INDIANA SCHOOL HEALTH INSTRUCTION

LAWS AND RECOMMENDATIONS

BY

BEVERLY LOU BEEHLER

AN HONORS THESIS SUBMITTED TO THE HONORS COMMITTEE
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR I.D. 499 AND FOR THE DEGREE
BACHELOR OF SCIENCE IN EDUCATION
BALL STATE TEACHERS COLLEGE
MUNCIE, INDIANA
JUNE, 1963
ACKNOWLEDGEMENT

The writer wishes to express deep appreciation for the kindly encouragement and generous assistance of Dr. Warren E. Schaller, Associate Professor of Science (Health) at Ball State Teachers College, who helped so much in the guidance of this study.

The writer, also extends thanks to Dr. Robert Cooper, Science Department Head at Ball State Teachers College, for his interest in and approval of this study; to Dean Jerome Fallon, Associate Dean and Director of Instructional Services, for his devoted effort to promote the Ball State Honors Program; and to Mr. Charles Bunge, librarian at the Ball State Library, for his aid in direction to sources of information.

A special acknowledgement goes to Dr. Hester Beth Bland, school health consultant for the Indiana State Board of Health; Mr. William Lyon, curriculum advisor of the Muncie Community Schools; Mr. Floyd Raiser, consultant in health education programs for the Muncie Community Schools; and Dr. Robert Yomo, Director of the Bureau of Health Education, Records and Statistics. To these people, the author extends sincere appreciation for their work, time, and interest in making this study possible.

B.L.B.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>IMPORTANCE OF HEALTH</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>IMPORTANCE OF EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>IMPORTANCE OF SCHOOL HEALTH</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>IMPORTANCE OF HEALTH INSTRUCTION</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>STATEMENT OF THE PROBLEM</td>
<td>8</td>
</tr>
<tr>
<td>II</td>
<td>BACKGROUND INFORMATION</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>PROCEDURES</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>HISTORY</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>NECESSITY</td>
<td>22</td>
</tr>
<tr>
<td>III</td>
<td>LAWS AND RECOMMENDATIONS</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>LAWS</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>RECOMMENDATIONS</td>
<td>44</td>
</tr>
<tr>
<td>IV</td>
<td>ANALYSIS OF LAWS AND RECOMMENDATIONS</td>
<td>46</td>
</tr>
<tr>
<td>V</td>
<td>SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>SUMMARY</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>CONCLUSIONS</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>RECOMMENDATIONS</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>BIBLIOGRAPHY</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>APPENDIX</td>
<td>59</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>A Schematic Chart of the Activities and Responsibility Areas in the School Health Program</td>
</tr>
<tr>
<td>II</td>
<td>Content Emphasis in Sixteen Elementary School Physiology and Hygiene Textbooks, 1890 - 1925</td>
</tr>
<tr>
<td>III</td>
<td>Recommended Relative Emphasis on Health Knowledge, Attitudes, Practices, and Skills by Grade Levels for the Major Health Areas</td>
</tr>
<tr>
<td>IV</td>
<td>A Summarized List of School Health Laws Included in the Public Health Code</td>
</tr>
<tr>
<td>V</td>
<td>A List of Laws Which Have Changed Over the Years</td>
</tr>
<tr>
<td>VI</td>
<td>A Detailed List of the Indiana Laws Pertaining to Health Instruction</td>
</tr>
<tr>
<td></td>
<td>A. High School Studies</td>
</tr>
<tr>
<td></td>
<td>B. Duty of the State Board of Education</td>
</tr>
<tr>
<td></td>
<td>C. High School Textbooks</td>
</tr>
<tr>
<td></td>
<td>D. Duty to Teach Hygiene</td>
</tr>
<tr>
<td></td>
<td>E. Junior or Intermediate High School Courses</td>
</tr>
<tr>
<td></td>
<td>F. Alcoholic Drinks - Effects - School - Instruction</td>
</tr>
<tr>
<td></td>
<td>G. Safety Education - Duty to Teach</td>
</tr>
<tr>
<td></td>
<td>H. Safety Education - State Board of Education</td>
</tr>
<tr>
<td></td>
<td>I. Safety Education - Textbooks</td>
</tr>
</tbody>
</table>
J. High School Students - Credit for Semester Study
K. Cooperation of School Officials to Carry Out Act
L. Wilful Refusal or Neglect to Supply Instruction
M. Duty to Exterminate Rats - Public School Instruction
N. Commission on Alcoholism
O. Driver Education

VII A List of the Recommendations Pertaining to Health Instruction as Found in Suggested School Health Policies for Indiana Schools.
CHAPTER I

INTRODUCTION

IMPORTANCE OF HEALTH

IN THE SEVENTEENTH CENTURY JOHN LOCKE, EDUCATOR-PHYSICIAN AND FOUNDER OF MODERN PSYCHOLOGY, EXPRESSED HIS CONCERN FOR HEALTH LIKE THIS:

"A Sound Mind in a Sound Body is a short, but full description of a happy state in this world. He that has these two, has little more to wish for; and he that wants either of them will be but little better for anything else. Man's happiness or misery is most part of their own making. He, whose mind directs not wisely, will never take the right way; and he, whose body is crazy and feeble, will never be able to advance in it."

Locke also wrote specific information about adequate nutrition, sleep, clothing, and exercise.

IMPORTANCE OF EDUCATION

ONE OF THE PROMOTERS OF OUR AMERICAN EDUCATION SYSTEM WAS HORACE MANN. "He understood well the relationship between freedom, self-government, and universal education. Like Jefferson, he believed that freedom could rest secure only as free men had the knowledge to make intelligent decisions."

1 RICHARD K. MEANS, A HISTORY OF HEALTH EDUCATION IN THE UNITED STATES, P. 18.

2 LAWRENCE A. CREMIN, "POPULAR SCHOOLING," TALKS ON AMERICAN EDUCATION, P. 3.
After Mann had won in his education movement, the Polish revolutionary, Count Gurowski, in 1857, had this to say:

On the common (public) schools, more than any other basis, depends and is fixed the future, the weal and the woe of American society, and they are the noblest and most luminous manifestations of the spirit, the will, and the temper of the genuine American communities and people. . . . America, the Free States — stimulated, led on by New England, by Massachusetts — they alone possess intelligent, educated masses.3

Robert J. Havighurst summarized the broad purposes of American education in this way:

The hope and aim of the American educator are, then, to use education to enhance the opportunity of the individual to be free, to express his individuality, to be productive, and to live in harmony with others who are seeking the same things.4

Importance of School Health

The father of school health education is thought to be William A. Alcott. In 1829, he wrote an essay on the construction of schoolhouses in which he expressed the need for improving school buildings. Rogers wrote this about Alcott:

Dr. William A. Alcott wrote a prize winning book on the construction and arrangement of schoolhouses and was the first to suggest that the schools should have a physician in attendance. He was also the first to write a health book that was suitable for children.5

School health should consist of three components: school health services, healthful school living, and health education, as shown in the following table:

3Cremin, op. cit., p. 5.


5Means, op. cit., p. 32.
TABLE 1. A SCHEMATIC CHART OF THE ACTIVITIES AND RESPONSIBILITY AREAS IN THE SCHOOL HEALTH PROGRAM.

The Community Health Program

<table>
<thead>
<tr>
<th>OFFICIAL HEALTH AGENCY PROGRAM</th>
<th>VOLUNTARY HEALTH AGENCY PROGRAMS</th>
<th>SCHOOL HEALTH PROGRAM</th>
<th>HOME HEALTH PROGRAM</th>
<th>OTHER PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL HEALTH SERVICES</td>
<td>HEALTHFUL SCHOOL LIVING</td>
<td>HEALTH EDUCATION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Appraising Health.**
   - Status of pupils through observation, screening, and health examinations.
   - Counseling pupils, parents, and others concerning appraisal findings; encouraging correction of remediable defects.

2. **Planned Emergency Services for those injured or suddenly ill.**

3. **Helping to prevent and control communicable diseases.**

4. **Assisting in identification and education of handicapped children.**

5. **Maintaining health of school personnel.**

6. **Healthful arrangement of school day.**

7. **Emotional health aspects; friendly teacher-pupil relationship.**

8. **Safe school facilities.**

9. **Adequate school housekeeping.**

10. **Health aspects of school construction, equipment, and grounds.**

11. **Lighting and acoustics.**

12. **Heating and ventilation.**

13. **Water supply and waste disposal.**

14. **School sanitation.**

15. **School lunch program.**

16. **School bus transportation.**

17. **Separate health instruction classes.**

18. **Integrated and correlated health education with other subjects and services.**

19. **Educational emphasis on health knowledge, attitudes, practices, and skills.**

20. **Major health areas personal health nutrition.**

21. **Community health and sanitation.**

22. **Consumer health.**

23. **Stimulants and depressants.**

24. **Family living.**

25. **Safety education.**

26. **First aid.**

27. **Home nursing.**

28. **Driver education.**

---

*Frederick H. Kilander, School Health Education, p. 11.*

In 1943 Horace Mann summarized his views regarding school health:

In the great work of education, then, our physical condition, if not the first step in point of importance, is the first in order of time. On the broad and firm foundation of health alone, can the loftiest and
Most enduring structures of the intellect be reared; and if, on the sublime heights of intellectual eminence the light of duty and of benevolence, - of love to God and love to man, - can be kindled, it will send forth a radiance to illuminate and bless mankind.  

Importance of Health Instruction

According to the formula of the French philosopher Montaigne, to make man is, in his early stage, to fill his head with soundness rather than to cram it with knowledge, and further to give him total health so that he may adapt to the various circumstances life may proffer.

To evaluate whether or not a child is given the opportunity to gain total health one must turn to the health guides and courses of study supplied by the Indiana State Department of Public Instruction.

In the Administrative Handbook for Indiana Schools under the heading "Curriculum and credits" is found: "All schools shall offer at least one-half unit in health and safety education and one-half unit in physical education, credit in which courses shall meet the requirements in this area for graduation." The writer feels this requirement will be (and should be) raised in the future. Since only eight of the sixteen units necessary for graduation are required, some portion of the eight elective units could be required in health.

Most Courses of Study guides suggest that in the elementary grades the study of health is not limited to this one subject. Science, homemaking, social studies, and other areas could easily be correlated with health. Unfortunately, most research has found that a health

---

7 Means, op. cit., p. 34.
PROGRAM BASED SOLELY ON INTEGRATION WITH OTHER SUBJECTS IS INADEQUATE; THEREFORE, A CERTAIN TIME SHOULD BE SET ASIDE FOR HEALTH INSTRUCTION SO THAT IT WILL NOT BE OVERLOOKED.

THE 1962 REVISION OF A GUIDE FOR HEALTH AND SAFETY EDUCATION IN INDIANA EMPHASIZES THAT THE TEACHER'S FIRST RESPONSIBILITY IN HEALTH EDUCATION SHOULD BE TO RECOGNIZE THE RELATIONSHIP BETWEEN THE NEEDS AND INTERESTS OF CHILDREN AND THEIR ENVIRONMENT: HOME, SCHOOL, AND COMMUNITY. 10 Especially in the primary grades the health emphasis should be on attitude and practice formation rather than on learning specific facts. If the child is interested in what he is studying, this will be a basic concern to him at the present and probably in the future. As the child grows older and desires to learn "hows" and "whys", basic facts will be of interest.

"TO COMPLETE THE JOB OF FILLING OUT, PUTTING TOGETHER, AND FINISHING UP THE STRUCTURE CALLED HEALTH EDUCATION IS SYSTEMATIC, CO-ORDINATED HEALTH INSTRUCTION." 11 To provide adequate health instruction, health services and healthful school living must be included in the picture. Correlating these three will insure a better experience for the school children. When the health instruction program favorably directs the students' health understandings into practice in everyday living, the true goal of health teaching has been achieved. Anderson states that:

THE REAL WORTH OF HEALTH INSTRUCTION IS IN ITS PREPARATION OF AN INDIVIDUAL TO PROMOTE HIS OWN HEALTH AND MAKE THE DECISIONS NECESSARY FOR HIS HEALTH PROTECTION AND MAINTENANCE. 12

11 Carl Leonard Anderson, School Health Practice, p. 271.
12 Ibid., p. 275.
MARIAN GOLDWASSER, M.D., states:

Few parents of today (1943) are able to educate their children in health because they themselves never received adequate training. Despite this fact, in a radio poll conducted at that time, it was found that health took precedence over every other subject in interest.\(^1\)

Whenever the people show such an interest in health, it is time to promote an enriched health education program in the school, community, and home.

It is important to remember that a person must believe in health knowledge (or any knowledge) in order to apply it. Hochbaum found that people had to believe that they were susceptible to tuberculosis before they would voluntarily take a chest X-ray.\(^2\) Findings from such research tend to confirm that to activate the desired behavior more is needed than just knowledge. In 1960 William Creswell brought forth this same idea when he wrote:

There is real danger that health education may become too academic. The individual's information and attitude toward contagious disease are of little import if he has not been immunized. To know is not enough; to be vaccinated as a result of one's own decision is to be health educated.\(^3\)

The following table shows how physiology, anatomy, alcohol and tobacco have decreased in emphasis, while common diseases, exercise and posture, sanitation, and rules of health have increased in importance:

\(^{13}\) Marian Goldwasser, "Aids to Health Education," Health Instruction Yearbook, p. 222.


\(^{15}\) Ibid., p. 183.
TABLE II. CONTENT EMPHASIS IN SIXTEEN ELEMENTARY SCHOOL PHYSIOLOGY AND HYGIENE TEXTBOOKS, 1890 - 1925

(Expressed in Percentages)

<table>
<thead>
<tr>
<th>Topics</th>
<th>Period 1890-1900</th>
<th>Period 1900-10</th>
<th>Period 1920-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSIOLOGY AND ANATOMY</td>
<td>65.8</td>
<td>36.3</td>
<td>22.5</td>
</tr>
<tr>
<td>ALCOHOL AND TOBACCO</td>
<td>13.2</td>
<td>9.7</td>
<td>6.2</td>
</tr>
<tr>
<td>COMMON DISEASES</td>
<td>0.0</td>
<td>24.4</td>
<td>21.2</td>
</tr>
<tr>
<td>EXERCISE AND POSTURE</td>
<td>3.2</td>
<td>5.7</td>
<td>8.4</td>
</tr>
<tr>
<td>SANITATION</td>
<td>2.9</td>
<td>5.1</td>
<td>11.7</td>
</tr>
<tr>
<td>RULES OF HEALTH</td>
<td>1.4</td>
<td>7.1</td>
<td>11.4</td>
</tr>
<tr>
<td>MISCELLANEOUS</td>
<td>13.5</td>
<td>11.4</td>
<td>18.4</td>
</tr>
</tbody>
</table>

Adapted from Means, op. cit., p. 193.

Table III (below) demonstrates how health instruction should correlate with the needs and interests of the child at each age level.

TABLE III. RECOMMENDED RELATIVE EMPHASIS ON HEALTH KNOWLEDGE, ATTITUDES, PRACTICES, AND SKILLS BY GRADE LEVELS FOR THE MAJOR HEALTH AREAS

<table>
<thead>
<tr>
<th>Health Areas</th>
<th>Pre-school Level</th>
<th>Grade 1</th>
<th>Grade 2-3</th>
<th>Grade 4-6</th>
<th>Grade 7-9</th>
<th>Grade 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Health</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XXX</td>
<td>XX</td>
</tr>
<tr>
<td>2. Nutrition</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XXX</td>
<td>XX</td>
</tr>
<tr>
<td>3. Community Health and Sanitation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>XX</td>
<td>XXX</td>
<td>XX</td>
</tr>
<tr>
<td>4. Consumer Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Mental Health</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>6. Stimulants and Depressants</td>
<td></td>
<td></td>
<td>X</td>
<td>XX</td>
<td>XXX</td>
<td></td>
</tr>
<tr>
<td>7. Family Life</td>
<td>X</td>
<td>X</td>
<td>XX</td>
<td>XX</td>
<td>XXX</td>
<td></td>
</tr>
<tr>
<td>8. Safety Education</td>
<td>X</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>9. First Aid</td>
<td>X</td>
<td>X</td>
<td>XX</td>
<td>XX</td>
<td>XXX</td>
<td></td>
</tr>
<tr>
<td>10. Home Nursing</td>
<td>X</td>
<td>X</td>
<td>XX</td>
<td>XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Driver Education</td>
<td></td>
<td></td>
<td>X</td>
<td>XX</td>
<td>XXX</td>
<td></td>
</tr>
</tbody>
</table>

Note: XXX - Major emphasis on this area at this grade level
XX - Moderate emphasis on this area at this level
X - Some attention, particularly to attitudes and practices rather than to knowledge
Blank - No attention to this area at this grade level

Kilander, op. cit., p. 290.
The school's first job is education; health education is just as important as reading, writing, and arithmetic and should be included in the total educational process. A student possessing good health has a better potential for learning than does a student in poor health.

If adequate health instruction is carried out, not only the child, but the whole world, will benefit. A healthy child full of vigor and vitality will provide service not only to himself, but to his community. His health knowledge will be passed on to his children; they will inform their children; and the result will be a healthier nation, culture, and society.

Statement of Problem

It is the problem of this study to determine and analyze the Indiana school health instruction laws and recommendations.

Health instruction in the classroom will aid in health preservation of all people; therefore, it is essential that the health laws of Indiana be adequate. The time has come to evaluate these laws.

This quote seems to convey the importance of the problem:

Health being the sine qua non of all personal enjoyment it is not only the right but the duty of the State or municipality possessing the police power to pass such laws or ordinances as may be necessary for the preservation of the health of the people. 18

Information is, consequently, needed concerning whether the laws are adequate.

Once the health instruction laws and recommendations have been evaluated, people know that (whether or not their opinions are the best)

18 James Almer Tobey, Public Health Law, p. 6.
They have at least tried to promote better health instruction. We should not depend on survival of the fittest. Instead, we should care for others - healthwise.

With our civilization becoming more complex through increasing transportation and urbanization, we need to constantly evaluate the health program to make sure that it is meeting the needs of our present society.

Health laws and recommendations actually fit into three categories: Health Instruction, Health Services, and Health Environment. The investigator chose to study the Health Instruction area because this is her immediate area of responsibility and there seemed to be very little legislation in this area.
CHAPTER II
BACKGROUND INFORMATION

Procedures

First, the tentative outline indicated below was established:

1. To determine the laws pertaining to school health program in Indiana by contacting the
   a. Indiana State Board of Health
   b. Indiana State Department of Public Instruction
   c. I.S.T.A. Center - "Indiana Teacher"
   d. Package Library Service, Indiana University
2. To determine the recommendations pertaining to the School Health Programs in Indiana
   (same sources as above)
3. Interviews with selected consultants familiar with Health Instruction Programs
   a. Their reactions to the laws and recommendations
4. Laws and recommendations which ought to be in effect

Using Table 1 on page 3 as a guideline for activities in the School Health Program, the writer began this study thinking she would include all three areas of school health: school health services, healthful school living, and health education. The first research consisted of reading Indiana's Public Health Laws1 (1959). This booklet brought into view the summarized information in the following table:

Table IV. A summarized list of school health laws included in the Public Health Code

Services

1. The state board may order schools closed when thought necessary to prevent and stop epidemics.

---

TABLE IV (CONTINUED)

2. Local health officers may order schools closed when thought necessary to prevent and stop epidemics.

3. Persons having custody of any child, infected with a communicable disease, shall not permit him to attend school.

4. All school teachers shall exclude any children infected with any such communicable disease.

5. Teachers shall immediately send home any pupil who shows indication of being ill, unclean, emits offensive body odors, or is infested with vermin.

6. It shall be unlawful for school authorities to employ teachers, janitors, bus drivers or food handlers who are addicted to drugs, or who are intemperate or who have tuberculosis or syphilis in an infectious stage.

7. The board of education and school trustee shall require a physical examination for tuberculosis, including adequate laboratory tests and X-rays, of all such employees of the board or school trustee at least once in three years.

8. The tuberculosis X-ray film shall be retained by the person taking it for a period of three years.

9. If the result of the test indicates the presence of tuberculosis in an infectious state, the employee shall be ineligible for further service until satisfactory proof of recovery is furnished.

10. It shall be unlawful for any school official to employ this act as a means of discharging any teacher.

11. Upon enrollment of any child for the first time in any school, a written statement stating whether or not the child has been
TABLE IV (CONTINUED)

IMMUNIZED AGAINST SMALLPOX, DIPHTHERIA, WHOOPING COUGH, TETANUS OR POLIOMYELITIS IS REQUIRED.

12. The school officials shall file this written report with the Indiana State Board of Health.

13. There shall be an annual screening test of the visual acuity of all children enrolled in the first, third, and eighth grades and all others suspected of having a visual defect.

Environment

1. Schoolhouses shall be constructed or remodeled in accordance with the sanitary principles and rules and regulations of the administrative building council and the state board.

2. No school site, schoolhouse, or addition to a schoolhouse shall be located nearer than five hundred feet to any unhealthful situation.

3. Each pupil shall be provided with not less than two hundred twenty-five cubic feet of space.

4. Window area and spacing shall follow requirements specified by law.

5. Cloakrooms shall be well-lighted, warmed, and ventilated or sanitary lockers shall be provided.

6. Schoolhouses shall be supplied with potable drinking water. Sanitary cups or fountains shall be used.

7. Schoolhouse wells and pumps shall be supplied with troughs or drains to take away wastewater.
TABLE IV (CONTINUED)

8. **Schoolhouses shall be supplied with heating and ventilating systems installed according to the rules of the State Board and the Administrative Building Council.**

9. **Water closets shall be efficient and sanitary and furnished with stalls for each place.**

10. **Any money claims for construction shall be null if such construction does not comply with requirements.**

11. **Schoolhouses and school busses shall be specially cleaned and disinfected each year before they are used for school purposes and shall be maintained in a clean and sanitary condition.**

12. **It shall be the duty of every prosecuting attorney to whom the State Board shall report any violation to cause proceedings to be commenced.**

13. **Any person selling, trading, or giving to any township trustee or board of school commissioners for use in a schoolhouse any materials, supplies, sanitary apparatus or systems, which do not comply with the provisions of this division shall be guilty of a misdemeanor.**

14. **The Stream Pollution Control Board shall have the right to enter at all reasonable times for the purpose of inspecting conditions relating to the pollution of any water of this State.**

**Instruction**

1. **That it shall be unlawful for any person . . . And it shall be the duty of the trustees of the several townships and the boards of school trustees of the several cities and towns in the State, to**
TABLE IV (CONTINUED)

MAKE PROVISIONS IN THE PUBLIC SCHOOLS UNDER THEIR JURISDICTION FOR THE ILLUSTRATIVE TEACHING OF THE DISSEMINATION OF DISEASES BY RATS, FLIES AND MOSQUITOES AND THE EFFECTS THEREOF, AND THE PREVENTION OF DISEASES BY THE PROPER SELECTION AND CONSUMPTION OF FOOD.

2. EACH YEAR IN THE FIFTH GRADE OF ALL PUBLIC SCHOOLS, THE PRIMARY PRINCIPLES OF HYGIENE AND SANITARY SCIENCE SHALL BE TAUGHT.

3. THE STATE HEALTH COMMISSIONER AND THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION JOINTLY SHALL COMPILE IN LEAFLET FORM PRINTED DATA SETTING FORTH PRIMARY PRINCIPLES OF HYGIENE AND SANITARY SCIENCE AND THE INFORMATION CONCERNING THE PREVENTION OF DISEASES.

At this time the writer narrowed her topic to health instruction. To find all the laws on this topic, the next step consisted of going to the Burns' Statutes.2

After compiling the list of laws from the Statutes, the writer had to do further study to learn the history of these laws since most of them had previously been amended or repealed. This meant regressing to books composed of all acts passed during each year (from the first law passed in Indiana in 1818). The investigator then felt she found all the laws. Table V demonstrates in a summarized way the more detailed information found in Table VI. It shows the important changes in health instruction laws over the years.

---

2Indiana, Annotated Indiana Statutes, 12 volumes.
TABLE V. A LIST OF LAWS WHICH HAVE CHANGED OVER THE YEARS

1. LAWS RELATING TO HIGH SCHOOL STUDIES:
   - 1907 Health is not mentioned.
   - 1919 Health is not mentioned.
   - 1923 Health is not mentioned.

2. LAWS RELATING TO TEXTBOOKS REQUIRED:
   - 1909 Physiology is listed.
   - 1917 Physiology is listed.

3. REQUIREMENT FOR TEACHING HYGIENE:
   - 1911 This shall be taught in the fifth grade.
   - 1949
   - 1951 (Amendment) Child is excused if in conflict with religious teachings.

4. REQUIRED HIGH SCHOOL TEXT-BOOKS:
   - 1913 Said board may select single or elective textbooks in any additional subject not included in this section.

5. JUNIOR OR INTERMEDIATE HIGH SCHOOL COURSES:
   - 1919 No specific subjects are listed.

6. ALCOHOLIC DRINKS:
   - 1922 Taught in grades four, five, six, seven, and eight.
   - 1935 (Amendment) Besides these grades, at least two years of the high schools is included.
   - 1947 Be included in grades four through eight; twenty or more pages devoted to the nature of alcoholic drinks, tobacco, sedatives, and narcotics and their effects upon the human system.
   - 1947 Provide a separate course of study for high school students covering the subject of the effects of alcohol.
TABLE V. (CONTINUED)

1953 A COMMISSION ON ALCOHOLISM SHALL ENCOURAGE ALCOHOL EDUCATION.

7. SAFETY EDUCATION:

1937 Duty to teach in the eighth grades.

1937 The state board of education shall prepare or cause to be prepared a course of study for safety.

1937 The state board of education shall adopt a textbook.

3. SANITATION:

1949 Teach the dissemination of diseases by rats, flies, and mosquitoes and the effects thereof, and the prevention of diseases by the proper selection and consumption of food.

9. DRIVER EDUCATION:

1957 Include classroom instruction and practice driving; standards be established by the superintendent of public instruction.

The main list of recommendations was taken from Suggested School Health Policies for Indiana Schools. To secure other ideas at this point, the author read all the articles contained in the school health sections of the Health Instruction Yearbooks (1943 to 1957). Other books and articles thought to be pertinent to the topic were also read.

The fifth step in securing information for this study consisted of interviewing specialists in the fields of health and/or instruction. Here, the investigator indirectly gained knowledge.

3 The State Department of Public Instruction and the Indiana State Board of Health, Suggested School Health Policies for Indiana Schools, 9 pages.
ABOUT HOW TO CONDUCT EFFECTIVE INTERVIEWS (E.G., LEARNING HOW TO
ASK QUESTIONS WHICH WILL LEAD IN THE RIGHT DIRECTION AND NOT WASTE
time).

SAFETY IS INCLUDED IN THIS STUDY SINCE HEALTH AND SAFETY ARE
so closely related. Physical education, even though closely related to
health, is not discussed in this study. This research includes only
laws and recommendations of the State of Indiana, primarily, pertaining
to health instruction.

HISTORY

Legislation for Health Education in the United
States was primarily the outcome of Horace Mann's agitation
for the science of health, then termed "physiology and
hygiene." It was through his interest that Massachusetts,
in 1850, became the first state to require physiology and
hygiene by law as a compulsory subject in all the public
schools of the commonwealth. The preparation of classroom teachers was likewise required in this same year by
legislative measure.4

By the Indiana Acts of 1907 concerning high school studies,
no mention is made of health instruction except through the impli-
cation of an additional study. (See Table VI, A.) The repealing of
this act in 1919 changed only the foreign language requirement to
"Latin or any modern foreign language except German." The 1923
replacement of this same act changed only the foreign language re-
quirement to "Latin or any modern foreign language." There is still
no specific law stating that health must be taught in Indiana high
schools; the power to require this has been given to the Indiana
Department of Public Instruction.

4 Means, op. cit., p. 35.
Physiology and hygiene were the first two topics to be thought of as important health areas. The 1909 law reads:

The state board of education shall constitute a board of commissioners for the purpose of making a selection, or procuring the compilation for use in the common schools of the State of Indiana, of a series of textbooks in the following branches of study, viz: . . . physiology, . . . Provided, That none of said textbooks shall contain anything of a partisan or sectarian character....

This act was repealed by the Acts of 1917 (See Table VI, B), but physiology continued to be a subject included.

The foundation for all Indiana health instruction laws was the 1911 Sanitary School Law. This act was entitled "An act to protect the health and lives of school children and increase their efficiency by providing healthful school houses and requiring the teaching of hygiene." (For specific details of this act, see Table VI, C.)

Even though certain other provisions of this act have been repealed by the acts of 1913, 1915, 1923, 1941, and 1943, the Acts of 1949 state:

The provisions of this act in so far as they are substantially the same as existing statutory provisions relating to the same subject matter shall be construed as restatements and continuations and not as new enactments.

Consequently, we find the basic 1911 law as part of the Public Health Code of Indiana which we follow in 1963.

In their book Health and Safety in the New Curriculum, Payne and Schroeder attempted to justify the inclusion of health education in the curriculum. Two primary reasons were suggested:

---

5 Indiana, Annotated Indiana Statutes, volume 6, part 2.
6 Indiana, op. cit., volume 6, part 2.
(1) First, because the progress of the child in school depends directly upon his physical condition ... (2) Secondly, because it depends on the observation of specific and well-known practices related to nutrition, exercise, sleep, rest, recreation, cleanliness, and the like, and these in turn are dependent on specific habits, adequate knowledge, and appropriate attitudes of healthful living. 7

Holt, as one of those most familiar with the status of school health at the time, stated that:

We are forced to the conclusion that the school is the place where health instruction must be given to most children if they are to get any proper health instruction ... Certain the opportunity which the school offers for health education has hardly been recognized. 8

In this same period of history, Hallock also emphasized school health education.

The value of child health should be placed on the same stable basis in our educational system as the gold standard in our monetary system. It should be given its true importance in the treasury of our thoughts as the common denominator to which the efficiency value of all future generations may be reduced. 9

Regardless of the attempts of the above-mentioned people, the 1913 act stating high school text-books did not list health or any portion of it as a required or elective text. The only way health could be included at this time was by being considered "an additional subject." (See table VI, C.)

After health was named as the first of the seven cardinal objectives of education in the 1918 report of the Commission on the Reorganization of Secondary Education 10, health as a subject gradually

---

8 Ibid., p. 156
9 Ibid., p. 156.
10 Alma Nemir, The School Health Program, p. 10.
GAINED IMPETUS IN SCHOOLS. Since that date many other committees and commissions have arrived at the same conclusion of the importance of health instruction in schools.

The next Indiana health instruction law, passed in 1919, involved junior or intermediate high school courses. (See Table VI, E.) No subjects were listed; the only stipulation was that the State Board of Education must approve the courses recommended.

The first nationwide movement for health instruction in the public schools centered about the activities of the Women's Christian Temperance Union, founded in 1874.11 Probably because most schools required a course in physiology and hygiene then, the people thought that was the most appropriate place to include instruction regarding alcohol and tobacco. By the Indiana Acts of 1933 (See Table VI, F.) the nature of alcoholic drinks and narcotics and their effects on the human system were to be taught in grades four, five, six, seven and eight. This act was amended by the Acts of 1935 which added the requirement that the nature of alcoholic drinks and narcotics and their effects on the human system shall be included in at least two years of the high schools. In 1941 Rogers reported that "All but two States have laws requiring instruction in the effects of alcohol and other narcotics and many of these statutes have recently been revised."12 The Indiana legislature did not deal with temperance subjects again until 1947. The Acts of 1947 specifically repealed all previous laws.

11 Means, op. cit., p. 50.
12 Means, op. cit., p. 334.
CONCERNING EDUCATION ABOUT ALCOHOLIC DRINKS. DETAILS OF THE NEW LAW CONCERNING ALCOHOLIC DRINKS, TOBACCO, SEDATIVES, AND NARCOTICS CAN BE FOUND IN TABLE VI, F. ANOTHER ACT PROVIDING FOR A SEPARATE COURSE OF STUDY FOR HIGH SCHOOL STUDENTS COVERING THE EFFECTS OF ALCOHOL WAS PUT INTO EFFECT IN 1947. (SEE TABLE VI, J.)

SAFETY EDUCATION RECEIVED INCREASED ATTENTION DURING THE THIRTIES. HERBERT J. STACK OFFERED THESE CLUES AS TO THE RAPID EXPANSION OF SAFETY EDUCATION IN THE UNITED STATES: "THE STATE POLICE, MOTOR VEHICLE DEPARTMENTS, DRIVERS LICENSING DEPARTMENTS AND STATE HEALTH DEPARTMENTS HAD A GOOD DEAL OF INFLUENCE."13 ROGERS PRESENTED THE IDEA THAT LEGISLATION FOR SAFETY EDUCATION WAS SET IN MOTION BY THE SPEEDING AUTOMOBILE.14 THE INDIANA ACTS OF 1937 PRESCRIBED BY LAW THAT SAFETY EDUCATION MUST BE TAUGHT IN THE EIGHTH GRADE OF ALL INDIANA SCHOOLS. THE STATE BOARD OF EDUCATION WAS GIVEN THE POWER TO PREPARE A COURSE OF STUDY AND ADOPT SUITABLE TEXTBOOKS FOR THIS SAFETY COURSE. (SEE TABLE VI, G-H-I.) THESE LAWS ARE IN EFFECT TODAY.

THE ACTS OF 1949 STRESSED THE IMPORTANCE OF HYGIENE INSTRUCTION IN THE FIFTH GRADE OF ALL PUBLIC SCHOOLS. THE PROVISO TO THIS ACT, WHICH WAS ADDED IN 1951, EXCUSED CHILDREN FROM MEDICAL INSTRUCTION OR INSTRUCTION IN HYGIENE OR SANITARY SCIENCE IF THE INFORMATION CONFLICTED WITH THEIR RELIGIOUS TEACHINGS. ANOTHER ACT PASSED IN 1949 CONCERNING THIS SAME TOPIC OF HYGIENE GAVE THE STATE HEALTH COMMISSIONER AND THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION POWER TO COMPILE A LEAFLET SETTING FORTH THE PRIMARY PRINCIPLES OF HYGIENE AND SANITARY SCIENCE AND

13MEANS, OP. CIT., P. 264.
14ROGERS, OP. CIT., P. 8.
the information concerning the prevention of disease. These leaflets were then to be supplied to all teachers. (See Table VI, D.)

Another act passed in 1949 required teachers to teach about "the dissemination of diseases by rats, flies, and mosquitoes and the effects thereof, and the prevention of diseases by the proper selection and consumption of food."\(^1\) (See Table VI, M.) This act is included in today's Public Health Code of Indiana.\(^2\)

The interest groups trying to promote anti-alcoholism were again influential in 1953 and 1957. (See Table VI, N.) The law at this time specified that the Commission on Alcoholism shall promote and encourage educational activities as to the scientific facts regarding alcohol.

A law requiring a driver education course to be offered in the schools was passed in 1957. The Superintendent of Public Instruction was given the power to establish minimum standards of instruction. (See Table VI, O.)

To the author's knowledge no additional health instruction laws have been passed during the period 1957 to 1963.

The Necessity for Health Laws

How many times has this phrase been said when discussing a problem that seemingly could not be solved - "there ought to be a law"?

"Many people think a law is the solution to any problem. After the

---

\(^1\) Indiana, op. cit., Volume 7, Part 1.

\(^2\) Indiana State Board of Health, op. cit., p. 61.
LEGISLATION HAS BEEN PASSED AND IS ON THE STATUTE BOOKS, SOME PEOPLE THINK THE PROBLEM IS SOLVED BECAUSE "WE HAVE A LAW." 17

"IT IS TRUE THAT PASSING A LAW DOES NOT ALWAYS CREATE A PROGRAM, BUT CERTAINLY THE EXISTENCE OF THESE LAWS IS EVIDENCE OF THE PUBLIC CONCERN AND SUPPORT FOR THE INCLUSION OF HEALTH AND SAFETY IN THE SCHOOL CURRICULUM." 18 IT IS INTERESTING TO NOTE THAT:

WITH THE POSSIBLE EXCEPTION OF REQUIREMENTS RELATIVE TO THE TEACHING OF AMERICAN HISTORY AND CITIZENSHIP, NO AREA OF THE SCHOOL CURRICULUM IS MORE FIRMLY ROOTED IN LEGISLATIVE ENACTMENTS THAN IS HEALTH. 19

PROBABLY THE GREATEST DETERIMENT TO LEGISLATION IS UNNECESSARY LEGISLATION AND BADLY WRITTEN LAWS. EVEN WITH THE BEST CONSULTATION, HOWEVER, OUR EVER-CHANGING WORLD OFTEN NECESSITATES AMENDMENTS TO THE LAWS. TOBEY Writes:

"While the remark attributed to one of the Earls of Derby, that "SANITARY INSTRUCTION IS EVEN MORE IMPORTANT THAN SANITARY LEGISLATION," May be accepted as a truism, IT IS EQUALLY TRUE THAT PRACTICAL LAWS, REASONABLY AND EQUITABLY ENFORCED, ARE ESSENTIAL AS A FOUNDATION FOR THE PUBLIC HEALTH ACTIVITIES OF THE GOVERNMENT." 20

WE KNOW THAT LAWS ARE NEEDED, BUT OUR PRESENT DAY CONCERN SHOULD BE WHETHER GIVING POWER TO THE INDIANA STATE BOARD OF PUBLIC INSTRUCTION TO SUPPLY RECOMMENDATIONS ON HEALTH INSTRUCTION IS ADEQUATE. Our WRITTEN OR STATUTORY LAW IS FAR LESS EXTENSIVE THAN IS OUR UNWRITTEN OR COMMON LAW.


19 Ibid.

20 TOBEY, OP. CIT., p. 3.
Status for health education in the school curriculum depends upon more than laws. Two factors brought forth by Bernice Moss were "(1) the force of academic tradition and (2) the confusion which exists as to the nature and scope of this instructional field." 21

The solid subjects are, by tradition, still thought of as necessary for the educated person. C. P. Snow indicated in his *Two Cultures*, "How are we going to meet our future, both our cultural and practical future?" 22 Physical education and health seem to enter the curriculum only after the traditional subjects have been taught.

---

21 Moss, op. cit., p. 1039.

CHAPTER III
LAWS AND RECOMMENDATIONS

Included in this chapter is a Table (Table VI)—from material found in the Burns¹ Statutes—of all the laws which pertain to school health instruction. Also, this table enumerates all health instruction laws showing those which have been amended, those which have been repealed, and the laws which are in effect today.

Following Table VI is a list of recommendations taken from the Suggested School Health Policies for Indiana Schools booklet.¹

In the forward of this pamphlet is found:

The purpose of this publication is to give guidance to school administrators in formulating written school health policies which will best serve their schools. These procedures are general; they are in accordance with the state laws, rules and regulations and, where no standards were available, are based upon generally accepted principles of school health.

It is believed that more effective school health programs will result if these procedures are used as a guide by administrators to develop specific and detailed policies according to the needs of local schools.²

Concerning these policies in general is stated:

Policies should be developed by a representative group including physicians, dentists, nurses, health

---

¹The State Department of Public Instruction and the Indiana State Board of Health, op. cit., p. 3.
²Ibid., p. 111
DEPARTMENT PERSONNEL, SCHOOL OFFICIALS AND OTHERS.

ALL POLICIES SHOULD BE WRITTEN AND IN THE HANDS OF ALL EMPLOYED SCHOOL PERSONNEL - ADMINISTRATOR, TEACHER, CUSTODIANS, ETC.

ALL POLICIES SHOULD CONFORM WITH STATE LAWS AND REGULATIONS.

FREQUENT EVALUATION IS NECESSARY TO THE DEVELOPMENT AND IMPROVEMENT OF THE SCHOOL HEALTH PROGRAM, AND PROVISION SHOULD BE MADE FOR EVALUATION.

ATTENTION SHOULD BE GIVEN TO THE PROVISIONS MADE FOR THE ATYPICAL CHILD IN THE SCHOOL PROGRAM.3

3The State Department of Public Instruction and the Indiana State Board of Health, op. cit., p. 1.
A. 28-3413 High School Studies

1907 The following enumerated studies shall be taught in all commissioned high schools throughout the state, together with such additional studies as any local board of education may elect to have taught in high school: Provided, that such additions shall be subject to revision of the state board of education. Mathematics: Commercial arithmetic, algebra, geometry. History: United States, ancient, medieval, or modern. Geography: Commercial or physical, physical. English: Composition, rhetoric. Literature: English, American. Language (foreign): Latin or German. Science: Biology, physics, or chemistry. Civil Government: General, state. Drawing. Music.

1919 (Change concerning language: Latin or any modern foreign language except German.)

1923 (Change concerning language: Latin or any modern foreign language.)
B. 28-601 Duty of the State Board of Education

1909 The State Board of Education shall constitute a board of commissioners for the purpose of making a selection, or procuring the compilation for use in the common schools of the State of Indiana, of a series of textbooks in the following branches of study, viz: spelling, reading including primer, arithmetic, geography, English grammar, physiology, history of the United States, and a graded series of writing books. . . . Provided, That none of said textbooks shall contain anything of a partisan or sectarian character . . . .

1917 (Amendment)

That the State Board of Education shall constitute a board of commissioners for the purpose of making a selection, or procuring the compilation for use in the common schools of the State of Indiana, of a series of textbooks in the following branches of study, viz.: spelling, reading, including primer, arithmetic, geography, English grammar, physiology, history of the United States, domestic science, agriculture and industrial arts, and a graded series of writing books. . . .
TABLE VI (CONTINUED)

C. 28-607 High School Textbooks

1913 . . . Said board shall select single textbooks in the following subjects . . .

The board shall select four elective textbooks in each of the following subjects . . . Said board may select single or elective textbooks in any additional subject not included in this section which are taught in any high school or any subject which may hereafter be included in the curriculum of any high school, whenever any high school shall determine to teach such subject, and whenever such selection is made by said board, the textbook so selected shall be used in all high schools in the state of Indiana teaching said subject.
TABLE VI (CONTINUED)

D. 28-2903 **Duty to Teach Hygiene**

1911 There shall be taught in each year in the fifth grade of every public school in Indiana, the primary principles of hygiene and sanitary science, and especially shall instruction be imparted concerning the principle modes by which each of the dangerous, communicable diseases are spread, and the best sanitary methods for the restriction and prevention of each such disease.

1949 (This is now 35-2612-2613, the Public Health Code of Indiana.)

The provisions of this act in so far as they are substantially the same as existing statutory provisions relating to the same subject matter shall be construed as restatements and continuations, and not as new enactments.

35-2612 **Hygiene Instruction**

Each year in the fifth grade of all public schools, the primary principles of hygiene and sanitary science shall be taught. Special instruction concerning the principle ways in which dangerous communicable diseases are spread and the best sanitary methods for the restriction and prevention of these diseases shall be given. Hygiene may be taught in other grades, at the will of the school authorities.
TABLE VI (CONTINUED)

1951 35-2612 **Hygiene Instruction** (Amendment)

Provided, that any person who in writing objects, or any minor whose parent or guardian so objects, to health and hygiene courses on the grounds that such courses conflict with their religious teachings shall be excused from receiving medical instruction or instruction in hygiene or sanitary science, given by lectures or otherwise, in the public schools of this state, and no penalties as to grades or graduation shall result therefrom.

1949 35-2613 **Hygiene Pamphlets**

The state health commissioner and the state superintendent of public instruction jointly shall compile in leaflet form printed data setting forth as clearly as possible the primary principles of hygiene and sanitary science and the information concerning the prevention of disease. They shall supply these pamphlets to all school superintendents, who in turn shall supply them to the schools in their jurisdiction and shall see that the teachers do their duty.
TABLE VI (CONTINUED)

E. 28-3414  JUNIOR OR INTERMEDIATE HIGH SCHOOL COURSES

1919 Boards of school trustees, board of school commissioners, or township trustees, having in charge commissioned high schools, may prescribe junior high school or intermediate school courses of 2 or 3 years in length, and admit thereto pupils that have completed the sixth year of elementary school work. The first two years of such intermediate school course may include instruction in the subject generally taught in the seventh and eighth grades of the elementary schools, and may include such other studies, including secondary, prevocational and industrial subjects, as such boards of school trustees, boards of school commissioners or township trustees may prescribe, and the state board of education approve.
TABLE VI (CONTINUED)

F. 28-3407  **Alcoholic Drinks - Effects - School - Instruction**

1933  Be it enacted by the general assembly of the State of Indiana, That the nature of alcoholic drinks and narcotics and their effects on the human system shall be included in the branches to be taught in each of the grades four, five, six, seven, and eight of the common schools of this state supported wholly or in part by money received from this state.

When a textbook in physiology and hygiene is hereafter adopted by the State Board of Education for any of the above named grades, such textbook shall include a section devoted to the nature of alcoholic drinks, tobacco, sedatives, and narcotics and their effects upon the human system.

1935 (Amendment)

The nature of alcoholic drinks and narcotics and their effects on the human system shall be included in the branches to be taught in each of the four grades four, five, six, seven, and eight of the common schools and at least two years of the high schools of this state supported wholly or in part by money received from the state.
TABLE VI (CONTINUED)

1947 (REPEALED)

ALL LAWS AND PARTS OF LAWS IN CONFLICT HEREW ITH ARE
HEREBY REPEALED AND AN ACT ENTITLED "AN ACT REQUIRING
INSTRUCTION IN THE ELEMENTARY SCHOOLS AS TO THE EFFECT
OF ALCOHOLIC DRINKS, TOBACCO, SEDATIVES, AND NARCOTICS
UPON THE HUMAN SYSTEM AND REPEALING ALL LAWS IN CONFLICT
THEREW ITH," APPROVED MARCH 11, 1933, AND ALL ACTS
AMENDATORY THEREOF ARE HEREBY SPECIFICALLY REPEALED.

1947 (THIS IS NOW 28-3430.)

THE NATURE OF ALCOHOLIC DRINKS, TOBACCO, SEDATIVES AND
NARCOTICS AND THEIR EFFECTS UPON THE HUMAN SYSTEM SHALL BE
INCLUDED IN THE SUBJECTS TAUGHT IN EACH OF THE GRADES
FOUR THROUGH EIGHT OF THE PUBLIC SCHOOLS OF THIS STATE.

ANY TEXTBOOK IN PHYSIOLOGY AND HYGIENE FOR ANY OF THE
SAID GRADES, HEREAFTER ADOPTED BY THE COMMISSION ON
TEXTBOOK ADOPTION SHALL CONTAIN A CHAPTER OR SECTION
OF NOT LESS THAN TWENTY PAGES, OR AN APPENDIX OF
TWENTY OR MORE PAGES ATTACHED THERETO, OR IN PAMPHLET
FORM, DEVOTED TO THE NATURE OF ALCOHOLIC DRINKS, TOBACCO,
SEDATIVES, AND NARCOTICS AND THEIR EFFECTS UPON THE
HUMAN SYSTEM.

OPINIONS OF ATTORNEY-GENERAL. THE TEACHING OF EFFECTS
OF ALCOHOL, ETC., IN GRADES FOUR THROUGH EIGHT NEED NOT
BE A SEPARATE COURSE, BUT MAY BE INCLUDED WITH OTHER
SUBJECTS.
TABLE VI (CONTINUED)

G. 28-3425   **SAFETY EDUCATION - DUTY TO TEACH**

1937  **In addition to the subjects now prescribed by law,**

there shall be taught in the eighth grade of all public,
private, and parochial schools of the state, a course of
instruction in safety education for no less than one full
semester. Such courses shall be offered each year be-
ginning with the second semester of the school year
1937-1938.

**Statute Compiler's note:**

On June 3, 1938, the State Board of Education officially
recommended that those schools which are equipped to do
so should offer one complete unit of safety and health
education and also one complete unit of physical educa-
tion, thereby providing enough credit in those subjects to
constitute a minor for the purpose of meeting graduation
requirements. At this same meeting the State Board stated
that it is permissible for schools to meet the minimum
requirements in health, safety, and physical education
for graduation by offering one credit in health and
safety and one credit in physical education.
TABLE VI (CONTINUED)

H. 28-3426 **SAFETY EDUCATION - STATE BOARD OF EDUCATION.**

1937 The state board of education shall prepare or cause to be prepared a course of study which shall be used by the teacher as a guide. Such course of study may be revised under the direction of the state board of education.
TABLE VI (CONTINUED)

1. 28-3427  **SAFETY EDUCATION - Textbooks**

1937  The state board of education shall adopt a textbook or books or other suitable material to be used in such course of instruction. Such adoption shall be made on or before the first day of September, 1937, for a period of two years, after which time such adoption shall be made at the time elementary textbooks are adopted for arithmetic, reading, and writing.

1929  **Opinions of Attorney-General.** If the school trustees, the superintendent or the principal of a school system establishes a student patrol for the purpose of assisting smaller children in traffic, and if an injury should occur to a child or to one of the patrol boys in the operation of this system, the above school officials would not be liable for damages.

It is beyond the authority of school officials to require pupils to act as patrolmen and the assumption of such duties must be voluntary and with the consent of the parent or guardian in order to avoid the possibility of liability growing out of their having been assigned to what may become hazardous duties.
TABLE VI (CONTINUED)

J. 28-3431  **High School Students - Credit for Semester Study**

1947  The Indiana State Board of Education shall provide a separate course of study for high school students covering the subject of the effects of alcohol . . . upon the human system and said board shall further authorize high school credit, of one semester, to be given to those pupils completing such course.

**Opinions of Attorney-General.** In high schools supported in whole or part by public funds, a separate course in alcoholic beverages, etc., must be available but optional. State Board of Education has discretionary power to determine amount of credit for, and number of hours to be devoted to the high school course in nature of alcohol, etc.
K. 28-3432 Cooperation of school officials with state board to carry out act

1947 It shall be the duty of the board of school trustees, the board of school commissioners, school boards and trustees of the various school corporations of the state and the county superintendent of schools in each county to cooperate with the Indiana state board of education in carrying out the provisions of this act. This act shall apply to any elementary or high schools of this state supported wholly or in part by public funds.
### Table VI (Continued)

<table>
<thead>
<tr>
<th>L. 28-3433</th>
<th>Wilful Refusal or Neglect to Supply Instruction - Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947</td>
<td>Any Superintendent or Assistant Superintendent, Supervisor or Principal of any school coming within the provisions of this Act who wilfully refuses or neglects to provide for the instruction set out in this Act shall be dismissed from his or her employment.</td>
</tr>
</tbody>
</table>
M. 35-3001 **Duty to exterminate rats - Public School Instruction.**

1949 ... And it shall be the duty of the trustees of the several townships and the boards of school trustees of the several cities and towns in the state, to make provisions in the public schools under their jurisdiction for the illustrative teaching of the dissemination of diseases by rats, flies, and mosquitoes and the effects thereof, and the prevention of diseases by the proper selection and consumption of food.
A COMMISSION ON ALCOHOLISM SHALL PERFORM THE FOLLOWING DUTIES:

(1) . . .

(2) . . .

(3) Promote and encourage such educational activities in the interest of developing in the public generally, but particularly among students in the grade and high schools of the state, an attitude consistent with the scientific facts, in regard to the use of alcoholic beverages; and to educate the public, particularly the said school students as to the scientific facts regarding alcohol.

1957 (Repeals Act of 1953.)

. . .

(3) Promote and encourage such educational activities in the interest of developing in the public generally, but particularly among students in the elementary and high schools of the state, an attitude consistent with the scientific facts, in regard to the intemperate use of alcoholic beverages; and to educate the public, particularly children of school age relative to the scientific facts regarding alcoholism.
O. 28-423 - 28-427 Driver Education

1957 Driver Education, as referred to in this act (423-427), shall include classroom instruction and practice driving.

Minimum standards of instruction shall be established by the Superintendent of Public Instruction.

28-424 Division of School Traffic Safety Education created.

28-425 Division administered by Director.

28-426 Duties of Director.

28-427 State Driver Education Fund created.
Recommendations

Table VII. A list of the recommendations pertaining to health instruction as found in suggested school health policies for Indiana schools.

1. The total school curriculum should be planned so that health instruction is given time proportionate to its importance as indicated by the goals set forth by the Educational Policies Commission.

2. The most effective long-term planning for health instruction can be accomplished by a local curriculum committee composed primarily of school personnel plus other qualified individuals in the community who may serve as resource people.

3. Health instruction should be planned so as to achieve the objectives, set up locally, which should be in harmony with those in "A Guide for Health Education in Indiana Schools," and with the laws, rules and regulations of the state.

4. Schools should have approved health education materials for classroom use, as well as other up-to-date, scientifically sound supplementary teaching materials.

5. The local course of study in health should be in written form and in the hands of both administrators and teachers of health. The administrator should encourage use of the course of study.

6. Major emphasis should be placed on direct instruction in regularly scheduled health classes, but in addition, health instruction should be integrated and correlated with all subjects, whenever possible.
7. Teachers should make use of varied methods in their health teaching whenever necessary to motivate the pupils to gain more knowledge and understanding, and to develop better habits and attitudes, which should stimulate the desire to learn more about health.

8. Teachers should be encouraged to make use of the available health resources in the community.

9. Parents and the general public should be informed about the school health program at every opportunity.

10. The administrator in the secondary school should make every effort to secure adequately prepared teachers to teach health and should assign the health teaching to those teachers who are best prepared to teach this subject.

11. At the elementary level, where all teachers teach health, the administrator should encourage these teachers to become adequately prepared through additional schooling and in-service education.
CHAPTER IV

ANALYSIS OF LAWS AND RECOMMENDATIONS

INTERVIEWS

The quoted information in this section is in the words of the writer, not the person being quoted. The specialists in health education and/or instruction who were interviewed will be referred to as: Consultant A, B, C, and D.

In addition to the recommendations listed in Table VII, the following are recommendations submitted by the consultants which the investigator interviewed:

1. Of the thirty-two credits necessary for graduation, only one credit is required in health. Consultant A suggested that maybe it would be good to go beyond this basic course. The basic course is probably enough for the mass, this consultant thought, but maybe we need an advanced course for the average and above average mentally. This could be a very stimulating elective for those interested.

2. Consultant B advocated that we could improve the health program by changing the teacher's method of presentation. In this person's opinion, lecture is the easy way; the teacher needs only to know a few basic facts. If the children have the opportunity to ask questions, this consultant feels the teacher has to be well prepared on the topic. This method of teaching might give the teacher the incentive to increase her health information.
Consultant C proposed the next three recommendations:

3. Maybe we should commission high schools to establish certain requirements of health teaching standards and materials. A requirement might be to set up a health lab (comparable to a science lab or a library corner). Health is enough different from other subjects to be justified in desiring this requirement. It is a pity when a child has to have a health lesson in the gymnasium - often with no materials.

4. At the elementary level it is necessary that the teacher be as well versed as possible in the area of health. This is more important than the specific number of hours she spends on the topic. The pattern of certification required for an elementary education major gives some indication of the importance the college places on health.

5. Health learnings of a child are frequently not direct. Children learn from their environments - what they see; therefore, every teacher of health should be skilled to teach by everyday experiences; i.e., fountain, lunch program, etc. Some days more time must be spent in health instruction than is needed on other days.

In the investigator's interviews with these four consultants she specifically asked for comments concerning whether our present health instruction laws, (which are listed in Table VI), are practical, practiced, outdated, should be repealed, or should be forgotten. She also asked for any proposals of other laws which in their opinions should be passed and for any laws which should replace the old ones.
Referring to the 1937 law specifying the duty to teach safety in eighth grades (Table VI, H), Consultant C commented:

This violates our democratic philosophy concerning elementary education: the local school and each teacher determine the curriculum. It is good in principle, but a school would not have to follow this law. Anyway, they could meet the intent rather than the letter of this law by offering the course. Our liberalism concerning elementary education curriculums just does not coincide with any law requiring a certain course in the elementary curriculum.

This is educationally sound; but if we are so specific in our requirements, this will interfere with careful planning on the part of the teacher.

What is the reason for the eighth grade being chosen? Why could it not be taught in the seventh grade? This is the trouble when the legislature becomes specific. The laws would be clarified if this law were repealed. Since this law really has no effect, no change would be made; but repealing the law would aid in preventing confusion.

The writer believes this law should be repealed. It is feasible to set up certain requirements for high school students, but not for those in elementary schools. If the elementary teacher is adequately prepared, she will know what her pupils need to learn about safety.

The 1949 duty to teach hygiene in the fifth grades law (Table VI, D) brought forth these remarks:

The author would like to note here that the three paragraphs above under Consultant C's comments pertain to this law, also.

Concerning the proviso, this would pertain mainly to the believers of the Christian Science faith since they believe in healing through faith.

Even though this law looks harmful, Consultants B and C expressed the opinion that as far as they knew it has little adverse effect. However, Consultant A stated that some communities have several children who could be classified as benefiting from this law. One school system uses a regular form for parents to sign if they want their children excused from health examinations and/or health instruction. These students in high school do not have to sign up for the health course which is required.
The investigator wondered if, by the 1947 law concerning alcoholic drinks (Table VI, K), all health textbooks actually contain at least twenty pages devoted to the nature of alcoholic drinks, tobacco, sedatives, and narcotics, and their effects upon the human body. The current state-adopted health texts do abide by this law.

Consultant A had this to comment:

INTEREST GROUPS, SUCH AS THE WOMEN'S CHRISTIAN TEMPERANCE UNION, HAVE CHECKED TWO OR THREE TIMES THAT I KNOW OF TO SEE IF THERE ARE THE SPECIFIED NUMBER OF PAGES IN THE HEALTH BOOKS BEING USED.

SINCE THESE INTEREST GROUPS Fought TO GAIN THIS LAW, IT IS LOGICAL THAT THEY WOULD BE CONCERNED AS TO WHETHER THE LAW WAS BEING ENFORCED.

ALL FOUR OF THE SPECIALISTS INTERVIEWED HAD A COMMENT TO MAKE RELATIVE TO THE 1947 LAW A COURSE ON THE EFFECTS OF ALCOHOL BE OFFERED TO HIGH SCHOOL STUDENTS (Table VI, L).

Consultant D stated that the intent of this law was good, but the law is not practical. According to this consultant, there are very few schools in Indiana which offer this course.

Consultant B: In the two schools I know of where this course is taught, it is an elective to juniors and seniors. The credit given for the course is additional to, not in place of, the one-half unit health credit required for graduation.

Consultant C: There is a mandate on schools to offer the course, but the feeling of most educators is the same as that of Consultant D. The special instruction should be included in the regularly scheduled program. The same material required by this law is covered in the regular high school health course only it is covered in greater detail and with more depth in this separate course. Many teachers discourage children from taking this course.

Consultant A: This offering is good if the demand for the course is sufficient. The students' request for this course determines whether the course will be taught.
During my interview with Consultant A, the writer learned an answer to this question: How is health taught in any school you might know of? Instruction (in high school) is correlated as much as possible with the health services. To show children the need for health information, much testing is done at the time each topic is presented. Some examples include: checking blood pressure, urinalysis; and the school doctor screening vision, hearing, etc.

Is Alcohol Education Stressed Too Much?

There are certain issues, such as alcohol education and sex education, which some people believe should be a part of the school program and others do not believe they should be taught here. In 1959 Linden wrote that "alcohol education is required to be taught in every public school system in the country." After Mr. Linden did a random sampling of school systems around the country, he came to this conclusion:

These laws are being met more in the breach than in the observance, and to all intents and purposes the field of alcohol education in most school systems is still a no-man's land of education.

An article in the 1945 Health Instruction Yearbook had this to say:

Alcoholic education in the schools has been shown to be inadequate since although such education is required by law on the elementary level in all states and on the high school level in most states, most textbooks cover the

---


2 Ibid.
PROBLEM INCOMPLETELY AND INSTRUCTION FALLS SHORT OF THE DESIRED COMPETENCE. \(^3\)

The investigator believes that problems arise concerning alcoholic education programs when the teacher stresses the moral issue instead of effects of the alcohol on the human body.

The success of such instruction depends very largely upon its spirit. If it is based upon the real desire for truth, if disputed principles are referred to as questions rather than demonstrated facts, if no more is claimed than is proven, and if under these restrictions the evils of alcohol are clearly set forth, and especially if the teacher speaks with the power of accurate knowledge and profound conviction, the instruction cannot fail to be incalculably useful. \(^4\)

Laws will not solve this problem; the teacher will have to begin showing an unbiased approach to alcohol education.

In 1959 Mr. Linden summarized:

Until the schools can provide adequate time for alcohol education, until they are provided with the accurate and unbiased materials they need, until emotionally mature teachers have the preparation they should have, until the home and church determine the place they should play in furthering such a program, and until pressure groups with vested interests stop their meddling in school affairs - until all of these things come to pass, we will never in my judgment have the type of alcohol education most of us think desirable and which is desperately important to the total education of youth. \(^5\)

Alcoholic education needs to be stressed in the schools.

A law requiring a special course in the use and effects of alcohol is not needed nearly so much as is for the teacher to treat the problem in connection with physiology and with an unbiased viewpoint.

---

\(^3\) Anne Roe, "Alcohol Education in the School," \textit{Health Instruction Yearbook}, p. 254.

\(^4\) Means, \textit{op. cit.}, p. 79.

\(^5\) Linden, \textit{op. cit.}, p. 9.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

After realizing how important health, education, school, health, and health instruction were, the investigator felt the need to determine and analyze the Indiana school health instruction laws and recommendations.

All of the laws were found in the Burns' Statutes. Along with these laws is given a brief history of the laws.

Recommendations came from three sources: Suggested School Health Policies for Indiana Schools pamphlet, interviews with health, education and/or instruction specialists, and school health yearbook articles.

With these laws and recommendations, the writer based her conclusions and recommendations.

Conclusions

From an evaluation of the laws and recommendations discussed in this study, the following conclusions seem justified:

1. The Duty to Teach Hygiene in the Fifth Grade law and the Duty to Teach Safety in the Eighth Grade law are irrelevant since they do not coincide with our elementary education philosophy.

2. Giving the power to the Indiana State Board of Public Instruction to recommend appropriate health instruction is better than to pass numerous specific laws.
3. The teacher is more often the cause of making the health material less interesting than is the information itself.
4. There is often a lack of health materials to enrich and make health more interesting to the students in the schools.
5. To promote better health instruction the teacher must also be concerned with health services and the health environment.
6. In alcoholic, tobacco, and narcotics education the moral issues instead of the effects of the alcohol on the human body are often stressed.
7. In the elementary schools health instruction is often forgotten because adequate time is not set aside for it.
8. Health instruction is more beneficial if it is shown to be useful and needed instead of as isolated facts.
9. Health is to some teachers unnecessarily synonymous with physical education, hygiene rules, driver education, first aid, etc.
10. The passing of a certain amount of health instruction laws is not going to assure the promotion of health.
11. A good teacher is the most important factor in providing a good health instruction program.

Recommendations

After evaluating the Indiana health instruction laws and recommendations, the writer advocates the following recommendations:

1. That the Duty to Teach Hygiene in the Fifth Grade law and the Duty to Teach Safety in the Eighth Grade law be repealed.
2. That the Indiana State Board of Public Instruction continue to be given the power to recommend appropriate health instruction.
3. That another course in health be offered as an elective to high school students. This would be a follow-up course of the basic required one.

4. That the teacher be given aid for interesting health instruction from either health consultants, specialists, or coordinators.

5. That certain health audio-visual aids be used to make health more interesting.

6. That health services and health environment be correlated as much as possible with health instruction.

7. That the teacher should stress the effects of alcohol, tobacco, and narcotics on the human body instead of the moral issue concerning these.

8. That time be set aside in the elementary school for health instruction.

9. That health be correlated whenever possible with other subject areas, e.g., social studies, science, etc.

10. That the State Department of Public Instruction through its guide or course of study could help to define the concerns which should be met through health instruction.

11. That laws refrain from being made too specific.

12. That a similar study be done concerning laws and recommendations in the areas of health services and health environment.
BIBLIOGRAPHY

Books


CHAUNCEY, HENRY. TALKS ON AMERICAN EDUCATION. NEW YORK: TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1962. PP. 1-23.

KILANDER, H. FREDERICK. SCHOOL HEALTH EDUCATION. NEW YORK: MACMILLAN COMPANY, 1962. 500 PAGES.


Magazine Articles


MARSHALL, A. L., JR. "There Ought to Be a Law - And There Is!"
   THE MONTHLY BULLETIN. 13; August, 1961.

MOSS, BERNICE R. "Building Status and Public Support for Health
   Teaching in Schools." AMERICAN JOURNAL OF PUBLIC HEALTH.

SCHEIBNER, HELEN L. "The School Health Program Is Better Than Ever."
   THE MONTHLY BULLETIN. 5-6; March, 1960.

YEARBOOK

BYRD, OLIVER E. HEALTH INSTRUCTION YEARBOOK. STANFORD UNIVERSITY,
   CALIFORNIA: STANFORD UNIVERSITY PRESS, 1932, 1933, 1934, 1946,

YEARBOOK ARTICLES

COMMITTEE ON HEALTH CONTENT OF SCHOOL TEXTBOOKS. "Accuracy of Health
   Content of School Textbooks." pp. 163. HEALTH INSTRUCTION YEARBOOK.
   STANFORD UNIVERSITY, CALIFORNIA: STANFORD UNIVERSITY PRESS, 1952.
   232 PAGES.

FARLEY, H. KENT. "Statute Laws on Health Instruction." p. 179.
   HEALTH INSTRUCTION YEARBOOK. STANFORD UNIVERSITY, CALIFORNIA:
   STANFORD UNIVERSITY PRESS, 1951. 236 PAGES.

   HEALTH INSTRUCTION YEARBOOK. STANFORD UNIVERSITY, CALIFORNIA:
   STANFORD UNIVERSITY PRESS, 1943. 305 PAGES.

HAAG, JESSIE HELEN. "Discovering Needs and Interests for Health
   Instruction." p. 191. SCHOOL HEALTH. STANFORD UNIVERSITY,
   CALIFORNIA: STANFORD UNIVERSITY PRESS, 1953. 280 PAGES.

ILLINOIS STATE MEDICAL SOCIETY. "Health Education by Television."
   p. 193. HEALTH INSTRUCTION YEARBOOK. STANFORD UNIVERSITY,
   CALIFORNIA: STANFORD UNIVERSITY PRESS, 1950. 270 PAGES.

   HEALTH INSTRUCTION YEARBOOK. STANFORD UNIVERSITY, CALIFORNIA:
   STANFORD UNIVERSITY PRESS, 1952. 232 PAGES.

   HEALTH INSTRUCTION YEARBOOK. STANFORD UNIVERSITY, CALIFORNIA:
   STANFORD UNIVERSITY PRESS, 1947. 325 PAGES.

   HEALTH INSTRUCTION YEARBOOK. STANFORD UNIVERSITY, CALIFORNIA:
   STANFORD UNIVERSITY PRESS, 1950. 270 PAGES.
YEARBOOK ARTICLES (CONTINUED)


BULLETINS


REPORTS


LAWS

APPENDIX A

Correspondence dealing with obtaining information for the study.
September 24, 1962

Dr. Robert Yoho
Indiana State Board of Health
1330 West Michigan Street
Indianapolis, Indiana

Dear Dr. Yoho:

I am a senior at Ball State Teachers College. I'm working with Dr. Warren Schaller on my undergraduate thesis, the topic of which is the school health laws of Indiana.

Do you have any materials available (relative to the school health program) which I might use? Also, could you refer me to other good sources or people for obtaining additional information relative to laws pertaining to the school health program? I am especially concerned about the very recent laws and recommendations.

I would appreciate very much your reply as soon as possible. This quarter I am student teaching and am staying at the following address:

407 Donmoyer Avenue
South Bend, Indiana.

Thank you for your consideration of this matter.

Sincerely,

Beverly Beehler
Miss Beverly Beehler  
407 Donmoyer Avenue  
South Bend, Indiana

Dear Miss Beehler:

In reply to your letter of September 24, 1962, I am having certain materials forwarded to you which should prove helpful in your study of school health laws.

The best single source would be the Burn's Statutes, which should be found in the library or any practicing attorney's office. Laws pertaining to health and school health are included in several years of these acts of the Indiana General Assembly, but it will require some searching to locate the ones of special interest to you.

I hope that this information will be of help to you, and if we can be of further assistance, feel free to contact this office.

Sincerely,

Robert Yoho, M.S., Director  
Bureau of Health, Education,  
Records and Statistics

MMc:In
Department of Public Instruction  
State Capitol Building  
Indianapolis, Indiana

Dear Sirs:

I am a senior at Ball State Teachers College. I'm working with Dr. Warren Scheller on my undergraduate thesis, the topic of which is the school health laws of Indiana.

Do you have any materials available (relative to the school health program) which I might use? Also, could you refer me to other good sources or people for obtaining additional information relative to laws pertaining to the school health program? I am especially concerned about the very recent laws and recommendations.

I would appreciate very much your reply as soon as possible. This quarter I am student teaching and am staying at the following address:

407 Donmoyer Avenue  
South Bend, Indiana.

Thank you for your consideration of this matter.

Sincerely,

Beverly Beehler

blb
State Board of Health
September 27, 1962

Miss Beverly Beehler
407 Donmoyer Avenue
South Bend, Indiana

Dear Miss Beehler:

Since I serve both the State Board of Health and the State Department of Public Instruction, Mr. William E. Wilson, Superintendent of Public Instruction, has referred your inquiry concerning school health laws to this office for reply. Please consider my earlier reply as an answer to your letter directed to the State Department of Public Instruction.

May I repeat that we would be most happy to discuss your project with you because we believe it to be very worthwhile.

Sincerely,

Robert Yoho, H.S.D., Director
Bureau of Health Education,
Records and Statistics
We have received your request for free literature and are attempting to fill your order as rapidly as possible. You should receive your order within a few days.

It is sometimes impossible to supply all the items requested. If you should fail to receive some of the materials you requested or if the quantity shipped is less than you ordered, it will be because the supply is low or exhausted.

We appreciate your interest in our materials and sincerely hope they will prove of some value to you.

Sincerely,

H. Joan Schaub

H. Joan Schaub
Information Director
January 8, 1962

Beverly Beehler
Rogers Hall
Muncie, Indiana

ISTA Center, Managing Editor
150 West Market Street
Indianapolis, Indiana

Dear Sir:

I am working on an undergraduate thesis, the topic of which is the school health laws of Indiana. Do you have any information available concerning which copies of "The Indiana Teacher" might be helpful to me? I am especially concerned about the very recent school health laws and recommendations.

Thank you for your consideration of this matter.

Sincerely,

Beverly Beehler
January 23, 1963

Miss Beverly Beehler
Department of Science
Ball State Teachers College
Muncie, Indiana

Dear Miss Beehler:

We do not have current material on school health laws of Indiana, and as we strive for variety and new trends in articles for The Indiana Teacher, we only have an occasional article on the subject of school health, so that there is nothing that would be of much help to you.

Mrs. Whitesell suggests that you write to State Superintendent of Public Instruction, Division of Attendance and School Health, State House, Indianapolis. Also you might try the Package Library Service of the Extension Division, Indiana University, Bloomington, Indiana.

Very truly yours,

Mary Sare
Editorial Assistant
State Superintendent of Public Instruction  
Division of Attendance and School Health  
State House  
Indianapolis, Indiana

Dear Sir:

I am working on an undergraduate thesis, the topic of which is the school health laws of Indiana. I am concerned mainly with laws and recommendations for health instruction. Do you have any material which might be helpful to me?

Thank you for your consideration of this matter.

Sincerely,

Beverly Beehler

cc. Package Library Service of the Extension Division  
Indiana University  
Bloomington, Indiana
We have received your request for free literature and are attempting to fill your order as rapidly as possible. You should receive your order within a few days.

It is sometimes impossible to supply all the items requested. If you should fail to receive some of the materials you requested or if the quantity shipped is less than you ordered, it will be because the supply is low or exhausted.

We appreciate your interest in our materials and sincerely hope they will prove of some value to you.

Sincerely,

H. Jean Schaub
Information Director

HJS:dt
February 22, 1963

Beverly Beehler
Rogers Hall
Muncie, Indiana

Dr. Robert Yoho
Indiana State Board of Health
1330 West Michigan Street
Indianapolis, Indiana

Dear Dr. Yoho:

The materials you sent concerning school health instruction laws were very helpful to me. I am still continuing to work on this undergraduate thesis.

I would like to arrange a time to talk with you. By any chance, do you happen to be coming to Ball State, March 6, for the Kirkpatrick Memorial Workshop on Rising? If so, could you possibly find a time for me to see you that day? Otherwise, I would probably come to Indianapolis some Saturday morning.

Thank you very much for your patient consideration.

Sincerely,

Beverly Beehler

blb