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Analysis of first grade basal reading series for health and safety content.

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THESIS

ANALYSIS OF
FIRST GRADE BASAL READING SERIES
FOR HEALTH AND SAFETY CONTENT

Submitted by
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INTRODUCTION

The purpose of this study is to analyze first grade basal reading books for content which might be useful in teaching health and safety.

Basal books are used in most cases to teach children to read. Previous investigations show they contain material to teach social studies and science. If they have implications for health and safety lessons, this is valuable in teaching desirable living habits as well as reading skills. The modern curriculum has placed new emphasis on health. It recommends teaching health in as many ways as possible, rather than treating it as a subject in a full day's program. Incidents at school provide the setting for indirect learnings which may be well remembered. Coops writes regarding this:

Health instruction proceeds from all phases of the school program. Indirect health instruction refers to the related or incidental learnings about health matters that a child acquires through general school experiences, or through studies not specifically concerned with health. Health examinations and lunch periods have pertinent

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material for health teaching. Much of the subject matter of health instruction comes logically from these indirect sources. There are no water-tight compartments into which the subject-matter of health instruction can be stored. Some prefer to use text books in graded series in order to provide orderly and accurate instructional material. Textbooks are valuable when used for a common core of content for a class, and as references. The good teacher does not lean too heavily on texts to be followed in a stereotyped manner. They serve as a background for curriculum planning and as a stimulation of pupil interest.

Basal reading series are defined by Good, as: "A set of books issued by a publisher as texts for systematic instruction in reading; usually includes a reading-readiness book, a pre-primer, a primer and the first to sixth readers."\(^1\)

This study is an attempt to analyze first grade basal reading books for health and safety content.

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CHAPTER I

REVIEW OF THE LITERATURE

Historical Background. Health education in schools received little attention in the early twentieth century. The first concentrated and systematic effort was done under the Public Health Service. This served to bring to the attention of parents and educators the value of certain phases, as sanitation, nutrition, diet, and contagious diseases. The White House Conference report of the meeting in 1930 gives the following:

In 1909 the Public Health Service published a study of milk and its relation to the public health, emphasizing the disastrous effects of impure milk on the health of young children. An extensive study was made of diseases to which children are peculiarly susceptible, pellagra, hookworm, malaria in 1923, tonsillitis 1927. For many years the Public Health Service has been actively interested in the health of the school children and conditions of school life. They studied the sanitation of schools and surroundings; prevalence of certain diseases and of dental defects; control of communicable disease, vision of school children; and the general program of school health has all been the subjects of investigation. Nutrition studies were made a prominent feature in many field investigations of general child hygiene. In 1922 was made a study of posture in relation to school life, including the relation of the posture of school children to nutrition, physical defects, school grade and physical training.

1. Organization For The Care Of Handicapped Children.
The importance of definite health instruction in schools was recognized decades ago by some people. Detailed lessons were presented, and such topics as cleanliness, food, milk, posture, mouth hygiene, rest, care of eyes, nose, mouth were treated. Beveridge\textsuperscript{1} writes regarding health education, thus:

Children need to know the laws of health. But it is not enough to know; they must obey them and put them into practice. The good health of an individual is a personal asset. The good health of many individuals constitutes a national asset. It is the duty of the public schools to teach proper health habits to children in order to preserve and improve the national health. The child who forms correct health habits increases his expectancy of life. Good habits of living contribute to the lengthening of life and increases one's happiness and efficiency. It is more important to prevent disease than to cure diseases. As the children of today are trained in habits of right living, so should the men and women of tomorrow be able to live more intelligently, more healthfully, and thus enjoy a greater social heritage.

Bauer\textsuperscript{2} stressed the responsibility of the school for children's care in saying:

The school must return the child to his home in as good health as when he left. School needs proper ventilation, lighting, etc. Health is recognized as one of the individual's most valuable weapons, not only toward success and progress, but for bare existence. Knowledge about health must be transmitted to child and school is the logical channel. The school must protect taxpayers from waste of educational funds. One cause of waste is

\textsuperscript{1} Whitcomb, Charlotte Townsend, Beveridge, John H. Our Health Habits: 1-2; Chicago: Rand McNally & Company, 1926.

\textsuperscript{2} Bauer, W. W. "The Health of the School Child." Education 44: 193-97; December 1933.
the repeating of backward children caused by impaired efficiency due to ill health or physical handicaps, sight, hearing, infected tonsils, teeth, diseases.

Definitions:

Health Education. Health education is defined by Monroe\(^1\) as a "continuous series of learning experiences built around the whole life of the child." He\(^2\) continues:

In addition to the systematic health instruction provided by the school, the total program includes health services, provisions for recreation, and certain aspects of the school plant. The lack of improvement of health habits as children grow older is evidence of the need of health education. Health is a complex resultant of hereditary factors and of the total situation in which child grows up.

Phases of Health Education. International Health Conference\(^3\) held in 1941 some sixty-four nations of the world signed the constitution of the World Health Organization. --- They defined the term health as "a state of complete physical, mental, and social well-being, not the mere absence of disease or infirmity."

Grout defines health education as "the translation of what is known about health into desirable individual and

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2. Ibid

community behavior by means of the educational process.¹

A school health program depends on various groups for its effectiveness. Fields² puts the responsibility on parents, school administrators, every member of the school staff, and local health departments. Comments about health teaching are:

Health instruction could be attained by skillful incidental teaching and by integrating health with other subjects already scheduled. However, if a "scale of values" is used in deciding what is most important, prevailing curricula will be renovated so that health education has its rightful place in the day's teaching. The ideal plan for health instruction is a flexible one suited to the problem being studied, and to the set-up of the school. Health teaching must not be remote from experiences of the day that provide motivation. Many health subjects can be made part of the units in other fields.

The pupil's part in a health program is given by Manley³:

Pupil must have opportunities to use knowledge he has acquired, and through good teaching must have received inspiration and a desire to practice the learnings.

Health materials should be based on the immediacy of the need and the interest and comprehension of the child. There are a variety of approaches in getting helpful knowledge to children in elementary school; perhaps no one could be termed a "best," but a combination of many is often used successfully. One that has been frequently advocated is incidental teaching, or teaching as the occasion arises.

Health teaching may be integrated with various school subjects and in many ways. Wilson lists such fields as:

Examples of this occur in the study of the home, family, and community living. If this utilization of the appropriate materials in other studies is deliberatel-y planned and successfully taught, the need for special periods will be minimized. Instruction is more likely to be given in answer to real problems as health education is related to other school activities.

Turner writes about health teachings in this way:

By indirect instruction and, perhaps more importantly, through indirect learning, the modern school educates the nation toward healthful living, generation by generation. Objectives of school health services and education are: inspire child to be well and happy, educate the child in the cultivation of those habits of living which will promote his present and future health, to protect the child against communicable and preventable diseases, to bring each child up to his own level of health, to extend the school health program into the home by obtaining family and community support for program, to provide healthful school living for child.

The teacher plays an unique role in health instruction by example, precept, and leadership. Rugen says:

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2. Ibid.


Opportunities for helping the child to acquire skills for healthful living and to discover and understand the reasons for these practices are many, provided the teacher is interested in (a) children and their development, (b) observing children and their behavior, (c) creating a good learning environment, and (d) being a good example of healthful living.

The factors that influence positively the normal growth and development of children also influence their health. Teachers interested in the welfare of children know the importance of such factors as adequate rest and sleep, good nutrition, freedom from illness and other handicapping disabilities, supervised play and recreation, and a good mental health climate in the classroom.

Being a good example in matters of health influences markedly the behavior and standards of children. Every teacher should appraise his own health practices, health status, and health attitudes. --- The health behavior and attitudes that the teacher practices and exhibits in his everyday contacts with children probably make up a much more potent force in child learning than the information that the teacher might present about health.

Various opportunities may be utilized for incidental health teaching or for the development of special activities, projects, or units in the health field. Some of the more organized experiences might be related to the general interest of the children in making and keeping their classroom the best in the school. Others might be related to the social studies or science program. It is important also to give considerable attention to parent education in the planning process.

This is particularly true in the lower grades where incidental teaching and the utilization of opportunities as they arise may dominate the teaching approach. --- No other adult with whom the child comes in contact is in the position to contribute the same valuable guidance to the education of the child in matters of health.
Health needs of children are given by Blanchard\(^1\) as:

He needs to begin life with healthy parents in a healthful environment, needs to be well housed at home and at school, needs security and a sense of belonging, needs protection from disease and handicapping physical defects.

What is being done by the schools to fill these needs?

They conduct examinations, invite parents to attend, send home notes about child's defects. They make daily inspections and observations and advise parents to keep their children at home when ill. Possibly there has been too much effort expended in motivating the child and not enough in motivating the community, parents included. Many advances have been made in the past two decades, but there is still much to be done in meeting the basic health needs of children.

Importance of health teaching is stressed by Burkard\(^2\) by saying:

Education in good health, its implications and its practices, is one of the most important phases of the education of youth. Its importance is emphasized by the fact that in many states education in health is made mandatory by state law. The schools of our nation have been called upon to assume a substantial portion of the obligation to promote national health through initiating and directing a program of good health practices for each

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individual. It is largely and necessarily individual because each has his own body to consider, its advantages and its limitations. One of the great outcomes of health education in the schools is to reach into the homes of our country - to develop health concepts for individual and community life, that will insure a more competent future generation.

Phases of health needing more attention are physical examinations, mental health, and nutritional deficiencies. McCarthy\(^1\) speaks for Parent-Teacher groups in saying:

Teeth and eyes are of great importance and many times they are overlooked by well-meaning parents. The saying goes: "We must educate the whole child." In that case we must have a whole child to educate. We must urge parents of pre-school children to see that they enter school physically fit and able to take on the educational program.

O'Neil\(^2\) stresses making the teaching practical by saying:

Since living must include learning, if we guide children in healthful living, we are at the same time setting up and using a body of health content on subject matter which is adequate to meet their health needs. Accordingly, so far as we can, it is essential we base our health curriculum on the actual experiencing of children, and thus make health learning an integral part of their every day living in home, school, and community. Such a program includes the gradual development of a background of scientific knowledge which will rationalize the healthful behavior of the children as they advance in maturity.

\(^1\) McCarthy, Mrs. Fred J. "Health." Maine Parent-Teacher Bulletin 4; 4; March - April 1957.

Safety Education. The teaching of safe living takes its place with instruction in health and physical fitness. Although instruction in safe living should be carried on by parents at home, the elementary school has a great obligation in safety education. The situations met at school differ from those at home, and need wise decisions often not anticipated.

What is Safety Education? The National Safety Council defines it:

That area of experience through which boys and girls learn to make wise choices when the possibility of injury of self to others is one of the factors involved.

The use of democratic procedures in education for safe living is strongly recommended. The emphasis is placed upon pupil participation in purposing, planning, executing and judging results of learning activities. A positive, rather than negative, approach has been taken in planning for pupil activity. The aim is to teach children to perform correctly, and hence safely, rather than to refrain from performance because of possible dangers.

The place of safety education in the modern school curriculum is discussed by educators. It should not be a new subject in the program of studies. Rather it can be incorporated in such activities as - readings, games, exercises, pageants, dramatizations, special holiday programs. According to

Safety is a way of living. It is not an end in itself, but a means to an end: joyous play, new adventure, efficient work, helpful service. Like other factors which help make living complete - character, health, correct speech - safety is an integral part of the school curriculum. It cannot be taught as an isolated subject, but must have definitely planned consideration in relation to all the activities which make up the life of the school.

Parents and educators agree the schools have an obligation for teaching safe living. Since the aim of education is to prepare children for life, to give them experiences through which to become citizens in a democracy, it is necessary that instruction in safe living be given at each school level.

Safety Education is needed by children of all ages, as is shown by reports of the National Safety Council. A summary of a seven-month period, from September 1938 to March 1939, shows 19 percent of the accidents happening in school buildings; 16 percent, on school grounds; 7 percent, going to or from school; 24 percent, at home; and 32 percent, at places away from home or school and outside school hours. This 32 percent meant 5277 child deaths and injuries during the school year 1938-39, of which 4433 (84 percent) were unclassified accidents occurring in playtime. In the first grade, 259 children were injured or killed in that one year in this type of accident. The fact that at least 47.3 percent of the accidents reported by the children themselves happened during the time when they were responsible for their own safety


points to a great need. Perhaps the children should have a part in controlled situations which will help them to develop (a) a sense of awareness as to where danger lies, and (b) an ability for good judgment in their independent behavior.

Safety education, as the study of good things to eat, lends itself readily to health activities and social studies in the primary grades. Tiny tots have to overcome the impulse to put almost anything in their mouths. First-graders are not completely the master of this tendency. They often unconsciously suck their fingers, possibly after having handled poisonous substances or dirty objects. Things to eat look so good to them that they eat without hesitation and with abandon. Being clean and being careful are not inherent in human nature; they must be taught.

Safety Education in the primary grades is written about by California educators.¹

Education for safety, perhaps more than any other phase of the kindergarten - primary curriculum, offers an immediate opportunity for the teacher to assist the child in establishing a contact with the world outside the home. This should make for an unapprehensive and positive approach to life outside the protection of the home. Knowledge of how to cross the street correctly, how to get on and off the bus the right way, how to use scissors, and so on, is the key to this activity. Keeping safe involves the development of discriminative behavior with regard to self-protection as well as concern for the safety of others.

It is the task of the teacher to survey the safety needs of a given group of children and to plan the program of experiences specifically required by that group. Areas needing attention are grouped as: Precautions for pupils while playing, precautions while traveling, as a passenger in a vehicle, as an operator of a bicycle, tricycle, scooter, precautions while helping at home or at school, advice for developing community spirit.

School administrators\(^1\) recognized in 1937 the need for safety education and planned their 1940 yearbook around that topic. They\(^2\) write:

So insistently is the belief that education for safety is a part of the work of the schools that a number of the state legislators have made it mandatory. While in general such legislation has the effect of being too specific in regard to methods, materials, and time requirement, school administrators may derive support from the mandate as justification for their programs in those communities, if there be any such, which feel that legal justification is necessary for so important a phase of education for life.

The very success of the schools in their safety efforts should be a spur. Since 1922, the year which marked the introduction of school safety education on a national scale, fatal motor vehicle accidents to the age group 5-14 have been reduced 30 percent.

Safety education represents one type of realistic value, as opposed to merely verbal or academic value. Consider how well safety education fits into any well-conceived activity program. It is not only related to desirable outcomes and to a type of procedure valuable in itself, but it also provides a discipline in attitudes which may be presumed to have carry-over values.

The need for Health Education is reported in the literature. Therefore, this study is an attempt to discover the possible health content in First Grade Basal Reading materials.

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2. Ibid
CHAPTER II

PLAN OF THE STUDY

The purpose of the study was to analyze basal reading books for health and safety content. Further, to determine the areas covered, and to what extent. Illustrations were noted which show lessons related to the study. Seven widely-used basal reading systems having revisions since 1945 were selected for the analysis. There were a total of thirty-eight books. The books were carefully studied for references pertaining to health and safety measures. These references were tabulated into categories found common in the greatest number of books. Tables were set up, showing the findings in each book. Also, they were classified as pre-primers, primers, and first readers, with results in tables. Those included are:


A. First Pre-Primer: Ride Away
B. Second Pre-Primer: Time To Play
C. Third Pre-Primer: All In A Day
D. Primer: Up The Street And Down
E. First Reader: Around Green Hills

A. First Pre-Primer: Three Of Us
B. Second Pre-Primer: Play With Us
C. Third Pre-Primer: Fun With Us
D. Primer: Many Surprises
E. First Grade: Happy Times


A. First Pre-Primer: We Look And See
B. Second Pre-Primer: We Work And Play
C. Third Pre-Primer: We Come And Go

D. Primer: Fun With Dick And Jane
E. First Reader: Our New Friends


A. First Pre-Primer: Tip
B. Second Pre-Primer: Tip And Mitten
C. Third Pre-Primer: The Big Show
D. Primer: With Jack And Janet
E. First Reader: Up And Away

- A. First Pre-Primer: *Skip Along*
- B. Second Pre-Primer: *Under the Sky*
- C. Third Pre-Primer: *Open the Door*

O'Donnell, Mabel, and Coughlan, Selma. *The New Alice and Jerry Books*

- D. Fourth Pre-Primer: *High on a Hill*

O'Donnell, Mabel. *The New Alice and Jerry Books*

- E. Primer: *The New Day In And Day Out*
- F. First Reader: *The New Round About*


- A. First Pre-Primer: *My Little Red Story Book*
- B. Second Pre-Primer: *My Little Green Story Book*
- C. Third Pre-Primer: *My Little Blue Story Book*

- D. Primer: *The Little White House*
- E. First Reader: *On Cherry Street*


- A. First Pre-Primer: *Ned And Nancy*
- B. Second Pre-Primer: *Bigger And Bigger*
- Witty, Paul, Faulk, Ethel Mabie and Wright, Leila. *Little Lost Dog*, 1947
The consideration of a suitable health and safety program for the first grade has been studied by leaders in this field. The general opinion is the necessity of young children forming good health and safety habits in their daily living. Grout gives the objective of health education:

To develop and practice desirable health behavior.

The teacher should use the health textbook as a supplement to her teaching, rather than as entire substance of the teaching. Much of the health teaching in elementary grades will be informal, occurring throughout the day as problems arise. Health teaching should be planned. This does not mean to be taught as a separate subject, but rather there should be a time and place for it in the curriculum. Emphasis is needed on:

1. Eating habits
2. Good sleeping habits
3. Care of teeth
4. Prevention and control of illnesses
5. Accident-prevention.

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The young child strives for approval and praise. Because of this, he can be induced to do chores which sometimes annoy him. Telling him of his shiny white teeth helps to lessen the duty of cleaning them. Training in doing health practices regularly helps to establish the habit without deciding the need at every occurrence. Sullivan\(^1\) lists the aims of primary grades:

1. Establish health habits  
2. Develop self-control  
3. Develop feelings of responsibility for own health practices.

The chief activity is habit training. It should be closely interwoven throughout the school day on an applied and informal basis. Almost everything children do in lower grades offers opportunity for health training. Activities covering their total learning needs, informal discussions and dramatizations may properly include health factors. The amount of knowledge given is unimportant, for children in primary grades have little interest in laws of health in the abstract.

Health habits are valuable when children do them on their own volition. The need to be reminded of them can continue a lifetime. White\(^2\) gives the need for freedom in school that these ends may be accomplished with more value to pupils.

Training in health is training in self-discipline, and self-discipline can come only where there is freedom. Toileting, handwashing, drinking of water, and the regulating of heat and light for oneself are some of the important aspects of a health program. A suggested

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1. Sullivan, John P. "Basic Considerations of the Course of Study in Health Education." *Education*: 229-234; December 1933.

check chart for health habits have the following items:

1. Washes hands after toilet and before eating.
2. Uses drinking fountain properly.
3. Keeps face, neck, hair, ears, and fingernails clean and neat.
4. Cares for nose properly.
5. Chooses good lunches.
6. Plays out of doors at least an hour.
7. Providing proper light for work.
8. Relaxing during rest periods.
9. Refraining from putting things in mouth as: pencils, fingers, dirty food or candy.
10. Removing heavy clothing when indoors.
11. Putting on extra clothing when in cold place, wearing suitable clothing for rain.
12. Avoiding accidents by "taking chances."
13. Substituting skill for foolhardiness, knowledge for fear.
15. Sharing freely with others.
16. Completing tasks that are undertaken.

Every thoughtful person agrees children deserve the right to a happy, healthy, and safe childhood. It is the duty and privilege of parents and teachers to cooperate that these aims may be realized. Happy children are free from worries that cause physical ills. Montgomery\(^1\) gives health and safety concepts needing consistent emphasis.

Clothing problems, good breakfasts, importance of cleanliness, baby teeth, fatigue, dawdling, protection against danger of fire, faulty equipment on playground, pointed scissors, traffic signals, danger of toys not put away in proper places, not accepting rides with strangers, -- topics of practical concern for our first graders.

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Stories help to teach health lessons in a delightful way. They develop health attitudes and ideas more forcefully than the telling over and over to do a particular chore. Towse\(^1\) gives interesting and humorous experiences in story form of children and animals. They are in these divisions:

1. How to keep clean.
2. How to care for yourself.
3. How to grow strong and healthy.
4. How to keep well.
5. How to keep out of danger.

Workbooks provide opportunity to impress safety and health lessons. Pupil colors the pictures of good foods, clock saying bedtime, how to care for toys properly. Teacher gives the instructions, and child does his own page honestly, whether it is the healthy way or not. *Health and Fun* is recommended as a helpful book. Charters\(^2\) says in the foreword:

> When the children really have a better attitude toward keeping their hands clean, getting up in the morning, and going to the toilet at regular times; when they eat a wholesome breakfast, come to school clean and neat, and carry out other healthful activities, then the teacher can feel she is successful in her health teaching.

Malnutrition must not be regarded as caused from insufficient food. Failure to exercise in sunlight and fresh air

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prevents food properly doing its work. Some unknown infection may be harming the system. Faegre lists malnutrition as one of the most common and often one of the least easily recognized obstacles to health. Important items to consider are:

1. Care of the teeth
2. Child's hearing
3. Child's eyesight
4. Importance of sleep and rest
5. Interferences with sleep

Accident prevention needs serious consideration. More school-age children die every year from accidents than from appendicitis, heart disease, and pneumonia put together. First in number come deaths from motor-vehicle accidents. Next in order, drowning. Other causes among children are burns, conflagration, injury by fall, and injury by firearms. Suggested helps from parents and teachers:

1. Provide safer play areas.
2. Teach traffic law obedience.
3. Teach children to swim.
4. Teach proper use of guns.
5. Teach children to exercise judgment.
6. Teach dangers of fires.
7. Provide experiences for children under supervision.

Safety precautions need much stress in the school program. Games, pantomimes, poems, free play can be very useful to give the ideas of safety and are fun for the pupils.

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Andress\(^1\) gives a unit on safety, entitled, "To School We Go." There are stories, questions, rhymes about situations found as pupils go to school. One on crossing the street is:

**Before You Cross the Street.**

Stop, Look, Listen
Before you cross the street.
Use your eyes,
Use your ears,
And then use your feet.

Other topics are:

1. Friends That Help You.
2. I Stop! I Look! I Listen!
3. Before You Cross the Street.
4. Eyes That See.
5. Safety Signs.
7. Good Friends.

In *The Health Parade* by Andress\(^2\) is a Unit entitled "Always Be Careful," with safety lessons. Those included are:

1. An Automobile on the Sidewalk.
3. The Safe Play Club.
4. Where to Play.
5. Jim's First Aid Kit.

McCarthy\(^3\) refers to the long-range planning for a health program in this way:


\(^2\) Ibid

\(^3\) McCarthy, Julia "Health for the Elementary-School Child" *N. E. A. Journal* 39: 516-17; October 1950.
Each year, you probably plan for and with your class the aims in health education to emphasize during that year. The daily experiences of your pupils, of course, will suggest points for classroom attention. Each of these topics will have many relationships to children's experiences and learnings:

1. Food and Nutrition.
2. Exercise, rest, and sleep.
3. Care of eyes and ears.
4. Mental and emotional health.
5. Body functioning.
6. Cleanliness.
7. Control of communicable disease.
8. Contributing to healthy and cheerful surroundings at school and at home.
10. Care of the teeth.
11. Safety and first aid.

Turner gives three major responsibilities of the school: "to promote health, protect from disease, correction of defects." 1 The objectives in a health program by Schifferes 2 include:

1. Health exams.
2. Study of the function of the body in part and as a whole.
3. Care of teeth.
4. Liking good foods.
5. Desirable mental habits.

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2. Schifferes, Justus J. "How to Improve Health Teaching" Hygeia: 918-920; December 1945.
Fowler's study gives a compilation of concepts that occur most often in sixteen health textbooks used in primary grades:

1. Foods and nutrition
2. Healthy living
3. Growth and development
4. Cleanliness
5. Sleep and rest
6. Dental health

The areas listed by the most authors are in the following order:

1. Cleanliness.
2. Good food.
3. Teeth, eyes, ears.
4. Sleep and rest.
5. Safety at school, home, street.
6. Accident prevention.
7. Proper clothing.
8. Exercise, fresh air.

Safety cannot be stressed too much for the protection of school-age children. Habit makes one act in a certain pattern, but young children haven't had enough similar experiences to make them do this in such things as crossing the street, or waiting for cars. Merrill found from extensive study the following safety facts:


1. Accidents are highest on the list of killers of school-age children.
2. Motor vehicles are the cause of most to-and-from school accidents.
3. There is a proportionate increase in accidents in school buildings from grades one to six.

Health instruction includes a wide area and cannot be adequately learned by young children. Emphasis should be on major problems that bear relation to their everyday living. Cleanliness was given the first place of importance by many writers of suggested health units. None of the basal readers reviewed had cleanliness stories in them.

Good food is a prime requisite to good health. The books analyzed gave varied references to cake, ice cream, fruit, picnic lunch, milk, chicken, pie, animal cookies, eggs. Our New Friends,¹ First Reader, Level Two, Page 20, has a typical reference with an illustration showing children cooking.

Mother let the children make animal cookies. Cookie horses and cows. Cookie dogs and cats. Cookie rabbits and chickens. And little cookie ducks. The children ate the good cookies.

Milk is essential for growth and body development. Many school programs serve milk for a mid-morning lunch. A reference to it is in Tip and Mitten,² Pre-Primer, Level Two, pages 9 and 10 as follows:

Milk is good for me. I will have this milk.
Jack and I will have this milk.

¹ Page III E, supra
² Page IV B, supra
The young child depends on sleep and rest to restore
his energy used in his perpetual movements and to fit him for
the coming day. The New Round About, First Reader, page 97,
gives this reference:

By night Grandmother was in the city.
Bobby and Billy were in bed.

Safety is needed at home, at school, and in fact, everywhere. Toys left out of place can be dangerous. Time to
Play. Second Pre-Primer, picture on page 45, shows a cart
full of toys upset by the dog. The text says:

Kim! Kim! See Tike go. Look! Look!
See the red airplane. See the blue airplane.
And look at the train. Look here! Look here!

The care of teeth and use of handkerchief must be brought
to children's attention repeatedly. A Home For Sandy, First
Pre-Primer, page 92, gives a story of a boy packing the suit-
case to go for a visit to Uncle Bill's.

"I will take three white handkerchiefs." So she
got the handkerchiefs. She got Tony's toothbrush,
too. She put the handkerchiefs and the toothbrush
in the suitcase.

Good food helps make healthy people if exercise stimu-
lates the body to use it, and excrete the waste materials.
Play outdoors gives fresh air to the children and refreshes

1. Page : V F, supra
2. Page : I B, supra
3. Page : VII E, supra
them physically and mentally. *Happy Times,¹* a First Reader, page 150, has:

Jerry was a little boy who lived near a mountain. In winter, there was snow all over the mountain. There was snow all over the fields, too. Jerry liked to play in the cold snow.

The following check list was developed after recording the references found in the basal readers, and considered of sufficient importance to be valuable for health and safety teaching.

**Check List**

1. Good foods
2. Milk
3. Sleep and rest
4. Safety at school, home, street
5. Handkerchiefs
6. Teeth
7. Exercise and fresh air

The results of the analysis are presented in the next chapter.

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¹ Page , II E, supra
CHAPTER III

ANALYSIS OF DATA

The purpose of the study was to analyze the first grade books of seven basal reading systems for health and safety content.

The concepts found are listed page by page for each book examined. Illustrations were noted that showed health and safety situations. Each picture is given one count in the tabulations of concepts. References to foods and safety of animals were not counted. Statements repeated by a second person, or the same person, were counted as one concept. Cleanliness was mentioned only once so was not included in the check list. Tables 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 were set up to show the frequency of occurrences in books of each series, and the comparison of different systems. A master sheet summarizes the data compiled in the ten frequency tables.
I. Betts Basic Readers, The Language Arts Series

A. First Pre-Primer: *Ride Away*¹

- Children observe Stop & Go signs - p. 24, 25 (picture)
- Dog jumps on moving swing - p. 27 (picture)
- Family goes for picnic - p. 28 (picture)
- Dog tries to get out of boat - p. 29 (picture)
- Dog jumps out of swing - p. 41 (picture)
- Dog upsets girl - p. 43 (picture)
- Outdoor lunch - p. 46, 47 (picture)

B. Second Pre-Primer: *Time to Play*¹

- Sliding down playground slide with care - p. 24, 25 (text and picture)
- Cart upsets, spills toys on dog - p. 44, 45
- Play train upsets with toys - p. 63 (text and picture)

C. Third Pre-Primer: *All in a Day*¹

- Dog knocks over blocks - p. 7 (picture)
- Careful riding on pony - p. 24 (text and picture)
- Splashing in water with rubber boots - p. 30, 31
- Dog fell off raft - p. 34, 35 (text and picture)
- Giving the dog a bath - p. 42, 43, 44, 45 (text and picture)

D. Primer: *Up the Street and Down*¹

- Birthday party with cake & ice cream - p. 6, 7, 9 (text and pictures)
- Boy rides bicycle on sidewalk - p. 19, 20 (text and picture)
- Safety with bicycles - p. 30, 31 (text and picture)
- Carriage runs away down hill - p. 39
- Boys help stop it - p. 40 (text and picture)
- They want something good to eat at store - p. 60 (text and picture)
- Some food Father will like, and good for him - p. 62

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Peddler has apples to sell - p. 70, 71 (text and picture)
Boys help sell apples - p. 73 (text and picture)
Riding safely on playground apparatus - p. 80, 81 (picture)
Duck got apples to make pie - p. 96, 97, 98 (text and picture)
Woman treats boy to piece of pie - p. 110
Children get money for candy - p. 129, 130, 131
All have good things to eat on "Park Day" - p. 140
Mother sends pies to park for picnic "Park Day" - p. 145 (picture)
Time to eat at the park - p. 153 (text and picture)
Surprise of candy for all at the park - p. 156, 157 (text and picture)

This primer has stories about a boy and girl, their dog, a monkey, and other animals. They play out of doors and have fun in the park, going to the grocer's, and other activities near home.

F. First Reader: Around Green Hills

Spring days are happy days, good for work in the garden - p. 6, 7 (text and picture)
Boy gives stranger an apple - p. 37
Boy will not spend money for candy - p. 38
Dog got lost in parade - p. 50
Boy doesn't buy candy at circus - p. 53
Mother treated children on apple pie - p. 67 (text and picture)
Boy had no playmates, too far to neighbors - p. 71
Boy fell in pig pen - p. 86
Hold on, and not fall off horse - p. 90
Girl falls in horse's manger - p. 92 (text and picture)
Too cold to play in barn - p. 96
Will all have something to eat - p. 104
A good picnic lunch - p. 106 (picture)
Pumpkin pie gets first prize at fair - p. 117 (text and picture)

1. Ibid
Children buy candy at fair - p. 119
Safety on Ferris Wheel - p. 120, 121
Parents looked everywhere for them - p. 123
Box of best apples for the fair - p. 130 (text and picture)
Best eggs to go to fair - p. 132
Twins were happy about the snow - p. 156
They made a snow man - p. 159
Children are sliding on hill - p. 164 (text and picture)
Careful of groceries in bag when sliding - p. 166
Mr. Day bought cookies for friends - p. 166, 167
Park Man picks up toys left in park - p. 174
Firemen fix toys for children - p. 175, 176, 177
Happy Joe likes apples so much - p. 183
Children had a hay ride - p. 185, 186
Lady had cookies and pie for surprise - p. 189 (text and picture)

The first reader follows the primer stories with the same characters. There are stories of the circus, farm, and holidays.
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<th>Third</th>
<th>Primer</th>
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<td>All in a Day</td>
<td>and Down</td>
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II. Developmental Reading Series

A. First Pre-Primer: Three Of Us

B. Second Pre-Primer: Play With Us

C. Third Pre-Primer: Fun With Us

No health nor safety references.

D. Primer: Many Surprises

Girl falls in water, no help - p. 20
Dog made the girl fall - p. 23
Children have ice cream and candy for birthday - p. 27 (picture)
Girl likes cake - p. 39
Boy gives away his candy - p. 48
They have ice cream - p. 52, 53, 54 (picture)
Mother gives children ice cream and cake - p. 53
Boy gives dog cake - p. 58
Getting lunch ready - p. 63 (picture)
Father ran to help Ann - p. 64, 65
Father helps Ann after a fall - p. 65 (picture)
A good lunch - p. 66
Boy asks for ice cream - p. 67
Zip will not run too fast - p. 80
Do not fall out of swing - p. 81
Goat will eat the lunch - p. 88 (picture)
Boy made pony stop running - p. 125
Pony went too fast - p. 126
Cake for lunch - p. 141, 142 (picture)
A picnic lunch - p. 144, 145 (picture)

This primer has units about pets at the farm, birthday, fun in the park. The stories are interesting and full of action.

E. First Reader: Happy Times

Animals bathing self - p. 16 (picture)
Careful of falling - p. 39
Give dog candy - p. 45
Give pony candy - p. 47

Give apple to rabbit - p. 60
The tent was knocked down - p. 64 (text and picture)
Man gave candy to dog - p. 68
Want horse to run fast - p. 75 (text and picture)
Ducks ran out in street - p. 86 (text and picture)
A good picnic lunch, cake, chicken - p. 102
The picnic was fun - p. 106
Open window in house caused harm - p. 141
Good lunch, - cake, ice cream, chicken, - p. 147 (picture)
Man stopped car, so won't hurt animal - p. 148
Boy likes play in snow - p. 150 (text and picture)

Stories are about a circus elephant, playing circus, and a bear; many short stories in each unit.
TABLE II

DEVELOPMENTAL READING SERIES

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III. Basic Readers: Curriculum Foundation Series

A. First Pre-Primer: We Look and See

B. Second Pre-Primer: We Work and Play

No health nor safety references.

C. Third Pre-Primer: We Come and Go

Mother buys oranges and vegetables - p. 10, 12 (text and picture)
Mother buys ice cream for children - p. 14, 15, 16 (text and picture)
Children play ball out of doors - p. 30, 31, 32 (text and picture)
Mother gets a lunch of cookies and milk - p. 44, 45, 46 (text and picture)

D. Primer: Fun with Dick and Jane

Jane makes a play cookie for sister - p. 29
Pony can not go fast with Jane on his back - p. 53 (text and picture)
Boy asks hen for her eggs - p. 58, 59 (text and picture)
Children go up in barn to find eggs - p. 62 (text and picture)
Grandmother and children make cookies - p. 73, 74, 75 (text and picture)
Baby wants father to bring home cookies - p. 101, 102, 103 (text and picture)

This primer had stories under the following headings: family fun, fun at the farm, fun with pets and toys, fun with


our friends. There were many desirable family experiences; all had a happy time together.

E. First Reader: Our New Friend

Children wear rain coats out in rain - p. 18 (text and picture)
Children make cookies - p. 20 (text and picture)
Girl takes big umbrella to school in rain - p. 28, 29, 30, 31 (text and picture)
Children buy lunch at school cafeteria - p. 32, 33 (text and picture)
Little girl got lost - p. 37, 38 (text and picture)
Policeman took little girl home - p. 39, 40, 41 (text and picture)
Mother and Sally go to the store for food for dinner - p. 50, 51 (text and picture)
Children pick up toys left outdoors - p. 56 (text and picture)
Jim must play inside because of rain - p. 72
Girl reads to baby so he will sleep - p. 78, 79 (text and picture)
Girl goes to sleep herself while reading - p. 80 (text and picture)
Girl wants to go and play in snow - p. 112, 113
Pet hen gives an egg a day - p. 118, 119 (text and picture)
Lost toys were found outdoors - p. 129, 130, 131, 132 (text and picture)
Girl has store with apples, cookies, eggs, and milk - p. 134 (text and picture)
Children go in cart so fast the dolls fall out - p. 144 (text and picture)
The wind blows toys down the street - p. 150, 151 (text and picture)
Children ate ice cream and cake at the birthday party - p. 156 (text and picture)
Children ride Dark Pony to Sleepy Town - p. 177 (text and picture)
Woman lunched on cookies and milk - p. 184 (text and picture)
Children rode the merry-go-round too long and too fast - p. 188, 189

1. Ibid
This reader has stories about new friends, our friends at work, our animal friends, our friends at play, story book friends. The policeman is one of the many friends in the stories.
### TABLE III

**BASIC READERS: CURRICULUM FOUNDATION SERIES**

<table>
<thead>
<tr>
<th>Health &amp; Safety Concepts</th>
<th>Third Pre-Primer We Come and Go</th>
<th>Primer Fun with Dick and Jane</th>
<th>First Reader Our New Friends</th>
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<td>28</td>
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<td><strong>22</strong></td>
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IV. Reading for Meaning

A. First Pre-Primer: Tip¹
   Girl roller-skating - p. 18 (picture)
   Birthday lunch - p. 19, 25 (picture)

B. Second Pre-Primer: Tip and Mitten¹
   Boy and girl have milk for lunch - p. 10, 21
   Girl is in bed, ready for sleep - p. 17 (text and picture)

C. Third Pre-Primer: The Big Show¹
   Child fell in big box - p. 12 (text and picture)
   Daddy needs to go to the show with children - p. 25
   (text and picture)
   Girl gets lost at show - p. 33, 34, 36 (text and picture)

D. Primer: With Jack and Janet¹
   Boy falls from climbing on box - p. 18 (text and picture)
   Children play put out a fire - p. 68, 69 (text and picture)
   Boy tells girl not to play with fire - p. 75 (text and picture)
   Father warns them not to play with fire - p. 77
   (text and picture)
   Father brings home milk - p. 87 (text and picture)
   Mother made corn balls - p. 100 (text and picture)
   Mother gave children ice cream - p. 105 (text and picture)
   Boy wants to go to sleep - p. 127 (text and picture)

This primer has units on play, home, fun. The stories are
realistic and teach an important lesson.

¹. McKee, Paul, Harrison, M. Lucile, McGowen, Annie, and
   Lehr, Elizabeth. Reading for Meaning. Boston: Houghton Mifflin
E. First Reader: *Up and Away*

Boy played, then went to bed - p. 9
Boy has fish to eat - p. 21 (text and picture)
Children empty water from boat - p. 62
They had to jump from leaky boat - p. 65 (text and picture)
A birthday party of cake and ice cream - p. 86, 91 (text and picture)
Boy put away his toys before going to parade - p. 114
Boy must use strong rope to pull cart - p. 134
Boy and girl lunch on cakes - p. 136, 137 (text and picture)
Boy and dog lunch on cakes - p. 139
Boy fell asleep by road - p. 139
Mother brought home ice cream to go with her cake - p. 179 (text and picture)

The stories in this first reader are about children's everyday experiences. They have pets, animals, circus, party activities. Children have true-to-life happenings.

1. Ibid
### TABLE IV

**Reading for Meaning**

<table>
<thead>
<tr>
<th>Health &amp; Safety Concepts</th>
<th>First Pre-Primer Tip</th>
<th>Second Pre-Primer Tip and Mitten</th>
<th>Third Pre-Primer The Big Show</th>
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V. The New Alice and Jerry Books, Reading Foundation Series

A. First Pre-Primer: **Skip Along**

Children eating lunch - p. 3 (picture)
A birthday party, milk, ice cream - p. 47 (text and picture)

B. Second Pre-Primer: **Under the Sky**

Children hold on slide as they come down - p. 19 (text and picture)
Take care on swings - p. 23 (text and picture)
Children visit candy shop - p. 37 (text and picture)
Mother brings cold drink to children - p. 56 (text and picture)

C. Third Pre-Primer: **Open the Door**

Girl sweeps up broken glass - p. 18 (text and picture)
Boy and girl visit candy shop - p. 27 (text and picture)
They buy candy apples - p. 28 (text and picture)

D. Fourth Pre-Primer: **High on a Hill**

No health nor safety concepts.

E. Primer: **The New Day In And Day Out**

Girl eats ice cream - p. 39 (text and picture)
A surprise of cookies - p. 62 (text and picture)
Boy liked stores with good food - p. 134 (text and picture)
Boy likes breakfast - p. 135
Boy got up and ate breakfast - p. 148

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Girl ate something good for breakfast - p. 149
Mother came and told children to go to sleep - p. 150, 151 (text and picture)

This primer's stories are under the headings of Alice and Jerry, Surprise, Animals, Betsy Lee, Mr. Carl and Jack, Good night. The stories are interesting, with few characters involved.

F. First Reader: The New Round About

Organ grinder wants breakfast - p. 43, 49
Breakfast of eggs, bacon, cereal, banana, milk - p. 57 (picture)
A good breakfast for everyone - p. 58
A birthday party, cake, ice cream - p. 64, 65 (text and picture)
Such a good picnic - p. 71
Children play out in snow - p 76, 77 (text and picture)
Another birthday party - p. 80 (text and picture)
Picnic lunch of cake and apples - p. 86 (text and picture)
Children go to bed early - p. 97
Family have picnic, cake, apples, jelly - p. 99 (text and picture)
Boy plays with sled in snow - p. 100 (text and picture)
Lunch of cake and milk - p. 101 (text and picture)
Woman has basket of apples - p. 113 (text and picture)
Children eat breakfast, then go out to play in snow - p. 172 (text and picture)
Coasting on hill - p. 179 (text and picture)
Children will be hurt on sled if not careful - p. 180, 181, 182, 183 (text and picture)

The stories are about Alice and Jerry having fun. There are stories about twins, Grandmother, animals, pets, a monkey. Some stories are about the happenings of the seasons.

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### TABLE V

**THE NEW ALICE AND JERRY BOOKS, READING FOUNDATION SERIES**

<table>
<thead>
<tr>
<th></th>
<th>First Pre-Primer Skip Along</th>
<th>Second Pre-Primer Under the Sky</th>
<th>Third Pre-Primer Open the Door</th>
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VI. The Ginn Basic Readers

A. First Pre-Primer: My Little Red Story Book

Boy fixes wheel on cart - p. 5, 7 (picture)
Boy gets toys out of the rain - p. 40 (text and picture)

B. Second Pre-Primer: My Little Green Story Book

Children pick apples and eat them - p. 10, 11 (text and picture)
Mother cooks apples for children - p. 13, 14 (text and picture)
Cleaning up for dinner - p. 16, 17 (text and picture)
Children get toys from chair - p. 20, 21, 22 (text and picture)
Girl makes pony stop for sign - p. 32, 33 (text and picture)
Mother and Betty buy lettuce, apples, carrots - p. 37, 38 (text and picture)
Dog knocks over play garage - p. 48 (text and picture)
Mother makes a surprise cake - p. 60, 61, 62, 63 (text and picture)

C. Third Pre-Primer: My Little Blue Story Book

Children make a play apple pie - p. 16 (text and picture)
A picnic with little cakes - p. 20, 21, 22 (text and picture)
Pony eats the big red apple - p. 32
Girl plays out under the tree - p. 38, 39 (text and picture)
Mother buys a pumpkin to make a pie - p. 55, 56 (text and picture)

D. Primer: The Little White House

Family drive to ice cream parlor - p. 21, 22 (text and picture)
Father goes up on a ladder for kitten - p. 35 (text and picture)

Birthday party - p. 55 (picture)
Boy has fun with new wagon - p. 57 (text and picture)
Birthday cake and ice cream for a party - p. 60, 61, 63 (text and picture)
It is cold out, Susan wears a hat - p. 74 (text and picture)
Children climbed ladder to see kittens - p. 98 (text and picture)
Children have lunch on train, of turkey, cake, apple pie - p. 105
Mother doesn't want a wagon in the house - p. 141
Toys not put away - p. 143 (text and picture)

1. First reader: *On Cherry Street*

Boys play in snow - p. 36, 46 (text and picture)
Mother makes a cake - p. 45, 47, 48
Father and Tom play in the snow - p. 51, 52 (text and picture)
Boy goes to store for bread - p. 58, 59
Girl buys apples for pie and eggs - p. 65, 69
Ran too fast and spilled groceries - p. 70, 71
Mother will make birthday cake - p. 78
Betty wants ice cream, too - p. 79
All had ice cream and cake - p. 82
Boy tells dog he can't run in street - p. 130
Too early for boy to get up - p. 146
Children will catch fish for dinner - p. 149, 151
Aunt Mary calls children in doors out of rain - p. 175

This first reader has units on school, fun at home, story time, at the farm, and just for fun stories. Many of them are animal stories, fanciful and amusing.

1. Ibid
### TABLE VI

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VII. Reading For Interest

A. First Pre-Primer: *Ned And Nancy*¹ None.

B. Second Pre-Primer: *Bigger And Bigger*²

- Twins have a birthday cake - p. 8 (text and picture)
- Twins have a birthday cake - p. 14, 20, 26, 32, 38 (text and picture)
- Twins run the wagon in the fence - p. 30 (text and picture)

C. Third Pre-Primer: *Little Lost Dog*² None.

D. Fourth Pre-Primer: *Molly, Pete, And Ginger*³

- Family had picnic-sandwiches, cake, lemonade - p. 20, 21, 22, 23, 24, 26 (text and picture)
- Father goes up ladder for kitten - p. 60 (text and picture)
- Children eat breakfast of cereal, toast, milk before going to school - p. 68 (text and picture)

E. First Primer: *A Home For Sandy*⁴

- Boy climbs tree for kitten - p. 49 (text and picture)
- Children lunch on cookies and milk - p. 55, 56, 58, 59 (text and picture)
- Girl put handkerchiefs and toothbrush in suitcase for boy - p. 92, 93, 111 (text and picture)
- Boy sleeps in uncle's pajamas - p. 118 (text and picture)

F. Second Primer: **Rain And Shine**

Children play indoors because of rain - p. 5 (text and picture)
Mother says children may play out with raincoats on - p. 19, 20 (text and picture)
Children play in sunshine at the beach - p. 62, 63, 64, 65, 66, 67 (text and picture)
Picnic on the beach - p. 78 (text and picture)
Put out picnic fire - p. 80 (text and picture)
Mother says it is bedtime - p. 88, 89 (text and picture)
Breakfast of cereal, fruit, milk - p. 102 (text and picture)
Children go to play in snow - p. 102, 104, 105, 106 (text and picture)
They lunched on popcorn balls - p. 117 (text and picture)

Many of the stories in this primer are about rain, wind, sunshine, moon and stars, snow. Two children enjoy fun outdoors.

G. First Reader: **Something Different**

Mother tells boy to hurry to get up - p. 9 (text and picture)
Boy drank milk, ate breakfast - p. 10, 11 (text and picture)
Girl swings too high in swing - p. 33, 34 (text and picture)
Boy falls from wagon going too fast - p. 39, 40 (text and picture)
Children fell to floor of car - p. 84, 85 (text and picture)

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Lunch at the beach, - sandwiches, milk, apples, cookies - p. 127, 128 (text and picture)  
Time for Mary's dinner - p. 150, 153 (text and picture)  

A little boy finds a new playmate, who comes to live across the street. The stories are of fun they have together on an automobile trip, at the ocean, with pets, and at home.
### TABLE VII

#### Reading for Interest

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| Play With Us                                 | 0     | 0    | 0     | 0      | 0        |
| Fun With Us                                  | 0     | 0    | 0     | 0      | 0        |

| BASIC READERS: CURRICULUM FOUNDATION SERIES  |       |      |       |        |          |
| We Look and See                              | 0     | 0    | 0     | 0      | 0        |
| We Work and Play                             | 0     | 0    | 0     | 0      | 0        |
| We Come and Go                               | 16    | 6    | 0     | 0      | 0        |

| READING FOR MEANING                          |       |      |       |        |          |
| Tip                                           | 2     | 0    | 0     | 0      | 0        |
| Tip and Mitten                               | 0     | 2    | 2     | 10     | 0        |
| The Big Show                                 | 0     | 0    | 0     | 0      | 0        |

| THE NEW ALICE AND JERRY BOOKS, READING FOUNDATION SERIES |       |      |       |        |          |
| Skip Along                                    | 3     | 2    | 0     | 0      | 0        |
| Under the Sky                                 | 4     | 0    | 0     | 4      | 0        |
| Open the Door                                 | 4     | 0    | 0     | 2      | 0        |
| High On a Hill                                | 0     | 0    | 0     | 0      | 0        |

| THE GINN BASIC READERS                       |       |      |       |        |          |
| My Little Red Story Book                     | 0     | 0    | 0     | 6      | 0        |
| My Little Green Story Book                   | 20    | 0    | 0     | 18     | 0        |
| My Little Blue Story Book                    | 12    | 0    | 0     | 4      | 0        |

| READING FOR INTEREST                        |       |      |       |        |          |
| Ned And Nancy                                | 0     | 0    | 0     | 0      | 0        |
| Bigger And Bigger                            | 12    | 0    | 0     | 2      | 0        |
| Little Lost Dog                              | 0     | 0    | 0     | 0      | 0        |
| Molly, Pete, And Ginger                      | 14    | 0    | 0     | 2      | 0        |

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CHAPTER IV

CONCLUSIONS

The basal readers of seven series for first grade have been analyzed for health and safety teaching materials. The results show they contain many references which may be useful in teaching health and science concepts. Following are the results of this study:

1. **Good Foods** were found to occur the largest number of times of all health references in all series. It occurred equally in The Language Arts Series and The Ginn Basic Readers, fifty-six (56) times.

2. **Use of Handkerchief** and **Care of Teeth** were found the least number of times of all references, both six (6) times. The only books having these were Reading For Interest Readers.

3. **Exercise and Fresh Air** had the most occurrences of all in an individual series, sixty (60) times in Reading For Interest Readers.

4. **Safety** showed the most consistent occurrence of all items checked. The most times it was found was forty-one (41) in The Language Arts Series.

5. The references to **Drinking of Milk** were found eight (8) times in Developmental Reading Series, the most in all readers.
6. **Sleep** references were eight (8) times in Reading For Interest Readers, the most found in any one series.

7. Certain items on the check list did not occur in some of the basic readers examined.

   a. **Drinking of Milk** did not occur in the following series:

        The Language Arts Series
        Developmental Reading Series
        The Ginn Basic Readers

   b. **Need of Sleep** did not occur in the following series:

        The Language Arts Series
        Developmental Reading Series

   c. **Use of Handkerchief** did not occur in the following series:

        The Language Arts Series
        Developmental Reading Series
        Curriculum Foundation Series
        Reading For Meaning Readers
        Reading Foundation Series
        The Ginn Basic Readers

   d. **Care of Teeth** did not occur in the following series:

        The Language Arts Series
        Developmental Reading Series
        Curriculum Foundation Series
        Reading For Meaning Readers
        Reading Foundation Series
        The Ginn Basic Readers

   e. **Exercise and Fresh Air** did not occur in the following series:

        Developmental Reading Series
        Reading For Meaning Readers
8. The series having the greatest number of references to health and safety were the Reading For Interest Readers, having a total of one hundred fifty-four (154). The Series having the least number, thirty-eight (38), were the Developmental Reading Series.

9. The pictures in books provide pertinent teaching materials. Of the series analyzed, the one having the greatest number of illustrations showing health and safety lessons was the Reading For Interest Readers which had twenty-six (26) in the First Reader. The series having the least, three (3), were The Ginn Basic Readers in the First Reader.

10. The total number of illustrations in the Pre-Primers of individual series were:

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11. The total number of illustrations in the Primers of individual series were:

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</table>
12. The total number of illustrations in the First Readers of individual series were:

<table>
<thead>
<tr>
<th>Series</th>
<th>Illustrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Language Arts Series</td>
<td>8</td>
</tr>
<tr>
<td>Developmental Reading Series</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum Foundation Series</td>
<td>18</td>
</tr>
<tr>
<td>Reading For Meaning Readers</td>
<td>5</td>
</tr>
<tr>
<td>Reading Foundation Series</td>
<td>12</td>
</tr>
<tr>
<td>The Ginn Basic Readers</td>
<td>3</td>
</tr>
<tr>
<td>Reading For Interest Readers</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
</tr>
</tbody>
</table>

1. It is evident basal books include materials of value for teaching health and safety.
BIBLIOGRAPHY
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