for tuberculosis and leprosy are sponsored by the national government. Insane asylums are conducted by prefectural government and private doctors. National hospitals are former military or navy hospitals released for the use of general public.

The nursing and nutrition programs in the hospitals have not been satisfactory in the past. Since the recovery of general physical strength and vigor through better environment and adequate living is essential in the cure of disease, improvement in the skills and method of nursing and better nutrition programs are greatly needed and recommended. We expect that much can be accomplished in lowering the mortality rate due to sickness and decreasing the period necessary for cures by raising the standards of nursing and adequate guidance for administration of hospitals. As to the medical expenses, encouragement and improvement of various social insurance systems and social security measures are now being taken. Much is expected for medical social work in the curing and treatment of the sick and needy people.

3. Child Welfare Council; Child Welfare Counsellor; Children's Committee.

In compliance with the objectives of the Child Welfare Law, central and regional child welfare councils have been organized to make investigations and deliberate on matters pertaining to children and pregnant mothers, and to submit recommendations to the Welfare Minister or prefectural governors. Under prefectural government, child welfare counsellors take charge of child welfare. These child welfare counsellors are case workers, and their main responsibility is to study each individual child's case and take proper action accordingly. At present, however, there are a very few child welfare counsellors and the program is quite limited. Children's committees of cities, towns and villages are organized in order to cooperate with these counsellors. The responsibility of these is one and the same. Both child welfare counsellors and children's committees should keep in close touch with schools, in order to have accurate information on their children, while schools should utilize these organs more and more. At present social welfare committees are assigned with the work of children's committees too.

4. School Health and Public Health.

The school health program is designed to be conducted for the assistance of those within a special environment, that of the school.

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therefore it cannot be separated from the school program as a whole. That is why this has been classified as one of the educational activities in our country. On the other hand school health is an area of public health and these two cannot be separated either. Schools cannot separate themselves from the community but are closely related and strongly influenced by each other. It is natural, therefore, that schools will also get various stimuli and limitations from the community on health matters. It is obvious that the school health program is improved through improvement of the public health program and is retarded when the public health program is backward. Also, development of the school health program often contributes greatly towards public health planning. Especially in health education, which is so basic to growth of public health program, public health depends to a large extent on the influence of school, since health education of the public can to a large extent be accomplished through school health education. The same may be said about tuberculosis prevention. A prevention program for tuberculosis in our country should be directed toward the youth of the nation. So when the program of tuberculosis prevention is successful in schools where most of our youth may be found, we can say our tuberculosis prevention problem is one big step nearer solution.

Thus public health and school health are closely related to each other. Moreover, neither program has at present sufficient facilities or personnel. Consequently the two should more closely coordinate their programs and try to supplement each other's deficiencies. The difference in jurisdiction--school health program coming under the Education Minister and public health program under the Welfare Minister--has caused some difficulty in coordination in the past. However, such a difficulty can be and should be avoided through the mutually helpful attitude and enthusiasm of the people concerned in these programs.

Those who are in charge of school health should cooperate with the health center in its region. These health centers are still in process of reorganization and programs are still in the stage of development. However, they are the centers of health guidance in the region concerned and have many specialists. Schools will be greatly benefitted by obtaining technical assistance from these specialists and cooperating with them in establishing a comprehensive school health program.

For instance schools can apply to health centers for help at the time of physical examination. X-ray examinations are often necessary to complete physical examinations but very few schools are equipped with it while health centers have this equipment available. The cooperation of the two is very simple and easy. And if any one is found with tuberculosis by this examination, the public health nurse will visit his or her home. Schools must obtain the latest information concerning contagious diseases in order to protect the pupils from them. This, too, can be accomplished through close cooperation with health center. In addition to the above, schools can get assistance from health

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centers for parasite examination, elimination of parasites, trachoma prevention, disinfection, cleansing, rodent control, etc.

Health centers set as service stations for promotion of public health, so cooperation with and utilization of these institutions will benefit school health and also help improve public health.

Section 3. Laws and Regulations Pertaining to School Health

Knowledge of laws and regulations pertaining to school health is necessary in order to establish an adequate school health program. Our school health program should be based upon the true understanding of the spirit of these laws and regulations, and should contribute towards improvement of individual and public health status. The following laws and regulations related to school health are quoted here for your reference.

- a. Fundamental Law of Education, Art. 1
- b. School Education Law
- c. Regulations Concerning Application of School Education Law
- d. Board of Education Law
- e. Law Concerning the Enforcement of Board of Education Law
- f. Regulations Concerning Application of Board of Education Law
- g. Standard for Establishment of Upper Secondary School
- h. School Physician and Kindergarten Physician Act
- i. Regulations Concerning Responsibilities of School Physician
- j. School Dentist and Kindergarten Dentist Act
- k. Regulations Concerning Responsibilities of School Dentist
- l. Regulations Concerning School Physical Examination
- m. Regulations Concerning Prevention of School Infectious Diseases
- n. Regulations Concerning Cleaning of School (Education Ministry Ordinance)

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- e. Regulations Concerning Survey and Statistics of School Health
- p. Infectious Disease Prevention Law
- q. Tuberculosis Prevention Law
- r. Parasites Prevention Law
- s. Trachoma Prevention Law
- t. Venereal Diseases Prevention Law
- u. Preventive Vaccination Law
- v. Health Center Law
- w. Food Sanitation Law

Chapter II. Healthful School Environment

Section 1. Objectives of Healthful School Environment.

It is the school's responsibilities to provide its pupils with healthful environment, in order to promote sound democratic education. The following four objectives will be accomplished when pupils study in healthful school environment:

- a. To improve and maintain health of the pupils.
- b. To maintain mental and physical safety of the pupils.
- c. To increase efficiency of pupils' learning activities.
- d. To enable pupils to live in clean and beautiful environment.

Section 2. Matters to be Considered Concerning School Facilities.

A. Plans and Designs of Schools.

Environment is an important factor for health and hygiene. It is the responsibility of the school to see that the school grounds, school buildings and other facilities meet scientific standards and health principles.

Under the present economic condition it may be impossible to immediately improve all the inadequacies in school but we can improve them gradually. When we continue to strive toward our goal and thus approach

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the ideal healthful school environment for pupils. What is then an ideal environment from the standpoint of pupils health? The following is an outline which we trust will be of guidance towards this improvement.

B. School Grounds.

The grounds should be selected by giving first consideration to health, safety and convenience of the pupils. In order to conform to the above the following points should receive careful consideration:

1. Select a location with ample sunshine, good ventilation, and good drainage.
2. Select a location where good drinking water and water for protection against fire is obtainable.
3. Avoid a location near a precipice or the bank of a river. If possible select a high and dry area.
4. Avoid locating the school near a factory which may release gas fumes, dust and smoke injurious for health.
5. Avoid locations near congested highways, noisy factories, commercial amusement places, crematory, jail, and other institutions which are likely to give undesirable influences on education.
6. Avoid locations near factories which manufacture or deal in ignition materials and explosives, or other places of danger.
7. Consider the distribution and density of pupils' homes and select a convenient location from standpoint of communication distance.
8. Select a location where the school may have ample space and an adequate playground.

Besides, it is desirable to beautify the school which students will enjoy and appreciate through various means, such as planting trees and shrubbery, or making lawns and flower beds. It is important that walks and a section of the play area is paved so that pupils may have a dry play space right after the bad weather.

C. School Building.

Plenty of space should be left between buildings on the ground, as well as at the borders of the site in order to provide sunshine and also as a protection against fire. Classrooms and other rooms should each be given most convenient location to ensure good administration of school program. Good exposure of classrooms is also an important consideration. Ordinary classrooms which pupils and teachers use constantly

should face south, south-east or east. This does not necessarily apply to such special rooms as library or drawing room, or when some local climatical condition indicates special consideration. Schools built to meet these requirements will not only assure ample sunshine and good ventilation, but also minimize hazard from fire, earthquake, etc. and may possibly assist in the escape and rescue from the danger.

In addition to the above, school buildings should be well constructed to guard against hazards of earthquake, storm and fire. School buildings should be equipped with fire extinguishers, and sufficient supply of water as protection against fire. Pupils also should be protected from heat, cold, noise and dust. Water supply for drinking, lighting and other additional facilities must receive due consideration in order to make the entire school plant good healthful environment for the pupils.

1. Lighting.

In order to assure adequate sunlight to be admitted into the school room window areas should be equal to $1/5$ of the school room floor at the minimum. The windows should be set close to the height of the ceiling permitting the sunlight to enter every corner of the room and to keep the amount of sunlight constant. Especially drawing rooms, laboratories, handicraft rooms, and drawing rooms require much sunlight. However, some controls must be set up to protect the students from bright rays of light. In order to adjust the sunshine it is suggested that upper and lower curtains be installed which operate from the center of the window. The ideal method of natural lighting is to admit the sunlight from the left hand side or left backward. It is not good to set the window in front of the desks of pupils or let pupils sit facing the window. The blackboard which is too near the window or which reflects light will be harmful to pupils' vision. To avoid direct sunlight it is suggested that the seats of pupils be arranged at an angle of 50 degrees.

The skylight should not be used except for an auditorium, or art or handicraft room facing the north side, because the degree of light varies intensely.

Regarding the coloring of the wall and ceiling of the school room it is desirable to color the former in cream, yellow, or pale green, and the latter in white or near it. The use of glittering paint or gaudy coloring on desks and other equipment should be avoided.

The coloring in the room should meet the light conditions.

The desks and chairs should be movable, in order to permit seating to be adjustable to the light.

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It would be ideal if supplementary lighting could be arranged even in the day time in case the degree of sunlight pouring in the room drops below 30 Lux (one lux means the light that one candle power discharges within the circumference of one meter).

The standard of lighting in the evening school is as follows:

Electric lights are best.

On desks and blackboard of general classrooms
library, laboratory, handicraft room, gymnasium 120 Lux

Drawing room, sewing room, etc. 200 Lux

Auditorium, large hall, dining room 50 Lux

Stairway, corridor, toilets 40 Lux

Even the lowest lighting should not be less than a half of the above standards.

Concerning artificial lighting, an indirect light or semi-direct light is ideal, but the degree of light is not high enough without additional use of power. It is advisable to cover an electric bulb with shade or globe when using a direct lighting in order not to impair eyesight.

2. Ventilation; Keeping Warm

When many pupils stay in one room, the air grows bad. There must be windows that can be opened easily and in part for ventilation. It is better to have a window which is divided into three parts, upper, middle and lower openings. If this not feasible, it may be divided into two parts.

There are various types of windows; but the type of window moving at an angle to the perpendicular line of the window is most advisable, since in inclement weather only the upper half of the rotating window can be opened, thus enabling good ventilation without putting pupils into the draught. Besides, this device keeps the rain from pouring into the classroom through the windows. Special consideration should be given to ventilation of such rooms as laboratories, workshops, kitchen, and bath rooms where dust, gas, bad odor and steam escape.

The standard dimension of a school room of the wooden school buildings is 6 meters wide, 10 meters long and 3 meters high for 40 pupils. When the number of pupils increases, more attention must be paid to ventilation.

In addition to the windows, it is efficacious to set ventilation holes on the wall or a ventilation chimney. Ventilation by means of motor is more effective, but it may not be feasible under the present economic condition of Japan.

In order to protect pupils from the cold, the buildings must be well constructed and not allow the cold wind to come in. The room must get plenty of sunshine too. To keep warm, it is better to use roofing and wall of non-heat-conducting material. The main windows should face south.

3. Protection against the Dampness, Cold and Heat

In cold weather when the humidity is high, it feels very chilly. So provisions must be made to keep the place dry.

When the room temperature falls below 10 degrees C, it is better to have heating. There are various kinds of heaters but stoves are most commonly used now. We usually burn coal or wood in these stoves so it is essential that we set up a chimney to take away the smoke and gas.

Charcoal burners should not be used in classrooms. If charcoal should be used for some special reason, however, great care must be taken in the ventilation of the room.

When we burn fuel (coal, wood, charcoal, gas) we must be especially careful as they produce carbon monoxide, which is poisonous, as well as carbonic acid gas and dust. For the temperature of heating we must keep 18° - 20° and it is not good to overheat. We must always take care of stoves and chimneys so as not to cause a fire.

Good ventilation is the first requisite for protection against heat. Main windows should face toward the direction of summer winds, and be opened even on rainy days. (See the section on Ventilation).

Ventilation should also be set under the floor and the attic.

Secondly, it is necessary to prevent strong rays of the sun. In order to do this it is necessary to use the material for the roofing and the wall which are non-conductor of the heat. Awning must be used when necessary. Also it is advisable to plant deciduous trees (not evergreen) to the south or west of school houses to prevent the direct sunshine, or have ponds, pools or lawn shut out the heat reflected from the ground. It is also suggested that curtains, bamboo blinds, etc. be used to guard against too much sunlight.

4. Protection Against Noises.

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Noises coming from outside the school can be prevented to a certain degree by changing the location of school buildings, fences or the positions of windows. To prevent an echo in the school room it is most efficacious to use "tex" (fibre board), cement plate, etc. When foot steps make too much noise on the floor, the floor construction must be improved, and the hard floor should be covered with materials which deaden the sound such as mats or rugs. Better selection of foot gears will also reduce this kind of noise.

5. Dust.

Dust in the classroom comes through the cracks of the windows, ceilings and floor. It is also often brought in by pupils' dirty foot gear. Footgear and outer clothing should be cleaned before entering the room. It is necessary to shut the window tightly against strong winds which raise up dust. Cracks of the ceiling and the floor can be avoided if good materials are used. Also it is advisable to pave a part of playground, to plant a lawn, shrubbery, and trees. Education Ministry Ordinance, No. 2 Regulations Concerning the Cleaning of Schools should be followed in cleaning school buildings.

B. Health and Welfare Facilities.

1. Water Supply.

There will be fewer problems if a pure public water supply is available. When a well is used for drinking water it is essential to examine the quality of water and sterilize it, if necessary, by chlorination; that is to put one part of chloride in 250,000 parts of well water (4 grams of chloride for every cubic meter of water, or 4 milligrams for every litre of water) and to stir the water thoroughly.

A well should be separated from the latrine and dumping places by at least 10 meters. The opening must be about one meter above the earth surface, in order to prevent the water on the surface from flowing into the well. It should be surrounded by a non-permeable casing. It is also necessary to use non-permeable materials for the casing below the surface, at least the upper part of it. Concrete tubing 3 centimeters or more thick is good non-permeable material for this purpose. When stone or wood is used for casing, it should be paved with clay 25 centimeters thick (cover with clay and beat it hard).

The casing should have a lid to prevent contamination of all kinds from entering into the well.

Pumps should be used as much as possible as the open bucket type will easily become unsanitary.

Wells can be very convenient if the water is raised by mechanical pressure, with the use of a pump for instance, and carried through pipes and taps.

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The water in the well must be kept clean under any circumstances.

2. Drinking Facilities.

There should be several drinking places at well located spots on the school grounds. Drinking fountains, being more sanitary, should be provided if possible. However, fountains with water running continually are wasteful and the pedal operated type is more satisfactory than one in which the water is turned on by hand. Also, it is more sanitary to have water flowing at an angle from a covered outlet, rather than gushing out from one which is exposed.

Each pupil should have his own drinking cup, hand towel and soap, etc. Washing and drinking places should always be kept very clean and neat.

3. Toilets, Drainage, and Washing Facilities.

Flush toilets are ideal. In using flush toilets we must train pupils to be careful only to use paper of special quality, and to push or pull the handle gently. There must be placed in each toilet an enamel covered pot with a good lid to put wastes other than paper. This will keep the toilet from going out of order.

If flush toilet is not feasible the "improved toilets" recommended by the Welfare Ministry (See the Appendix) must be used and not old-fashioned ones. It is also necessary to devise means for keeping off flies and rats and admit the sufficient sunshine and fresh air inside the latrine. The floor of latrine should be made washable with water.

In order to assure good drainage, school ground, wells and sewage system must be adequately planned. Drainage should be made by discharge tube and be laid in the underground especially for flush toilets, kitchen, bath-rooms, laboratories, etc. It is also necessary to furnish manholes to facilitate cleaning and location of breakdowns needing repair.

It is very much to be desired that each classroom be equipped with adequate washing facilities. Clean wash basin should be installed and fresh running water provided at all times. A large mirror would be desirable for use over the basins. A large, shallow pool, suitable for washing feet, should be constructed in the playground or near entrances into the classrooms. Mats should be provided for drying the feet, before going into the classrooms.

4. Dining Room, Kitchen, Warehouse:

A dining room with ample space, sunlight, and good ventilation, some flowers on the table, pictures on the wall is that which we all desire to have. A dining room should have a washing basin, cold and

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hot running water supply. It is also suggested that a sink for washing dishes may be installed. Cupboards with small boxes for each individual pupil to put in his lunch and other eating utensils are desirable. Furthermore some heating facility to keep their lunches warm in the winter will be very helpful.

The entrance for the delivery of materials, storage room for food supplies, washing sink, cooking tables, stoves, serving tables, facility to sterilize utensils, cupboard for eating utensils, etc., should all be planned in such a way that the work connected with preparing, cooking, and serving food as well as washing of dishes and utensils can be conducted in the most efficient manner. Lighting, ventilation, fire prevention and sanitation must all have thorough consideration. Means must be provided that vegetables are sterilized before being brought into the kitchen.

The kitchen office should be located where supervision can be done effectively and where the supervisor can talk to tradesmen and others without admitting them into the kitchen. There must be a rest room, night duty room, toilets, and washroom for the cooks.

The dining room and the kitchen should be kept free from rats, flies, dogs, cats, etc. The kitchen, especially, should have screens to keep flies out. Also no one except the personnel directly connected with cooking should be allowed to enter the kitchen. The garbage must be covered at all times. It must be kept in an adequately covered receptacle and be carried away without much delay.

The storehouse for feedstuff must be constructed to keep rats from coming in.

5. Health Room

A health room or unit should be located in a quiet place and as near to the teachers' room as possible, where it can get ample sunshine and fresh air. It should be equipped with the following articles. It is desirable to divide this health room with a medical unit, a rest unit and consultation unit. It is recommended that a health room be the size of a regular classroom.

a. Consultation Unit (about one-half of the regular classroom)

- (1) Desks for a doctor and for office work.
- (2) Chairs (regular and smaller revolving chairs for patients, and for office workers)
- (3) Baskets for clothing

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- (4) Shelves for appliances
- (5) Tables for appliances
- (6) Bag for medical appliances
- (7) Screens
- (8) Washing facilities
- (9) Bars for the towels
- (10) Soap dishes
- (11) Shelves for drugs
- (12) Shelves for records, etc.
- (13) Thermometer and hygrometer
- (14) Trash baskets
- (15) Dust bins
- (16) Toilets

b. Rest Unit--(about one-half of the regular classroom)

- (1) Beds, chairs, small shelves, small tables
- (2) Pillows
- (3) Blankets
- (4) Inhaler
- (5) Ice packs
- (6) Oil cloth
- (7) Hot water bottles, small heaters
- (8) Mouth piece
- (9) Washing facility, towels, soap dish, etc.
- (10) Washing basins
- (11) Trash basket

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In addition to the above, if possible, there should be a physical examination room with a dressing room adjoined.

6. Shoe shelves

Shoe shelves should be installed in the school and dormitory where it is required to take off wooden clogs or shoes. These should be placed near the vestibule, hall, etc. where they will not obstruct passage.

When these shelves are placed along the corridor, sufficient space should be allowed for a passage.

For sanitary reasons the shelf should not be inside the classroom nor should wooden clogs or shoes be inside the dormitory rooms.

It is necessary to place a mat or facility to wash shoes in front of the porch or the vestibule for removing mud from shoes and thus the shelf can be always kept clean. If it does become soiled, cleaning should be done outside the school house. In order to facilitate carrying a big shelf outside the house, it is suggested that several partition shelves be made which can be placed one on top of the other. If a dust chute is available for carrying out dust, the shelves may be built into the wall.

7. Disposal of Waste

Waste can be classified into two general types, that is, dust (combustible and non-combustible) and garbage. Usually, in either case, it is kept in a sanitary bin or garbage can until it is taken away by the municipal, town, village or private organization collectors. An incinerator can be used on the school ground. Its location should be carefully selected and it will be less cumbersome if it is made large enough to burn all the waste for the day all at once. Fallen leaves and dead twigs can be burnt and the ashes used as chemical fertilizer. Kitchen garbage can be used to feed pigs that are kept in the school as teaching material for agriculture courses, or utilized as fertilizer in practice farming. In such a case sanitation must be carefully guarded.

Brooms, dusters, mops, buckets, etc. for cleaning school rooms must be kept at some adequate places.

8. Desks, Chairs, Blackboards, and Lockers

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Desks and chairs should conform to the size of pupils. Consequently it is better to have at least three different sizes; large, medium and small.

Each pupil should find out for himself the proper distance to leave between desk and chair when he is seated with good posture, but the teacher must help him to determine this factor.

The desks and chairs should be adjusted to the type of learning activities, the amount of light, etc., so that the combination of desk and chair in one piece of furniture is not advisable.

Desks and chairs should be made strong and coated with good varnish which does not give too much shine. The surface of the desks should be smooth and firm. Seats should be curved to conform to the shape of the thigh.

Blackboards may be dark green or black and not shiny. They should be placed where every pupil in the room can have a clear view. Creeks, faded paint or an uneven surface of the blackboard is very bad for vision.

Blackboards and erasers should be cleaned every morning. Bulletin boards may be made of fibre board of soft wood and be movable.

When a classroom is assigned to a specific class the pupils of that class can use the desks in the room as their own, and put their belongings in them. If, however, a class does not have a specific room assigned to it, then there must be a locker for each pupil. These lockers can be made along the corridors, in the hall or other places. Lunches and eating utensils may be kept in the closet of the dining room. If there is no such convenience, a part of the locker may be used for the purpose or a special shelf may be erected in the classroom, that these may not get mixed with other belongings.

The walls of the classroom, auditorium, dining room, halls and other places may be decorated with pictures, photographs and posters. Flowers and statues may be also placed appropriately. However, pictures or posters should not be fastened to the blackboard or the walls between the windows.

It is necessary to place trash or waste paper baskets with lids in the classrooms, halls, auditoriums and playgrounds. These receptacles are easily soiled, so should be often cleaned and kept sanitary.

9. Safety and Fire Prevention:

The following precautions are necessary to assure safety and to prevent fire, in addition to the suggestions already given as

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to the selection of school site and buildings:

- a. Fireproof walls with fireproof doors should be placed in every necessary part of the school building.
- b. Fire plugs, fire extinguishers and water reservoirs should be provided at every necessary spots in the building and grounds.
- c. Escape stairs and emergency exits must be installed and fire-fighting and safety equipment made available.
- d. The school auditorium or gymnasium should be made fire and earthquake proof and be made to accommodate not only school pupils but also people of the city, town, or village in the event of calamities.
- e. Any rooms in the school where fire is used should have fireproof construction.
- f. In order to assure safety the width of floors, stairs and the height of steps and railings should be constructed according to the regulations.* The number of stairways should meet the need according to the number of rooms upstairs.
- g. Furniture and equipment in the school which are liable to be contacted by pupils should not have sharp corners at places where contact is likely to be made. These corners should be made round so that no pupil may be injured by accident.
- h. Floors as well stairs should never be slippery.

There are many instances of great damage by fire due to the fact that the fire extinguishers are not in order, or that fireproof doors would not close, or that there is no water in the reservoirs. Frequent inspection must be made to see that all these facilities are in good condition. Also teachers and pupils should practice together prevention of accidents and conduct regular fire drills as well as practice escape and rescues.

Section 3. General Administration of School Facilities.

If we pay careful attention to the administration of school facilities daily, we can discover damages in their early stages and pieces needing repair. Immediate repairs should be made and good upkeep maintained. The following are some suggestions for the general administration of these facilities:

*Standards of Buildings, Law #201, 24 May 1950

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1. Maintain cleanliness and orderliness on the school grounds. See to orderliness, good drainage, safety and proper repair of physical education equipment and facilities.
2. Check the condition of water supply and the amount of water in the fire prevention reservoirs.
3. Examine outside walls, foundations, etc. Determine as to whether there are any cracks in any decay or breakage. Look for decay from dampness in the wooden construction which is seldom in sunshine, and for damage done by termites.
4. Maintain cleanliness and orderliness in the buildings. Specially attention should be given to floors, window panes, walls, lighting appliances and desks.
5. Look for any dangerous breakages or cracks in the pillars, beams, floors and walls. Leaks in the ceilings, walls, or any on the floor from water supply pipes should be corrected.
6. See if all the fire equipment and facilities for escape are in good order so that they will be available in case of fire or disaster.
7. Careful attention should be given to the places where fire is used. See if electricity is used properly. (Electrical resistance should be tested at least once a year.)
8. See that window shades and curtains are in good repair and that desks and chairs are arranged conveniently.
9. Examine regularly for cleanliness the dining rooms, kitchens and drinking places, as well as washing facilities, toilets and bath rooms.
10. See that trash boxes are properly placed and that they are kept clean.
11. Check the condition of the health room (medical room and rest room).

Chapter III. Healthful School Living

Section 1. Healthful School Day.

A child's physical, intellectual and emotional development depends greatly upon his school life. Therefore, if this phase of daily living is so organized and conducted as to insure health, both physical and mental, he will be able to obtain the maximum enjoyment and accomplishment

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from his daily studies. It is desirable that daily programs and classroom schedules be planned and school environment be properly arranged so that children may look forward to their school days with joy.

A. Healthful, Adequate Schedules.

Schedule making is very important foundation for instruction. The minimum number of teaching hours for each subject in one year is stated clearly in the law, but no standard is set down regarding weekly teaching hours, the length of one lesson, or combination of subjects. These are all left free to each individual school to decide, and are very apt to be done according to past practice. Some scientific principles, drawn from education, psychology, and health administration are basic in the preparation of the healthful schedule. The actual condition of school procedures, community activities, and the results of past experience must be considered.

B. The following are suggestions for schedule making:

- a. Variety of subject matter and physical and mental relaxation must be considered.
- b. More than one subject may be arranged within one period depending on grade and subject matter.
- c. The schedules should be made with consideration of the number of special rooms, athletic fields, gymnasium, and auditorium, etc. as a basis.

C. Home Work.

Assignments of home work to supplement work at school and cultivate the habit of study at home. It will also build the habit of self-study. The following should be considered in this connection in order to avoid any undesirable effect on both mental and physical condition of the child.

1. It should be accomplished with a moderate amount of effort on the part of the child, and not overload him with work.
2. Home condition must be considered.
3. Health status of the child must be considered.

Section 2. Suggestions for Teachers in Regard to Classroom Health.

A teacher should observe constantly the health status of her pupils. She must watch changes in appearance, attitude, and learning activities of the pupils. She must watch also abnormal postures and be aware of atmospheric conditions of the room which may cause fatigue. Through such

observation, a teacher can detect certain ailments and determine which pupils tire unduly. At the same time she can check on the cleanliness of body and clothing.

If she finds any unhealthful condition in a pupil, she should give him proper guidance and refer him to the school nurse for consultation. If the whole class show fatigue or differs from the normal status, it may be indicated that (1) there should be more variety in activities or subject matter for teaching; (2) atmospheric conditions may need improvement; (3) the seating plan should be changed; (4) the teacher should introduce short rest periods.

Section 3. Emotionally Healthful Atmosphere.

Healthful school living should include not only physical and mental aspects but also emotionally healthful atmosphere, since it has an important effect on health status. The following are some suggestions in regard to this point:

A. Causes for Irritation, Worry and Fear Should be Eliminated as far as Possible From School Living.

School would be a very important and joyful spot for children. School life is often made unhealthful and unpleasant through carelessness in school administration, or conduct of teaching programs, causing emotional maladjustment. The following points should receive consideration so that all the causes for restlessness, worry or unnecessary fear can be eliminated:

1. Subject-centered curriculum should be revised to one centered around the actual life of the children.

Subject-centered curriculum often neglects the interest and needs of students and makes them mere grade earners--a cause of unnecessary restlessness and worry.

2. Guidance must be given to direct pupils according to their aptitude.

The tendency in the past has been to pay little attention to children's aptitude or fitness, and only encouraged accumulation of miscellaneous information prescribed for that particular year. This type of education often produced unhealthy emotional situations for pupils. Guidance should follow the direction of pupils' aptitude and possibilities.

3. Attention should be given to the organization of groups in class and to the nature of their leadership.

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When the program is pupil-centered, various groups will be formed naturally within the class. The personality of leaders of those groups is a very important factor in producing emotionally healthy atmosphere, besides that of other members.

B. Inferiority and superiority complexes caused by grades should be eliminated.

It is natural that some pupils make better marks than do others. This should not be allowed to cause feelings of inferiority or superiority among pupils.

1. Class organization.

It is not easy to decide whether it is better to organize the class based on abilities of pupils, or to mix better and weaker pupils in one class. The latter may be better when the curriculum is based upon the actual life of pupils. Also it will help to eliminate superiority and inferiority complexes.

2. Suggestions on guidance in teaching.

a. When a group project is completed, all participants should be informed as to results of their work and be given opportunity to experience the joy of accomplishment.

When an individual pupil finishes his own project, he should be encouraged; especially when a weak pupil has accomplished his objective he should be given the opportunity to appreciate his success.

b. A teacher should be a friend to her pupils, and guide them in their projects. A teacher should not force any project of her planning on pupils or try to dictate to them.

c. To assure each pupil the best environment mentally and emotionally, teachers must appreciate the status of each individual pupil, and treat them with due respect to their personality.

3. Points for consideration when pupils' performances and exhibitions are planned.

The tendency in schools to limit participation is to the same group. Encouragement should be given all pupils to participate and express their interest and capabilities.

Section 4. Adequate School Lunch Program.

Adequate administration of the school lunch program is a major consideration in promoting of school health.

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Guidance on what, when, how and why to eat will be included in the health instruction program. The school lunch program should be conducted so that all the experiences and knowledge may be utilized to form good habits in pupils' daily living. We must have adequate facilities and sufficient personnel to provide well balanced lunches as a program of practical education, centering around nutrition. Also, we must provide pleasant surroundings for serving the meals.

Through adequate administration of such facilities, pupils can get proper nutrition by supplementing inadequate meals brought from home, opportunity to eat new foods and greater selection of food.

Such eating experience should be given with clean, well prepared food, served in a pleasant environment, where pupils can be with their friends in a congenial atmosphere.

Section 5. Provision for Exceptional Children.

We mean by exceptional children who are weak in their capacity for living and who find it difficult to get education similar to that of normal healthy children. Some special provision should be made for such children. Since equal educational opportunity should be offered to all, some facilities must be established to give proper education to those with mental or physical difficulties.

The statistic tells us the following percentages of those exceptional children (taken from "Educational Psychology"):

<u>Types of difficulties</u>	<u>Estimated Percentages</u>
Blind children	0.03
Weak vision	0.14
Deaf	0.08
Hard to hear	0.15
Defect in limb	0.30
Physically weak	3.00
Difficulty in speech	1.00
Feeble minded	2.50
Border line cases	5.00
Exceptionally bright	7.00
Socially maladjusted	3.00
Total	22.10

The school Education Law provides for establishment of special classes or schools to educate those who have abnormal characters, the mentally weak, the deaf and those who have difficulty in hearing, the blind and the weak-sighted, those who have difficulty in speaking, other handicapped children, and those who have weak constitutions. So when there are children who may better be educated separately from normal children, schools may organize special classes or send them to special schools.

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When the degree of abnormality is very slight, and it is possible to educate them in the regular class with other normal children, teachers should devote special attention to such children. The following are suggestions for handling such children in the regular classes:

1. Those who need special attention due to their physical difficulties are so-called children with weak constitution, such as those who are under-developed, undernourished, those with abnormal chest (flat chest, concave, paralyzed, abnormal spine curvature, etc.), those with anemia, poor appetite, habit of unbalanced diet, lack of general physical strength, those who have habitual headache, stomachache, habit of bed wetting, or night sweating, those who are sickly or those who have abnormal constitution. First causes for such abnormalities or defects should be discovered by physicians. Schools and homes should work together toward treatment or correction. At school, as well as at home, those children should have plenty of fresh air and sunshine, good temperature and humidity, good nutrition and sufficient sleep and rest. They should be guided to try their best to regain good health. Teachers should watch their appearance and behaviors in the classroom, and see if their seats are adequately placed, if their exercise and activities are not too strenuous, etc. Assignments of home work should not be done to the extent to overload them. Special attention must be given to avoid fatigue.

2. Those who need special attention due to their mental difficulties are feeble-minded children, children with abnormal character, or too nervous children. These children often worry, are melancholy, reticent, slow in speech and action and easily excited. They have often very strong preference in studies, do not play well, are reserved and shy, and tire easily. Their emotions are very unstable. They may be lazy, get angry easily, tell lies, and be obstinate. They often are quite vain. They may be cruel to animals. They have habits of stealing. They are often very poor in understanding and have poor memory. Power of attention may be weak and span of attention is apt to be short. They usually make poor grades. When we have these types of children, first we must check their environmental condition, such as hereditary elements, condition at their birth, and nursing in infancy, past diseases, homes and friends. We must ask specialists to detect the causes. We must try every possible means to eliminate the causes. We must keep them from developing an inferiority complex. We must not irritate them with worries or fears of punishment. We must place them in a happy and cheerful environment.

In addition to the careful attention and guidance by the classroom teacher, schools should arrange for adequate facilities to protect and help those children with mental or physical difficulties. We must detect through physical examination, health consultation, tests on character and aptitude and investigation on environment those children who need special protection. Homes must be notified; physicians and specialists must

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be called for cooperation. Specific plans and organizations must be set up to give proper guidance in and outside school, guidance about future education, and vocational training, so that these children may also finish courses in compulsory education.

The following are some suggestions for such special classes or schools:

1. The children should be placed in proper classes or schools according to their difficulties.
2. Curriculum should be as similar to the regular one as possible. Promotion to higher grades or schools should be as similar to that of normal children as possible.
3. Close contact must be kept with physicians, hospitals or other health agencies concerned.
4. Those who have regained health should be reassigned to classes of normal students.
5. Not only should they be placed in healthful environment and under proper health guidance, but they should also be guided to acquire health knowledge and hygienic way of living.
6. Persons specially trained who have an aptitude for such work should be assigned to become teachers of such special classes.
7. Such educational institutions should have strong backing of public opinion. They require real understanding of parents and community people. Schools must orient them and get them interested in this work. Schools must ask for cooperation of not only parents but also other public organizations concerned.

Section 6. Physical Education and Recreation As School Program.

Objectives of Physical education includes sound development of body and mind, and fostering of social character. Physical education activities hold a very important role in the promotion and maintenance of pupils' health. These activities should be conducted not only during the required physical education periods but also integrated with all other school activities. School health program should be closely coordinated with the physical education program.

A. Exercise and relaxation during class periods.

Our life has a big rhythm. Every day of our adults' life should consist of strain and relaxation, work and rest. So adequate change between study and rest is necessary for children to secure healthful living

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too. Teachers ought to make plans of exercise suitable to their classes. They must watch status of fatigue in pupils and select kinds and amount of activities accordingly. Learning will become much more active and interesting by including activities. Teachers should always aim at good balance between perception and physical activities.

B. Sports after School -- Intramural Program

Although exercises are very good means to promote health, tendency is that only limited number of children who are particularly interested in activities stay after school and engage in sports without due supervision. This must be changed. All the children should be taught to understand the value and importance of physical activity. They must be directed to participate in physical activities suitable to their age, sex, and status of health. For instance each pupil should be guided to take some individual or team sport, according to their physical strength, and through such participation in sports, they should be led to develop interest in physical education activities. They should be guided to develop self-expression, self-confidence, and leadership through various games and other activities. They should be taught to enjoy activities. Careful selection of games and other activities should be adapted to physical development of individual and group. Teachers should give proper guidance so that children may enjoy them at home or neighborhood playgrounds.

C. Recreation as School Program

Healthful environment for children cannot be attained merely through better facilities or organization. The entire school life must be pleasant to them. A comprehensive recreation program, besides the required physical education program, will be very helpful. Folk dancing is very effective. Our group life, or community life requires cooperation of every member toward its improvement, yet, in addition to that, good leadership is very essential. This leadership should be true to its meaning of the word, and should not be a dictatorship. Good leadership training is required in group activities of recreation program.

Members of community should be those who always create cheerful and emotionally healthful atmosphere. Such a quality is developed through living in cheerful and healthful environment. Schools should encourage such social and emotional development. Sound recreation program within school will be a very effective means.

D. Athletic Medicine

1. Physical education activities must be adapted to the health status of pupils. In this connection, the following points should be kept in mind:

The health status of each pupil must be thoroughly understood through the health examination. Adequate guidance must be given

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by handling separately the healthy pupils and those who are ill or have a mental or physical handicap.

2. Guidance in activities for the sick and other pupils who have difficulties should be given by qualified physicians or medical specialists. The following points are suggested for consideration in developing a program for this group:

a. Any strenuous exercises such as swimming, apparatus work, and very active games should be prohibited for the physical weak, the convalescent, those with severe anemia, respiratory diseases and the under-nourished.

b. Those pupils who have heart trouble may do light walking or limited calisthenics if the case is not very serious.

c. The pupils with tuberculosis must not engage in physical activity.

d. Pupils with hernia or menstrual difficulties should refrain either from all activities or from heavy gymnastics and jumping activities if the case is not very serious.

e. Swimming must be prohibited for those with eye and ear diseases.

f. Special attention must be given those with epilepsy, diseases of sense organs or nervous system.

g. Corrective exercises may be given to those pupils who have motor difficulty, abnormal chest conditions or flat-feet.

3. Attention must be given to the following points in relation to physical education activity programs.

a. Preparation of environment, such as playground, etc., should be arranged to suit the activities.

b. Warming up and finishing exercises should be done.

c. Exercise must be given gradually, from light one to heavy one.

d. Strenuous exercises must not be given right after eating or just before meals.

e. Excessive heat, cold, and places with much dust must be avoided.

f. After participation in activities, they should wipe off perspiration, and wash hands, and bodies, or take shower if available.

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g. Special attention must be given to the discovery of subjective or objective symptoms of fatigue, bearing in mind that these symptoms vary greatly with the individual.

h. Pupils must be made to realize that proper rest, and sleep are very effective for recovery from fatigue.

i. Types, degrees and duration of activity program must be appropriate to the age, developmental stage, health status and sex difference.

j. Effort must be made to prevent injury.

Chapter IV. School Health Service

Section 1. Meaning of School Health Service

School health service includes all the services that schools render for the sake of pupils' health, checking developmental and health condition, giving specific protection when necessary. It includes all the work concerned with school physical examination, school lunch program, health consultation, protective measures for pupils of weak constitution, prevention of diseases or first aid.

Section 2. School Physical Examination

A. Objectives:

Education must be conducted to suit the physical and mental development of the pupils. Teachers and school administrators should be well aware of mental and physical status of each individual in order to conduct an educational program to meet the needs of each child. Pupils also must be kept informed of their own growth and health status, and directed to acquire a sound attitude toward maintenance and promotion of their own health.

The school physical examination is given in order to discover physical defects and meet needs of handicapped child. Thus it is essential that a comprehensive physical examination and good follow-up program must be conducted in each school.

B. Preparation for Physical Examination.

School administrators, school health personnel, teachers, pupils and parents, all those concerned, must fully understand the value of physical examination and cooperate in the preparation and conduct of the physical examination program. It is important that personnel concerned with this examination is familiar with their responsibilities. A suggested plan for division of responsibilities follows:

1. School Personnel and Pupils.

a. Principal: Principal supervises the preparatory program. He also reports the planned physical examination program to the homes of the pupils.

b. Health Coordinator: He holds a preparatory meeting for making specific plans of the examination, calling it to the attention of the School Health Council and others concerned. Date of the examination, number of pupils to be examined per day, schedule of examination for each class, rooms for examination, responsibilities of each teacher, assignment of assistants, scope, method and order of examination, method of recording, matters calling for attention and follow-up programs should be discussed at this meeting. Health Coordinator also cooperates with classroom teachers, school nurses and coordinates the duties of these people for the successful conduct of the examination. Health Coordinator and nurse must cooperate with school physician and school dentist as to the conduct of the physical examination.

c. Teachers: Classroom teacher arranges physical examination record cards of her own class. She prepares her pupils as to the contents, method and proceedings of the examination, so that it may be conducted efficiently. The teacher also prepares reports to the examiners of pupils based on her daily observation. She also makes preparation for sending reports of the findings of the examination to homes.

d. School Nurse: School nurse prepares the examination room and examination equipment. She should prepare information for the examiners about the pupils based on her daily observation, and bring health records up to date.

e. School physician and dentist: They coordinate with school authorities on preparation for the examination in order to conduct the physical examination successfully. If other physicians are to be called in as assistants, they should agree as to the procedure and standards of the examination.

f. Assistant Examiners: They must understand thoroughly what their duties are in the physical examination program and clarify any points of confusion in regard to proceedings, recording, etc.

g. Pupils: They should observe what teachers have told them in regard to the procedure, understand the program order and cooperate in the conduct of the program. They must also make such preparations as taking a bath before the examination, putting on clothing which is easily removed or loosened, etc. Thought should be given to questions to be asked about matters requiring the examiner's advice.

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B. Examination rooms and equipment.

Quiet rooms should be selected for the examination. Lighting heating and ventilation must be checked. Rooms should be arranged in order of the examination program. A dressing room should be prepared when necessary. All equipment to be used must be checked in advance. Measurement appliances, the eye-test chart and color vision test and all other devices and materials must be gone over carefully so as to ensure the examination proceeding smoothly and under the proper conditions.

C. Examination.

Physical examination should be conducted in compliance with the Regulations Concerning School Physical Examination. It must be conducted with full understanding of the procedure and methods. Preferably, measurements should be taken by one person only during the entire examination to assure standardization.

The school principal must exercise supervision on the examination day so that everything is carried on as planned.

The health coordinator must see to the smooth proceedings of the program. Teachers should attend the examination with their own classes and help the doctors with information gathered from daily observation of the pupils. They should also note the physicians' advice and suggestions.

The school nurse will cooperate with the doctors and specialists according to the requirements.

The school physician should have the information provided by classroom teachers and the school nurse and give as thorough examination as possible to each pupils. He may ask for cooperation of the Health Center if the situation at that particular school makes it appear necessary.

The pupils must be quiet, observe carefully instructions given, must not interfere with examination of other children and listen to the doctor's and nurse's advice and explanations.

D. Follow-up Program.

An adequate follow-up program of physical examination is one of the most important things in school health program. The following are some suggestions on this matter:

1. Arrangement of physical examination cards;

Unless physical examination record cards are well kept, no adequate guidance can be expected for the individual pupil, so

accurate data be obtained. Consequently teachers must carefully check the recording of each card to see if there is any omission or mistake. Also teachers must be kept well informed of health status and condition of growth of each individual pupil. The school nurse has an important responsibility in the interpretation of these findings to the teacher.

2. Notifying pupils and their parents on physical examination results.

The results of the physical examination should be made known thoroughly to the pupils and the parents so that they are well informed of their own or their children's growth and health status and that necessary measures may be taken when needed.

3. Coordination between nurse and parents.

School nurse should contact parents and interpret to them the results of physical examination. Nurse should see that necessary follow-up measures are taken by parents. Nurse should keep contact with parents on health status of pupils.

4. Consideration on organization of classes.

Classes are to be organized with due consideration of development and health status of pupils. It is desirable to make special classes for the sake of the physically weak and mentally retarded or otherwise handicapped pupils.

5. Consideration of seating plan.

Desks and chairs must be of the shape and dimension which will suit the various developmental stages of pupils. Seating must be planned especially for the benefit of those who have difficulty in hearing or sight.

6. Provisions for the sick.

Adequate guidance must be given to those pupils found with disease or defect. The principal or school nurse should contact their parents and recommend for them to receive treatment at private doctor's or health center and encourage them to follow instructions. School nurse and home room teacher should observe closely these pupils. School should do its best in promotion and maintenance of health through health consultation and preventive measures.

7. Statistics of the results of physical examinations and their utilization.

The results of physical examination should be collected and made into physical examination statistics. This data if properly explained by charts and graphs may be very effective in the motivation of

pupils, teachers and parents to improve health conditions in school and the promotion of a comprehensive school health program.

Section 3. School Health Consultation.

A. Objectives.

School health consultation plays a very important part in school health service. Through this service the follow-up program of physical examination can be well carried out. The pupils who are found with disease or defect through health examination and need special attention can be checked regularly and given adequate advice. Teachers or school nurse may find the information through their daily observation. Parents may ask for health consultation concerning their children's health. It is desirable for teachers and parents to be present at the health consultations.

B. Cases for School Health Consultation

The following are the principle cases in which advice and suggestions will probably be required, although many other cases will doubtless be brought to the attention of the school physician and others responsible for the health of the children.

Checking of pupils who must be watched particularly for signs of tuberculosis infection; checking of those who are beginning to show positive reaction in the tuberculosis reaction test. Checking of pupils who have just recovered from illness and those who are especially weak; checking in the stages of growth and development; adjusting school work to the physical capacity of pupils; survey on the causes for undue fatigue or inactivity or other symptoms of abnormality; guidance in corrective program; medical examination; consultation as to the selection of occupation and advisability of planning to attend higher schools; advisability of keeping children away from school for some period; guidance in nutrition; correction of unsanitary habits, etc.

C. Method of Management.

It is advisable to conduct school health consultation at least once a week. Application for consultation should be checked in advance by the school nurse and teachers. The school physician should make a detailed record of points of consultation, diagnosis and advice. X-ray examination, blood sedimentation test, examinations of bowel movements and urine, and other physical examinations can be given, if necessary, through the cooperation of the health center. The school nurse must keep in touch with teachers and homes in this consultation service. She must also effect a liaison between homes, school and health center, or other public health agencies.

Section 4. School Dental Hygiene

A. Significance of School Dental Hygiene: School dental hygiene programs should cultivate in pupils a sound attitude about teeth and oral hygiene, increase knowledge on how to prevent oral diseases and how to promote oral health, and how to develop right habits of dental hygiene. It will encourage children to receive proper treatment of prevention. It will endeavor to foster healthy people.

Dental diseases are one of the most common ailments in elementary school age. No school health program can be set up without consideration of this situation. Decays of permanent teeth start about the time children go to elementary school, and show rapid increase up to the time of graduation from lower secondary school.

Everyone wishes to have good teeth all through life, and desires the same for his children. The care of teeth should start when children are still very young. Attitudes in dental care, knowledge on dental hygiene and good habits of oral hygiene should be developed in children. All the necessary preventive measures should be taken.

School is the place of education, where these programs are practiced for a group of children under systematic planning, in pleasant atmosphere. Furthermore elementary school age is the best time to build health of teeth and mouth.

B. Objectives of School Dental Hygiene

1. Sound nutrition and thorough chewing should be encouraged to develop good teeth and mouth.
2. Cleaning of teeth and mouth should be promoted in order to prevent diseases.
3. Take all the possible preventive measures. Early detection and early treatment should be encouraged.

In order to accomplish these objectives, dental hygiene education, dental examination and its follow-up must be conducted in and outside of school.

C. Dental Examination.

Early detection of decayed teeth and other defects and early treatment is especially necessary for teeth, as they never recover from any damages done to them. They should be properly taken care of during children's elementary and secondary school period.

School dental examination is not only important to keep children's teeth in healthy condition, but also will educate pupils to cultivate habits of having their teeth examined regularly all through their life and getting any treatment found necessary through this examination.

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It is recommended that dental examination be given twice a year. Decays, lach and status of treatment concerning infant teeth and permanent teeth and condition of the oral organs and walls, and bite should be checked and recorded on the chart. The chart will assist in the follow-up procedure as well as in observing changes through the years.

D. Follow-up Procedure.

All the defects found through the dental examination should be corrected completely. Dental examination has little value unless all the corrections and treatments are completed. This, however, has not as yet been fully appreciated by school officials and parents.

If possible arrangements for necessary dental treatment should be made by the parents with the children from poor families to receive free treatment, or treatment at a much reduced fee. It may be noted that many children are covered by National Health Insurance for dental care.

School dental clinics may be one very effective means for encouraging dental treatment to children under the present conditions in our country. Such projects may be financed by city, town, or village, PIA or National Health Insurance. Minor charge may be collected from the children if necessary.

As has been discussed, there are many ways for conducting a dental follow-up program, but the most important point in this program is to make children and their parents understand the need of early treatment.

E. Preventive Measures.

It is estimated that there are new methods of prevention which will reduce the cases of decayed teeth by half. We must remember, however, these will not eliminate all the decay and we must continue filling teeth at the earliest stage possible.

F. Dental Hygiene Instruction.

Understanding of our people about dental hygiene is very poor compared to that of other civilized peoples. Dental hygiene education should be encouraged very much.

The past tendency in our schools has been that only dentists are interested in school dental hygiene program and that teachers have paid little or no attention to it. This is very wrong. Dentists are responsible for only half the area of dental hygiene program and the other half is really dental hygiene education.

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Classroom teacher should be the one who gives dental hygiene instruction, and the school nurse and her assistants should cooperate with the teacher. Although he may give some instructional program at some special occasion, the main sphere of the dentist is as technical advisor to teachers. Teachers should make best use of his professional knowledge by consulting him on matters concerning dental hygiene in the school program. Teachers have many opportunities not only in regular instructional program, but also various extracurricular occasions, such as physical examination, preventive treatment days, school lunch program, etc. The campaign, "Week of Prevention of Decayed Teeth" offers a good opportunity for dental hygiene education.

The following habits should well be formed.

1. Eat balanced meals.
2. Avoid eating too much sugar. Be sure to clean teeth after eating sweets.
3. Brush teeth correctly twice a day.
4. Have two dental examinations each year. Have any defects treated as soon as possible.
5. Chew well.

Repeated drill must be done until the habits are well established.

Content of instruction is discussed Chapter V of Health Instruction.

Section 5. School Lunch Program

School lunch program is an important service not only for children's health but also for the program of health education. Many elementary schools are giving school lunches to their children, and its significance is well recognized now.

1. Health Instruction through School Lunch Program

School lunch program should be used as a means of health instruction on nutrition, meals, and food, and it should give correct knowledge and develop sound habits and attitudes. The following are some suggestions on this point:

a. Correct eating habits

- (1) Washing hands before meals
- (2) Right posture

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- (3) Chewing well
- (4) Balanced diet
- (5) Relaxation after meals
- (6) Greetings at table

b. Preparation and cleaning after meal

- (1) Sanitary handling of eating utensils
- (2) Cleanliness of tables
- (3) Keeping food properly

c. Health and nutrition

- (1) Food which makes us healthy
- (2) Adequate quantity and quality of food
- (3) Digestion and assimilation
- (4) Unclean food; food and diseases
- (5) Cooking of food
- (6) Preservation of food

2. Suggestions for teachers

When school lunches are served for children, teachers should bear in mind the following points:

a. From the standpoint of health of children:

- Are combination and cooking of food adequate?
- Are they well and tastily prepared?
- Are the eating utensils clean?
- Is food distributed in sanitary way?
- Are the children enjoying their lunches?
- Is proper guidance given to correct the habit of unbalanced diet?

b. From the standpoint of education

Teachers should check repeatedly whether school lunch program is conducted in educational way (for instance, teachers tell children to wash their hands before the meal, but have the teachers themselves washed their hands? It is very important for educationists). Social atmosphere should be created. Teachers should teach manners at table.

3. Coordination between school and home

School health council, school lunch committee, health coordinator, health teacher, or school nurse should cooperate with parents, or PTA and try their best to have a sound school lunch program.

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For instance they should investigate what children eat at home or what parents would like to have their children get in school lunch. They should make menus based on the findings of these investigations, to supplement in school lunches the nutrition which children do not receive at home. Parents should receive guidance on kinds of nourishment that are necessary for children. In addition they should invite mothers to help with the preparation of the lunch. This will help to increase interest in and understanding of parents for school lunch program. (See "Handbook on School Lunch")

Section 6. Protective Measures for Exceptional Children

It is desirable to organize special classes or special schools for the physically weak, mentally retarded and for the children with handicaps.

A. Special classes:

Special classes should be organized according to the type of defects or difficulties, such as those with weak constitution, the feeble minded, those with difficulties in hearing, vision, speech, etc. These classes should be limited in the number of pupils depending somewhat on the type and extent of handicap.

B. Special schools:

These special schools are educational institutions, similar to the schools for the blind, and the deaf, where pupils with certain mental or physical difficulties are educated. It is desirable to have separate schools with specially trained staffs for meeting needs of children with the different types of handicaps. If the physically weak and mentally retarded pupils are placed together in one school, entirely separate classes must be organized based upon these physical and mental conditions.

Section 7. Immunization

A. Objectives of immunization

Many cases of communicable diseases appear every year in our country and result in death for a considerable number of our people. Most of these diseases can be prevented by giving artificial immunity or can be held to very minor cases through immunization. These communicable diseases not only cause much suffering and disappointment to the individuals, but also cause great social unrest, and are a big financial burden to the country or local public bodies. The Immunization Law has been passed to prevent communicable diseases. Every one in the nation must be immunized according to this law. Prevention of communicable diseases also call for better drainage and sewage system, improvement of environment, seclusion of the patients, disinfection and general health examination.

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B. Kinds of immunization

Immunization against the following twelve diseases is required by the Immunization Law. Artificial immunity against these diseases is very effective:

- (1) Small-pox
- (2) Diphtheria
- (3) Typhoid fever
- (4) Paratyphoid
- (5) Whooping cough
- (6) Tuberculosis
- (7) Typhus
- (8) Cholera
- (9) Plague
- (10) Scarlet fever
- (11) Influenza
- (12) Weil's disease

The immunizations against the first six are given regularly, while those against the latter six are given when they are prevalent or when there is danger of epidemics.

C. Exception and postponement

We should take immunization on the date designated by the city, town, or village authority. It is natural, however, that there are some people who cannot receive the immunization on the particular day for some reason or other. According to regulations, these report and are certified by the mayor, or master of town or village for the postponement of immunization. These people are required to take it as soon as their excuses expire.

Individuals who need no artificial immunity, such as those who are suffering from, or who have suffered from small-pox, whooping cough, typhoid fever, paratyphoid, or those who are infected with tuberculosis are exempt from this requirement. These patients will receive certificates from the Director of Health Center through the physicians who have diagnosed their case.

D. Immunization program during elementary school period.

Immunization against the following diseases is conducted regularly during the elementary school period.

1. Small-pox and diphtheria.

Children in the sixth grades must take them within six months of graduation from elementary school.

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2. Typhoid fever, paratyphoid, and tuberculosis.

All pupils should be immunized against these diseases once a year. School principal should call attention of the parents to this law if they are negligent in observing it. School principals are authorized to require the pupils to be immunized.

Since elementary school pupils are immunized frequently the situation offers a splendid opportunity for health instruction. The immunization procedure should not be conducted mechanically, but the opportunity should be utilized for teaching children about prevention of communicable diseases, cultivating correct understanding and attitude toward the significance of preventive program of communicable diseases, and public health in general.

Such sources of information as the record of regular health examination and daily observation records will furnish valuable data for the examining physician. In addition health status of the children on the day of immunization must be carefully checked. If there are any children who show signs of requiring special attention, the physician should be notified of it. It is advisable to keep these children separated from the healthy ones.

Those who have shown a strong reaction after the first injection should be treated in a similar way.

The physician determines who must not be given the injection because of their health. Generally speaking, those who suffer from the following should not be immunized: those with high fever, those who are debilitated, those with beri-beri, kidney trouble, heart trouble.

It is recommended that after the injections children be kept quiet, not be given a bath on that day, and the spot be kept clean. In case of tuberculin immunization, it leaves a spot for a considerable time, and consequently should receive special attention.

The condition after the injection should be observed for some time and if too strong reaction should appear, the physician concerned should be notified. It should not cause any fear against the immunization.

Accurate immunization records should be kept. The tendency in our country has been towards unreliable records which has resulted in many errors. According to the Immunization Law, the mayor, master of town or village should give the individual a certificate after the injection. So accurate recording is very important. At a minimum the record should include the name, age, address, date of immunization, amount of the vaccine used, and frequency of immunization.

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Section 8. Isolation

Teachers should be constantly alert to note any deviations from good health of their children. Especially at morning inspection, they should try to detect symptoms at their earliest stage, by watching complexion, expression, eruptions, general appearance, and behavior. If any child is found to have any indication of contagious disease, he or she should be referred to school nurse immediately and necessary actions should be taken. If a child contracts contagious diseases, prescribed instructions for disinfection should be followed under supervision of the school physician and with cooperation of health centers and public health department. This offers an excellent opportunity to give other children instruction on the prevention of contagious diseases. Isolation of the sick child should be carried out immediately.

Common cold, whooping cough, mumps and such skin diseases as scabies and scald are often overlooked in the daily inspection. Teachers should call attention of school nurse to any child with symptoms indicating such diseases. The parents should see their physician to receive the necessary instructions in such instances.

The regulation should strictly be observed that any child coming back to school after contagious disease must first have the written approval of the physician, and present it to the proper school official.

"Regulations on School Contagious Diseases" gives in detail instructions on the actions that are to be taken in connection with a contagious disease case. Every teacher should be very familiar with all the regulations in order to assure that necessary actions will be taken immediately.

Section 9. Safety and First Aid

School environment should be to the children the safest place, as well as the most pleasant. In addition to cleanliness, tidiness and other sanitary considerations, school buildings, school equipment and physical education equipment should always be kept well repaired. The playground should be kept free from all the dangerous articles such as broken pieces of glass, tiles, nails, or racks.

A fire evacuation plan in case of fire should be formulated carefully and children should be well trained for a quick exit in case of fire or other emergency.

All the apparatus, equipment and drugs for first aid should be kept in good order. School should do its best to guarantee the safety of children's lives.

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Children's safety should be carefully guarded at home as well as at school. Complete instruction should be given to children on safety measures and regulations set up to protect them. It is poor practice to constantly warn children against activities which are inherently dangerous. Rather the emphasis should be on guidance and instruction. School grounds, public playgrounds and other open places should be made available for play to assure protected areas. Children should be taught to play games and participate in activities which are less hazardous. Home should be equipped with first aid drugs and equipment.

It is very important that all children be properly instructed as to traffic regulations. Many deaths are caused by traffic accidents annually. For instance, children should be well trained to walk on the right side of the street, to follow the traffic signals, and to look carefully for coming trolley cars, motor cars or bicycles at the crossings. They should be taught not to play on the busy street. They should receive instructions on how to get on and off vehicles of all kinds.

Chapter V. Health Education

Section 1. The Definition and Importance of Health Education

It is clearly stated in the Fundamental Law of Education that health is indispensable for both teachers and pupils in any type of school in carrying out education. Therefore, it is needless to say that education for preserving and promoting healthy bodies is necessary.

With regard to health education to be carried out in schools of various levels, especially in elementary schools, systematic guidance should be given to pupils in order to cultivate and develop good habits and attitudes, and adequate skills and knowledge concerning both physical and mental health for social as well as individual benefit and for the future as well as for the present. When health education is given systematically and continuously, pupils may form desirable habits and lead a right life regarding the maintenance of health. Thus, pupils as well as individual health may be maintained and people may use their abilities fully. It is such an education that elementary schools need most in their education on health.

Health education should be carried out throughout the entire life of the pupils, utilizing every opportunity available. Methods should be used to arouse pupils' interests to the fullest extent by selecting suitable teaching materials on health education and correlating it with their daily experiences.

Judging from the conditions of the bodily growth and development and also from the death rate and disease rate, the present health condition of our people is far from satisfactory. The incidence of communicable diseases in our country, such as tuberculous diseases, diseases of digestive organs, etc., is far worse than that in various foreign countries.

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The general public does not have enough knowledge and training concerning health. Many elementary school pupils are suffering from intestinal parasites, trachoma, etc., which is, in part, due to not being well trained in their habits, attitude, and knowledge concerning the maintenance of health.

It is obvious then that health education has a very important mission in improving the various imperfect conditions mentioned above.

Section 2. Aims of Health Education in Elementary Schools

Health education is to be conducted for the promotion of children's physical and mental health as mentioned above. In order to obtain better results from this education and also to have pupils lead a healthier life, it is necessary to have good objectives for guidance in health education.

The aims of health education in elementary schools is to cultivate habits, attitude, skill and knowledge necessary for leading a healthy life and thus to maintain their health upon which the greatest individual, domestic and social happiness depends and with which people can serve the community.

Especially in the lower grades in elementary schools, acquisition of habits and attitudes necessary for leading a healthy life, should be of first importance. That is, greater importance should be attached to pupils' activities for preserving health than to the requirement of knowledge for preserving health. However, as the grades advance, it is necessary for them to have fundamental knowledge in order to preserve their health and to solve satisfactorily new problems concerning health which they may meet in the future.

According to the general aims as mentioned above, guidance should be given to pupils of each grade by setting suitably feasible systematic and practical objectives for guidance, considering the respective level of each grade.

The objectives for each grade should be fixed according to the condition of the mental and physical development of pupils and the special characteristics of the local community. The following items are considered specifically necessary for guidance.

- a. Cultivation of good habits and right attitudes regarding meals, bathing, sleeping, physical exercise, clothing, etc., required for leading a healthy life.
- b. Observation of caution in daily life against traffic accidents, fires, injuries while taking exercises, etc.
- c. Cultivation of good habits and right attitude for taking precautions against infectious diseases.

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d. Acquisition of knowledge which leads to the understanding of the state of one's health.

e. Cultivation of an attitude towards cooperation in improving health at home and in the community.

Section 3. Methods for Health Education in Elementary Schools

In health education the methods used should respect the spontaneity of pupils, allow for individual differences, meet the needs of the community, and necessitate encouragement of the cooperation with pupils' families.

Guidance in cultivating good habits and right attitude for leading a healthy life should be given, based on the daily experiences of pupils. Health education should not be limited to schools. It should be conducted continually at home and in the community also, by adopting a guidance method which covers the 24 hours of daily life of pupils.

Prior to explaining the guidance methods, general principles to be followed in conducting health education are given below:

1. To provide pupils with opportunities to implement health principles in their daily living.

In order to cultivate good habits and right attitudes regarding the maintenance of health, pupils should be given as many opportunities for such training as possible.

To this end teachers should try to remove as many unfavorable conditions as possible, and give pupils favorable opportunities in healthful living. In other words, importance should be attached to affording them with opportunities of learning through practice in their daily life.

2. To select teaching materials from children's life and to choose those interesting to them.

Teachers should endeavor to select interesting teaching materials taking into consideration the findings of close observation of children's life, their physical and mental development and the actual conditions of their domestic and social life.

3. To give continuous guidance:

Healthful living is not something that we experience only once. Promotion of health is our task to be carried on 24 hours a day, and at the same time throughout our life. Therefore, continuous training is of

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the first importance in health education. For example, guidance in "Washing hands" should be given to the sixth grade pupils as well as to the first grade; this should also be practiced in lower and upper secondary schools.

The following are specifically important matters regarding the methods for health education in elementary schools:

1. Instruction by classroom teacher.

In elementary schools, school doctors, school dentists, school nurses, etc., are concerned with the health of pupils. However, health instruction should be given by teachers in charge of classes.

It is a classroom teacher who is best acquainted with the mental conditions, physical development, diseases, abnormality, domestic conditions, etc., of her pupils. She is in best position to give pupils necessary guidance in maintaining their health. Of course, it does not mean that only classroom teachers conduct health education, but other school personnel should cooperate with them as opportunities arise.

In this case, teachers in charge of classes should determine concretely the objectives and contents substance of health education for individual pupils, for some groups and for the whole class, and set up specific methods so that guidance may be given in their home life and community life as well as in their school life with the help of co-operators in respective fields.

2. Instruction integrated with the entire curriculum.

Health education has a close relationship with all the curricular subjects of the elementary school. In any class work, attention should be paid to the posture, eyesight, power of hearing, rest, breathing of fresh air, mental health, etc., of pupils.

From the standpoint of contents, health instruction has a close connection with science, social studies, homemaking, etc. Accordingly, in teaching these lessons, teachers should endeavor not only to have pupils understand what they teach, but also to cultivate good habits, attitude and skill regarding the maintenance of health. All the teachers should try to avail themselves of every suitable opportunity in teaching health, being well acquainted with the substance of guidance in health education.

The following table shows the substance of health education included in the science, social studies and homemaking courses which are closely related with health education:

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Course	Social Studies	Science	Homemaking
Grade			
1	(1)What should we do to be considered as good children at home and at school?		
	(2)What should we do to keep ourselves in good health?		
	(3)What should we do in using our own things or others?		
	(4)How do we secure our food, clothing and dwellings?		
	(5)What rules should we observe and what should we do, when we go on a trip?		
	(6)What should we do in order to have a good time among ourselves?		
2	(2)What should we do in order to keep ourselves healthy and safe?		
	(3)What should we do in taking care of plants and trees and in utilizing them?		
	(7)How can we have a good time?		
	(8)What should we do to keep our surroundings pretty and clean?		
3	(2)What should we do to choose suitable clothing?		
	(3)How do we build a house?		

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Course Grade	Social Studies	Science	Homemaking
	(5) In what ways are animals useful to mankind?		
	(6) What should we do to secure various things?		
	(7) What caution should we pay in using water, electricity and gas?		
4	(1) How did our ancestors determine the location of their dwellings, build their houses and furnish them with furniture?		
	(2) How did our ancestors prevent various dangers?	How can we make our bodies strong?	
	(4) What should we do in making various things and securing them under difficult natural environment?		
	(5) What should we do in using things and facilities under difficult environment?	What animals are there around us?	
	(9) What facilities are necessary to control social life?		
5	(2) How can we keep ourselves safe and healthy?		(2) Children as members of their home.
	(5) To what extent have discoveries and inventions made our life comfortable?	(8) What devices should we adopt to eat good food?	(3) Manage your business by yourselves.

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Course Grade	Social Studies	Science	Homemaking
	(8) What should we do to make our life enjoyable?	(9) What relation- have our dwellings and clothing with our health?	(4) Children's business at home.
	(9) What facilities are necessary in governing a country?		(5) Manage your business by yourselves.
6	(2) What develops our society? (3) How can we lead a safe life?	(2) How are men utilizing living things? (8) How is our body functioning? (9) How can we prevent infectious diseases?	(1) Healthy daily life. (2) Home and rest. (3) Preparation of a simple meal. (4) Taking care of old people.

3. Instruction directly connected with actual life of children:

Methods based on health needs of the pupils are naturally those directly related with the actual life of pupils. In order to give guidance to make the actual life of pupils more conducive to their health by observing their health conditions daily, teachers should have a good understanding of their actual life, and give guidance based on such understanding. It is desirable that teachers be well acquainted with the actual needs of pupils and endeavor to remove unfavorable conditions against their healthful living.

4. Instruction to be given by utilizing teaching techniques

As teaching technique is required for any lessons, so it is especially required to be studied for conducting health education. An aim of health education is to give consistent guidance to pupils so that they may have an understanding, form a sound attitude, and then practice it as a habit in their daily life. Therefore, there should be developed various types of teaching technique. Teachers should study direct and indirect teaching methods for giving pupils strong impressions, thorough understanding and for awakening a keen desire to practice.

a. Effective use of reference books.

It is necessary to give pupils suitable reference books on health education. In choosing such books, teachers should try to find those having substance to make pupils take more interest in their health and to promote their desire to improve their health, taking into consideration the intelligence and physical and mental development of pupils, social conditions, etc. It is also necessary to prepare clippings from newspapers, magazines, etc., and to collect pamphlets.

b. Utilization of posters, kamishibai, lantern-slides, motion pictures, radio, etc.

In order to make pupils take more interest in learning and to incite their desire to lead a healthful life it is especially necessary to utilize various means of visual education in addition to talks. These methods are very effective in impressing pupils. It is desirable that not only each school form a plan for showing motion pictures, lantern slides, etc., but also that several schools in the same district exchange their own lists of films, slides, etc. so as to utilize their materials mutually. It is desired also that many of these materials be prepared by pupils and teachers and through cooperation of many participants.

The environment of a school itself will be made an effective means for health education by arranging the school site, school buildings, clinic, etc., in good order. It is also necessary to devise plans for utilizing instruments for measuring bodies and physical strength. Experimental materials (breeding of animals and cultivation of plants, experiments in nutrition, etc.) for health education should also be provided.

5. Instruction in regular lessons and school functions:

It is recommended that one hour per week at least be allotted for health education. A course of study and teaching materials are included in the following chapter for guidance. This one hour may be divided into three periods of 20 minutes each, or into two periods of 30 minutes each for giving instruction. It is advisable that each school and class formulate concrete plans for guidance, and teachers in charge try to give interesting and stimulating guidance.

Periodical or occasional functions conducted in schools may also be utilized effectively, if there are any which have connection with health education.

Section 4. Materials for Health Education in Elementary Schools.

1. Standards for the selection of Teaching Materials.

The selections of teaching materials for health education should be made according to the aims of said education, as in the case of other subjects. Special attention should be paid to the following points as the standards for the selection of teaching materials from the point of view of health education.

- a. Materials should be suitable for the cultivation of desirable habits, attitude, knowledge and skill for the promotion of health.
- b. Materials should be useful for pupils' safe living.
- c. Materials should be fit for the stage of the physical and mental development of pupils. In other words, materials should be those within the scope of the ability, interest and experience of pupils and those with which teachers can obtain satisfactory results from the majority of the pupils.
- d. Materials should be adapted to the season, weather and local conditions.
- e. Materials should be conducive to the promotion of public health.

2. Scope of Teaching Materials for Health Instruction in Elementary Schools:

The following 13 units are suggested as the major areas on health instruction based on the aims of said education and taking into consideration the community conditions, physical and mental development of pupils and the standards for the selection of teaching materials as mentioned above. They are the minimum standards and it is desired that suitable units be added according to the local conditions.

- a. Physical growth and mental development.
- b. Food and health.
- c. Sunlight and fresh air.
- d. Cleanliness.
- e. Rest and sleep.
- f. Physical exercises.
- g. Hygiene of teeth, eyes and ears.
- h. Posture.
- i. Safety and first aid.

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- j. Prevention of diseases.
- k. Functions of lungs, heart, stomach and intestines.
- l. Health of community.
- m. Mental health.

Section 5. Content of Health Instruction in Elementary Schools.

I. Physical Growth and Development.

A. Objectives.

1. To give children the correct understanding of the growth and development of their own bodies.
2. To cultivate the habits and attitudes of taking interest in the growth and development of their own bodies.
3. To grasp the method of developing their bodies more healthily.
4. To cultivate habits and attitudes which will enable children to lead right healthful living suited to the level of their physical growth.
5. To foster the interest of children in the utilization of the results of the measurement of their bodies.

B. Contents.

1. How does the body grow and develop and how can we determine the growth and development of the body?
2. How should we live?
3. What hinders the growth and development of our bodies?
4. The necessity of measuring the physical growth and development periodically, and how to utilize the results of the measurement?

C. Examples of Learning Activities.

1. To show the results of the monthly measurement of weights of children in a table or a graph.
2. To make a survey on the hours spent for meals, sleeping, playing, etc.

3. To make a summary table of the results of physical examination.
4. To take height measurement once a term and make it into a chart or graph.
5. To examine the causes for the decrease in one's weight.
6. To study the process of physical growth and development by a model of the human body, posters, etc.
7. To study in a very natural way physiological differences between men and women (at the latter period of the 6th grade).
8. To give girls an understanding of physiological changes in the process of development (at the latter period of the 6th grade).
9. To collect various statistical materials regarding physical growth and development.
10. To make a comparative study of the physical growth and development of animals and vegetables by raising them.
11. To make a comparative study in the physical growth and development of each pupil with others.

D. Evaluation of the Results.

1. What conditions are essential for the growth and development of our height?
2. How should we plan our living for sound physical growth and development?
3. What kind of care is needed for a girl when she is in the menstrual period?
4. When does one's weight decrease?
5. What relations has heredity to health?
6. How much do children grow in height and weight in a year?
7. What hinders physical growth and development?
8. Why are physical examinations conducted?
9. What should be done after a physical examination?

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II: Food and Health.

A. Objectives.

1. To cultivate habits and attitude of taking food good for health.
2. To understand the necessity of having a well-balanced diet for physical growth and for maintenance of health.
3. To understand the process of the digestion and absorption of food.
4. To deepen the understanding of ways of improving our eating habits.

B. Contents.

1. How do eating habits affect health.
2. What should be done to keep food clean?
3. What elements in food are needed for physical growth and development and for the maintenance of health?
4. What is the function of food in our body?
5. How is food digested and absorbed?
6. How can we prevent diseases caused by food?

C. Examples of Learning Activities.

1. To learn proper table manners.
 - a. To wash hands before meals.
 - b. To assume correct posture.
 - c. To eat quietly.
 - d. To chew food well.
 - e. To clean mouth after meals.
2. To learn how to keep eating utensils clean.
3. To conduct surveys on children's diet and utilize the results for guiding pupils in proper eating habits.
4. To measure the frequency rate of chewing food at the time of serving school lunches.

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5. To prepare posters, etc., regarding table manners.
6. To make an individual and careful plan on daily food, in consideration of economic and social conditions.
7. To keep the kitchen for school lunches always clean in order to set an example.
8. To study the menu and cooking of school lunches.
9. To make a model of a typical kitchen.
10. To prepare an analytical diagram of food.
11. To prepare model pictures concerning digestion and absorption.
12. To make a comparative study of nutrition by raising animals and vegetables.
13. To study about the production and distribution of food.
14. To let each child examine and correct his own bad eating habits.
15. To examine the daily menu of homes and reevaluate our daily diet.
16. To collect various samples of foodstuffs.

D. Evaluation of the Results.

1. Has the habit of taking meals properly been cultivated?
2. What care is needed for taking meals?
3. Why is it necessary to chew food well?
4. Determine whether or not children are taking an unbalanced diet?
5. Why is it necessary sometimes to eat food which we do not like?
6. Why is it necessary to clean one's mouth after meals?
7. What should we do to keep the tableware clean?
8. Why are school lunches necessary for children's health?

C O P Y

9. What care must be taken when you dine with many others?
10. What is the function of food?
11. What are the constituents of the human body?
12. What are nutritive elements?
13. What is the necessary amount of nutrition?
14. How is food digested and absorbed?
15. What food and how much should we take a day?
16. What defects are found in the Japanese daily meal?
17. How can the putrefaction of food be determined?
18. What food is essential as a source of energy?
19. What food is necessary for making blood and muscle?
20. What are the functions of Vitamins A, B, C and D?
21. What are a proper table manners?

III. Sunlight and Fresh Air.

A. Objectives.

1. To cultivate the habit of breathing fresh air.
2. To have pupils understand the importance of fresh air for blood and circulation.
3. To have pupils understand the necessity of ventilation for our health.
4. To have pupils understand the necessity of sunlight for our health.
5. To have pupils understand the purpose and method of proper lighting.

B. Contents.

1. What is a good habit necessary for breathing fresh air?
2. What is the relation of air to our health?

C O P Y

3. What should be done to keep the respiratory organs (lungs) healthy?

4. What is the relation between the blood and its' circulatory organ and fresh air?

5. How is a room ventilated?

6. What effect has sunlight on our health?

7. How is a room lighted?

C. Examples of Learning Activities.

1. To make a plan for admitting fresh air into the room.

2. To think about care to be taken when we are in dusty places.

3. To make a plan for encouraging outdoor life.

4. To examine how the pupils read.

5. To conduct a test of eyesight.

6. To make a study of the relation between sunlight and shade by raising vegetables, etc.

7. To make a study on how to live in the cold season.

8. To make a study on the effects of sterilization by sunlight.

9. To make a plan for cleaning the classroom.

10. To make a study on the relation between the dust in the air and our health.

11. To make a study on lighting methods.

12. To make a study on infectious diseases carried by the air.

13. To make a study on healthful living under different climatic conditions.

D. Evaluation of the Results.

1. Has the habit and attitude of breathing fresh air been cultivated?