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ABSTRACT

An awareness of the environment and its relationship to human health and efficiency are the focal points of this prototype curriculum for grades K-3. Assuming responsibility for creating and maintaining safe and healthy surroundings is urged. Specific curriculum content studies: (1) environmental factors (existing environment and effects, control, respect, appreciation, and pollution of the environment), (2) responsibility for a healthy environment in the school, home, and community, and (3) health professionals in the community. Appended material includes a chart indicating location of city, county, district, and regional health department offices in New York state and bibliographies of multimedia resources for teachers and students. This publication is one in a series of health curriculum materials devoted to environmental and community health (Strand IV). Four other strands deal with physical and mental health, sociological health problems, and education for survival. The format consists of four columns intended to provide teachers with: (1) a basic content outline, (2) major understandings and fundamental concepts, (3) teaching aids and learning activities, and (4) information about resource materials, sources, and personnel. Because of the comprehensive nature of the total curriculum, teachers are advised to become familiar with all strands presently in print. Related documents in Strand IV are ED 037 738-9, ED 049 477-8, and SE 016 280-6. (BI)

ED 077725

PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES



HEAL

GRADES K-3

STRAND IV ENVIRONMENTAL AND COMMUNITY
ENVIRONMENTAL AND PUBLIC HEALTH

SPECIAL EDITION FOR EVALUATION AND DISCUSSION

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224/196

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**PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES**

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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HEALTH

GRADES K-3

**UNIT IV ENVIRONMENTAL AND COMMUNITY HEALTH
ENVIRONMENTAL AND PUBLIC HEALTH**

CONDITION FOR EVALUATION AND DISCUSSION

**UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
OF ELEMENTARY CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224/1969**

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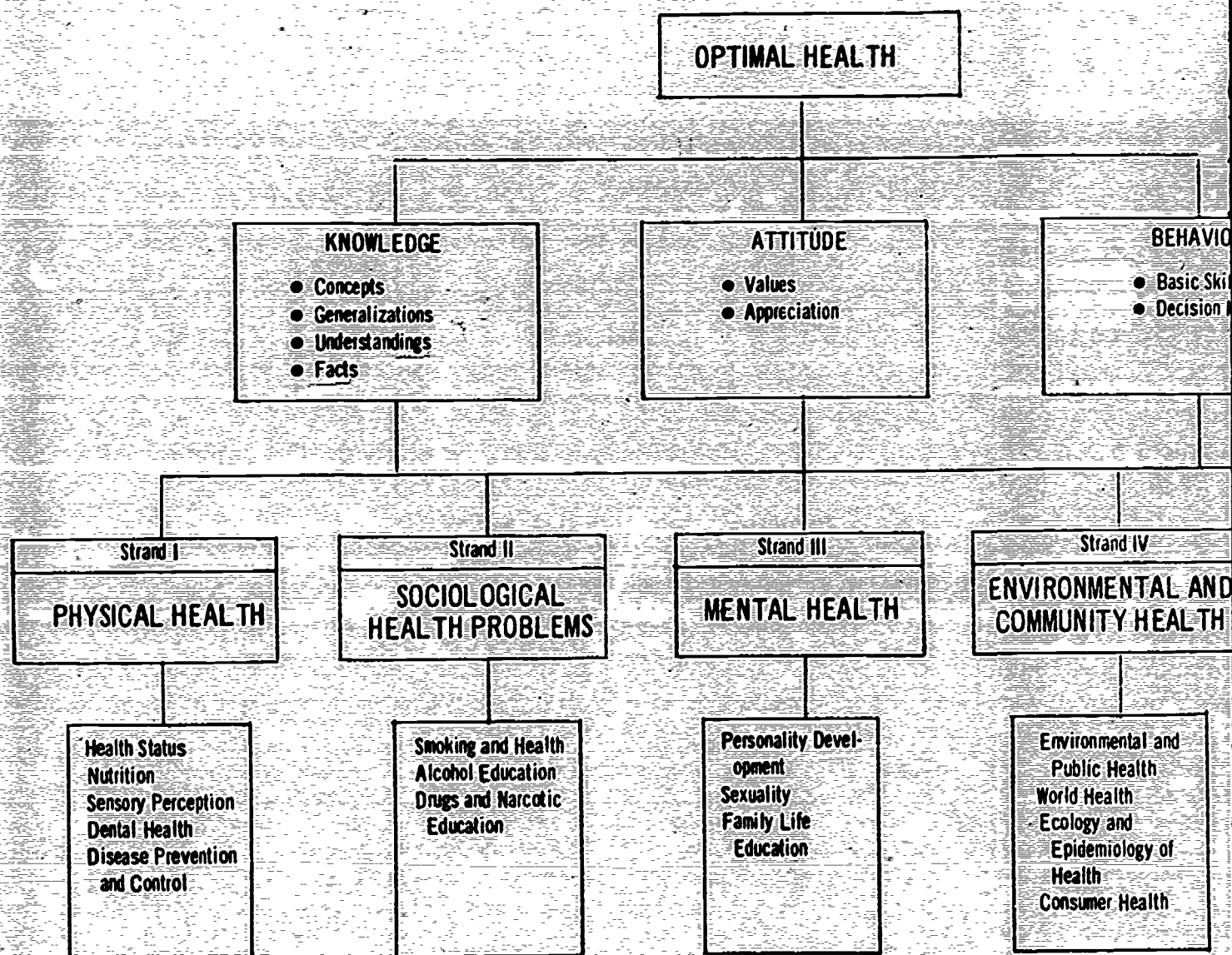
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HEALTH CURRICULUM MATERIALS
Grades K-3

STRAND IV, ENVIRONMENTAL AND COMMUNITY HEALTH
ENVIRONMENTAL AND PUBLIC HEALTH

The University of the State of New York/The State Education Department
Bureau of Elementary Curriculum Development/Albany 12224



OPTIMAL HEALTH

KNOWLEDGE

- Concepts
- Generalizations
- Understandings
- Facts

ATTITUDE

- Values
- Appreciation

BEHAVIOR

- Basic Skills
- Decision Making

Strand II

SOCIOLOGICAL HEALTH PROBLEMS

Smoking and Health
Alcohol Education
Drugs and Narcotic
Education

Strand III

MENTAL HEALTH

Personality Development
Sexuality
Family Life
Education

Strand IV

ENVIRONMENTAL AND COMMUNITY HEALTH

Environmental and
Public Health
World Health
Ecology and
Epidemiology of
Health
Consumer Health

Strand V

EDUCATION FOR SURVIVAL

Safety
First-Aid and
Survival
Education

STRAND IV
ENVIRONMENTAL AND COMMUNITY HEALTH

Environmental and Public Health
Grades K-3

Overview

Basic to an understanding of public and environmental health is an awareness of the environment and its relationship to human health and efficiency.

Primary-grade children, in general, are unfamiliar with many natural environmental conditions that man must, to some extent, control, in order to remain healthy. Similarly, pupils should understand that man has created pollutions and other conditions that threaten health and effective utilization of the environment.

Education can meet an urgent need if it succeeds in creating an awareness of the health and environment relationship, and if it motivates children to assume responsibility for the creation and maintenance of safe and healthy surroundings.

STRAND IV
ENVIRONMENTAL AND COMMUNITY HEALTH

Environmental and Public Health
Grades K-3

Objectives

Pupils in grades K-3 should:

- understand the concept of environment and appreciate what their senses tell them about their environment.
- realize that they must protect themselves from some parts of their environment, in order to stay healthy and safe.
- become increasingly able to work with others in creating and maintaining healthy and safe school, home, and community environments.
- be familiar with members of their school and community who work together to keep them safe and healthy.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENT FOR
I. Environmental Factors			
A. Definition and perception of existing environ- ment	The environment is made up of all things around us.	Ask children to explore the things around them using all their senses: <ul style="list-style-type: none"> . sight . sound . touch . smell . taste . balance . etc. 	Environment <ul style="list-style-type: none"> . contour . texture . sounds . balance (sense) . air . water . tempera . tastes . people . animals . objects . fire . vapor . light . darkness . fog . soot . trees . odors . gravity
	Your sense organs alert you to all that is going on about you.	Call on children to de- scribe the environment. List on board or chart all the components that make up an environment. Children can draw pictures of various environments - school, home, community, etc.	See curric from Stran Perception

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

The environment is made up of all things around us.

Ask children to explore the things around them using all their senses:

- . sight
- . sound
- . touch
- . smell
- . taste
- . balance
- . etc.

Environmental elements:

- . contours
- . textures
- . sounds
- . balance (kinesthetic sense)
- . air
- . water
- . temperature & humidity
- . tastes
- . people
- . animals
- . objects
- . fire
- . vapor
- . light
- . darkness
- . fog
- . soot
- . trees
- . odors
- . gravity

Your sense organs alert you to all that is going on about you.

Call on children to describe the environment.

List on board or chart all the components that make up an environment.

Children can draw pictures of various environments - school, home, community, etc.

See curriculum materials from Strand I - Sensory Perception, grades K-3.

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Have children think of invisible things in our environment - germs.

Have the children sit quietly with eyes closed. Let them listen to the sounds all around them and tell what they hear, (e.g., street noises, other children stirring.)

Take a walk around the school area. Have children observe and note all the environmental factors (e.g., the smells, the sounds, etc.).

B. Effects of environment

Our lives are affected by various environmental factors.

Ask children to describe how they are affected by:

- . snow
- . rain
- . wind
- . hard ground - other surfaces
- . sand
- . cold weather
- . hot weather
- . sun
- . hills
- . streams
- . rivers
- . noise - from drilling, machines, T.V., etc.
- . rosebushes

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Our lives are affected by various environmental factors.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

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- . rivers
- . noise - from drilling, machines, T.V., etc.
- . rosebushes

SUPPLEMENTARY INFORMATION FOR TEACHERS

Teacher should accentuate the use of senses in evaluating the effects of environment.

Touch

- . wet
- . cold
- . hot
- . chilled
- . scraped
- . stuck
- . pricked
- . stung
- . bitten
- . silky
- . soft
- . furry

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

REF

- . poison ivy
- . germs
- . others
- . air
- . water

Discuss why it's necessary
to have rules and regula-
tions about:

- . fire drills
- . equipment
- . waiting one's turn
- . keeping room orderly
- . respecting property of
others

Note: Allow children to
add to this list.

Have children make up sen-
tences describing the
weather. (e.g., A cold
wind was blowing.)

- . smooth
- . etc.

Hearing

- . loud noise
- . soft sounds
- . shrill
- . sonic boom
- . trains
- . car noises
- . music
- . birds
- . animals

Vision

- . disorder
- . order
- . dirt
- . cleanliness
- . beauty

Smell

- . odors (pleasant and un-
pleasant)

Taste

- . sweet
- . sour
- . bitter

Stress should be placed on
the pleasant and unpleasant
effects of the existing en-
vironment on the individual.
The teacher should talk
about people adapting to
the existing environment.

REFERENCE

C. Control of environment

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

There are ways to protect ourselves against the effects of the environment so we can live in safety, comfort, and good health.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Ask a child to explain why he wears a hat, rubbers, mittens, scarf, etc. when it's snowing.

Discuss how you protect yourself from getting a severe sunburn.

Adapt games of low organization and dances to correlate with unit on environmental protection. (E.g. pantomime with children: winter weather - child dressing; summer heat - child warm and perspiring).

Have children draw pictures of how we protect ourselves from the effects of the environment.

Discuss how you can prevent spreading germs to others by:

- . washing hands
- . covering coughs and sneezes
- . keeping food clean and covered
- . not eating food from others' mouths, etc.

Keep a weather chart for

SUPPLEMENTARY INFORMATION FOR TEACHERS

Protection and control of environment:

- . clothing
- . housing
- . adequate nutrition, rest, exercise - resist diseases
- . immunization against diseases
- . air conditioning
- . heating
- . ventilation
- . lighting, etc.

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

a weekly period. Note the changes in the weather.

Have each child construct his own paper thermometer. Explain what kinds of weather sends the liquid in the thermometer up or down.

Refer to *The Instructor*, Jan. 1963 for a poem called "The Thermometer."

Make mobiles for classroom display by having children draw or cut, from magazines, pictures pertaining to any of the following areas: clothing, housing, adequate nutrition.

D. Respect and appreciation of environment

The environment may be a source of pleasure as well as a source of discomfort.

Each person has a responsibility to protect and safeguard the environment.

Discuss why we should not destroy natural vegetation; why we do not trample flowers or cut down trees.

Use Smokey the Bear to discuss forest preservation.

Have children draw pictures of their pets or the

The teacher should stress how the interruption of natural sequences will eliminate the enjoyment or use of the final product.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		<p>pets they would like to have. Discuss care of the pet.</p> <p>Have class participate in the making of a terrarium or an aquarium.</p>	
E. Changing the environment	It is necessary to change some things in our environment in order to remain healthy.	<p>Tell children why and how the water they drink must be changed before it gets to their homes.</p> <p>Ask children if they know how farmers change the soil before planting crops. What do bulldozers do? Engineers?</p> <p>Discuss reasons for:</p> <ul style="list-style-type: none"> . clearing pebbles and rocks off playground . dusting classroom, etc. 	<p>Ways of changing environment:</p> <ul style="list-style-type: none"> . engineering . planning . bulldozing . changing land masses . draining ponds . detouring rivers . burning off fog . purifying air . treating sewage . wildlife sanctuaries . planting trees . purifying water
F. Control of pollution of the environment	Man pollutes his environment in many ways.	<p>Ask children to identify public refuse containers (show picture). Ask where they have seen similar containers. Discuss their function and how used.</p> <p>Discuss litter and the sanitation problems in and around school, lunchroom, recreational areas, boating areas, highways, parks, playgrounds, etc.</p>	Stress how many people are now concerned about the pollution of the environment. Children also have a responsibility in this area.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENT FOR
II. Responsibility for Healthy Environment in School, Home, and Community		<p>Make up a list of personal rules regarding disposal of refuse.</p> <p>Tell children some of the local pollution problems - water, air, noise.</p> <p>Ask children how they can help to keep the environment safe and healthy.</p> <ul style="list-style-type: none"> . litter . order in classroom; replacing toys, etc. . using water fountains . hanging unworn clothes <p>Make up riddles about assisting the</p> <ul style="list-style-type: none"> . crossing guard . policeman . fireman . doctor . dentist . parents . teachers . pupil hall patrol 	<p>Children's taining he vironment</p> <ul style="list-style-type: none"> . wash han . to bath . come to . use and . and mate . nated ar . do not o . conditio . water, f . running . remain h . when sid . cover no . coughing . assist t . fying th . care in . do not e . substanc . keep roo
A. Working together	Children and adults must work together to maintain a healthy environment.		
B. School	Students, teachers, custodians, school nurse, and various other people help keep the school a safe and healthy place.	<p>Discuss what:</p> <ul style="list-style-type: none"> . the school nurse-teacher does . the teacher does when she is in class before the students arrive . each pupil can do to 	<p>People at to healthy</p> <ul style="list-style-type: none"> . gardener . sanitati . custodia . custodia

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Children and adults must work together to maintain a healthy environment.

Students, teachers, custodians, school nurse, and various other people help keep the school a safe and healthy place.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Make up a list of personal rules regarding disposal of refuse.

Tell children some of the local pollution problems - water, air, noise.

Ask children how they can help to keep the environment safe and healthy.

- . litter
- . order in classroom; replacing toys, etc.
- . using water fountains
- . hanging unworn clothes

Make up riddles about assisting the

- . crossing guard
- . policeman
- . fireman
- . doctor
- . dentist
- . parents
- . teachers
- . pupil hall patrol

Discuss what:

- . the school nurse-teacher does
- . the teacher does when she is in class before the students arrive
- . each pupil can do to

SUPPLEMENTARY INFORMATION FOR TEACHERS

Children's means of maintaining healthy school environment:

- . wash hands after going to bathroom.
- . come to school clean.
- . use and return equipment and materials to designated areas.
- . do not create hazardous conditions e.g., spilling water, leaving chairs out, running.
- . remain home from school when sick.
- . cover nose and mouth when coughing or sneezing.
- . assist teacher in beautifying the classroom.
- . care in handling food
- . do not eat or put unknown substances in the mouth.
- . keep room and ground clean

People at school contribute to healthy environment.

- . gardener
- . sanitation men
- . custodians
- . custodial engineers

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

- keep the school safe and healthy
- . the custodian does
- . the gardener does

Ask boys and girls what they think could happen if the waste paper basket were not emptied or floor not swept, tables not dusted, windows not cleaned?

Pantomime the various jobs that people in school have that are necessary to keep the school healthy.

List all the ways in which a classroom can be compared with a home or a community.

On a rotation basis have each child responsible for a specific aspect of environmental health throughout the year - dusting, windows, lights, chairs and furniture, refuse collecting, temperature, ventilation, etc.

Ask children what they do at home to keep their home a safe and healthy

- . nurse
- . teachers
- . monitors
- . principal
- . guards at exits and cross walks
- . cafeteria workers
- . bus drivers
- . children

Teachers' responsibility for providing healthy environment

- . physical
- . social - emotional
- . mental

C. Home

At home, all family members must do their share in keeping the home a safe

Keeping home a safe and healthy place to live.

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

and healthy place to live.

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

place to live.

Discuss what parents do:

- . safety precautions
- . emergency situations
- . keeping house orderly
- . maintenance, etc.

Help pupils make up a list of the things they do to keep their homes a safe and healthy place to live.

- . carry out garbage
- . put things away
- . assist parents with housework
- . keep room orderly
- . learn to live with others

Plan a bulletin board display. Have the children draw pictures which illustrate the above list.

Have each child draw a picture of one thing he does at home to keep it a safe and healthy place.

Make a "Responsibility Book" in which children show how they are helpful to other family members.

SUPPLEMENTARY INFORMATION FOR TEACHERS

- . safe water supply
- . disposal of waste
- . garbage storage
- . orderly placement of equipment
- . house cleaning
- . laundering
- . dishwashing

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

D. Community

Many people contribute to making our community a safe and healthy place to live and work.

Refer to Strand III, Mental Health K-3.

Ask children if they know any one in their community who helps make the community a safe and healthy place.

Read stories to the class which illustrate the duties and helpfulness of the policemen and the firemen.

Have the children make illustrated booklets showing the responsible things one does to help make his community a safe, healthful, and pleasant place to live.

Make a mural showing the workers who provide services for the community.

Ask the children to imagine what life would be like if a service of the community (e.g., police and fire protection, water, electricity, etc.) were terminated for a week.

Put incomplete words on the board that refer to

People in community that help make the community safe and healthy.

- . firemen
- . policemen
- . sanitation men
- . electrical company men
- . gas company men
- . state troopers
- . engineers
- . doctors
- . dentists
- . nurses
- . telephone men
- . civil defense men
- . grocers
- . bakers
- . butchers
- . health officers
- . children
- . parents
- . others

See Appendix A for additional resources.

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

people who make a community safe and healthy.
Have the children fill in the blanks.

d _ ct _ r n _ rs _
f _ rm _ r p _ l _ c _ m _ n

Ask the children to name some helpers who make it possible for them to have the bread they eat; the milk they drink.

Ask the children to name some workers who help to keep us warm.

Discuss what the fireman does.

Demonstrate or ask pupils to demonstrate how you can call the fire department and report a fire (from home, school, any location in the community).

Have pupils practice calling the fire department and reporting calls.

Role play actual situation.

Do same with police department.

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

Visit firehouse.

Visit police department.

Invite policeman or fireman to class.

Encourage children to make up riddles, rhymes.

Who am I?

The policeman my friend...

Fireman, fireman...

Who are they?

The people who help you get food you eat every day?

The workers who help you do the safe things at a crossing?

The men who help keep you safe when you are in cars?

Field trips:

- . library
- . nearby park
- . recreational area
- . health center

See Appendix A for field trip to local health department.

The teacher should help students identify various community agencies on a community map:

- . sanitation department

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTS FOR
		<ul style="list-style-type: none"> • police department or precinct • fire department • water department, etc. 	
III. Health Professionals in the Community		Refer to Strand I Health Status K-3.	
A. Physicians and nurses	<p>The physicians in our community help to keep us healthy.</p> <p>It is important to visit the doctor to prevent illness and for treatment when we are ill.</p> <p>The doctor sometimes has an assistant; she is called a nurse.</p>	<p>Ask children to tell about experiences with the doctor and dentist. Class members can imagine how the patient feels and what might make a patient feel that way.</p> <p>(Teacher can learn a great deal about the children - what makes them like or dislike the doctor or dentist.)</p> <p>Who is he? He gives you a check up. He is friendly and nice. If you get sick he can help you get well. You should see him to prevent illness. He may give you "shots" to help keep you well. Who is he? Can you guess?</p>	<p>Teacher children visiting dentist prevent nations ment of</p> <p>If poss physi should discuss health tions w</p> <p>See Str Grades</p>

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

- . police department or precinct
- . fire department
- . water department, etc.

Refer to Strand I Health
Status K-3.

The physicians in our
community help to keep
us healthy.

It is important to visit
the doctor to prevent ill-
ness and for treatment
when we are ill.

The doctor sometimes has
an assistant; she is
called a nurse.

Ask children to tell about
experiences with the doctor
and dentist. Class members
can imagine how the patient
feels and what might make
a patient feel that way.

(Teacher can learn a great
deal about the children -
what makes them like or
dislike the doctor or
dentist.)

Who is he?
He gives you a check up.
He is friendly and nice.
If you get sick he can
help you get well.
You should see him to pre-
vent illness.
He may give you "shots" to
help keep you well.
Who is he? Can you guess?

Teacher should explain to
children the importance of
visiting the doctor and
dentist periodically for
preventive health exami-
nations as well as for treat-
ment of specific ailments.

If possible, the school
physician and local dentist
should visit the school and
discuss the importance of
health and dental examina-
tions with children.

See Strand I - Health Status
Grades K-3.

REFERENCE

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION FOR TEACHERS

B. Dentist and dental hygienist

The dentists in our community help to keep our teeth and gums healthy.

It is important to visit the dentist to treat and to prevent tooth decay.

Have children pretend they are calling a doctor in case of an accident.

Who is he?
You sit in his big chair.
He looks into your mouth.
He checks your teeth.
Cleans the teeth.
He may take pictures of your teeth.
He may fix some teeth.
He tells you how to keep your teeth clean and healthy.

Who is he?

The dentist sometimes has an assistant. She is called a dental hygienist.

Sometimes someone helps him.
Who is she?

C. School nurse- teacher

The school nurse-teacher helps to keep us healthy while in school.

It is important to always report an injury at school to the teacher or the nurse.

Assist the children in making up riddles.

Who is she?
She is a helper you know about.
She may work in a hospital, doctor's office, or clinic.
She may come to school to help boys and girls.
You may see her when she calls on sick people.
Her title starts with N.
Who is she?

REFERENCE

MAJOR UNDERSTANDINGS AND
FUNDAMENTAL CONCEPTS

SUGGESTED TEACHING AIDS
AND LEARNING ACTIVITIES

SUPPLEMENTARY INFORMATION
FOR TEACHERS

Ask school nurse-teacher to demonstrate how she screens for vision and hearing defects.

The nurse and teacher can take height and weight measurements of each child.

The school nurse can make informal visits to each class during grades K-3 so children and nurse can become acquainted.

Discuss various children's experiences with the school nurse. Have some children act out something a school nurse does to help children.

Ask children to explain what happens if the school nurse thinks a child may need glasses.

LOCATION OF HEALTH DEPARTMENTS IN NEW YORK STATE

If you have questions or problems regarding pollution, your contact is the field office listed for p

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT		
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer (Total of six in the State)	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health (Total of 29 in the State)	DISTRICT OFFICE Contact: Health Office Sanitary Engineer (District offices provide service to counties with health department)
ALBANY		South Ferry & Green Sts., Albany, N. Y. 12201 A.C. 518 436-8481	
ALLEGANY			Federation Bldg., 42 Bro Hornell, N. Y. 14843 A.C. 607 324-5120
BROOME		68 Water St., Binghamton, N. Y. 13901 A.C. 607 772-2489	
CATTARAUGUS		302 Laurens St., Olean, N. Y. 14760 A.C. 716 FR2-3181	
CAYUGA		160 Genesee St., New County Office Bldg., Auburn, N. Y. 13021 A.C. 315 253-1301	
CHAUTAUQUA		County Court House Annex, Mayville, N. Y. 14757 A.C. 716 753-2145	

APPENDIX A

LOCATION OF HEALTH DEPARTMENTS IN NEW YORK STATE

For problems regarding pollution, your contact is the field office listed in columns to the right

HEALTH	DEPARTMENT	JURISDICTION
DEPARTMENT Commissioner Engineer in the	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health (Total of 29 in the State)	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer (District offices provide service to counties without a health department)
	South Ferry & Green Sts., Albany, N. Y. 12201 A.C. 518 436-8481	Albany
	68 Water St., Binghamton, N. Y. 13901 A.C. 607 772-2489	Rochester
	302 Laurens St., Olean, N. Y. 14760 A.C. 716 FR2-3181	Hornell, N. Y. 14843 A.C. 607 324-5120
	160 Genesee St., New County Office Bldg., Auburn, N. Y. 13021 A.C. 315 253-1301	Syracuse
	County Court House Annex, Mayville, N. Y. 14757 A.C. 716 753-2145	Buffalo
		Buffalo

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT			JU	HE
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer		
CHEMUNG		311 Baldwin St., P.O. Box 726, Elmira, N. Y. 14901 A.C. 607 RE3-4625			
CHENANGO			1512 Genesee St., Utica, N. 13502 A.C. 315 732-5137		
CLINTON		P.O. Box 846, Plattsburgh, N. Y. 12901 A.C. 518 563-1500			
COLUMBIA		363 Allen St., Hudson, N. Y. 12534 A.C. 518 TA8-3358			
CORTLAND		City Hall, 25 Court St., Cortland, N. Y. 13045 A.C. 607 SK6-9931			
DELAWARE			250 Main St., Oneonta, N. Y. 13820 A.C. 607 GE2-3911		
DUTCHESS	City of Beacon is served by the White Plains Regional Office	County Office Bldg., 22 Market St., Poughkeepsie, N. Y. 12601 A.C. 914 485-9800			
ERIE		601 City Hall, Buffalo, N. Y. 14202 A.C. 716 TL6-2800			

JU	HEALTH	DEPARTMENT	JURISDICTION
Donner per	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
N.	311 Baldwin St., P.O. Box 226, Elmira, N. Y. 14901 A.C. 607 RE3-4625	1512 Genesee St., Utica, N. Y. 13502 A.C. 315 732-5137	Rochester
. Y	P.O. Box 846, Plattsburgh, N. Y. 12901 A.C. 518 563-1500	250 Main St., Oneonta, N. Y. 13820 A.C. 607 GE2-3911	Syracuse
e office	363 Allen St., Hudson, N. Y. 12534 A.C. 518 TA8-3358		Albany
	City Hall, 25 Court St., Cortland, N. Y. 13045 A.C. 607 SK6-9931		Albany
	County Office Bldg., 22 Market St., Poughkeepsie, N. Y. 12601 A.C. 914 485-9800		Syracuse
	601 City Hall, Buffalo, N. Y. 14202 A.C. 716 TL6-2800		Albany
			White Plains
			Buffalo

PLACE OF RESIDENCE BY COUNTY	HEALTH		DEPARTMENT	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Office Sanitary Engineer	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer
ESSEX						P. O. Box 389, Saranac N. Y. 12983 A.C. 518 891-1800	
FRANKLIN						(Same as above)	
FULTON						19 North William St., Jo town, N. Y. 12095 A.C. 518 566-3189	
GENESEE					3837 West Main Rd., Batavia, N. Y. A.C. 716 546-4700		
GREENE						250 Main St., Oneonta, N 13820 A.C. 607 GE2-3911	
HAMILTON						P. O. Box 389, Saranac N. Y. 12983 A.C. 518 8	
HERKIMER						1512 Genesee St., Utica 13502 A.C. 315 732-5137	
JEFFERSON						Suite E., Cook Engineeri 491 Eastern Blvd., Water N. Y. 13061 A.C. 315 SU	

HEALTH DEPARTMENT		DEPARTMENT	JURISDICTION
CITY DEPARTMENT Commissioner ry	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
		P. O. Box 389, Saranac Lake, N. Y. 12983 A.C. 518 891-1800	Albany
		(Same as above)	Albany
		19 North William St., Johns- town, N. Y. 12095 A.C. 518 566-3189	Albany
	3837 West Main Rd., Batavia, N. Y. A.C. 716 546-4700		Buffalo
		250 Main St., Oneonta, N. Y. 13820 A.C. 607 GE2-3911	Albany
		P. O. Box 389, Saranac Lake, N. Y. 12983 A.C. 518 891-1800	Albany
		1512 Genesee St., Utica, N. Y. 13502 A.C. 315 732-5137	Syracuse
		Suite E., Cook Engineering Bldg 491 Eastern Blvd., Watertown, N. Y. 13061 A.C. 315 SU2-3090	Syracuse

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT		
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer Sanitary Engineer
LEWIS			Suite E., Cook Engineering 491 Eastern Blvd., Water N. Y. 13061 A.C. 315 S
LIVINGSTON		c/o Livingston County P.H.N. Service, Livingston County Infirmary, Geneseo, N. Y. 14454 A.C. 716 243-1370	
MADISON			1512 Genesee St., Utica, 13502 A.C. 315 732-5137
MONROE		Health and Social Services Bldg., 11 Westfall Rd., Rochester, N. Y. 14602 A.C. 716 442-4000	
MONTGOMERY			19 North William St., Jo town, N. Y. 12095 A.C. 518 566-3189
NASSAU		240 Old Country Rd., Mineola, N.Y. 11501 A.C. 516 PI2-3000	
NEW YORK	125 Worth St., New York N. Y. 10013 A.C. 212 566-2121		

HEALTH	DEPARTMENT	JURISDICTION
CITY DEPARTMENT Commissioner Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer
		**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
er ter 5 S		Suite E., Cook Engineering Bldg. 491 Eastern Blvd., Watertown, N. Y. 13061 A.C. 315 SU2-3090
ca, 137	c/o Livingston County P.H.N. Service, Livingston County Infirmary, Geneseo, N. Y. 14454 A.C. 716 243-1370	Syracuse Rochester
Jo	Health and Social Services Bldg., 11 Westfall Rd., Rochester, N. Y. 14602 A.C. 716 442-4000	1512 Genesee St., Utica, N. Y. 13502 A.C. 315 732-5137 Syracuse Rochester
t., New York 3 6-2121	240 Old Country Rd., Mineola, N.Y. 11501 A.C. 516 PI2-3000	19 North William St., Johns- town, N. Y. 12095 A.C. 518 566-3189 Albany
		White Plains
		New York City

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT			JURISDICTION
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	
NIAGARA		525 Bewley Bldg., Main & Market Sts., Lockport, N. Y. 14094 A.C. 716 HF4-2835		
ONEIDA	Utica City Health Dept. 406 Elizabeth St. Utica, N. Y. 13501 A.C. 315 RE3-7523		1512 Genesee St., Utica, N. Y. 13502 A.C. 315 732-5137 (Excl. of Utica City)	Health Department t. 3501 23
ONONDAGA		300 South Geddes St., Syracuse, N. Y. 13204 A.C. 315 477-7811		
ONTARIO			81 North St., Geneva, N. Y. 14456 A.C. 315 789-3030	
ORANGE		34 South St., Middletown, N. Y. 10940 A.C. 914 DI2-2511		
ORLEANS		113 North Main St., Albion, N. Y. 14411 A.C. 716 589-5621		
OSWEGO			Suite E., Cook Engineering Bldg., 491 Eastern Blvd., Watertown, N. Y. 13061 A.C. 315 SU2-3090	

JUR	HEALTH	DEPARTMENT	JURISDICTION
	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
	525 Bewley Bldg., Main & Market Sts., Lockport, N. Y. 14094 A.C. 716 HF4-2835		Buffalo
N. th Dept. t. 3501 23		1512 Genesee St., Utica, N. Y. 13502 A.C. 315 732-5137 (Excl. of Utica City)	Syracuse
	300 South Geddes St., Syracuse, N. Y. 13204 A.C. 315 477-7811		Syracuse
Y.		81 North St., Geneva, N. Y. 14456 A.C. 315 789-3030	Rochester
	34 South St., Middletown, N. Y. 10940 A.C. 914 DI2-2511		White Plains
	113 North Main St., Albion, N. Y. 14411 A.C. 716 589-5621		Rochester
ng ,		Suite E., Cook Engineering Bldg., 491 Eastern Blvd., Watertown, N. Y. 13061 A.C. 315 SU2-3090	Syracuse

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT		
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Office Sanitary Engineer
OTSEGO			250 Main St., Oneonta, 13820 A.C. 607 GE2-391
PUTNAM		Putnam County Office Bldg. Gleneida Ave., Carmel, N. Y. 10512 A.C. 914 CA5-3614	
RENSSELAER		Health Bldg., 7th & State Sts. Troy, N. Y. A.C. 518 AS2-2300	
ROCKLAND		50 Samsondale Plaza, West Haver- straw, N. Y. 10993 A.C. 914 947-1500	
ST. LAWRENCE			Suite E., Cook Engineer 491 Eastern Blvd., Water N. Y. 13061 A.C. 315 SU2-3090 (Excl. of Massena) Massena only (Massena Su district Office) 10 Water Massena, N. Y. 13662 A.C. 315 R09-2870

HEALTH DEPARTMENT		DEPARTMENT	JURISDICTION
CITY DEPARTMENT Commissioner Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
	Putnam County Office Bldg. Gleneida Ave., Carmel, N. Y. 10512 A.C. 914 CA5-3614	250 Main St., Oneonta, N. Y. 13820 A.C. 607 GE2-3911	Albany
	Health Bldg., 7th & State Sts. Troy, N. Y. A.C. 518 AS2-2300		White Plains
	50 Samsondale Plaza, West Haver- straw, N. Y. 10993 A.C. 914 947-1500		Albany
		Suite E., Cook Engineering Bldg 491 Eastern Blvd., Watertown, N. Y. 13061 A.C. 315 SU2-3090 (Excl. of Massena)	White Plains
		Massena only (Massena Sub- district Office) 10 Water St. Massena, N. Y. 13662 A.C. 315 R09-2870	Syracuse
			Syracuse

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT			JUN	HE
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer		
SARATOGA			Quaker Village, Bay & Quaker Rds., Glens Falls, N. Y. 12 A.C. 518 792-0929		
SCHENECTADY	Schenectady City Health Dept., City Hall Schenectady, N. Y. 12305 A.C. 518 377- 3381		19 North William St., Johnstown, N. Y. 12095 A.C. 518 3189 (Excl. of Schenectady City)		Heal 377- 338
SCHOHARIE		Schoharie County Health Dept. Schoharie, N. Y. 12157 A.C. 518 AX5-7265			
SCHUYLER			81 North St., Geneva, N. Y. 14456 A.C. 315 789-3030		
SENECA		Taylor-Brown Memorial Hospital Waterloo, N. Y. 13165 A.C. 315-539-9267			
STEBEN			Federation Bldg., 42 Broad Hornell, N. Y. 14843 A.C. 607 324-5120		
SUFFOLK		Suffolk County Center Riverhead, L. I. 11901 A.C. 516 PARK7-4700			

JUN	HEALTH	DEPARTMENT	JURISDICTION
MENT Commissioner Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
ake 12 hns 18 dy 377- 3381 Y.) oadw	Health Schoharie County Health Dept. Schoharie, N. Y. 12157 A.C. 518 AX5-7265 Taylor-Brown Memorial Hospital Waterloo, N. Y. 13165 A.C. 315-539-9267 Suffolk County Center Riverhead, L. I. 11901 A.C. 516 PARK7-4700	Quaker Village, Bay & Quaker Rds., Glens Falls, N. Y. 12801 A.C. 518 792-0929 19 North William St., Johns- town, N. Y. 12095 A.C. 518 566- 3189 (Excl. of Schenectady City) 81 North St., Geneva, N. Y. 14456 A.C. 315 789-3030 Federation Bldg., 42 Broadway Hornell, N. Y. 14843 A.C. 607 324-5120	Albany Albany Albany Rochester Rochester Rochester White Plains

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT		
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer
SULLIVAN			Monticello Sub-District 6 Prince St., Monticello A.C. 914 794-2045
TIOGA			
TOMPKINS		"H" Building, 1287 Trumansburg Rd. Ithaca, N. Y. 14850 A.C. 607 AR3-7272	
ULSTER		County Office Bldg., 244 Fair St. Kingston, N. Y. 12401 A.C. 914 331-9300	
WARREN			Quaker Village, Bay & O Rds., Glens Falls, N. Y. A.C. 513 792-0929
WASHINGTON			(Same as above)
WAYNE			81 North St., Geneva, N. 14456 A.C. 315 789-303

HEALTH DEPARTMENT JURISDICTION			
CITY DEPARTMENT Commissioner ry Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
	<p>"H" Building, 1287 Trumansburg Rd. Ithaca, N. Y. 14850 A.C. 607 AR3-7272</p> <p>County Office Bldg., 244 Fair St. Kingston, N. Y. 12401 A.C. 914 331-9300</p>	<p>Monticello Sub-District Office 6 Prince St., Monticello, N.Y. A.C. 914 794-2045</p> <p>Quaker Village, Bay & Quaker Rds., Glens Falls, N. Y. 12801 A.C. 518 792-0929</p> <p>(Same as above)</p> <p>81 North St., Geneva, N. Y. 14456 A.C. 315 789-3030</p>	<p>Albany</p> <p>Syracuse Regional Office</p> <p>Syracuse</p> <p>White Plains</p> <p>Albany</p> <p>Albany</p> <p>Rochester</p>

PLACE OF RESIDENCE BY COUNTY	HEALTH DEPARTMENT			JU
	CITY HEALTH DEPARTMENT Contact: Commissioner or Sanitary Engineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	
WESTCHESTER	<p>Mt. Vernon City City Hall Bldg., Rm. 2 Roosevelt Square, Mt. Vernon, N. Y. 10550 A.C. 914 MO8-2200</p> <p>New Rochelle City 30 Church St., New Rochelle, N. Y. 10805 A.C. 914 NE2-2315</p> <p>Yonkers City Health Center Bldg. Nepperhan Ave. Yonkers, N. Y. 10702 A.C. 914 YO3-3980</p>	<p>County Office Bldg. 148 Martine Ave., White Plains N. Y. 10601 A.C. 914 WH9-1300</p>		
WYOMING		<p>Wyoming County Community Hospital, 400 N. Main St. Warsaw, N. Y. 14569 A.C. 716 796-3165</p>		
YATES			<p>81 North St., Geneva, N.Y. 14456 A.C. 315 789-3030</p>	

HEALTH		DEPARTMENT	JURISDICTION
TMENT ssioner gineer	COUNTY HEALTH DEPARTMENT Contact: Commissioner or Director of Environmental Health	DISTRICT OFFICE Contact: Health Officer or Sanitary Engineer	**REGIONAL OFFICE Contact: Regional Health Director or Director of Public Health Engineering
, Rm. 2 e, Mt. 10550 00 ty New 10805 15 ldg. 10702 80	County Office Bldg. 148 Martine Ave., White Plains N. Y. 10601 A.C. 914 WH9-1300 Wyoming County Community Hospital, 400 N. Main St. Warsaw, N. Y. 14569 A.C. 716 796-3165	 	

**** Full Names, Addresses and Telephone Numbers of the Regional Offices**

NEW YORK CITY OFFICE

270 Madison Avenue, New York, New York 10016
Area Code 212 689-9070

ALBANY REGIONAL OFFICE

Room-412, Taxation and Finance Building No. 9
The State Campus, Albany, New York 12226
Area Code 518 457-5150

BUFFALO REGIONAL OFFICE

584 Delaware Avenue, Buffalo, New York 14202
Area Code 716 842-4336

ROCHESTER REGIONAL OFFICE

1122 Commerce Building, 119 East Main Street
Rochester, New York 14604
Area Code 715 546-6556

SYRACUSE REGIONAL OFFICE

Room 245, State Office Building
333 East Washington Street, Syracuse, New York 13202
Area Code 315 GR4-5951

WHITE PLAINS REGIONAL OFFICE

901 North Broadway, White Plains, New York 10603
Area Code 914 WH9-6314

Pure Waters Program
New York State Health Department
84 Holland Avenue
Albany, New York 12208

April 1, 1969

ENVIRONMENTAL AND PUBLIC HEALTH

Multimedia Resources (K-12)

TEACHER REFERENCES

These supplements have been evaluated and recommended for teachers and teachers are requested to critique materials and comments to the Development Center.

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ENVIRONMENTAL AND PUBLIC HEALTH

Multimedia Resources (K-12)

TEACHER REFERENCES

These supplementary aids have not been evaluated. The list is appended for teacher convenience only and teachers in the field are requested to critically evaluate the materials and to forward their comments to the Curriculum Development Center.

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6th Street N. W., Washington, D. C. 20036. 1964.
- community health. St. Louis. C. V. Mosley Co. 1969.
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AUDIOVISUAL AIDS

FILMS

All requests for the following films should be addressed to:

Film Library Supervisor
Office of Public Health Education
New York State Department of Health
84 Holland Avenue
Albany
New York 12208

"Air pollution, everyone's problem." 20 min. Color.

The story of air pollution, its causes and effects.

"Crisis on our rivers." 13 1/2 min. Color.

This up-to-the-minute film deals with a problem common to every state in the Union. It emphasizes that water pollution is the responsibility of every citizen. Narration by John Daly.

"A decent burial." 12 1/2 min. Color.

This is an entertaining sound-color film explaining the simplicity, effectiveness and sanitary-landfill method of refuse disposal.

"Every drop a safe one." 10 min.

Illustrates the danger of drinking water from streams exposed to pollution.

"The first mile up." 28 min. This film is a study of the current air pollution problem. In air pollution are discussed.

"Health and the cycle of water." 20 min.

Dramatic interest is supplied in this film by the trials and tribulations of the citizens of a small town in the 1890's when stream pollution was more the rule than the exception.

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are discussed.

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e 1890's when stream pollution was more the rule than the exception.

"A healthier place to live." 12 min.

Stresses the basic principles of environmental sanitation and taken in a typical do-
labor camp. A story of actual camp life demonstrating practices families can use to s

"It's your decision - clean water." 14 1/2 min. color.

This animated color motion picture stresses the need for immediate community action
supplies of clean water for the future.

"Keep 'em out." 10 min.

Shows how rats spoil food, destroy buildings, spread disease. Demonstrates control
trapping, and ratproof construction of buildings.

"Key to progress." 20 min. color.

This film is an excellent presentation of community efforts to obtain a sewage treat

"Municipal sewage treatment processes." 13 min.

An excellent informative film depicting the basic methods of sewage treatment used
from polluting streams or becoming a health menace.

"Safe drinking water from small water supplies." 11 min.

The unsafe features of bored, driven, and drilled wells illustrated diagrammatically
gether with the correct and safe methods of installation and design. Intended primari

"The third pollution." 23 min. color.

This film demonstrates and explains how burning refuse contributes to air pollution
refuse contaminates water.

"Water." 14 1/2 min. color.

The general problems related to world wide water needs and availability are presente
Nations-sponsored film. It shows the need for cooperation among countries for a common

"The waters around us." 25 min.

A documentary film dealing with the problem of water pollution as it affects the ci

"Wise use of water resources." 13 1/2 min. color.

Live science photography diagrams and animation explain and illustrate concepts rela
water; its abundance; its value as a natural resource and its use for consumer supply.
methods are emphasized throughout the presentation.

"With each breath." 28 1/2 min. color.

to live." 12 min.
 basic principles of environmental sanitation and taken in a typical domestic seasonal farm
 story of actual camp life demonstrating practices families can use to stay healthier.

on - clean water." 14 1/2 min. color.
 color motion picture stresses the need for immediate community action to ensure abundant
 in water for the future.

0 min.
 s spoil food, destroy buildings, spread disease. Demonstrates control measures by poison,
 proof construction of buildings.

20 min. color.
 an excellent presentation of community efforts to obtain a sewage treatment facility.

treatment processes." 13 min.
 informative film depicting the basic methods of sewage treatment used to prevent sewage
 streams or becoming a health menace.

er from small water supplies." 11 min.
 atures of bored, driven, and drilled wells illustrated diagrammatically and in pictures to-
 correct and safe methods of installation and design. Intended primarily for rural areas.

on." 23 min. color.
 onstrates and explains how burning refuse contributes to air pollution, and how dumping
 tes water.

in. color.
 problems related to world wide water needs and availability are presented in this United
 d film. It shows the need for cooperation among countries for a common goal.

us." 25 min.
 film dealing with the problem of water pollution as it affects the city of New York.

resources." 13 1/2 min. color.
 photography diagrams and animation explain and illustrate concepts relating to properties of
 ance; its value as a natural resource and its use for consumer supply. Conservation
 asized throughout the presentation.

" 28 1/2 min. color.

This film narrated by Hume Cronyn, deals with issues involved in the fight for clean air. It dramatizes and documents the story of New York State Air Pollution Control Program, in the context of a national problem of air pollution.

OTHER FILMS

"Air pollution - take a deep breath. 54 min. color. ABC. McGraw-Hill.

"Auto, U. S. A." 25 min. Dynamic Films, Inc., 405 Park Ave., New York, New York.

Shows how the record-breaking increases in motor vehicles and the resultant traffic congestion are threatening the economic and social health of our communities.

"Breathe at your own risk. 58 min. Communicable Disease Center (Audiovisual), Atlanta 22

Shows scenes of air pollution at its worst from Los Angeles to New York.

"Clean waters." 24 min. color. General Electric, 113 South Salina St., Syracuse, New York

A forceful story of the \$100,000,000 annual loss due to pollution of our water supply

"Good riddance." 29 min. color. Ohio River Valley Water Sanitation Commission, 414 Walnut St., Ohio.

The dangers of pollution to city water supply systems, recreational areas, to fish and game are dramatically illustrated.

"New air for New York." 13 1/2 min. color. Association Films, Inc., 374 Madison Ave., New York

"Our poisoned air." 58 min. Communicable Disease Center (Audiovisual), Atlanta 22, Georgia

Answers: What is air pollution? What does it do to (use and our environment?) What is required to control air pollution? What further action is required?

"The poisoned air." 50 min. color. CBS. Carousel Films, Inc., 1501 Broadway, New York

"Problem with water is people." 30 min. color. NBS. Syracuse University.

"Radiation in perspective." 43 min. color. U. S. Department of Agriculture, Office of Materials, Washington, D. C.

Beneficial uses of radioactive materials in medicine, research, industry, and other fields are shown in this film and the health hazards of radiation exposure explained.

"Regulation of atomic radiation." 28 min. color. U. S. Atomic Energy Commission, 376 Hudson St., New York.

ated by Hume Cronyn, deals with issues involved in the fight for clean air. While it documents the story of New York State Air Pollution Control Program, it also views the situation in a national context.

Take a deep breath. 54 min. color. ABC. McGraw-Hill.

5 min. Dynamic Films, Inc., 405 Park Ave., New York, New York.
record-breaking increases in motor vehicles and the resultant traffic congestion is economic and social health of our communities.

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min. color. General Electric, 113 South Salina St., Syracuse, New York.
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9 min. color. Ohio River Valley Water Sanitation Commission, 414 Walnut St., Cincinnati
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rk." 13 1/2 min. color. Association Films, Inc., 374 Madison Ave., New York 17, New York.

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action? What further action is required?

50 min. color. CBS. Carousel Films, Inc., 1501 Broadway, New York 36, New York.

is people." 30 min. color. NBS. Syracuse University.

pective." 43 min. color. U. S. Department of Agriculture, Office of Motion Pictures,

es of radioactive materials in medicine, research, industry, and other fields are explored
the health hazards of radiation exposure explained.

mic radiation." 28 min. color. U. S. Atomic Energy Commission, 376 Hudson St., New York

The film shows the ways in which radiation sources are regulated by standards and related to design, construction and wage. The safe handling and disposal of radioactive materials, and the safe handling and disposal of radioactive materials, and the safe handling and disposal of radioactive materials.

"River watchers." 18 min. color. Ohio River Valley Water Sanitation Commission, 414 Cincinnati 2, Ohio.

The role of those who inspect the Ohio River Basin to prevent and eliminate water pollution in eight neighboring states is shown in this film.

"Sources of air pollution," "Effects of air pollution," "Control of air pollution." Corbett Center, Atlanta 22, Georgia. Three five-minute, 16 mm. motion pictures produced by the Corbett Center. color. sound. TV cleared 1962.

As concise introduction to the air pollution problem, each of these films is designed to introduce the viewer with the relationship between our modern, technological way of life and air pollution.

"The water famine." 54 min. b&w. CBS. Carousel Films, Inc., 1501 Broadway, New York 19.

"Water: friend or enemy." 9 min. color. Walt Disney Productions, Inc. 500 Buena Vista Avenue, Burbank, California. Indicates that water can be a friend to man if proper precautions are taken to see that water is used properly.

FILMSTRIPS

"Making water safe to drink." McGraw-Hill Book Company.

"Water safe to drink." Popular Science.

"The water we drink." Young America Films.

ADDITIONAL CURRICULUM MATERIALS

"Air pollution experiments for junior and senior high school science classes." edited by H. C. Wohlers, H. C., Ph.D., Chairman. Education Committee, Mid-Atlantic States Section, Association. 1968.

"Land for learning." Informational material. A Supplementary Educational Center for Environmental Education, Tivoli Lakes Nature Study Sanctuary, Philip Livingston Junior High School, Albany, New York.

and the ways in which radiation sources are regulated by standards and licensing procedures
construction and wage. The safe handling and disposal of radioactive wastes are shown.

14 18 min. color. Ohio River Valley Water Sanitation Commission, 414 Walnut St.,
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to drink." McGraw-Hill Book Company.

nk." Popular Science.

k." Young America Films.

ADDITIONAL CURRICULUM MATERIALS

d b eriments for junior and senior high school science classes." edited by Hunter, D. C., P.E.,
n, Ph.D., Chairman. Education Committee, Mid-Atlantic States Section, Air Pollution Control
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Er " Informational material. A Supplementary Educational Center for Environmental Education.
New are Study Sanctuary, Philip Livingston Junior High School, Albany, New York.

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"Well of the world." A one-act play by Joan Vail Thorne. Written and produced for the Department of Health. (Dramatizes the importance of pure water). th.

SOURCES OF ADDITIONAL MATERIALS AND INFORMATION

Public Health Service Publications - the following publications may be obtained from the Service Administration, Washington, D. C.: minis

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American Public Health Association: "Swimming pools and other bathing places. Recommended design, equipment, and operation." The Association. New York. 1957.

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New York State Department of Health, 84 Holland Ave., Albany, New York 12208.

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partment of Health, 84 Holland Ave., Albany, New York 12208.

New York State Department of Health:

Division of Air Resources, 84 Holland Ave., Albany, New York 12208

Division of Pure Waters, 34 Holland Ave., Albany, New York 12208

Division of General Engineering and Radiological Health - This division is divided into five bureaus, each of which is located at 845 Central Ave., Albany, New York 12206.

Bureau of Food and Recreation Sanitation
Bureau of Hospital and Institutional Engineering
Bureau of Radiological Health
Bureau of Solid Wastes, Engineering and Community Environmental Health
Bureau of Rodent, Insect, and Weed Control

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