

cedure is expressed by Burke, writing from Canada in a recent article. He said:

It seems to me that on this continent the guiding minds in school medical inspection are, after twenty years, still trying, by the mere finding of physical defects in school children, to justify their work and its subsequent cost to the public in both the up-keep of the machinery and the direct cost to the families in correcting the defects so found. I think the time is overdue for taking the machine apart to see how it is constituted, to determine carefully its efficiency, and, above all, to see whether it is headed in the right direction.⁵

The cost of medical inspection or examination is so gigantic that the procedure calls for scientific appraisal of its value. Probably there will be few who would demand its abolition. Some of the more important aspects of the question which need clarification and evaluation are: (1) improvement in quality of the medical examination itself; (2) the determination of when and where it can be used to real advantage; and (3) its proper place in a program of school hygiene and its coordination with health services to preschool children as well as to school children, including health education and the training of teachers in hygiene and public health.

EDGAR SYDENSTRICKER



METHODS AND MATERIALS OF HEALTH EDUCATION

IT is difficult in the rapidly growing field of school health education to keep pace with modern trends. Teachers left with the responsibility of developing effective programs often find a conflict between methods by which they, in their own school days, were "taught health" and the present-day philosophy that health education is the "sum of all experiences which favorably influence habits, attitudes, and knowledge relating to individual, community, and racial health." They are confused with the vast amount of health educational material that comes in their direction and often lack bases for properly evaluating it in terms of the well-rounded growth and development of the whole child.

⁵ Burke, F. S.: The Preschool Child and School Medical Inspection. *Canadian Public Health Journal*, April, 1933, p. 170.

A recently published book, *METHODS AND MATERIALS OF HEALTH EDUCATION*,¹ by Dr. Jesse Feiring Williams and Miss Fannie B. Shaw, does much to clarify for both teachers in training and in service the present trends in school health education. Drawing freely from many sources, the authors summarize the channels through which, and the methods by which, health education may function effectively in a school.

The early sections of the book include chapters on the most recent definitions and terms employed in health education and an analysis of the nature of the child. Of special interest from the standpoint of public health is the summary of the economics of illness.

The main sections of the book "deal with the three aspects of health education, namely healthful school living, health service, and health instruction." Particularly helpful are chapters on "Rôle of Official and Non-official Organizations in Health Education," "Materials for Teaching Health," and "The Health of the Teacher."

If health is to "flow from the kind of living that goes on" then all experiences with health significance in the child's day must be recognized and utilized by the teacher in her educational program. In the chapter dealing with healthful school living accepted standards for school buildings are presented briefly and well. Classroom experiences influencing health behavior and conditions of the school organization essential for health are also included. A very excellent and much needed discussion is given of the basic causes of disciplinary problems, school failures, and fatigue. One should read with care what is said about such problems as the hygiene of writing and drawing and the importance of planning the day's program to avoid overfatigue. It is regrettable, however, that in this section there is no mention of the ways in which the children themselves may take part in studying the problems of healthful school living and in planning improvements in the school environment and its use. One must wait for such suggestions in the chapters on "Health Instruction" and, more particularly, on "Materials for Teaching Health."

An outstanding contribution of the book is its inclusion of numerous criteria for selecting and evaluating health education procedures and materials. Authoritative sources are quoted on such points as essential

¹ Williams, Jesse F. and Shaw, Fannie B.: *METHODS AND MATERIALS OF HEALTH EDUCATION*. New York, Thomas Nelson and Sons, 1935.

qualifications and duties of health counselors, guiding principles for developing correlations, types of health education materials potentially dynamic, and guides for selecting health textbooks and for using such other teaching aids as the radio, posters, charts, graphs, and the like.

Although the book is intended primarily as a textbook for teacher-training institutions it should be a helpful reference book for principals, teachers in service, nurses, and others interested in school health education.

RUTH E. GROUT

ERRATUM for article entitled, "The Age Incidence of Tuberculosis and Its Significance for the Administrator," by Jean Downes and reprinted from the *Milbank Memorial Fund Quarterly*, Vol. xiii, No. 2, April, 1935.

Please change the vertical scale for Figure 2 to read 5, 10, 15, and 20 per 10,000 instead of 10, 20, 30, and 40 per 10,000.