



Biology teachers and students, and Frank C. Edminster, Regional Biologist, U. S. Soil Con-

Two-week Nature Leaders Training Course

June 13–June 25

Five-day Courses (for Girl Scout and Campfire Girl leaders).

July 11–15

August 9–13 (for representatives of affiliated Audubon Societies—by invitation only).

Scholarships are being provided in many communities by garden and woman's clubs and conservation groups. For information regarding courses write to: The National Audubon Society, 1000 Fifth Avenue, New York 28, N. Y.

servation Service, watch a demonstration of soil erosion with the use of standardized "run-off" boxes, each 1/10,000 of an acre in size. Photo by Charles E. Mohr, National Audubon Society.

The Role of the Health Co-ordinator*

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Good health, as the optimal functioning of the physical, mental, social and emotional aspects of the individual is basic for life; it is the foundation for the existence of towns and villages, states, nations, the world. Ill health has been cited as one of the major factors leading to crime, violence and war. There is evidence that ill health has contributed to the development of fascist societies. Democracy, in order to provide the fullest measures of constructive achievement, must have an absence, as nearly as practicable, of sick bodies and minds of its citizenry. Thus, in this nation, good health is as much a basic

right of the individual as are those rights of worship, of expression, of use of the printed word.

Transcending all other needs, that of good health must have educational re-emphasis if we are to preserve our primary heritages. Recognition of this latter premise has been afforded by our leading educators today. On the other hand, while a considerable number of words, written and spoken, have given credence to the importance of good health, progress in the prevention and eradication of illness through education in the public schools has been slow; this may be partly explained by the fact that while there is agreement as to the need for health education in the public schools, few are honestly endeavoring to carry

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out these concepts to the fullest extent.

If the school health program is to function desirably to the total development of the student, that individual must be literally bombarded from all sides with every technique available at every possible moment by desirable leadership throughout the school years. Considerable controversy has been raging over who has prior rights to leadership in the school health program. Since good health of the student is the base for education, every one with whom the student has contact during his school life has a responsibility in his development;—all such individuals have prior rights and should exercise those prerogatives. This, then denotes integration, which, in turn, implies the need for co-ordination of all health program efforts in behalf of the student. Finally, there must be a trained person, the school health co-ordinator, to bring together all contributions and relationships of the school health program to the individual for the utmost completeness and satisfaction. With this co-ordinator rests the leadership for the school health program.

There are well-defined values to school health co-ordination: health needs and interests of students are more clearly defined and met, overlapping of activities and needless repetition in the program are reduced to a minimum, responsibility for a successful program is vested in skilled persons, and there is greater assurance of cooperation from those who can contribute to the growth of the individual. Further values accrue in that all aspects of school health activities focus on individuals in a concentration of power that insures measures of success. Gathering all these facts overcomes isolated community efforts, and engages the total environment for the promotion of good health in the individual.

The health co-ordinator functions primarily in an advisory manner, yet

he has direct duties, such as: development of the instruction phase of the school health program, organization of the school health council, conferences with teachers and counselors on health and behavior problems, planning for health services, supervision of records, and evaluation of activities. One basic responsibility of the co-ordinator is that of constant planning. Continuity of activity in the school-health program is necessary for success; to that end the trained health co-ordinator can supply dynamic leadership. Avoidance of the merging of agencies or groups, of subordination of interests, of authoritarian concepts can be accomplished through effective leaders. Co-ordination implies the need for working together and attempts to fill the gaps indicated above. Providing opportunities for agreement upon objectives, activities and responsibilities is the lot of the co-ordinator. This comes about through a clear understanding of what is to be done and a logical and acceptable appreciation of the capabilities of each individual and group.

Qualifications of the co-ordinator are the same as for any leader who must have the skill and personality of a real teacher and administrator. He must thoroughly know his field: objectives, testing, how to plan, how to campaign, how to organize. Success comes through diplomacy, conscientiousness, humor and firmness. The need for enthusiasm is apparent, for it is this characteristic that wins new followers for a cause. Above all, the health co-ordinator must be a super-salesman for he has to sell himself and his program to persons who are reluctant to recognize values because of vested interests, a fear of more work, and a suspiciousness that pervades some professional persons.

The health co-ordinator is an important and needed individual in the public

school today. If co-ordinator contributes in a major sense to the success of the school health program, then it follows that the co-ordinator is responsible for that success. Yet, this responsibility can only be effective if the skill of the leader is used in the most advantageous manner. Co-ordination is the essence of democracy; good health is the basic right of every citizen in this nation. Then, it is feasible that contributions to democracy can be made through improving the health of the child, by the activities of the co-ordinator in the school health programs.

ARTICLES OR ITEMS for fall publication should be submitted in plenty of time. Manuscripts for the October issue go to the printer about the 20th of July.

In connection with the serious illness and death of his father, the editor was out of Emporia for a considerable time just when the proof of the April issue and the dummy for the May issue should have gone to the printer. The editor therefore assumes the entire responsibility for the lateness of these two issues. We hope you will bear with us and look forward to a prompt and livé October issue.

JOHN BREUKELMAN

Suggestions for Summer Work for Boys and Girls

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As the summer time approaches, boys and girls have an opportunity to become acquainted with plants and animals in their natural environment.

Here are a few suggestions of things that can easily be done, and while they are being done the students become more interested in the plants and animals with which they are working than they ever would in the laboratory. They are things that can be done by girl or boy scout groups, by groups at summer camps, or by boys and girls working alone or with their friends.

In the fields and woods butterflies may be caught, and the pressed specimens can be combined with pressed flowers or leaves of plants and milkweed floss to make beautiful pictures and trays.

Butterflies and moths for this use may be prepared in the way given below. If nets for catching the butterflies cannot be bought or borrowed from the class

room, they may be made with a little help from parents or friends. To make the net, a stout wire may be curved to form a circle with the diameter of about a foot, and the ends fastened to a bamboo pole or an old broom handle. A bag of coarse cheesecloth may be sewed about the wire to form the net.

When the insects are caught, care must be taken in handling them as pressure on the wings removes the tiny colored scales that form the patterns on the wings.

The insects may be quickly killed by placing them in bottles for killing insects, which may be purchased from scientific supply houses, or they may be killed by placing a few drops of gasoline, from a small bottle carried by the collector, on the insect's abdomen.

The wings must be placed in the position in which they are to harden before the insect dries out. One way of doing this is to take two pieces of soft wood of