

National Congress of Parents and Teachers

NATIONAL OFFICE: 600 S. MICHIGAN BOULEVARD

CHICAGO ILLINOIS

315 Fourth Avenue
New York City
June 26, 1941

Dr. Forrest C. Allen
Recreation Chairman, NCPT
801 Louisiana
Lawrence, Kansas

My dear Dr. Allen

Heartiest welcome to the membership on the National Recreation Committee.

I assume that you've read the "Plan of Work" and other material sent you from the National Office. I want to call particular attention to the Parent-Teacher Manual and the Parent-Teacher Guidebook, Recreation Sections. Study also those on Art, Music, Reading, and Library Service. There are many detailed suggestions in them and excellent programs have been built through these.

If you possibly can do so, get the files of the former Chairman or the files in your state office on recreation and those of the state bulletin or magazine and note what is reported as having been done or suggestions made. As you do this, jot down questions on which you want further information from the National Chairman or in consultation with people in your own state.

Then you ought to have tools to work with. The enclosed bulletin suggests some invaluable aids. I have checked those which would be of particular help. If the Recreation Committee has an appropriation, you will find the Recreation Magazine and the bi-weekly Bulletin Service, both published by the National Recreation Association, 315 Fourth Avenue, New York City, indispensable. You'll get many requests for suggestions for games and diversions for Parent-Teacher meetings and home play. You will find the 20¢ pamphlet "Handbook for Recreation Leaders," published by the Department of Labor, U.S. Children's Bureau, Washington, D.C., as Publication 231, a lifesaver. Then get from your state office the programs on Art, Music, Rural Recreation, Dramatics, and Library Service.

Many chairmen have found an unofficial advisory committee tremendously helpful. I can give you a list of the local recreation people in your state. They and 4-H Clubs, Granges, Scout leaders, Camp Fire, Y leaders, teachers of art, crafts, music in the public schools, all make good timber on such a small committee.

After going over the material, I would choose one or more objectives toward which I would ask the associations to work during my term of office. General objectives which could well be followed by all associations such as: a recreation chairman or some definite person concerned with recreation locally; a recreation period (not an entertainment) at each Parent-Teacher

Dr. Forrest C. Allen, #2

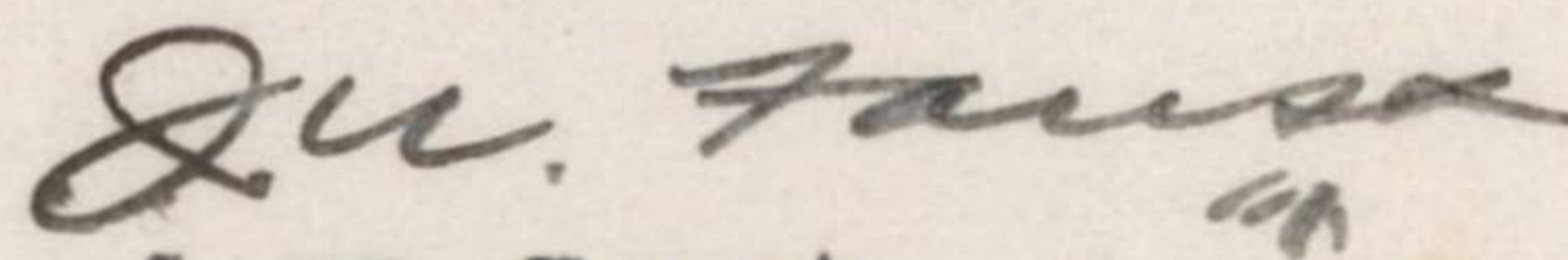
meeting; the consideration of the importance of recreation to community life in the year's program. Speakers for such programs might be a recreation superintendent, a Scout or Camp Fire leader, a director of music or manual arts or physical education in the schools, 4-H Club leader, a member of the Grange interested in this whole question of the recreational use of leisure time, and others. The subjects might be: Importance of Recreation in Community Life; Play: A Vital Necessity to Growth of the Child; Relationship Between Recreation and Health, Conduct, and Good Citizenship, etc. Specific objective such as: children's playgrounds for after-school and vacation; school center evening adult social recreation, music, dramatics, parties; holiday celebrations, etc., or possibly a special drive to provide wholesome recreation for the youth age particularly those in high school and out of school.

I should then present this program to the associations by way of state bulletin or magazine; or a special mimeographed bulletin of your own (if your state office can do it); at the state convention and district conferences; and in any other ways.

The National Chairman is so tremendously far removed from the line of fire you face that he sometimes wonders just how effective and helpful his suggestions and advice are. I am banking on you, since we're both members of the national committee, to write and ask for help and frankly say so if the help given doesn't specifically meet your particular problem.

With heartiest good wishes.

Sincerely yours



J. W. Faust
National Chairman
Committee on Recreation

JWF:IVA

Enc.

Signed in the absence of Mr. Faust.

P A R E N T E D U C A T I O N
Chairman--Miss Hazel E. Thompson

TO: STUDY GROUP CHAIRMAN

By this time you will be thinking about your study group programs for the coming year. The National Congress is offering an excellent series of lessons in the National Parent-Teacher.

"Defense Begins at Home."

This is a series of eight lessons beginning in September, 1941. Study outlines, motivating questions, and reference materials will be included for each lesson.

"How We Grow."

This is a series of eight lessons of particular interest to parents and teachers of pre-school children. The first lesson will be published in the September, 1941, issue of the National Parent-Teacher.

"Special Courses in Nutrition."

The appointment of the Governor last year of a State Committee on Nutrition in Relation to National Defense was the beginning of a state-wide program directed toward improving the nutritional status of the people of Kansas.

Today there is a volume of publicity on nutrition going out in newspapers, magazines, and over the radio. Important and effective as these measures have been, it now seems desirable to supplement them with a direct educational program that will utilize in patriotic service the many trained home economists who are homemakers in the state.

Plans are under way to give "refresher" courses to home economists trained women throughout the state who are willing to volunteer their services to teach classes in nutrition. Such training will be offered in several centers in the state. Following this training course classes offering the most recent knowledge of nutrition and food buying will be available in many communities.

Women can do no finer service than to give their support to a program that will contribute directly to the health of family members, and the betterment of home and family living.

Each P.T.A. Unit in the state is urged to help promote and organize at least one or more courses of from six to ten lessons in nutrition and food for the family. Watch the Kansas Parent-Teacher for further announcements. Write to the chairman for additional information.

H I S T O R I A N

Chairman--Mrs. James H. Whipple
708 Sumner, Topeka

The object of the historian is to assemble and to preserve a record of the activities and achievements of the association. The historian is the custodian of all records, including old minute books.

If your association is new, begin at once to preserve in a permanent record pertinent historical facts. If not new and you have not had an historian, by all means appoint one this year and collect facts while available. History becomes more valuable as years pass.

EARLY HISTORY SHOULD INCLUDE:

1. Name of association; date and place of organization.
2. Name of organization; pictures, if possible.
3. First By-Laws.
4. Early activities.

ANNUAL HISTORY RECORD SHOULD INCLUDE:

1. Names of officers, chairmen of committees and delegates.
2. Program and study group outlines.
3. Activities and projects emphasized during year.
4. Special business--as amendments to By-Laws and creation of new committees.
5. Social and entertainment affairs of importance.
6. Annual budget.
7. Pictures.

P R O G R A M
Chairman--Mrs. LeRoy Arnold
628 Michigan, Leavenworth, Kansas

QUESTIONNAIRE FOR PROGRAM CHAIRMAN OF THE LOCAL ASSOCIATION

Please on, or before, December 1, 1941, return to Mrs. LeRoy Arnold, 628 Michigan, Leavenworth, Kansas.

Name of Association _____

Name of Chairman _____

Address of Chairman _____

1. Has your local association adopted a theme for the year? If so, what is it? _____

2. Have you adopted a project for the year? Are your programs related to it? _____

3. Have you used program outlines sent from State Chairman? Are you using outline given in May State Bulletin and the President's Packet? _____

4. Have you any suggestions about making such outlines of more assistance to you in planning the program for the year? _____

5. What national publications or other material have you found most helpful to you this year? _____

6. In what other way may your State Program Chairman be of service to you. _____

By exchange of ideas and plans, the work will be more effective and the ideals for which we strive may be more fully realized.

Outline May Bulletin, p. 5-6, "Education for the American Way of Life".

PLEASE WRITE ON REVERSE SIDE IF NECESSARY

EDUCATION FOR THE AMERICAN WAY OF LIFE

Submitted by Mrs. LeRoy Arnold
Program Chairman

I.

Beginning at Home

1. The Home as a Recreative Force.
2. Health Education and the Home.
3. Home, the primary source of character.
4. The Safe Home.
5. Radio as a Source of Home Education.
6. Democratic Family Relationships in the Home.

REFERENCES:

- National Congress Bulletin, Sept. 1940.
Our Homes, Arlitt, Ada Hart, Parts 2, 3, 4.
"The Family: Democracy in Miniature," Nat'l. Parent-Teacher, March, 1939.
"The Family Part in Social Change," Nat'l. Parent-Teacher, Dec., 1939.
"Economic Security for Family Living," Nat'l. Parent-Teacher, March, 1940.
"Challenging Frontiers in Child Health," Nat'l. Parent-Teacher, Jan., 1940.
"To be or not to be Safe," National Parent-Teacher, Oct., '40.
"The Family as the Threshold of Democracy," National Parent-Teacher, May, 1940.
"So are Citizens Educated," Ibid.

II.

A Chance for every Child

Handicapped Children

physical
social
mental

Parent-Teacher cooperation with public and private agencies.

Summer Round-Up.

Unlicensed Teachers: Radio, Movie, and the Press.

Recreation.

REFERENCES:

- National Congress Bulletin, Nov., 1940.
National Parent-Teacher:
"Social Services for Children," Aug., Sept., 1940.
"Helping Children to Health," Oct., 1940.
"Challenging Frontiers in Child Health," Jan., 1941.
"The Least of These," Feb., 1941.
"How Children Learn," March, 1941.
"My Brother's Keeper," Oct., 1939.

Program--Mrs. LeRoy Arnold

"Unlicensed Teachers," Feb., 1941.
"With Liberty and Justice for all," Nov., 1940.
"The Community Looks at Public Health," Jan., 1939.
"A Fair start for the Child," April, 1940.
"Recreation: A Major Community Problem," Nat'l.
Recreation Association, New York City----.15¢

III.

Developing Spiritual Values
The Role of the Home
The Role of the School
The Role of the Church in the Community

REFERENCES:

National Congress Bulletin, Dec. 1940.
National Parent-Teacher:
"Religion in White House Conference," April, 1940.
"Our Nation Indivisible," Dec., 1940.
"The Spiritual Significance of Family Life," Dec, '40.
"Not by Bread Alone," Dec. 1940.
"The Family as the Threshold of Democracy," May, 1940.

IV.

Through tolerance to Democracy
Tolerance a necessity to Democracy.
Causes of intolerance.
How to foster tolerance.

REFERENCES:

National Congress Bulletin, Feb., 1941
From Many Lands, Adamic, Louis
National Parent-Teacher:
"The Need for Tolerance," Nov., 1939
"One Nation Indivisible," Dec., 1940

V.

The Parent-Teacher Organization as a Force in Home and
Community
Building America thru its Children
1. Desire
2. Recognition of parent education
3. Closer cooperation
World Friendship through World understanding.

REFERENCES:

National Parent-Teacher
"The Function of the P. T. A. in our Democracy,"
June-July, 1940.
(This is also in pamphlet, National Council of
Parent-Teachers.)

Program--Mrs. LeRoy Arnold

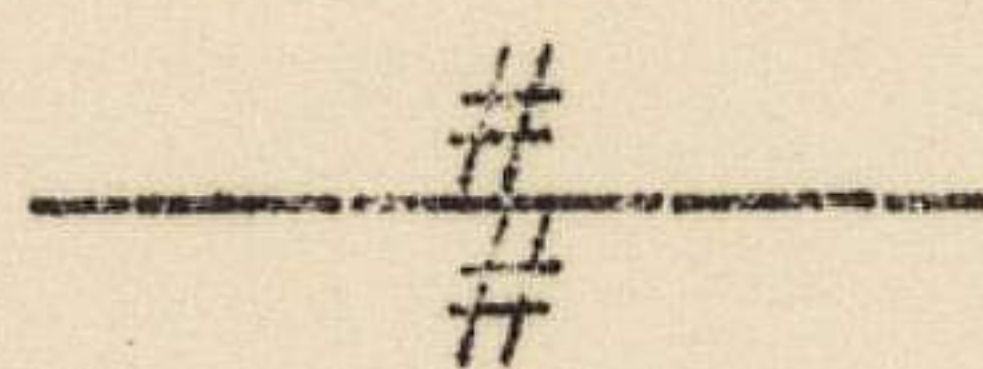
- "We are all Neighbors Now," Jan., 1940.
- "Contributing to a World Community," Feb., 1940.
- "Can We Educate Children for Peace?", March, 1940.
- "Peace Making for the Future," Jan., 1940.

VI.

American Schools and the American Way of Life
Equality of Opportunity
Good Cotozenship

REFERENCES:

- National Congress Bulletin, Oct., 1940.
- National Parent-Teacher:
 - "Modern Way to Citizenship," March, 1941.
 - "Schools and their Community," Feb., 1941.
 - "Guidance for Effective Citizenship," Jan., 1941
 - "Citizenship can be taught," Oct., 1940.
 - "When American Schools are Democratic," Aug-Sept, '40.
 - "Living by the Rules of the Group," April, 1940.
 - "Citizens in the Making," June, July, 1940.



PARENT TEACHER COURSE

Chairman--Mrs. Leo Stewart, 1330 Woodrow St.,
Wichita, Kansas

TO DEVELOP BETTER LEADERS, ENROLL IN CORRESPONDENCE COURSE

We are urging parent-teacher members to take the parent-teacher correspondence course. This year we are including general information on organization, parliamentary procedure, membership, publications, publicity, officers' duties, helps on committee work, and a lesson on the history of the State Congress.

This course will be ready September 1. To enroll, send fifty-cents (50¢) to the State Office, Suite 9, Blair Bldg., Atchison, Kansas, with your name and address. The course, with all materials to complete same, will be mailed to you.

LIBRARY SERVICE
CHAIRMAN--Helen E. Wagstaff
University of Kansas, Lawrence

THE KANSAS CONGRESS BOOK LIST

This BOOK LIST is for the members of the Kansas Congress to use in their own reading. It is also suggested for use as a unit reading project and for book-discussion groups.

Certificates of recognition will be awarded at the 1942 State Convention to all congress members who have read and reported on fifteen (15) books from the LIST.

All books on the LIST are available on loan from the Kansas Traveling Libraries Commission, State House, Topeka, or from the extension library services of the State University, the State College, or the Teachers' Colleges.

LIBRARY SERVICE IN KANSAS

Every unit is urged to appoint a Library Chairman who will keep the unit in close touch with both the available services, and the needs of the local library; or where there is no local library discover for the unit other possibilities for library service, and lead in working for local improvement.

Address all requests for the BOOK LIST and Report Forms or for assistance in your Library Service program to-

Helen E. Wagstaff, Chairman
Committee on Reading and Library Service
Kansas Congress of Parents and Teachers
University of Kansas
Lawrence, Kansas

Dear Rural P. T. A. Presidents:

Another year of work is ahead of you and your membership. The times are challenging to all parent-teacher workers to help "hold the line" for free public education in America, when all the world seems to be in a chaos.

As your Rural Director in P. T. A., may I make a few suggestions which might be of help to you and your co-workers? Thank you!

1. Study your unit packet carefully, purposefully, and prayerfully with your executive committee, passing out all materials to each chairman to use in planning on a cooperative basis for the good of the group.
2. Use your parent-teacher magazines, both state and national for timely topics, talks, comments, newspaper write-ups, publicity items, study groups work, etc. They are invaluable.
3. Use useable suggestions from each state chairmen's letters and plans as they appear in the packets and magazines. Each chairman has some fine helps if you but ask for them.
4. Cooperate with your County Superintendent's educational program, your County Health Nurses's program, your County P. T. A. Council program, (if you have one) and of course your local school people's program of work. This year, perhaps, you will be asked to cooperate with other programs and agencies with the various groups for the national defense. Let's be good citizens all, and do our part.
5. As a P. T. A. group, study your own locality to determine needs in these fields:
 - (a) Wholesome recreation for all
 - (b) Adequate education for all
 - (c) Good library service for school and community
 - (d) Safety needs of homes, schools and community
 - (e) Adequate religious facilities for all
 - (f) Is there a need for student aid?
 - (g) Is there a need for consolidation in order to better equalize educational opportunities for all?

- (h) Is there a need for your P. T. A. groups to sponsor any youth organization, or is your community adequately supplied with such groups?
- (i) What environment in homes, schools, and community might be factors contributing to juvenile delinquency?
- (j) Educational legislative needs, values--what to promote--what to demote.
- (k) Contact the various state chairmen for help. Their names and work is found in State P. T. A. Bulletin Directory each month. Also contact Kansas State Teachers Association for very fine helps for educational programs.
- (l) Your director hopes and expects each rural unit to make "American Education Week" in November one of the outstanding programs of the year. Our American people need to know and appreciate more what the free, public school systems of America are trying to do for the youth, who will be expected to defend democracy tomorrow.
- (m) Remember to have your Penny Parade for Student Aid, and a Founder's Day program too at appropriate times.

Please write me at any time for any help which I might be able to give you.

Your Rural Director and Co-Worker in P. T. A.,

Mrs. Norah Luther
Sixth Vice-President
Spearville, Kansas

PUBLICITY

Chairman--Mrs. E. L. Jenkins
1815 West Sixth, Topeka, Kansas

WHY-

1. To Develop an understanding of parent-teacher movement.
2. To give membership an interest in the activities.
3. To give authentic news of activities to the general public.

WHEN-

1. Precede activities with notices giving time, place and committee.
2. Report activities immediately, giving degree of success and future policies and developments.

WHERE-

1. In HEADLINING activities sent to local newspapers.
2. In news bulletins, posters, bulletin boards, exhibits, and programs.
3. In special newspaper columns, radio, motion picture, and speakers.

HOW-

1. Learn the facts about movement. Know the objects, policies, program of work, and the history of P.T.A.
2. Learn the art of news writing, and other publicity devices.
3. Learn to cooperate with local reporters and P. T. A. contributors.
4. Learn that news to be read must be timely, interesting, accurate and brief.
5. Learn to use all available material in Parent-Teacher Manual.
6. Learn to FEEL the importance of your work. It is a vital part of the success of your organization. Always be available, interested, and courteous.
7. Learn to enjoy your work for the greatness of the cause it represents.

Publicity--Mrs. E. L. Jenkins

PUBLICITY RECORD BOOKS

WHY-

A valuable record of activities for reference, basis of work, and display.

WHEN-

Through the months of P. T. A. activities in chronological order.

WHERE-

For use in local units, district meetings, and state conventions.

HOW-

The state requirements will be as follows:

1. COVERS- Durable, with name of unit, city, district and state.
2. INDEX- On first page of book. If in sections, index each section.
3. ARRANGEMENT- In chronological order in each section.
4. CONTENTS- Newspaper clippings, published photographs, invitations, announcements, programs, yearbooks, miniature posters, and radio publicity.
 1. Inside publicity- that which comes from unit to membership.
 2. Outside publicity- local newspapers and other channels.
 3. All publicity should be dated and source of publication given.
5. DISPLAY- A display of record books will be held at the State Convention and credit given each book.
6. USE- The publicity record book should be constantly used for reference by the Publicity Chairman as a basis for improving her work. Back files may reveal many successful projects which may be tried again. It should be filed and passed on to the Publicity Chairman's successor or kept available on the Unit Book Shelf.

Your State Publicity Chairman urges you to contact her whenever she may be of assistance, and asks that you report interesting meetings and events to her during the year.

Your District Director should receive your publicity items for the Kansas Parent Teacher Magazine.

KANSAS CONGRESS OF PARENTS AND TEACHERS

Films for Unit Meetings and Study Groups
in Foods and Nutrition

Prepared by the Chairman of Homemaking Department - Mrs. Lucile Rust
Department of Education
Kansas State College

1. The A. B. C. of Food. One reel. 16 mm. University of Kansas, Lawrence, Kansas. Rental \$1.00.
2. Better Milk. One reel. 16 mm. Edited Pictures System, Inc. 330 W. 42nd, New York City. Rental \$1.50.
3. Bread and Cereal. One-half reel. 16 mm. University of Kansas, Lawrence, Kansas. Rental 60¢
4. Dairy Products. One reel. 16 mm. Edited Pictures System, Inc. 330 W. 42nd St., New York City. Rental \$1.50.
5. Digestion of Foods. One reel. 16 mm. University of Kansas, Lawrence, Kansas.
6. Doctor Apple's Family Comes to Town. 16 mm. National Council of the Y. M. C. A. 347 Madison Avenue, New York City. Rental free.
7. Food. One reel. 16 mm. University of Kansas, Lawrence, Kansas. Rental \$1.00.
8. Food and Growth. One reel. 16 mm. University of Iowa. Extension Division. Iowa City. Rental 35¢
9. Food Makes a Difference. Two reels. 16 mm. Iowa State College, Ames, Iowa. Rental \$1.00.
10. Good Foods. One reel. 16 mm. Akin and Bagshaw. Denver, Colorado. Rental 50¢
11. (a) Good Foods, Fruits and Vegetables. One-half reel. 16 mm.
(b) Good Foods, Milk. One-half reel.
(c) Good Foods, Water. One-half reel. 16 mm.
Wisconsin University Extension Division, Madison, Wisconsin. Rental 50¢ each.
12. Guardian of Our Milk Supply. One reel. 16 mm. Edited Pictures System, 330 W. 42nd St., New York City. Rental \$1.50.
13. Milk as a Body Builder. One reel. 16 mm. Edited Pictures System, 330 W. 42nd St., New York City. Rental \$1.50.
14. Milk as Food. One reel. 16 mm. Indiana University Extension Division. Visual Aids. Bloomington, Indiana. Rental 75¢
15. Vitamin Secrets Revealed. One reel. 16 mm. National Council of Y. M. C. A. Chicago, Illinois. Motion Pictures Bureau. Rental free.
16. Well-balanced Diet. One reel. Akin and Bagshaw. Denver, Colorado. Rental 50¢

Some Films of Special Interest

1. The Doctor's Doctor. 16 mm. 4 reels sound. Free to schools. Contains no advertising. Presents and explains dietary problems caused by poor food habits. Swift & Co., Chicago, Illinois.
2. Judy's Diary. 2 reels silent. 16 mm. A day in the life of a 6 months old baby. Shows desirable habit formation, feeding and care. Children's Bureau. U. S. Department of Labor. Washington, D. C.

3. Foods and Nutrition. 16 mm. Erpi Classroom Films, Inc. 35-11 Thirty-fifth Avenue, Long Island, N. Y.
4. For Health and Happiness. One reel. 16 mm. Both motion and sound versions. Section of Motion Pictures, U. S. Department of Agriculture, Washington, D. C.
5. The Proof of the Pudding. One reel. 35 mm. Technicolor. Elizabeth Guilford. Home Economics Bureau. Metropolitan Life Insurance Company, N. Y. Fine to have shown at your movie theatre.
6. Food is Strength. Film Strip Series. No. 603. A. A. A. Photo-Lab, Inc. 3825 Georgia Avenue, Washington, D. C. Rental 50¢

Note: Where rental price is not given, the information will be obtained from the owner of the film.

KANSAS STATE BOARD OF HEALTH
F. P. Helm, M. D., Secretary

Kansas Home Accident Deaths

Home accidents, as usual, took more lives in Kansas in 1940, than any other type of accidental injury. The total of 1,362 accidental deaths last year was distributed as follows: home -- 530; motor vehicle -- 495; occupational -- 187; public (other than motor vehicle) -- 150. For the eleven-year period 1930-1940, there were fewer deaths caused by home accidents last year than in any year since 1934, when on account of excessive heat, the all-time high of 751 was recorded; the lowest number of home accident deaths, during this 11-year period was reported in 1932, when the total was 485.

It is rather staggering to know that in only the eleven-year period we have been considering, 6,343 persons have died as the result of home accidents in Kansas. There has been a general tendency, always, to take a resigned, can't-be-helped attitude toward the injuries and deaths caused by home accidents, especially those suffered by elderly persons. When home accident deaths occur, there is a short piece in the paper, relatives and neighbors are saddened, but very few persons, unfortunately, analyze and profit by the warning emphasized by the accident.

We know, from studying accidental deaths in the state year after year, that the chief cause of these fatalities is carelessness. Reports have shown that more persons are burned to death in their homes each year because of the dangerous habit of "starting or hurrying fires with kerosene" than from any other cause. For years, the state health department has warned the people of Kansas against this habit -- but the warning falls on too many deaf ears, for the fatal burns from this cause continue to be reported. There is a strange psychology which prevails among our people; they seem to believe that they are protected, by some powerful immunity, from accidents -- and that the warnings issued against the practices that kill, are for the benefit of "the other fellow."

The "accidents will happen attitude" that most of us have toward the home injuries that kill so many elderly persons, can hardly be justified when the victims are little children, yet children less than five years of age are fatally injured in home accidents with sickening frequency. Of the 530 home accident deaths in Kansas last year, 61 were in children less than five years of age -- 17 were smothered to death; 12 were burned to death; 11 were accidentally drowned; 8 died because of accidental poisoning; two were fatally injured in falls; one died because of excessive heat and one from the absorption of poisonous gas, and in nine children, less than five years of age, the specific type of home accident causing death was not reported. Only three of the five-year age groups show accidents occurring with greater frequency than in children less than five years of age, namely: there were 65 accidental deaths in persons from 75-79 years of age; 91 such deaths in persons from 80-84 years of age, and 71 accident fatalities in persons in the 85-89 year age group.

In the home accident deaths, females always outnumber the males, and in 1940 there was a difference of 100, when these fatalities were classified by sex. In all other types of accidental deaths, the males far outnumber the females. In the lower age groups, more males than females are killed in home accidents -- it

is in the elderly persons that the women far outnumber the men. In all types of accidental deaths last year, for instance, 900 were in males and 462 in females, whereas in home accident deaths only, there were 215 male deaths and 315 female fatalities.

And now let us consider the causes of the accidental deaths in Kansas homes last year. Falls, as usual, caused most of these fatalities -- the 1940 total was 317, with 80 deaths in persons from 80 to 85 years of age. Second in importance were burns and conflagrations, which took a total of 83 lives, and in third place were the accidental deaths caused by poisons (gas excepted), with a total of 29 fatalities. Fourth in importance were the accidental deaths caused by mechanical suffocation, and of the total of 19 fatalities, 17 were in children less than five years of age -- most of these were babies who were smothered to death by too many or carelessly arranged bed clothes. Deaths resulting from firearms accidents in the home or its environs totalled 16, and excessive heat was reported as the cause of 13 fatalities. Seven persons died from the accidental absorption of poisonous gas in the home. In 46 other fatal home accidents, the cause of death was not stated.

The following home safety suggestions are based on the home accident deaths that occurred in Kansas last year: (1) don't wax floors too highly or use the small appropriately named "throw" rugs; (2) provide adequate lighting in house, stairways, and basements; (3) keep the floors and stairways clear of toys and other stumbling hazards; (4) provide roomy play-pens for creeping and toddling children -- this will prevent many accidental deaths in children less than three years of age; (5) never start or hurry fires with kerosene or gasoline; (6) provide screens for use in front of open fires; (7) keep all poisons for medical or household use in high, out-of-the-way places; (8) see that all gas appliances are equipped with vents, and have them inspected once yearly; (9) turn handles of cooking pans to the back of the stove, and never place a pot of hot coffee or tea near the edge of the table; (10) do not smoke in bed -- keep matches in a safe place; (11) never keep a loaded gun in the house, or point it in fun; (12) don't cover a baby with too many or loose bed clothes, pin covers securely to the underneath side of the mattress at the foot of the bed, and never use pillows in the baby's bed.

The above simple, common sense safety suggestions do not represent mere theories of a safety enthusiast -- they are founded on a study of the 530 home accident deaths reported to the Kansas State Board of Health last year. Observance of these suggestions would save many lives.

COOPERATIVE EXTENSION WORK
IN
AGRICULTURE AND HOME ECONOMICS
STATE OF KANSAS

Kansas State College of Agri-
culture and Applied Science
and United States Department
of Agriculture Cooperating

Extension Service
Home Demonstration Work

Manhattan

June 3, 1941

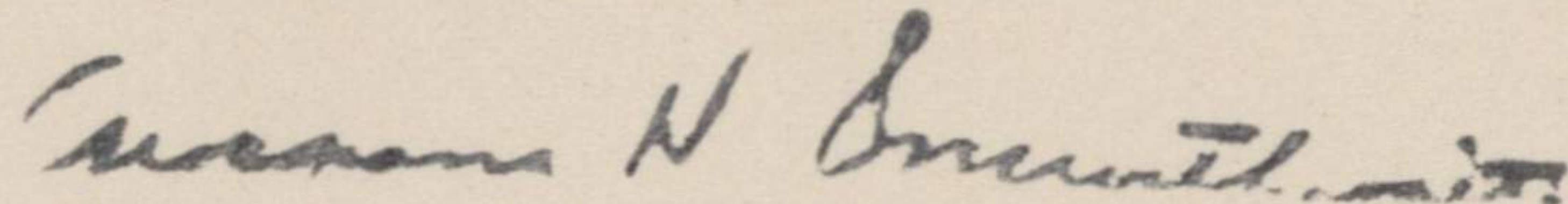
Dear Cooperator:

The women of America have been called upon to do an important job. It is to make our country strong by making every American stronger. This means to make them more sturdy in body, steadier in nerves, and surer in living. Better food for everyone is one of the first things needed to do this. Science can tell us what is needed for adequate nutrition, but recent studies show that we have millions of people who are underfed.

The program, "Food For Fitness", which is enclosed has been prepared to help groups in studying the nutrition problems in their own communities. What keeps people from being well fed, and what can be done about it.

We should like very much to know how your group is approaching this problem. After your discussion on "Food For Fitness", will you fill out the enclosed card and return it to me. No postage is required.

Very truly yours,



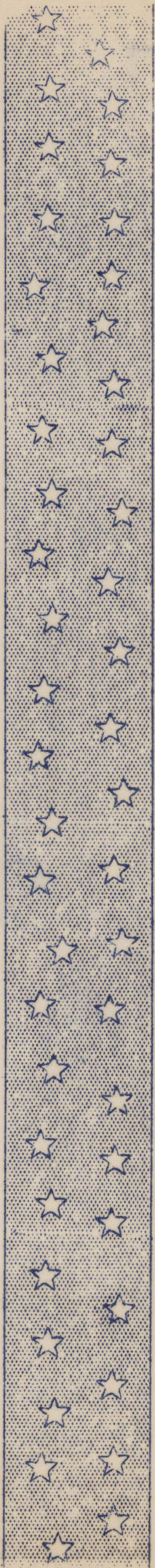
Georgiana H. Smurthwaite
State Home Demonstration Leader

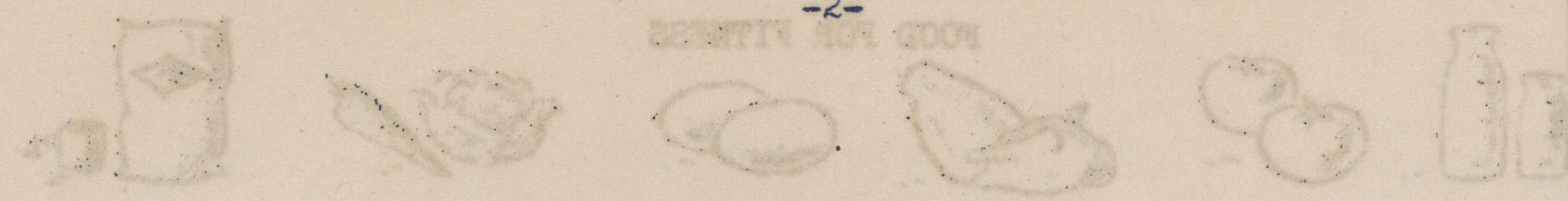
GHS:AMJ
Enc.

FOOD FOR FITNESS



TIMELY TOPIC
MAY, 1941
KANSAS STATE COLLEGE OF AGRICULTURE & APPLIED SCIENCE
EXTENSION SERVICE, MANHATTAN, KANSAS





To Readers and Program Chairman of Organizations

We Have a Job to Do

We have a job to do. You, and I, and everyone. Our job is this: To make America strong.....

Defense is planes and guns. It is equipping an army to man our military weapons. It is this, and more. It is building the health, the physical fitness, the social well-being of all our people, and doing it the democratic way. Hungry people, under-nourished people, ill people, do not make for strong defense.

This, then, is our job, not all of it, but a vital part: Let us make every American strong, stronger than ever before, sturdier in body, steadier in nerves, surer in living.

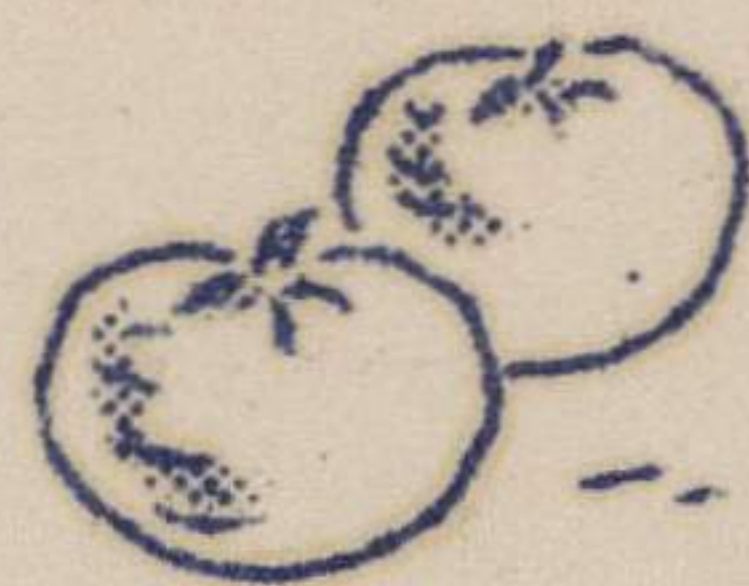
Harriet Elliott, Consumer Commissioner,
National Defense Advisory Commission.



Prepared by Miss Mary G. Fletcher, foods and nutrition specialist of Kansas State College Extension Service, at the request of the Kansas Committee on Human Nutrition in relation to National Defense.



FOOD FOR FITNESS



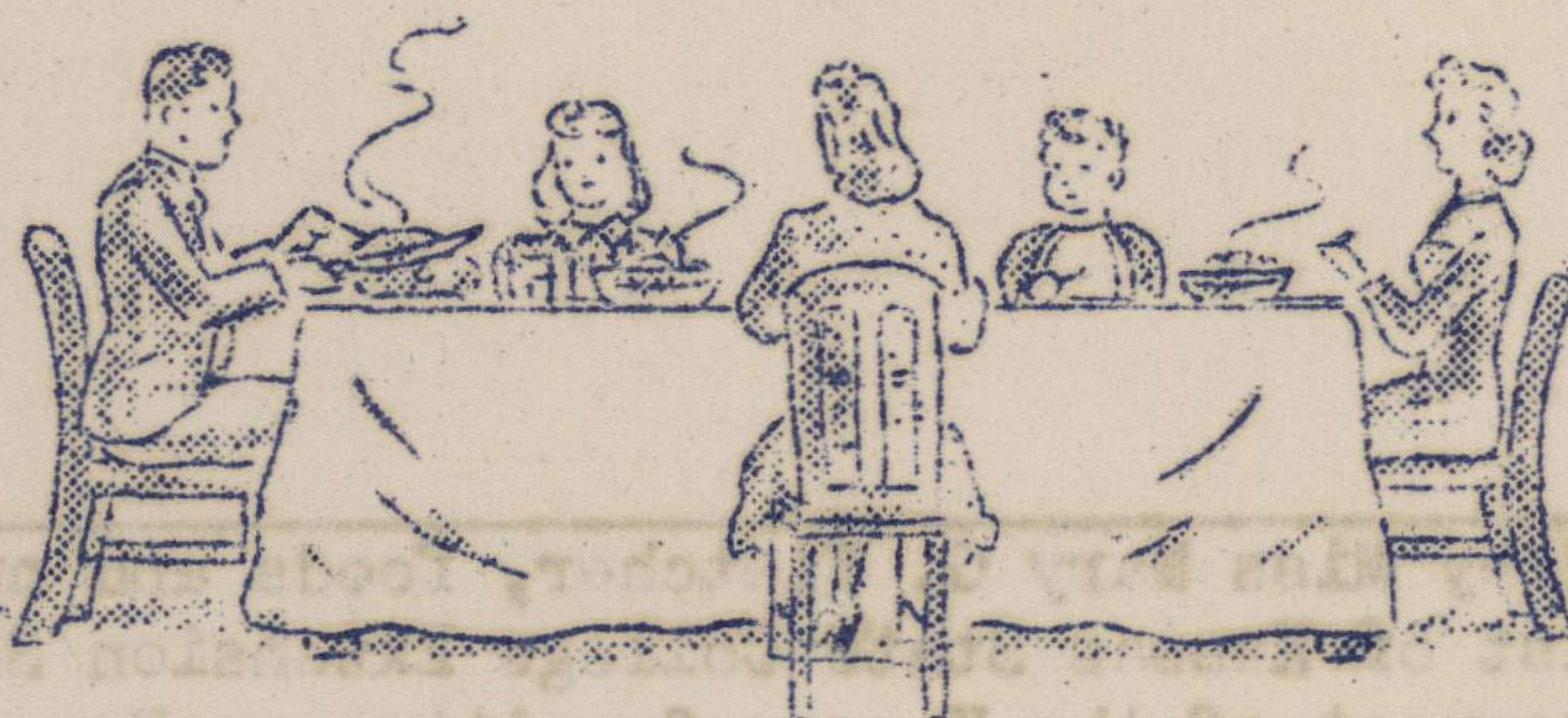
To Leaders and Program Chairmen of Organizations:

The defense program of our nation has placed a responsibility upon all of us. For strength of a nation is dependent upon health, morale, and social well-being of the people in the communities.

Good food to build strong bodies is one of the first lines of defense for American homes. This is the great responsibility of the homemakers of today.

Plan of Action

1. Arrange a discussion group. Assign different phases of the problem to members of the group.
2. Before the discussion, ask the group members to collect information about the local nutrition situation.
3. The school nurses, doctors, dentists, home demonstration agents, or others might be invited to participate in the discussion.
4. Ask someone to be prepared to summarize the discussion.
5. Points listed under the discussion questions in this leaflet are intended to serve only as a starting point for the discussion.
6. The food selection score card is intended to be used as a means for members to check the adequateness of their diets.
7. Summarize the discussion.



Well-nourished people are best able to meet the physical and mental strains placed upon them when a crisis arises. America is as strong as its communities; a community is as strong as the people who live in it. Plenty of the right kind of food helps to make people strong and healthy.

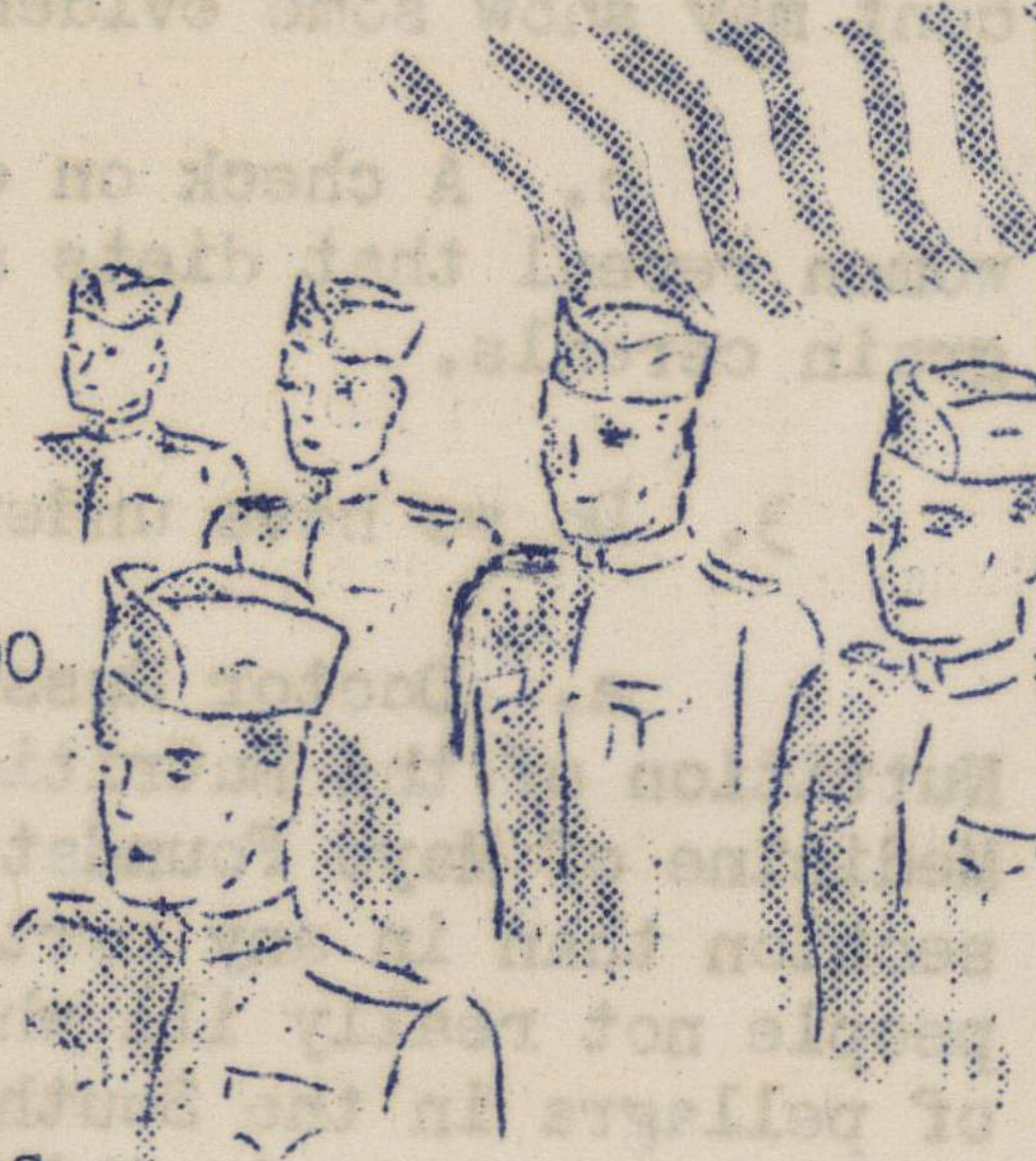
Discussion Questions

I. Do we have any underfed people in the United States, in Kansas, in our own communities?

1. What is the nutritional status in the United States?

a. Forty-five million of our 130,000,000 people are underfed.

b. Preliminary statistical reports on causes for rejection due to physical defects of applicants for enlistment into the regular army of the United States show 32.5 per cent applicants were rejected for failure to meet physical requirements.



The five major causes, and their per cent of total rejections were:

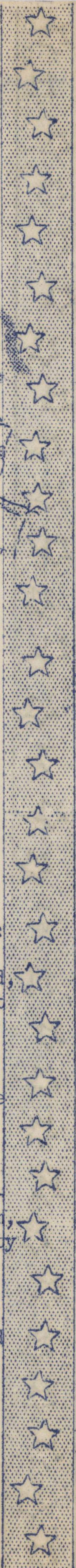
- 1. Teeth - 25 per cent
- 2. Eyes - 21 per cent
- 3. Height and weight - 15 per cent
- 4. Feet - 10 per cent
- 5. Ears - 10 per cent.

These figures are significant in a nutrition program for two reasons: First, the high percentage of rejections for physical defects indicates a need for measures to better preserve the health of American youth. Second, the defects that showed up most frequently are dependent to a great extent upon adequate nutrition.

c. Records of C.C.C. enrollers show that, in admittance, about 70 per cent are below the army height-weight standard, and 40 per cent are below the army minimum weight-for-height requirement.

d. Daily, 4,500,000 Americans are incapacitated by illness. An eminent authority of the United States Public Health Service says, "Nutritional diseases in all probability constitute our greatest medical problem, not from the standpoint of deaths, but from the point of view of disability and economic loss."

e. About one-fourth of the families in the United States have diets that could be rated good. More than one-third have diets that could be rated fair, and another one-third or more have diets that are poor.



2. Do we have underfed people in Kansas?

a. Dental examinations of school children show that sometimes as high as 90 per cent have dental defects. Most important causes of dental caries are nutritional deficiencies.

b. Physical examinations of children reveal that 50 to 75 per cent may show some evidence of malnutrition.

c. A check on eating habits of 4-H Club boys and girls and farm women reveal that diets are frequently low in milk, vegetables, and whole grain cereals.

3. Do we have underfed people in our own communities?

a. Doctor Russell Wilder, Chairman of the Committee on Foods and Nutrition of the Nutrition Research Council, and Head of the Department of Medicine of Mayo Foundation, has said that there is less malnutrition in this section than in any part of the country. He also claims that there are many people not really ill who suffer from inadequate nutrition. For every case of pellagra in the South, there are 100 cases of pre-pellagra. The same conditions are true in this section for some of the other food deficiency and dietary diseases.

Persons who have been unable to concentrate on their work, were fearful, and resisted suggestion, have shown a marked change when vitamin B₁ (thiamin) was given to them in small amounts. People with sluggish bowels have also shown improvement when the vitamin B₁ (thiamin) was increased. These persons had inadequate diets before vitamin B₁ (thiamin) was added.

A
BCD
E

b. Individuals with bleeding gums have been helped when vitamin C was increased.

c. Defective teeth among adults and children are so common that we often fail to consider them an evidence of inadequate nutrition.

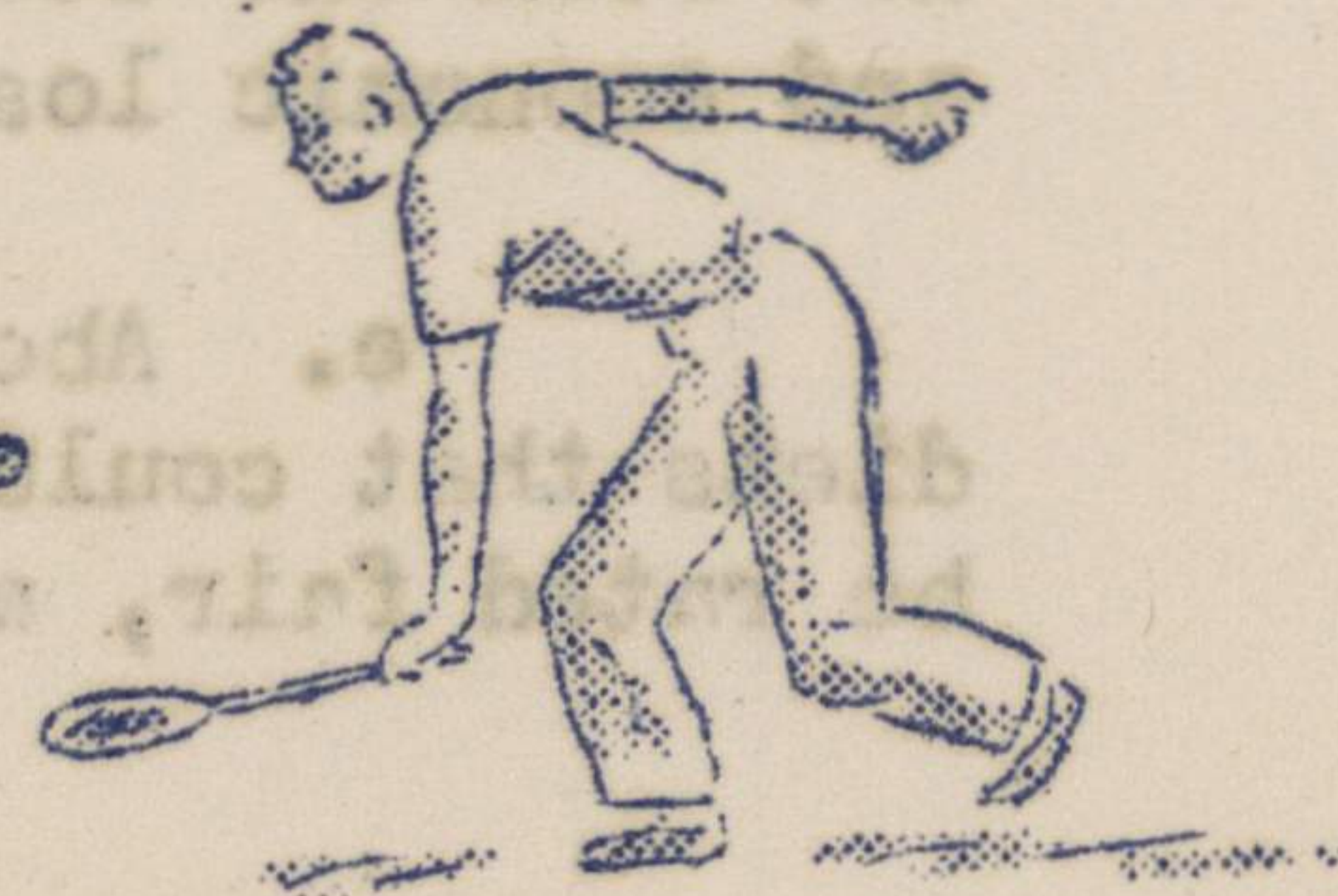
d. Steady improvement in weight gains, more alert minds for study, and fewer absences due to illness have resulted from school lunch programs. This is evidence that the nutritional condition has improved through the program.

e. What evidences of malnutrition are there in your community?

II. What kind of nutrition would you like to have for your family and community?

1. Freedom from hunger.

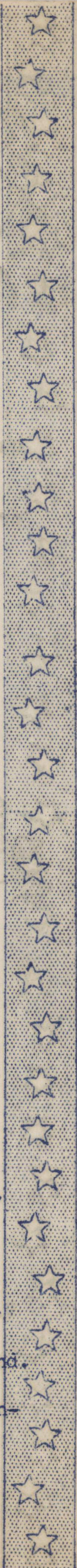
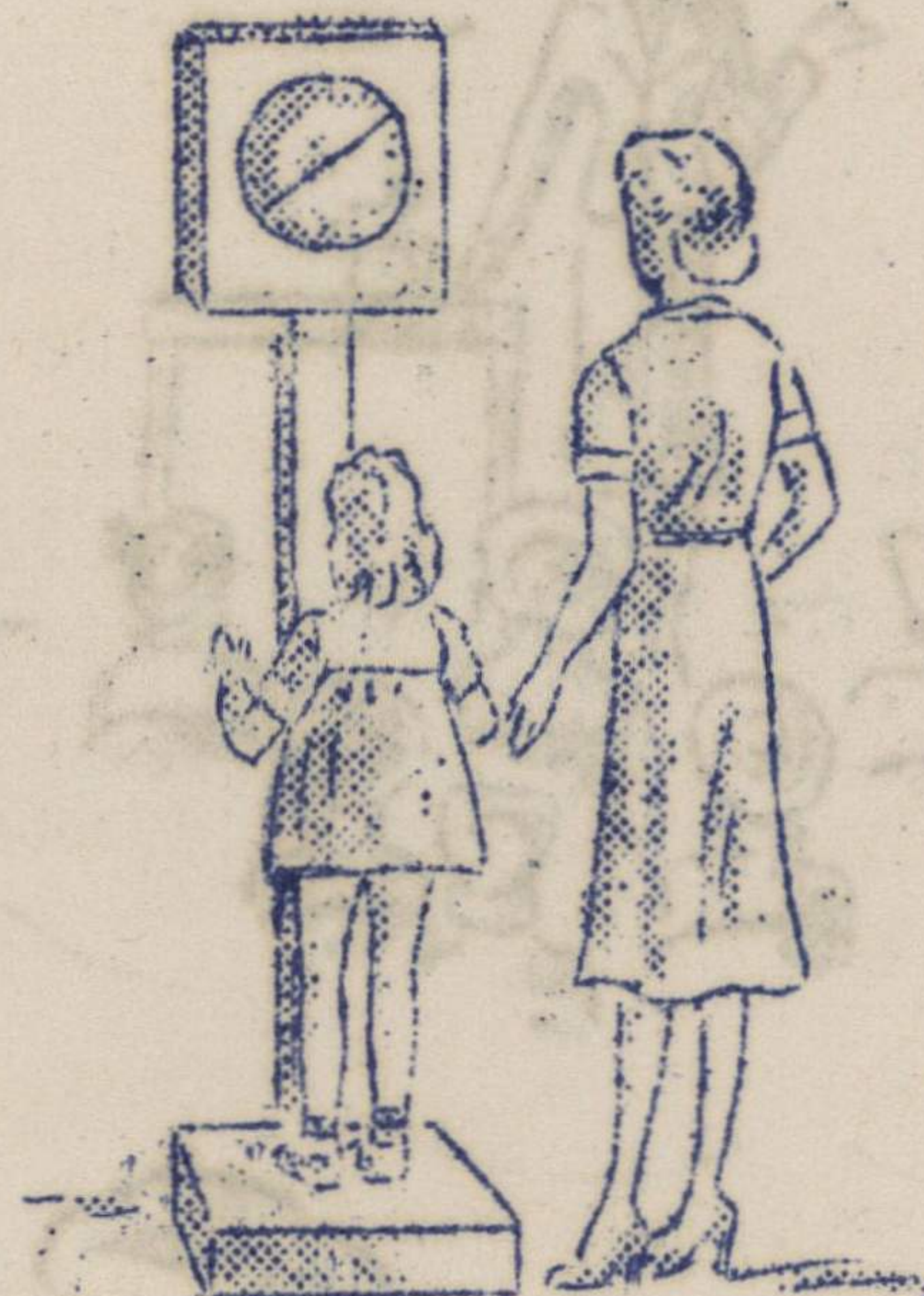
2. Appetizing meals, well served and enjoyed by each one.



3. Food that will keep each one in a state of vigorous health.
4. Food that will enable each one to work effectively.
5. Well-fed children who can face the future free from physical handicaps caused by inadequate nutrition.
6. Good eating habits that help provide for the body's food needs.
7. The kind of food that will help to prevent many of the ills that show up in middle age or later life.

III. What keeps us from reaching this goal?

1. Too frequently we say, "This may be true some place else, but it doesn't apply here." Check your family for these signs of good nutrition:
 - a. Do they have good teeth?
 - b. Are they free from constipation?
 - c. Do they have strong straight bones?
 - d. Are their skins smooth and free from blemishes?
 - e. Are they susceptible to disease?
 - f. Do they tire easily?
 - g. Have they a good appetite?
 - h. Are they alert and interested in the things they do?
 - i. Is their weight normal?
 - j. Are the children showing a steady gain in weight?
2. Some lack money to buy food.
3. Not enough food is produced on farm homes to supply family needs.
4. Some do not know what is needed for adequate nutrition.
5. Many have pronounced food likes and dislikes that keep them from eating a wide variety of foods.
6. Some are unable to adapt eating customs to the food supply at hand.
7. Persons who follow food fads and use special restricted diets, unless under the supervision of a physician, may get poorly balanced diets.



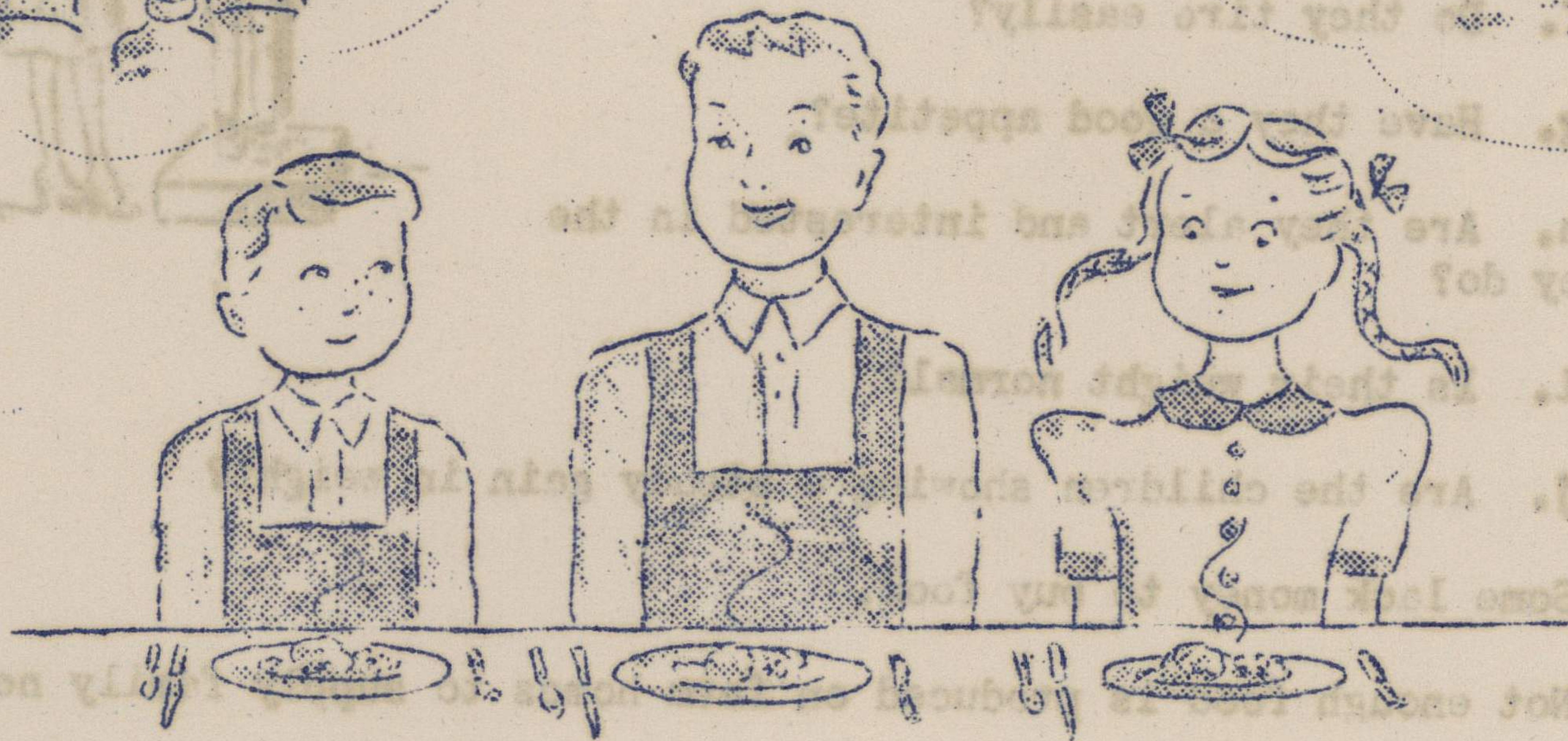
IV. What can be done?

1. Know the situation in your home and community. Go to your home demonstration agent for findings of the 4-H Club health contest, the school nurse for the situation shown as the results of her examination of school children, the doctors and dentists and local draft boards for results of physical examinations of trainees and for information about the nutritional situation in your community.

2. Provide some means of teaching all mothers what is needed to adequately feed their families.

3. Make protective foods available to farm families through home food production.

4. Promote school lunches in local communities.



V. How well fed are you?

Score your food habits using the accompanying score card.

1. Persons who follow food tabs and use special restricted diets, unless under the supervision of a physician, may get poorly balanced diets.

Food Selection Score Card
For the Person over Six Years of Age

Note:—This score card emphasizes the need of certain essential foods in a well-selected diet. It is not intended to represent a complete diet. Moderate amounts of fats, sweets, and other desirable foods should be added to the foods listed below. An average serving of vegetables, fruits, or cereals is one-half cup. Servings will be smaller for children under six years.

Maximum Score	Credits	Score by days
20	Milk: Adults $\frac{1}{2}$ pint 10, $\frac{3}{4}$ pint 15, 1 pint 20	
40	Vegetables and Fruits: Vegetables-- 1 serving 5, 2 servings 10, 3 servings 15 (Potatoes may be included as one serving) If leafy vegetable is included, extra credit 5 Fruits-- 1 serving 10, 2 servings 15 If raw fruit or vegetables or canned tomato is included, extra credit 5	
15	Cheese, Eggs, Meat, Dried Beans or Peas: 1 serving of any one of above 10 1 serving each of any two of above 15	
15	Whole Grain Products: 1 serving 10 2 servings 15	
10	Water (total liquid): Adults $1\frac{1}{2}$ quarts 5, 2 quarts 10 Children 1 quart 5, $1\frac{1}{2}$ quarts 10	
100	Total Credits.....	
	Deductions	
	Use of tea or coffee for children, 10	
	Use of over 2 cups of tea or coffee, or both, for adults, 10	
	Eating sweets between meals, 10	
	Total Deductions.....	
	Total Score.....	



What Your Score Indicates

If your final score is between 85 and 100, with not less than 10 credits under each point, your food selection has been good. A score of 75 or 85 indicates a fair standard. Credits below 75 indicate a low standard.

Explanation of Terms



Milk includes whole milk for children. Skim or buttermilk may be included for adults, provided butter is eaten. Count milk cooked in food and that taken as a beverage.



Vegetables include all foods commonly known as vegetables.



Leafy Vegetables include cabbage, lettuce, and similar vegetables. Extra credit is given because of special value.



Fruits include all foods commonly known as fruits. Since tomatoes are botanically fruits and are similar to oranges in value, they may be counted either as vegetables or as fruits.



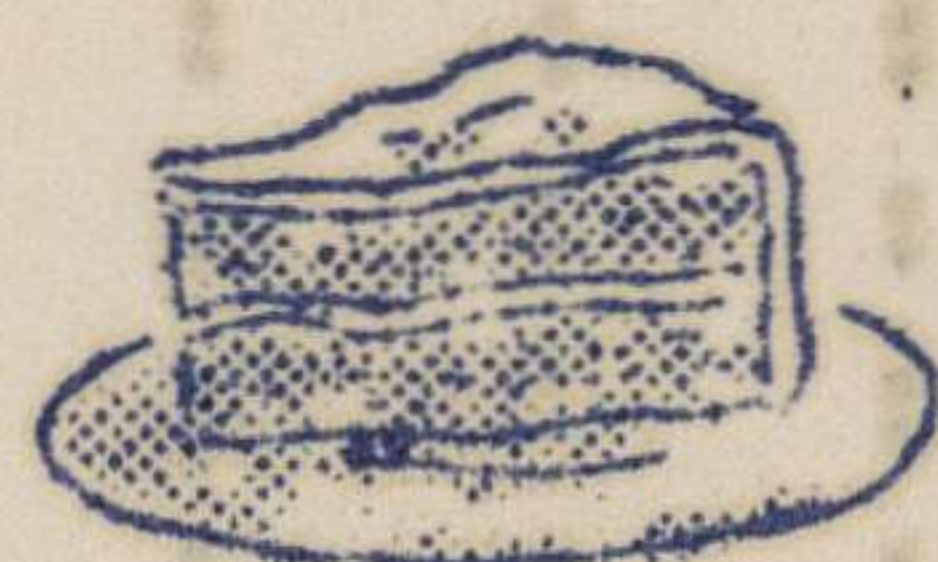
Raw Fruits and Vegetables and Canned or Fresh Tomatoes are given extra credit because of their special value.



Grain Products include all breakfast foods, breads, and other flour products. The whole grains are those containing all or most of the coating of the grain. Most dark colored cereals are in this class.



Water includes liquid in milk or in any beverage or soup, in addition to plain water.



Sweets include all confections, cake, and foods made with considerable sugar or syrup.



Meat includes fish, game, and poultry, but does not include bacon or salt pork, which are classified as fats.



Dried Beans and Peas do not contain as efficient proteins as do the animal protein foods. They are valuable to supplement these foods as sources of protein.



Bibliography of Nutrition Information for Study Groups

Bulletins:

Eat the Right Food to Help Keep You Fit---Gladys Baker, Consumers' Division, National Defense Advisory Council, Washington, D. C.

Three Meals a Day for the Family---Bulletin No. 10, Division of Home Economics, Kansas State College, Manhattan, Kansas

Vitamins in Common Foods---Bulletin No. 11, Division of Home Economics, Kansas State College, Manhattan, Kansas

This Problem of Food---Public Affairs Pamphlet, Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York (10 cents)

Diets to Fit the Family Income---Bulletin No. F-1757, U.S.D.A., Washington, D. C.

Are We Well Fed?---Miscellaneous Publication No. 430, Superintendent of Documents, Washington, D. C. (15 cents)

Consumers' Guide---September, 1940, U.S.D.A., Washington, D. C., or Superintendent of Documents, Washington, D. C.

Enriched Flour---Wheat Flour Institute, 309 West Jackson Boulevard, Chicago, Illinois

Books:

Food and Life---Agricultural Yearbook, 1939

Feeding the Family---Mary Swartz Rose, 1940

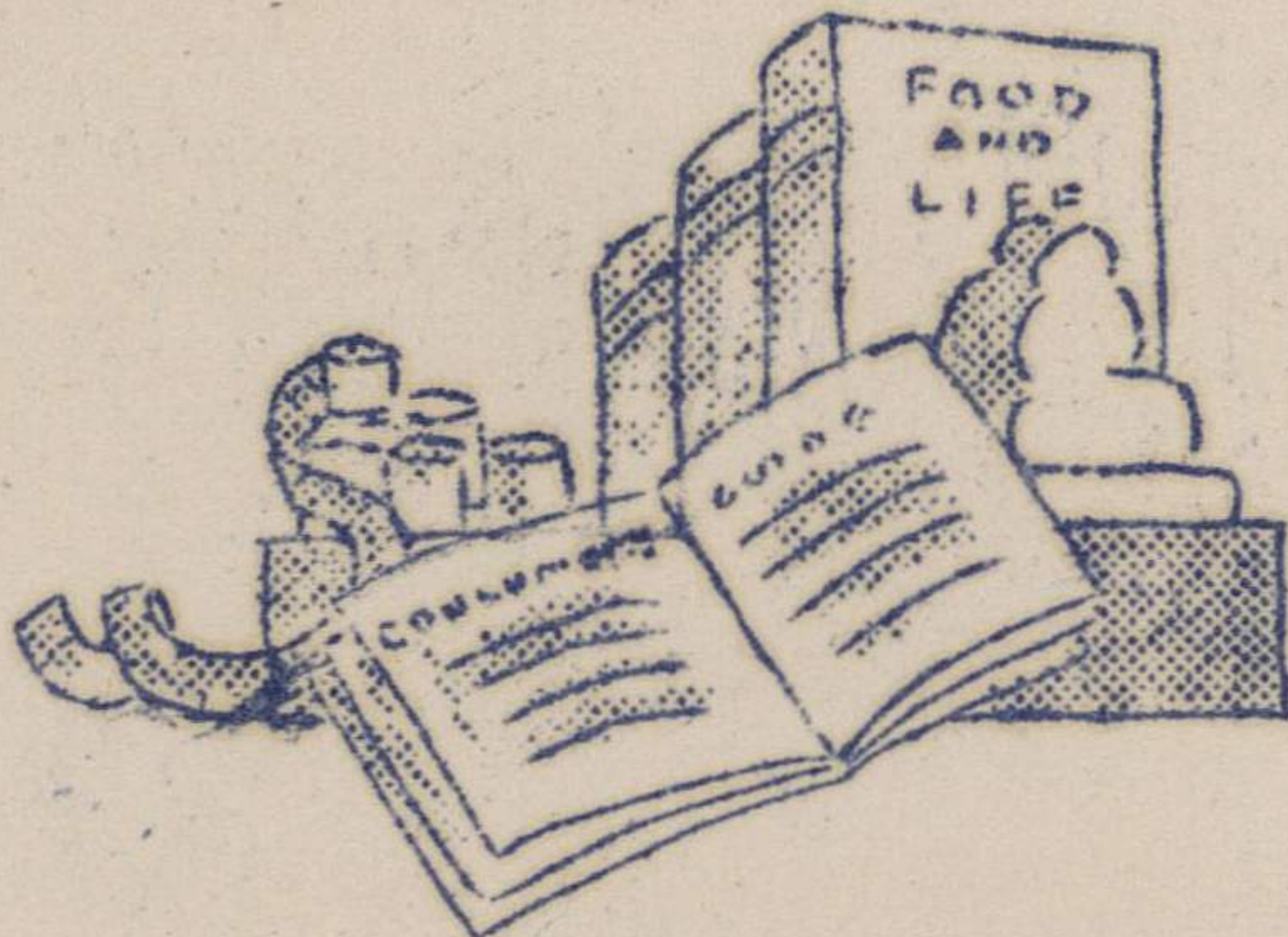
Newer Knowledge of Nutrition---McCollum, Orent, Keiles, and Day, 1939

Films:

Food is Strength---Available in County Farm Bureau Offices. (Film strip, black and white)

For Health and Happiness---Extension Service, U.S.D.A., Washington, D. C. (Color movie, silent or sound)

Proof of the Pudding---Metropolitan Life Insurance Company, New York



Cooperative Extension Work in Agriculture and Home Economics, Kansas State College of Agriculture and Applied Science and United States Department of Agriculture, Acts of May 8 and June 30, 1914.
H. Umberger, Director.

U. S. DEPARTMENT OF AGRICULTURE
EXTENSION SERVICE

DIVISION OF COOPERATIVE EXTENSION

WASHINGTON, D. C.

—
OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE TO AVOID
PAYMENT OF POSTAGE, \$300

8-3928

Miss Georgiana H. Smurthwaite
State Home Demonstration Leader
Extension Service
Kansas State College
Manhattan, Kansas

Manhattan, Kansas

COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS

U. S. DEPARTMENT OF AGRICULTURE AND STATE LAND-GRANT COLLEGES COOPERATING

Dear Cooperator:

G P O 8-3923

Just drop this card in the mail (postage is not necessary) after you have prepared the information for us relative to the use of the program, "Food for Fitness."

The program, "Food for Fitness", was used by _____
Name of Club

Type of Organization

Attendance at the meeting was _____

Plans for improving the nutrition in our community include:

Another nutrition program has been planned for release about October 1. Are you interested in receiving it? _____

Name of President _____ Address _____

Georgiana H. Smurthwaite

Georgiana H. Smurthwaite

State Home Demonstration Leader