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PHYSICAL EDUCATION
AND HEALTH EDUCATION AS A PART
OF ALL GENERAL TEACHER-TRAINING
CURRICULA



By

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., June, 1932.

SIR: Education is becoming quite expensive. Consequently, we do not believe in giving it to any who are not going to survive and make it useful to themselves and to society. This is particularly true of teachers, and we are especially anxious to know what work in physical education is going on for teachers.

This bulletin is a survey of the general teacher education curricula. It shows that there is work in physical education in all of these schools. We believe that the future will consist in making the work more effective for every student.

I recommend that the manuscript be printed as a bulletin of this office.

Respectfully

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

PHYSICAL EDUCATION AND HEALTH EDUCATION AS A PART OF ALL GENERAL TEACHER-TRAINING CURRICULA

By MARIE M. READY

Associate Specialist in Recreation, Office of Education

INTRODUCTION

In a recent survey, *Physical Education in City Public Schools*, Physical Education Series No. 10, published by the Office of Education, the fact was pointed out that in many cities, the program of physical education in elementary schools is carried on largely by the regular grade teachers. While in many instances, special supervisors of physical education assist these teachers in planning and carrying on a suitable program, it is evident that the success or the failure of the work depends largely on the training of the regular grade teacher for handling this work.

In view of this fact, the following study was made of the status of physical education and health education (or hygiene) as required subjects in all teacher-training curricula given by institutions of higher education. It is limited to the general curricula which prepare students for teaching in the kindergarten, elementary, and high schools, including all general curricula for teaching in the rural schools.

The investigation included 25 city public normal schools, 69 State normal schools, 142 teachers colleges, 107 publicly controlled colleges and universities, and 552 privately controlled colleges and universities. The information was secured from the catalogues of the institutions. The material collected was recorded on a questionnaire which was sent to each institution to be corrected or approved. Questionnaires were returned by 84 per cent of the city public normal schools, 73 per cent of the State normal schools, 81 per cent of the teachers colleges, 72 per cent of the publicly controlled colleges and universities, and 60 per cent of the privately controlled colleges and universities. In general, the information presented is limited to the institutions returning the questionnaires. However, some additional supplemental information taken from the catalogues of a few other institutions is also included.

I. OBJECTIVES

The organization and administration of a program of physical education and health education in teacher-training institutions involve two distinct problems, namely: The provision of a program which is suitable for the health and welfare of the students while in training; and the provision of a program which prepares the students for future responsibilities as teachers.

An examination of the various catalogue statements regarding the objectives of the various programs offered shows that health education and physical education have a prominent place in the curricula of all teacher-training institutions. Considerable attention is given to the provision of programs which are helpful in maintaining the health and happiness of the students while in college. Emphasis is also given to planning programs which will have carry-over values for the health and recreation of the students after graduation. Recently, consideration has been given to the provision of programs which prepare all students to some extent for assuming responsibilities of supervising health education and teaching physical education.

The following excerpts from a few college catalogues indicate the general lines on which the work is organized in the various institutions throughout the country:

Health is fundamental and a prerequisite to success and happiness both in college and in life. . . . It is the hope of the college that the close of the college course will find the students healthier than they were when they entered college. (Russell Sage College, Troy, N. Y.)

The physical education program is so planned as to include more outdoor games and recreation than indoor apparatus work. The course for women especially aims to provide work of the type that will be recreational, healthful, and mentally stimulating. (Hiram College, Hiram, Ohio.)

To teach students forms of recreation for use in after life and to train teachers in public-school methods and supply them with material for use in their own schools. (State Normal and Industrial School, Ellendale, N. Dak.)

The purposes of this department are: (1) To develop in each student a responsibility for her health; (2) to provide regulated exercise, posture training, and recreation; and (3) to give the students of the 2-year education course training in teaching games, gymnastics, and folk dances suitable for the elementary grades. (University of Delaware, Women's College, Newark, Del.)

The college recognizes the recreative and educational benefit of sports and seeks to secure this benefit for all its students and teachers, especially for those who need it. (Reed College, Portland, Oreg.)

Our physical education work is not given as a part of the teacher-training course, but as a health measure for all resident students. (Greenville Woman's College, Greenville, S. C.)

The teachers college experiences a dual responsibility concerning student health. While its first responsibility is to the personal health of its students, the added responsibility of training its students to properly observe the health

of children is inherent in its nature. (Western Kentucky State Teachers College, Bowling Green, Ky.)

Health is a fundamental means of getting the most enjoyment out of the things that make life worth while and of giving the best in service. In no profession is the joy and efficiency that can come only out of abounding health more important than in that of teaching. It is the aim of the school to send out graduates able to exemplify good health, to radiate its spirit, and to understand how to observe and to teach the laws on which the obtaining, preserving, and increasing of health depend. Much of the school life, regulations, equipment, and curriculum is directed toward the accomplishing of this aim. (New Hampshire Normal School, Keene, N. H.)

Courses are properly graded and are used for the purpose of enjoyment and the promotion of vigorous health. Fundamental training is given for the development of motor skills, endurance, strength, self-control, self-confidence, etc. Special attention is given to the correction of faulty posture or any other remedial defects. It is intended also to give a knowledge of and interest in forms of physical activities which carry over into after school life. (Murray State Teachers College, Murray, Ky.)

II. ORGANIZATION

The successful administration of a program of physical education and health education in teacher-training institutions requires that attention be given to the physical condition of the student not only at entrance but also throughout the college course. The following outline shows the present practices of institutions regarding: A, previous training in physical education allowed or required at entrance; B, health examinations; C, physical training as a part of all general teacher-training curricula; and D, health education as a part of all general teacher-training curricula.

A. PREVIOUS TRAINING IN PHYSICAL EDUCATION ALLOWED OR REQUIRED FOR ENTRANCE

Little has been done in the matter of allowing unit entrance credit for previous training in physical education, or requiring previous training in physical education for college entrance.

A few institutions allow one unit of entrance credit for high-school physical education. Among these may be mentioned Florida State College for Women, Tallahassee; Gooding College, Wesleyan, Idaho; Louisiana State University, and Agricultural and Mechanical College, Baton Rouge; Southwest Missouri State Teachers College, Springfield; and Ohio University, Athens. The College of the City of New York and Millsaps College, Jackson, Miss., allow one-half unit of entrance credit for this work.

Several institutions have unusual regulations in regard to the amount of physical education students should have before entrance. At the Northeastern State Teachers College, Tahlequah, Okla., if the student does not present one unit of physical education from an

accredited high school, "he may be required to take four hours of practice courses in addition to the regular requirement." At the Philadelphia Normal School, all applicants for admission must present "seven points in physical education."

B. HEALTH EXAMINATIONS

Recently there has been considerable interest regarding the health of college students. There is a general feeling that applicants for admission to all teacher-training curricula should be in good physical condition. In view of these facts considerable attention is being given to requiring health examinations of all applicants at entrance (or shortly thereafter). As a result of the findings of these examinations applicants having physical defects or diseases that would unfit them for duty as teachers may be refused admission or rejected after admission. Applicants having remediable defects are admitted conditionally, given medical advice, and may be rejected later unless sufficient improvement is made.

The following is a general summary of the practices of various institutions in the matter of requiring health examinations of all students at entrance (or immediately after entrance), of requiring health examinations at other times as a means of follow-up work, and especially at graduation in order that applicants for teaching positions will be in good physical condition.

1. REQUIRED AT ENTRANCE AND FOR FOLLOW-UP WORK

Health examinations are required at entrance by 80 per cent of the city public normal schools, 85 per cent of the State normal schools, 77 per cent of the teachers colleges, 91 per cent of the publicly controlled colleges and universities, and 78 per cent of the privately controlled colleges and universities. They are required shortly after entrance by an additional 10 per cent of the city public normal schools, 4 per cent of the State normal schools, 12 per cent of the teachers colleges, 7 per cent of the publicly controlled colleges and universities, and 11 per cent of the privately controlled colleges and universities.

2. SCOPE OF EXAMINATION

In a large number of institutions only a very general examination is required showing that the student is in good physical condition. In a few institutions a very thorough medical and anthropometric examination is required. In a few institutions a health certificate signed by the student's home physician is sufficient. Usually, however, it is customary for the health examination to be given by the college physician rather than by the home physician. In some institutions, the physician is assisted in his examinations by the

school nurse and the physical director. In such instances, the health records are more valuable and helpful to the physical director and school nurse for follow-up cases.

Among the institutions which reported regarding this matter, health examinations are given by the school physician in 56 per cent of the city public normal schools, 57 per cent of the State normal schools, 44 per cent of the teachers colleges, and 52 per cent of the publicly controlled colleges and universities.

The following medical examination blank, used by the State normal schools in Massachusetts, shows the nature of the examinations required of applicants for entrance to the normal schools in that State. It will be noted that this is only a preliminary examination and the successful applicant will be reexamined at entrance by the college physician.

COMMONWEALTH OF MASSACHUSETTS

STATE NORMAL SCHOOL AT -----

Name of applicant -----

Address -----

In order to comply with the health requirement for admission to a State Normal School of Massachusetts, each candidate must personally appear before a physician for an examination and return this blank, filled out by him to the school where she has applied, not later than August 1.

From the examining physician:

This certifies that I have, this day, examined the applicant above named and now report the following findings:

Heart ----- Lungs -----

Tonsils ----- Teeth -----

Ears ----- Eyes -----

Skin ----- Date of vaccination -----

Nervous system ----- Nutrition¹ -----

Orthopedic condition -----

There are ----- symptoms of

Appendicitis -----

Golter -----

Pelvic disorders -----

There is ----- condition which in my opinion would interfere with the regular performance of the activities required in physical education in the gymnasium and on the playground.

Examining physician.

Date of examination -----

This is a preliminary examination only. The candidate will report in September for an examination by the school physicians, who will make recommendations as to admission.

¹ Nutrition should be judged by vitality, elasticity of muscles, height-weight-age relationship, appearance of eyes, posture.

In Connecticut, not only have certain definite standards of physical condition been set up to be determined by examiners appointed by the State, but the student is put on probation until certain defects and diseases are corrected. We give herewith some of the directions to physicians and forms used by the State board of education.

CONNECTICUT STATE BOARD OF EDUCATION

STANDARDS FOR RECOMMENDING ACCEPTANCE ON CONDITION

A candidate may be recommended for acceptance on condition if in the opinion of the examining physician the defect or condition is not permanently detrimental to health; is remediable within a reasonable time; is not of a nature to interfere with the work of the student or that of a teacher; is not progressive; or, is not contagious.

Not all defects or conditions can be listed but the following will serve to illustrate:

- Remediable diseases of the skin.
- Errors of refraction that can be corrected by glasses.
- Disease or hypertrophy of the tonsils.
- Dental decay of moderate degree.
- Functional disorders of the digestive system.
- Occlusion of nasal passages.

STANDARDS FOR RECOMMENDING REJECTION

In making recommendations, bear in mind that the individual in question is applying for training at the expense of the State, that she wishes to have the privilege of teaching children, and that to do so she will be required to undergo two years of hard work involving close application to studies and participation in strenuous physical activities.

Several questions naturally arise:

- Is she a good, fair, poor, or bad risk for the State?
- Is she mentally and physically of the type that will inspire and lead children?
- Can she stand the strain?
- Will she be on the job every school day of every school week?
- Will she fall prey to every respiratory infection that comes along?

The teachers of to-day are not just pedagogues. They are leaders and teachers of children in children's activities. Hence, the majority of the graduates from Connecticut normal schools will go to positions where on occasion they will have to step into a circle of children and demonstrate a folk-dance step or toe the mark to show the boys how to take off to a good jump. Physical education is an integral part of the school program and required by law in Connecticut. All students are required to take the regular physical education program at the normal school. Crippled, obese, or undernourished individuals, therefore, have no place in the ranks nor can they be excused from participation. Of necessity, any classification must be general. The following will be suggestive:

1. Medical—

(a) Incurable defects or disease of—

- (1) The blood or blood-forming organs.
- (2) The heart.

1. Medical—Continued.

- (a) Incurable defects or disease of—Continued.
 - (3) The lungs.
 - (4) The kidneys.
 - (5) The digestive system.
 - (6) The nervous system, including tic, hysteria, epilepsy, nervous instability, et cetera.
 - (7) The skin.
 - (8) The organs of the special senses.
 - (9) The thyroid or other endocrines.
 - (10) The muscular system.
- (b) Strabismus.
- (c) Myopia of a marked degree.
- (d) Permanently impaired hearing.
- (e) Chronic inflammatory conditions of the nasal mucous membrane -accompanied by a disagreeable odor.
- (f) Advanced dental decay, loss of many teeth, and pyorrhea.
- (g) Abnormalities of the menstrual function which in the opinion of the examining physician would interfere with regular attendance at school.
- (h) Marked defects of speech.

2. Physical—

- (a) Noticeable and unsightly deformities.
- (b) Wry neck.
- (c) Malnutrition.
- (d) Marked obesity.
- (e) Painful flat feet.
- (f) Visible birthmarks or unsightly tumor growths of the skin or subcutaneous tissues.
- (g) Permanently stiff or immovable joints.
- (h) Paralysis, atrophy, et cetera.

REMUNERATION

A uniform fee of \$2 per examination has been approved. When in the opinion of the physician special diagnostic tests, such as microscopic urinalysis, blood counts, et cetera, are necessary, the State will reimburse the examiners to the amount of the fee or fees paid.

When arrangements are made to have the examinations conducted at the normal school, the physician will be reimbursed for train fare and meals, and in certain cases, where the use of an automobile is necessary, an allowance of 10 cents a mile is permitted.

Form used for student on probation

CONNECTICUT STATE BOARD OF EDUCATION

Dear

-----, 19---

In accordance with the requirements for admission to the normal schools of this State, your (daughter/ward)-----, was examined on -----, by a physician employed for the purpose by this school. The health examination as a prerequisite has been made necessary by the increasing

demand of boards of education and school executives for teachers in sound health. Therefore, in the interest of economy and of personal well-being the State board of education has established the health examination as one factor in the selection of future teachers. The physical basis for selection is a degree of health that will enable the teacher to withstand the daily strain of teaching, to resist disease, to recover from fatigue, and to maintain the cheerful classroom presence most beneficial to the pupils.

The examination revealed the following defects or conditions:

Because experience has demonstrated that such defects or conditions are serious handicaps to effective teaching, you are hereby informed that unless there are exceptional circumstances of which we at present have no knowledge the application of your (daughter/ward) can not receive further consideration.

Respectfully yours,

Principal.

CONNECTICUT STATE BOARD OF EDUCATION

CERTIFICATE OF HEALTH CONDITIONS

-----, State Normal School.

To the principal:

Miss -----, who lives at -----, was examined by me on -----, 19--, and found to have certain health defects, which in my opinion would not, for the time being, interfere with her work as a student. On the other hand, if they are neglected, they might seriously handicap her health and work as a teacher.

Therefore, I recommend that the above-named applicant be admitted to the school upon condition that the defects noted below are corrected within seven months from this date.

	Corrected on
-----	-----, 19--
-----	-----, 19--
-----	-----, 19--
-----	-----, 19--
-----	-----, 19--

Signature of medical examiner-----

Address-----

I, -----, understand that the above-named defects are frequently causes of poor health and will interfere with the performance of my duties as

a student and teacher. Therefore, I agree to have said defects corrected before _____, 19____, or, failing to do so, I will accept my dismissal from _____ State normal school.

I hereby consent to the terms of the above agreement.

(Signature of applicant)

(Signature of parent or guardian)

The following report regarding the physical examinations required for entrance to city public normal schools in New York City included in the annual report of the superintendent of schools of New York City, 1929-30, shows the emphasis which is given to the health of applicants for training as teachers in that city.

During the past school year a change was made in the procedure for determining the physical fitness of applicants seeking admission to the three New York City training schools.

The reports of the physicians in every case were forwarded to the physical standards committee of the board of examiners and these reports were carefully scrutinized before notice of approval was sent to the training school principals. It is noteworthy that many prospective applicants were found by the doctors to be suffering from ailments which, unless corrected, might disqualify such candidates for teaching positions.

In many cases the applicants have been able, through medical treatment, to remove their disabilities in time for admission to the training schools. Where a longer period was necessary to correct the deficiency and where it seemed likely that the disability might be ultimately removed, the applicant was recommended for conditional admission. In such cases a definite time was set for the correction of the defect. The more frequent causes of remediable physical disqualifications were: Poor vision, neglected teeth, overweight, underweight. Quite an appreciable number of applicants were found to be suffering from more serious defects, such as deafness, deformities of arms or legs, disfigurements of various kinds, and defects due to organic disease.

These experiences have led to two conclusions: (1) It seems necessary that very careful guidance should be given to pupils in our high schools who contemplate taking up the career of teaching in our schools. They should be made acquainted with the physical standards required. Those who are physically unfit should be apprised of this fact. Those who seem to have remediable physical defects will save much time and possible disappointment by securing advice as to the measures to be taken toward the removal of these defects before seeking admission to professional study. (2) Since teachers are eventually placed on permanent tenure the physical examination should be so adequately and thoroughly conducted that there shall be reasonable assurance that each candidate is a thoroughly desirable prospect from the health standpoint for a reasonable period of such tenure. This means that each candidate must be given a very careful, complete, and thorough medical examination by means of the most approved scientific procedure.

The following excerpt from the 1930 catalog of the New Hampshire Normal School, Keene, shows the emphasis which is given to

good health at college entrance, throughout the course, and as an asset for every teacher:

First, the school wishes only those students to apply for admission who can come in a state of fine physical fitness for work. Candidates are expected to have all special handicaps such as diseased teeth or tonsils or defective vision adequately overcome before entering school. A signed statement from a physician certifying health is an entrance requirement. In case any student who has gained entrance indicates by her health record while there that she is unlikely to become a successful teacher, she will be asked to withdraw from the school.

Each entering student is given an individual health examination. This includes height, weight, posture, vision, and hearing tests, given by the health and physical education instructors and a medical examination given by the school physicians assisted by the school nurse. * * * In the personal conference with the doctor which terminates the examination the student has explained those ways by which, through personal effort, the reserve forces of health could be strengthened. The student is expected, as a part of his or her school achievement, to make those improvements which have been indicated as possible. * * *

The program of the school life with its balance between work, rest, and recreation is conducive to health. Rest is regular and adequate for lights are all out at 10 p. m. The meal hours are regular and the meals are planned by a trained dietitian. Out-of-door recreation is required of all. Besides the gymnasium period each student has a definite time weekly for some out-door sport as baseball, football, soccer, tennis, hockey, hiking, archery, and rifle shooting. The new gymnasium offers facilities for swimming, bowling, basketball, and other games.

At Western Kentucky State Teachers College, Bowling Green, a general student clinic, free to all students, is conducted at the beginning of each semester. "Examination of weight, posture, eyes, ears, nose, and throat is made by specialists in the employ of the institution: As a consequence, many corrections are made that assure the progress and improve the health of students."

3. REQUIRED AT GRADUATION OR FOR TEACHING CREDENTIAL

A few institutions require a health examination of all students just before graduation. Among these may be mentioned:

City public normal schools.—Chicago Normal College, Chicago, Ill.; New York Training School for Teachers, Jamaica; Richmond Normal School, Richmond, Va.

State normal school.—State Normal School, Fredonia, N. Y.

Teachers colleges.—Humboldt State Teachers College, Arcata, Calif.; State Teachers College, Fresno, Calif.; State Teachers College, San Francisco, Calif.; National College of Education, Evanston, Ill.; Ball State Teachers College,² Muncie, Ind.; and Northeast Missouri State Teachers College, Kirksville.

²At this institution, a medical examination is given to students when they apply for teaching positions.

Publicly controlled colleges and universities.—University of California, Berkeley;³ and University of South Carolina, Columbia.

Privately controlled college or university.—Lake Erie College, Painesville, Ohio.

In addition to the practice mentioned above regarding the physical condition of the student before being assigned to a teaching position, the fact should be mentioned that one institution, the Western Carolina Teachers College, Cullowhee, N. C., requires a health examination of all students before beginning practice teaching.

The following certificate is provided by Stanford University for the examination of students who apply for teaching positions:

CERTIFICATE AS TO PHYSICAL AND MENTAL CONDITION

This certifies that I have carefully examined..... who is being recommended by..... for a teacher's credential in California. I find the following conditions:

General physical.....
 Apparent mental.....
 Communicable disease.....
 Sight.....
 Hearing.....
 Speech.....
 Physical defects.....

I hereby certify, that in my judgment the applicant has no physical or mental defects that would interfere with his success as a teacher in the public schools.

Remarks.....

.....
 (Signature of college or university medical officer)

License number.....

C. PHYSICAL EDUCATION AS A PART OF ALL GENERAL TEACHER-TRAINING CURRICULA

Opportunities for instruction in, and practice of, physical activities by students in training for the profession of teaching are provided by practically every institution which offers curricula for teachers. However, considerable variation exists in the organization of the work, including the amount of work offered and required as well as the kinds of work offered. The following report includes a general summary of: (1) The requirements of institutions which have one general requirement in physical education which is the same for all students enrolled in the various curricula; (2) the requirements of institutions which have different requirements in

³ At the University of California, Berkeley, a special certificate as to the physical and mental condition of the student who is being recommended for a teaching credential is required.

⁴ If the examining officer is in doubt on this point he should so indicate in order that a psychiatric test may be given.

physical education for students enrolled in the various curricula; (3) nature of the required work in physical education; (4) amount of required work in physical education; (5) semester hours of credit allowed for the required work in physical education; and (6) practice teaching in physical education.

1. REQUIREMENTS OF INSTITUTIONS WHICH HAVE ONE GENERAL REQUIREMENT IN PHYSICAL EDUCATION WHICH IS THE SAME FOR ALL STUDENTS ENROLLED IN THE VARIOUS CURRICULA

Until recently, it has been the policy of many institutions to make one general requirement in physical education for all students enrolled. The requirement frequently consisted of one or more years of practice in physical activities. Little consideration was given to the individual needs of the various students or to the special problems involved in the various types of teaching positions.

Among the institutions which reported on this question, 95 per cent of the city public normal schools, 94 per cent of the State normal schools, 84 per cent of the teachers colleges, 68 per cent of the publicly controlled, and 90 per cent of the privately controlled colleges and universities, have one general requirement in physical education for all students.

2. REQUIREMENTS OF INSTITUTIONS WHICH HAVE DIFFERENT REQUIREMENTS IN PHYSICAL EDUCATION FOR STUDENTS ENROLLED IN THE VARIOUS CURRICULA

According to data received on the questionnaires, only a small number of institutions reported that they did not have one general requirement in physical education which was the same for all students enrolled.

A study of the requirements of these institutions shows that variations have been made along the following lines: (a) In some institutions, physical education is required only of women; (b) in some institutions, the requirements are different for men and for women; (c) in some institutions, the requirements include courses in physical education especially suitable for the various teaching curricula.

Requirements apply only to women.—In general, there is little variation in the requirements in physical education for men and for women made by the city public normal schools, the State normal schools, and the teachers colleges. However, 13 publicly controlled colleges and universities and 3 privately controlled colleges and universities reported that physical education is required only of women. In all except one of these it is required two years. In one institution it is required four years. Men in these institutions, who take military training, are excused from taking physical education.

Requirements different for men and for women.—A few institutions have different requirements in physical education for men and

for women. Among these, physical education is required one year of men and two years of women at Alabama Polytechnic Institute, Auburn; Ohio State University, Columbus; West Virginia University, Morgantown; and Middlebury College, Middlebury, Vt. It is required two years of men and three years of women at the University of Texas, Austin. It is required two years of men and four years of women at the University of Hawaii, Honolulu; Oregon Agricultural College, Corvallis; Lake Forest College, Lake Forest, Ill.; and Swarthmore College, Swarthmore, Pa.

At the Western State Teachers College, Kalamazoo, Mich., 180 hours in physical education are required of women. Only 144 hours are required of men.

In a few institutions, while the yearly requirements are usually the same, the weekly requirements for men and for women are frequently different.

At De Pauw University, Greencastle, Ind., physical education is required two years of all students. It is required one to two times per week of men and one to three times per week of women. At Cornell College, Mount Vernon, Iowa, at Graceland College, Lamoni, Iowa, and at Morningside College, Sioux City, Iowa, physical education is required two years of all students. However it is required two times per week of men and three times per week of women.

Different requirements in the various curricula.—Little has been done by the city public normal schools in the matter of making different requirements in physical education for the various curricula. The courses offered by these institutions usually include a general scope of the field of physical education as well as activities for the health and recreation of future pupils. One institution, however, the Louisville Normal School, Louisville, Ky., provides different courses in physical education in the kindergarten-primary and intermediate curricula. The former includes games, rhythmic activities, story plays, mimetics, and special theory courses in physical education. The latter includes organized games, stunts, motor ability tests, folk dancing, clogging, and special courses in physical education theory.

Among the State normal schools, a few institutions have different requirements in physical education for the various curricula.

At the State Normal School, New Britain, Conn., and the State Normal School, Plattsburg, N. Y., while the general requirements are the same, the content material is different in the various teaching curricula.

At the State Normal School, Bellingham, Wash., different courses in games are included in the various curricula.

At the Western Carolina Teachers College, Cullowhee, N. C., in addition to the general courses in physical education and health

education required in all curricula, special courses in folk dances, games, stunts, and health exercises are arranged suitable for primary, intermediate, and high-school curricula. Special attention is given to arranging courses suitable for boys as well as for girls.

A few teachers colleges have different requirements in physical education for the various teaching curricula. Among these may be mentioned the following:

At the State Teachers College, San Francisco, Calif., there is a decided variation not only in the number of clock hours required but also in the content of the courses required in physical education. In the elementary curriculum, 288 hours are required. In the junior high and secondary curricula, 144 hours are required.

At the Ball State Teachers College, Muncie, Ind., physical education is required two hours a week for 48 weeks in the elementary curriculum. It is required two hours a week for 72 weeks in the 4-year curriculum.

At the Detroit Teachers College, Detroit, Mich., physical education is required one year in the old 2-year curriculum. It is required two years in the new 4-year curriculum.

At the State Teachers College, Mankato, Minn., the requirement in physical education for the rural curriculum is different from that of the other curricula.

At the Delta State Teachers College, Cleveland, Miss., 242 hours of physical education are required in all elementary curricula. Two hundred and sixteen hours are required in all high-school curricula.

At the Peru State Teachers College, Peru, Nebr., 60 clock hours in physical education are required in the 2-year curriculum, and 120 clock hours are required in the 4-year curriculum.

At the Keene Normal School, Keene, N. H., physical education is required 2, 3, and 4 years, respectively, in the 2, 3, and 4 year curricula.

At the State Teachers College, Indiana, Pa., a special course in methods is required only in the 2-year curriculum.

At the Eastern State Teachers College, Madison, S. Dak., physical education is required one year in the 1-year curriculum and two years in all other curricula.

At the Sul Ross State Teachers College, Alpine, Tex., one theory course in physical education is included in the elementary curriculum and is omitted from the secondary curriculum.

At the State Teachers College, East Radford, Va., physical education is required two years in the 2, 3, and 4 year curricula. There is a different requirement for the 1-year curriculum.

At the State Teachers College, Fredericksburg, Va., different content courses in physical education are required in the various curricula.

At the State Teachers College, Milwaukee, Wis., physical education is required two years in the 2-year curriculum. It is required three years in the 3 and 4 year curricula.

At the State Teachers College, Whitewater, Wis., physical education is required one-half year in the 1-year curriculum, one and one-half years in the 2-year curriculum, and two years in the 4-year curriculum.

Among the publicly controlled colleges and universities, in which some variation exists in the physical education requirements of the various curricula offered, may be mentioned the following:

At the Florida State College for Women, Tallahassee, physical education is required two years in the 2-year curriculum and four years in the 4-year curriculum.

At the University of Nevada, Reno, physical education is required 1 year in the 1-year curriculum, 1½ years in the 2-year curriculum, and 2 years in the 3-year curriculum.

At Hunter College of the City of New York, physical education is required one year of all students. However, all teacher training is optional to students in the A. B. degree curricula.

At the University of Utah, Salt Lake City, physical education is required one year. In the 2-year normal course, an additional (half theory and half practice) course is required.

Among the privately controlled colleges and universities in which some variation exists in the physical education requirements of the various curricula may be mentioned the following:

At Hanover College, Hanover, Ind., the general requirement in physical education is two years. A different requirement has been made for the rural curriculum.

At St. Mary's College, Notre Dame, Ind., physical education is required 48 weeks in the 2-year curriculum and 72 weeks in all other curricula.

At Ottawa University, Ottawa, Kans., physical education is required 2 years in the 2-year curriculum and 3 years in the 4-year curriculum.

At Augsburg Seminary, Minneapolis, Minn., physical education is required two years only in the secondary curriculum.

At the College of St. Catherine, St. Paul, Minn., physical education is required one year of all students. It is required two years of all students preparing for teaching positions.

At the Culver-Stockton College, Canton, Mo., physical education is required one year in the 1-year curriculum. In the 2, 3, and 4 year curricula, physical education is required two years of men and three years of women.

At the College of Mount St. Vincent, New York, N. Y., physical education is required four years of all. However, students who

expect to teach in New York City schools are obliged to take 30 hours in methods of teaching folk dancing.

At the University of Tulsa, Tulsa, Okla., physical education is required one year in the 1-year curriculum and two years in all other curricula.

At Temple University, Philadelphia, Pa., different content courses are required in the various curricula.

At Austin College, Sherman, Tex., physical education is required one year in the 1-year curriculum and two years in all other curricula.

In addition to the above-mentioned institutions which reported on the questionnaires that they did not have one general requirement which was the same for all curricula, 44 other institutions (including 1 State normal school, 8 teachers colleges, 5 publicly controlled colleges and universities, and 19 privately controlled colleges and universities) reported that some variation was made regarding the work in physical education required in the various curricula. However, detailed information regarding the variations is not available.

A study of the 1930 catalogues of teacher training institutions shows that many other institutions are arranging special courses in physical education which are more suitable for the various teaching curricula and will be more helpful to elementary and high-school teachers in teaching physical education as a part of their regular teaching work.

The following excerpts from the 1930 catalogue of the Teachers College of the City of Boston show the extent to which that institution provides differentiated curricula in physical education as a part of the required and elective work in curricula for kindergarten, elementary, and secondary teachers:

The curriculum in physical education aims: (1) To promote health through physical activities, (2) to improve body mechanics, (3) to prepare the students to teach the physical education required in the elementary and intermediate grades of the Boston public schools, (4) to educate the students for future leisure by use of purposeful activities in outdoor games and sports, (5) to prepare students for playground and play-teacher work in the intermediate and the high schools.

PHYSICAL EDUCATION.—Required of first-year students. This course aims to improve the posture and health of the students through exercises, games, dancing, and sports. It includes instruction in games and dances for the lower elementary grades and in games for the playground. Two hours a week throughout the year.

PHYSICAL EDUCATION.—Required of second-year students. This course aims to improve the posture and health of the student and includes instruction in the work of the upper elementary grades. It is accompanied by lectures in the theory of play and playground activities and by the practice and teaching of such activities. Two hours a week throughout the year.

PHYSICAL EDUCATION.—Required of elementary and kindergarten-primary third-year students. This course consists of lectures in the theory of play and playground activities and on methods of teaching. It is accompanied by practice teaching in the gymnasium. Two hours a week throughout the year.

PHYSICAL EDUCATION.—Required of *secondary* third-year students. This course includes advanced work in gymnastic exercises, apparatus work, team games, sports, and advanced folk dancing. It advances the theory of play and the practice teaching of playground activities begun in Phy. Ed. 2. Two hours a week throughout the year.

PHYSICAL EDUCATION.—Required of *secondary* fourth-year students. The course includes: (1) Exercises, games, and sports for the health of the students; (2) methods of teaching physical education in the intermediate grades with opportunities of practice teaching; (3) organization and methods of teaching sports and games suitable for high-school students. Two hours a week throughout the year.

PHYSICAL EDUCATION.—Required of *secondary* fifth-year students. Same course as PhEd5. Two hours a week, second semester.

The following excerpts from the 1930 catalogue of State Teachers College, Platteville, Wis., show careful planning of the one year of work required in physical education offered by that institution:

The purpose of this work is to give a first-hand acquaintance with work suitable for children's classes and to arouse an interest in active exercises and games as a means of recreation and development.

The purpose of the course in theory is to set forth the reasons for and the value of physical training in present-day schools; to bring to the student's attention conditions and influences tending to impair the health of school children, and means for improving or preventing these conditions; to bring out general principles of organizing and conducting the gymnasium lesson; and to give opportunity for practice teaching in exercises, drills, plays, and games suitable for pupils of different grades.

The new gymnasium adds greatly to the facilities in this work. The large floor and up-to-date equipment give added interest in this department. There will be greater opportunity than heretofore for the classes in theory of gymnastics to do practice teaching and supervision.

Courses offered:

1. *Physical training.*—Required in the courses for lower-grade teachers and in the course for upper-grade teachers, and in the course for principals of State graded schools. Two hours a week for two semesters.

2. *Physical training.*—Required in the course for high-school teachers. Two hours a week for two semesters.

3. *Physical training.*—Required in the 1-year rural school course. Two hours a week for one semester.

4. *Physical training.*—Required in the courses in agriculture and in manual arts. Two hours a week for two semesters.

5. *Theory of gymnastics.*—Required in all courses except the 1-year rural school course. Prerequisite: One of the preceding courses. Two hours a week for one semester.

3. NATURE OF THE REQUIRED WORK IN PHYSICAL EDUCATION

Types of work offered.—In general, the required work in physical education includes instruction and practice in the technique of the various seasonal games and sports, gymnastics, folk dancing, gymnastic exercises, swimming, life-saving, and instruction in first aid, hygiene, and school hygiene. In practically all institutions, students

are urged to participate in physical activities which will be recreational and healthful. In some institutions, a wide range of activities is offered in order that some choice of activities may be possible for the students, while in other institutions, the courses offered are somewhat limited. In a few institutions, the courses are sufficiently extensive so that all students are prepared to carry on a suitable program of play activities for children of all ages, not merely as a part of the required work in physical education in elementary or high schools, but also during the recess periods, and to supervise after-school and summer playground activities. Among the institutions in which special emphasis is given to teaching games, may be mentioned the following:

The department of education of the Arkansas State Teachers College, Conway, advocates a course in methods of teaching games as a valuable part of the training of all teachers.

At Northwestern University, Evanston, Ill., an intensive course in games and play characteristic of the different stages of development is given. The course extends throughout the entire year. Hundreds of games are played and classified. In addition, special groupings are made of games suitable for hospitals, subnormal children, boys and girls clubs, and social groups of children and adults.

At the New Mexico Normal University, East Las Vegas, a special course in games is required of all students in the kindergarten-primary curricula as follows:

A study of the different periods in the child's development, the instincts, impulses, and natural play activities of each period. The significance of play as a factor in education; its relation to work. A study of different types of games. Selection and adaptation of games for kindergarten and primary use. The actual playing of games. (Two periods a week for 12 weeks. Two hours credit.)

At the East Carolina Teachers College, Greenville, N. C., the one year of required work in physical education includes three terms of work. During the first term, a general course in ball games is required of all students. During the second term, a course entitled "Activities for the Primary Grades" is required of all students taking the primary course, and a course entitled "Activities for the Grammar Grades" is required of all students taking the grammar course. The former course includes "A study of rhythms, singing games, and simple dances adapted for use in the primary grades and special attention is given to the method of presenting this work." The latter course includes "simple calisthenics, schoolroom games and a few folk dances, activities suitable for the grammar grades, and special attention is given to methods of teaching in these grades."

During the third term, a course in outdoor activities including baseball, track and field events is required of all.

At Albright College, Reading, Pa., "Individual instruction is offered in the fundamentals of physical education and a broad study of recreation. Students who take advantage of this instruction find themselves ready to take over this work when offered in connection with other high-school work."

At Anderson College, Anderson, S. C., while one course in methods of teaching in the elementary grades is required, no attention is given to the methods of teaching physical education in the high schools.

Per cent of the required work in physical education devoted to physical activities.—Not all of the institutions reported regarding the proportion of the required work in physical education which was devoted to theoretical instruction and the proportion devoted to physical exercises. The following summary shows the extent to which the required work in physical education is devoted to physical activities.

Among the city public normal schools the per cents reported vary from 50 to 100. Six institutions reported 50 per cent; 3 reported $66\frac{2}{3}$ per cent; 1 reported 70 per cent; 1 reported 75 per cent; 3 reported 80 per cent; 1 reported $83\frac{1}{2}$ per cent; and 1 reported 100 per cent.

Among the State normal schools, the per cents reported vary from $33\frac{1}{3}$ to 100. One institution reported $33\frac{1}{3}$ per cent; 14 reported 50 per cent; 2 reported 60 per cent; 8 reported $66\frac{2}{3}$ per cent; 2 reported 70 per cent; 7 reported 75 per cent; 2 reported 80 per cent; 1 reported $83\frac{1}{2}$ per cent; 1 reported 90 per cent; and 5 reported 100 per cent.

Among the teachers colleges, the per cents reports vary from $33\frac{1}{3}$ to 100. Two institutions reported $33\frac{1}{3}$ per cent; 14 reported 50 per cent; 2 reported 60 per cent; 24 reported $66\frac{2}{3}$ per cent; 12 reported 75 per cent; 3 reported 80 per cent; 1 reported $83\frac{1}{3}$ per cent; 2 reported $87\frac{1}{2}$ per cent; 3 reported 90 per cent; and 25 reported 100 per cent.

Among the publicly controlled colleges and universities, the per cents reported vary from 47 to 100. One institution reported 47 per cent; 3 reported 50 per cent; 2 reported $66\frac{2}{3}$ per cent; 12 reported 75 per cent; 2 reported 80 per cent; 2 reported $83\frac{1}{3}$ per cent; 3 reported 90 per cent; 1 reported 95 per cent; and 19 reported 100 per cent.

Among the privately controlled colleges and universities, the per cents reported vary from $33\frac{1}{3}$ to 100. Three institutions reported $33\frac{1}{3}$ per cent; 23 reported 50 per cent; 1 reported 60 per cent; 26

reported 66 $\frac{2}{3}$ per cent; 21 reported 75 per cent; 1 reported 77 per cent; 7 reported 80 per cent; 3 reported 83 per cent; 3 reported 87 $\frac{1}{2}$ per cent; 7 reported 90 per cent; 2 reported 92 per cent; 1 reported 95 per cent; and 61 reported 100 per cent.

4. AMOUNT OF REQUIRED WORK IN PHYSICAL EDUCATION

In view of the fact that there is considerable variation in the amount of work required in physical education by the various institutions, a summary of these requirements is presented along the following lines: (a) Number of years physical education is required; (b) number of periods per week physical education is required; (c) number of minutes in each period; and (d) total number of clock hours required in physical education.

Number of years physical education is required.—Among the city public normal schools, the number of years physical education is required varies from one-sixth to four. The average requirement is 2.2 years. The most frequent requirement is three years. Among the State normal schools, the number required varies from one to four. The average requirement is 1.9 years. The most frequent requirement is two years. Among the teachers colleges, the number required varies from one-half to four. The average requirement is 2.1 years. The most frequent requirement is two years. Among the publicly controlled colleges and universities, the number required varies from one to four. The average requirement is 2.1 years. The most frequent requirement is two years. Among the privately controlled colleges and universities, the number required varies from one-half to four. The average requirement is 1.7 years. The most frequent requirement is two years.

While no attempt is made to show in detail the number of years physical education is required in each institution included in this study, lists of institutions having a 3 or 4-years requirement as reported on the questionnaires are as follows:

(1) INSTITUTIONS IN WHICH PHYSICAL EDUCATION IS REQUIRED THREE YEARS

City public normal schools.—Chicago Normal School, Chicago, Ill.; Jamaica Training School for Teachers, New York, N. Y.; New York Training School for Teachers, New York; Dayton Junior Teachers College, Dayton, Ohio; Philadelphia Normal School, Philadelphia, Pa.; and Richmond Normal School, Richmond, Va.

State normal schools.—Madawaska Training School, Fort Kent, Me.; State Normal School, Lowell, Mass.; State Normal School, Westfield, Mass.; New Jersey State Normal School, Newark; and State Normal School, Potsdam, N. Y.

Teachers colleges.—State Normal School, Salem, Mass.; State Normal School, Worcester, Mass. (in the 3-year curriculum); State Teachers College, Farmville, Va.; Virginia State College, Ettrick (in the 3-year curriculum); State Teachers College, Fredericksburg, Va. (in the 4-year curriculum); and State Teachers College, Milwaukee, Wis. (in the 3-year curriculum).

Publicly controlled colleges and universities.—North Carolina College for Women, Greensboro; University of Texas, Austin (of women); College of William and Mary, Williamsburg, Va.; and State College of Washington, Pullman.

Privately controlled colleges and universities.—Galloway Woman's College, Searcy, Ark.; Whittier College, Whittier, Calif.; Shorter College, Rome Ga.; Wesleyan College, Macon, Ga.; Earlham College, Earlham, Ind.; Ottawa University, Ottawa, Kans. (in the 4-year curriculum); Bates College, Lewiston, Me.; Hood College, Frederick, Md.; Washington College, Chestertown, Md.; Carleton College, Northfield, Minn.; Concordia College, Moorhead, Minn.; Gustavus Adolphus College, St. Peter, Minn.; Belhaven College, Jackson, Miss.; Mississippi Women's College, Hattiesburg; Nebraska Central College, Central City; Keuka College, Keuka Park, N. Y.; Meredith College, Raleigh, N. C.; Queens-Chicora College, Charlotte, N. C.; Bluffton College, Bluffton, Ohio; Marietta College, Marietta, Ohio; Susquehanna University, Selinsgrove, Pa.; Wilson College, Chambersburg, Pa.; Our Lady of the Lake College, San Antonio, Tex.; and Randolph-Macon Woman's College, Lynchburg, Va.

(2) INSTITUTIONS IN WHICH PHYSICAL EDUCATION IS REQUIRED FOUR YEARS

City public normal schools.—J. O. Wilson Teachers College, Washington, D. C., and Maxwell Training School for Teachers, Brooklyn, N. Y.

State normal school.—South Georgia State Teachers College, Statesboro.

Teachers colleges.—State Normal School, Bridgewater, Mass.; State Normal School, Worcester, Mass. (in the 4-year curriculum); State Teachers College, St. Cloud, Minn.; Peru State Teachers College, Peru, Nebr.; State Teachers College and Normal School, Trenton, N. J.; and Asheville Normal and Associated Schools, Asheville, N. C.

Publicly controlled colleges and universities.—Alabama College, Montevallo; Florida State College for Women, Tallahassee; University of Hawaii, Honolulu (of women); Oregon Agricultural College, Corvallis (of women); University of the Philippines, Manila; Rhode Island State College, Kingston; University of Puerto Rico,

Rio Piedras (of women); University of South Carolina, Columbia; and Winthrop College, Rock Hill, S. C.

Privately controlled colleges and universities.—La Verne College, La Verne, Calif.; Pomona College, Claremont, Calif.; Dominican College, San Rafael, Calif.; University of Redlands, Redlands, Calif.; Howard University, Washington, D. C.; Bessie Tift College, Forsyth, Ga.; Brenau College, Gainesville, Ga.; La Grange College, La Grange, Ga.; Spelman College, Atlanta, Ga.; Lake Forest College, Lake Forest, Ill.; Colby College, Waterville, Me.; Smith College, Northampton, Mass.; Battle Creek College, Battle Creek, Mich.; Maryville College, St. Louis, Mo.; St. Louis University, St. Louis, Mo.; Washington University, St. Louis, Mo.; Mount St. Charles College, Helena, Mont.; Georgian Court College, Lakewood, N. J.; College of Mount St. Vincent, New York, N. Y.; Cornell University, Ithaca, N. Y.; Elmira College, Elmira, N. Y.; Good Counsel College, White Plains, N. Y.; Marymount College, Tarrytown, N. Y.; Skidmore College, Saratoga Springs, N. Y.; St. Bonaventure's College, St. Bonaventure, N. Y.; Chowan College, Murfreesboro, N. C.; Elon College, Elon College, N. C.; Flora MacDonnell College, Red Springs, N. C.; Guilford College, Guilford College, N. C.; Cedar Crest College, Allentown, Pa.; Muhlenberg College, Allentown, Pa.; Immaculata College, Immaculata, Pa.; St. Francis College, Loretto, Pa.; Swarthmore College, Swarthmore, Pa. (of women); University of Pennsylvania, Philadelphia, Pa.; Anderson College, Anderson, S. C.; Coker College, Hartsville, S. C.; Greenville Woman's College, Greenville, S. C.; Milligan College, Milligan College, Tenn.; Tennessee College, Murfreesboro; and Bethany College, Bethany, W. Va.

Number of periods per week physical education is required.—The number of periods per week in which physical education is required is somewhat different in the various institutions. Sometimes the requirement is different for consecutive years in the same institution. Sometimes it is different for men and for women.

Among the city public normal schools, the number of periods required varies from one to four. The average requirement is 2.2. The most frequent requirement is three. Among the State normal schools, the number required varies from one to five. The average requirement is 2.5. The most frequent requirement is two. Among the teachers colleges, the number required varies from one to five. The most frequent requirement is two. Among the publicly controlled colleges and universities, the number required varies from one to six. The most frequent requirement is two. Among the privately controlled colleges and universities, the number required varies from one to six. The most frequent requirement is two.

While no attempt is made to show in detail the requirements of each institution regarding the number of times per week physical

education is required, the fact is worth mentioning that a few institutions require it four times per week and a few require it five times. Thirty-two institutions, including 1 city public normal school, 4 State normal schools, 9 teachers colleges, 2 publicly controlled colleges and universities, and 16 privately controlled colleges and universities reported that physical education is required four times per week. Eight institutions, including 2 State normal schools, 3 teachers colleges, and 3 privately controlled colleges and universities, reported that physical education is required five times per week. One publicly controlled institution reported that it is required six times per week.

Number of minutes included in each period in the required physical education.—There is considerable variation in the number of minutes included in each period of the required work in physical education. Among the city public normal schools, the number varies from 10 to 100. The average requirement is 49. The most frequent requirement is 50. Among the State normal schools, the number varies from 40 to 60. The average requirement is 54. The most frequent requirement is 60. Among the teachers colleges, the number varies from 30 to 60. The average requirement is 50. The most frequent requirement is 60. Among the publicly controlled colleges and universities, the number varies from 30 to 60. The average requirement is 54.8. The most frequent requirement is 60. Among the privately controlled colleges and universities, the number varies from 30 to 120. The average requirement is 54. The most frequent requirement is 60.

Total number of clock hours required in physical education.—There is considerable variation in the total number of clock hours required in physical education. Among the city public normal schools, the number required varies from 15 to 310. The average requirement is 143 clock hours. In all except two of these institutions, the requirement is different. These two require 120 clock hours.

Among the State normal schools, the total number of clock hours required varies from 9 to 228. The average requirement is 134.3. The most frequent requirement is 144.

Among the teachers colleges, the total number required varies from 20 to 600. The average requirement is 141. The most frequent requirement is 144.

Among the publicly controlled colleges and universities, the total number required varies from 4 to 384. The average requirement is 163.6. The most frequent requirement is 144.

Among the privately controlled colleges and universities, the total number varies from 4 to 792. The average requirement is 162. The most frequent requirement is 144.

5. TOTAL NUMBER OF SEMESTER HOURS OF CREDIT ALLOWED FOR THE REQUIRED WORK IN PHYSICAL EDUCATION

Not all of the institutions which require physical education allow a definite number of semester hours of credit for this work. Among the various institutions, the practice of allowing credit was reported by 52 per cent of the city public normal schools, by 79 per cent of the State normal schools, by 78 per cent of the teachers colleges, by 79 per cent of the publicly controlled colleges and universities, and by 57 per cent of the privately controlled colleges and universities.

Among the city public normal schools, the total number of semester hours of credit allowed for the required work in physical education varies from 1 to 14.5. Among the State normal schools, the total number varies from 2 to 12. Among the teachers colleges, the total number varies from one-third to 11. The most frequent requirement in all three classes of institutions is 4 semester hours.

Among the publicly controlled colleges and universities, the total number of semester hours of credit required varies from 1 to 9. Among the privately controlled colleges and universities, the total number required varies from 1 to 16.

6. PRACTICE TEACHING IN PHYSICAL EDUCATION

Practice teaching in physical education is included to some extent as a part of the curricula for regular elementary teachers offered in teacher-training institutions as follows: It is required by 60 per cent of the city public normal schools, 34 per cent of the State normal schools, 21 per cent of the teachers colleges, 24 per cent of the publicly controlled colleges and universities, and 12 per cent of the privately controlled colleges and universities.

In general, there is considerable variation among the various institutions in the matter of requiring practice teaching in physical education. In some institutions, a special requirement includes a certain number of clock hours of practice teaching in physical education. In other institutions, physical education is included among a group of subjects in which a specific number of clock hours of practice teaching is required. In still other institutions, while practice teaching in physical education is required to some extent, no definite policy has been made as to the exact amount required.

The following is a list of the various institutions which require practice teaching in physical education and the amount of practice required by each institution as reported on the questionnaires.

City public normal schools.—A few city public normal schools have a definite requirement regarding the number of hours practice teaching is required. Among these may be mentioned the follow-

ing: J. O. Wilson Teachers College, Washington, D. C., 12 hours; Dingley Normal Training School, Lewiston, Me., 30 hours; Syracuse City Normal and Training School, Syracuse, N. Y., 1 hour; Dayton Junior Teachers College, Dayton, Ohio, 20 hours; Teachers Training School, McKeesport, Pa., 18 hours; Philadelphia Normal School, Philadelphia, Pa., 27 hours; Richmond Normal School, Richmond, Va., 12 hours.

Several city public normal schools require practice teaching in physical education to be included as a part of a general requirement. For example, the Chicago Normal College, Chicago, Ill., requires all students to have 250 hours of practice teaching in various subjects, including physical education. The Teachers College of Kansas City, Mo., includes physical education among a group of subjects in which practice teaching is required for 20 weeks. The Concord Training School, Concord, N. H., includes practice teaching in physical education as a part of a general requirement for 15 hours of practice extending over a period of 6 weeks.

Several city public normal schools require practice teaching to some extent but do not have a specific hour requirement. Among these may be mentioned Miner Teachers College, Washington, D. C.; Coppin Normal School, Baltimore, Md.; and Jamaica Training School for Teachers, New York, N. Y.

State normal schools.—Among the State normal schools having a definite requirement regarding the number of hours practice teaching in physical education is required may be mentioned the following: State Normal School, Willimantic, Conn., one-half hour; Madawaska Training School, Fort Kent, Me., 4 hours; Washington State Normal School, Machias, Me., 1 hour; Aroostook State Normal School, Presque Isle, Me., 1 hour; State Normal School, North Adams, Mass., 10 hours; Montana State Normal College, Dillon, 1 hour; State Normal School, Brockport, N. Y., 2 hours; State Normal School, Ellensburg, Wash., 12-24 hours; Bluefield Institute, Bluefield, W. Va., 10 hours; and Shepherd College, State Normal School, Shepherdstown, W. Va., 18 hours.

Several State normal schools require practice teaching in physical education to be included as a part of a general requirement. The State Normal School, Frostburg, Md., includes, in the training for elementary teachers, "180 hours of directed teaching, a part of which is given to physical education." The State Normal School, Elizabeth City, N. C., includes practice teaching in physical education in a general requirement of 136 hours.

Several institutions require practice teaching in physical education to some extent but do not have a specific hour requirement. Among these may be mentioned the State Normal School, Lowell, Mass.; Eastern Montana Normal School, Billings; and the State

Normal School, Oneonta, N. Y. At the latter institution, while it is customary for all students to have observation of teaching, practice teaching in physical education is not required of all students.

At the State Normal School, Oneonta, N. Y., all students are required to have observation, but only some students are required to have practice teaching in physical education.

At the State Normal School, Potsdam, N. Y., "students are assigned for teaching during various hours. If physical education or health education is scheduled at the time of their assignment, they teach it."

Teachers colleges.—Among the teachers colleges having a definite requirement regarding the number of hours practice teaching in physical education is required are the following: State Teachers College, Fresno, Calif., 15 hours; State Teachers College, San Francisco, Calif., 18 hours; Western Illinois State Teachers College, Macomb, Ill., 7½ hours; State Normal School, Bridgewater, Mass., 30 hours; Harris Teachers College, St. Louis, Mo., 4 hours; Southwest Missouri State Teachers College, Springfield, Mo., 5 hours; Nebraska State Normal College, Chadron, Nebr., 4 hours; Nebraska State Teachers College, Kearney, Nebr., 17 hours; Peru State Teachers College, Peru, Nebr., 4-6 hours; State Teachers College and Normal School, Trenton, N. J., 2 hours; State Teachers College, Minot, N. Dak., 4 hours; Colored Agricultural and Normal University, Langston, Okla., 4 hours; Colored Normal, Industrial, Agricultural, and Mechanical College, Orangeburg, S. C., 18 hours; Southern State Teachers College, Springfield, S. Dak., 16 hours; and Southwest Texas State Teachers College, San Marcos, Tex., 2-4 hours.

In addition to the above-mentioned institutions which have definite clock-hour requirements for practice teaching in physical education, the fact should be mentioned that the State Normal School, Framingham, Mass., requires each student to teach for one term in the public schools of that city.

At the State Teachers College, Moorhead, Minn., "practice teaching is required during the time spent in affiliated rural schools. All student teachers are required to observe health conditions and correlate health teaching with general teaching."

In regard to the practice teaching in physical education as carried on at the Keene Normal School, Keene, N. H., Pres. Wallace E. Williams recently stated that it was exceedingly difficult to state the number of hours practice teaching is required in physical education. However, "every student in the 2-year elementary course practices 18 weeks and every day is obliged to be on the playground during the recess periods, teaching plays and games." The requirements for students taking the 3-year junior high school curricula and the 4-year

high-school curricula vary. In the 3-year curricula, some students do more practice teaching in physical education than others. The matter is regulated taking into consideration the ability of the student. Some students have four hours a week of practice in physical education for 18 weeks while others do not have any practice in this subject.

The Plymouth Normal School, Plymouth, N. H., provides ample opportunities for practice teaching in the demonstration school. During the senior year each student is given an opportunity for teaching gymnastics, plays, and games in the schoolroom, in the gymnasium, and on the playground.

At the Colored Normal, Industrial, Agricultural, and Mechanical College, Orangeburg, S. C., the junior normal students are required to take lesson planning in physical education and the senior normal students are required to do practice teaching in physical education from the first through the eighth grade.

At the State Teachers College, Whitewater, Wis., practice teaching in physical education is required only in the elementary course. The requirement includes five 20-minute periods each week during one semester.

Several teachers colleges require practice teaching in physical education to be included as a part of a general requirement in practice teaching which includes many subjects. Among these may be mentioned the Teachers College of Indianapolis, Indianapolis, Ind., and the State Teachers College, Milwaukee, Wis.

Several teachers colleges require practice teaching to some extent, but do not have a specific hour requirement. At the State Normal School, Worcester, Mass., practice teaching in physical education is required to some extent as a part of the regular class work in physical education. At the State Teachers College, Bemidji, Minn., physical education is one of a group of subjects in which practice teaching is required. However, all students are not required to have practice in this subject. At the State Teachers College, East Radford, Va., and the State Teachers College, Farmville, Va., some practice teaching in physical education is included as a part of one course given during one term.

Publicly controlled colleges and universities—A few publicly controlled colleges and universities have a definite requirement regarding the number of hours practice teaching in physical education. Among these may be mentioned the following: Alabama College, Montevallo, 6 hours; University of Arizona, Tucson, 3 hours; University of Arkansas, Fayetteville, 2 hours; University of Minnesota, Minneapolis, 6 hours; University of Mississippi, University, 5 hours; Hunter College of the City of New York, 8 hours; University of

North Dakota, University, 6 hours; University of Oregon, Eugene, 5 hours; University of the Philippines, Manila, 2 hours; and University of South Dakota, Vermilion, 3 hours.

At the Florida State College for Women, Tallahassee, practice teaching in physical education is included in a general requirement of 96 hours of "observation and practice teaching."

At the University of Texas, Austin, one course in methods of teaching physical education includes two hours a week of practice teaching during one term.

Several publicly controlled colleges and universities require practice teaching in physical education to some extent, but do not have a specific hour requirement. Among these are the University of Alabama, University; University of Louisville, Louisville, Ky.; University of Puerto Rico, Rio Piedras; Winthrop College, Rock Hill, S. C.; and State College of Washington, Pullman.

Privately controlled colleges and universities.—Among the privately controlled colleges and universities having a definite requirement regarding the number of clock hours of practice teaching in physical education are the following: Woman's College of Alabama, Montgomery, 4 hours; Arkansas College, Batesville, 3 hours; Pomona College, Claremont, Calif., 8 hours; La Verne College, La Verne, Calif., 8 hours; Occidental College, Los Angeles, Calif., 6 hours; University of Southern California, Los Angeles, 4 hours; Mills College, Mills College, Calif., 2 hours; University of Redlands, Redlands, Calif., 6 hours; Stanford University, Stanford University, Calif., 4 hours; Whittier College, Whittier, Calif., 8 hours; Howard University, Washington, D. C., 6 hours; Piedmont College, Demorest, Ga., 6 hours; Mount Morris College, Mount Morris, Ill., 8 hours; Earlham College, Earlham, Ind., 2 hours; DePauw University, Greencastle, Ind., 2 hours; University of Notre Dame, Notre Dame, Ind., 6 hours; Drake University, Des Moines, Iowa, 2 to 4 hours; Graceland College, Lamoni, Iowa, 2 hours; St. Benedict's College, Atchison, Kans., 2 hours; New Orleans University, New Orleans, La., 3 hours; Mount St. Mary's College, Emmitsburg, Md., 10 hours; Albion College, Albion, Mich., 5 hours; Union College, College View, Nebr., 4 to 6 hours; St. Anselm's College, Manchester, N. H., 15 hours; Keuka College, Keuka Park, N. Y., 18 hours; Queens-Chicora College, Charlotte, N. C., 36 hours; Ashland College, Ashland, Ohio, 6 hours; Baldwin-Wallace College, Berea, Ohio, 4 hours; Catholic College of Oklahoma for Women, Guthrie, 1 hour; Oklahoma Baptist University, Shawnee, 36 hours; Allegheny College, Meadville, Pa., 18 hours; Lane College, Jackson, Tenn., 5 hours; Washington and Lee University, Lexington, Va., 18 hours; Walla Walla College, Collega Place, Wash., 12 hours; and Davis and Elkins College, Elkins, W. Va., 36 hours.

In addition to the above-mentioned requirements, the fact should be mentioned that: At La Verne College, La Verne, Calif., "students who wish to emphasize physical education in their training are permitted to do part of their practice teaching in the local city schools in the field of physical education." At Temple University, Philadelphia, Pa., in the "elementary and kindergarten curricula, students prepare and teach lessons to their own class under the supervision and direction of the instructor." At Beaver College, Jenkintown, Pa., practice teaching in physical education is included as a part of a 12-hour requirement. At Huron College, Huron, S. Dak., a 54-hour general requirement includes observation and practice teaching in physical education.

Several privately controlled colleges and universities require practice teaching in physical education to some extent but did not report a specific hour requirement. Among these may be mentioned Carthage College, Carthage, Ill., Centenary College of Louisiana, Shreveport, Washington University, St. Louis, Mo., and Howard Payne College, Brownwood, Tex.

D. HEALTH EDUCATION AS A PART OF ALL GENERAL TEACHER-TRAINING CURRICULA

The general interest displayed in the field of health education seems encouraging, but one becomes discouraged when he attempts to analyze the present organization of this work in teacher-training institutions.

A study of the college catalogues brought out the fact that in some institutions "physical education" is used to include both physical education courses and health education courses, while in other institutions "health education" is used to include courses in health education and physical education. In only a few institutions were the two terms regarded as covering two distinct fields of work. In several institutions the two fields are combined and the work is given in one department which is called "physical education and health education."

In view of this situation, the following questions were included on the questionnaire: Is health education included as a part of the required work in physical education? If so, what per cent of the required work is devoted to health education? If not, how many courses in health education are required? How many class periods per week in health education are required? How many minutes in each period? What is the total number of clock hours required in health education? Total number of semester hours of credit allowed for the required work in health education? How many hours of practice teaching in health education (hygiene) are required? How

much time is given to instruction in the examination of pupils for physical defects and for communicable diseases? How much time for practice work?

The replies on the questionnaires indicated that some provision for health education is made by 76 per cent of the city public normal schools, 83 per cent of the State normal schools, 86 per cent of the teachers colleges, 71 per cent of the publicly controlled colleges and universities, and 52 per cent of the privately controlled colleges and universities.

While the replies to the questions regarding the organization of health education and physical education were somewhat unsatisfactory and in some instances contradictory, a fair proportion of the institutions reported somewhat definitely regarding the organization of this work. The information is presented as follows: (1) Requirements of institutions in which health education is included as a part of the required work in physical education; (2) requirements of institutions in which health education is required and is given a separate place in the curriculum; (3) institutions in which the inclusive program of physical education, hygiene, and health education is called "health education"; (4) nature of the required work in health education; (5) practice teaching in health education; (6) instruction of students in the examination of pupils for physical defects and communicable diseases; (7) amount of required work in health education; and (8) total number of semester hours of credit required in health education.

1. REQUIREMENTS OF INSTITUTIONS IN WHICH HEALTH EDUCATION IS INCLUDED AS A PART OF THE REQUIRED WORK IN PHYSICAL EDUCATION

Not all of the institutions which reported that health education is required as a part of all general teacher-training curricula stated whether it is included as a part of the required work in physical education or whether it is required and given a separate place in the curriculum. However, among those institutions which reported that health education is required as a part of all general teacher-training curricula, 38 per cent of the city public normal schools, 80 per cent of the State normal schools, 53 per cent of the teachers colleges, 51 per cent of the publicly controlled colleges and universities, and 34 per cent of the privately controlled colleges and universities reported that health education is included as a part of the required work in physical education.

The replies to the question regarding the proportion of the required work in physical education which was devoted to health education emphasized still further the confusion which exists regarding the

kinds of work represented in the two terms. In one instance, the dean of a large university replied, "I must confess that I can not understand what you want. I do not understand your distinction between health education and physical education." In another instance, a director of physical education replied, "All physical education activities are considered as actual health work." One institution reported that health education was required only of students unable to take physical education. Several institutions reported that a division of the work into health education and physical education was "extremely difficult." Some institutions reported that a division is "utterly impossible."

However, while in many instances the replies indicated confusion, a few institutions reported somewhat definitely regarding the amount of health education included as a part of the required work in physical education. The information reported is presented as follows: (a) Proportion of the required work in physical education devoted to health education; (b) total number of institutions in which one or more courses entitled "health education" are offered as a part of the required work in physical education; (c) total number of institutions in which health education, entitled "hygiene" is offered as a part of the required work in physical education; (d) total number of institutions which provide a few lectures in health education as a part of the required work in physical education; and (e) total number of institutions in which health education is included only incidentally as a part of the required work in physical education.

a. Proportion of the required work in physical education devoted to health education.—Not all of the institutions which reported that health education is included as a part of the required work in physical education gave the proportion of the work which was devoted to health education. Definite proportions were reported by only 4 city public normal schools, 15 State normal schools, 24 teachers colleges, 6 publicly controlled colleges and universities, and 35 privately controlled colleges and universities.

Among the city public normal schools, the per cents reported vary from 25 to 50. Two institutions reported 25 per cent; 1 reported 30 per cent; and 1 reported 50 per cent.

Among the State normal schools, the per cents reported vary from $16\frac{2}{3}$ to $66\frac{2}{3}$. One institution reported $16\frac{2}{3}$ per cent; 1 reported 25 per cent; 1 reported 30 per cent; 1 reported 40 per cent; 9 reported 50 per cent; and 2 reported $66\frac{2}{3}$ per cent.

Among the teachers colleges, the per cents reported vary from $16\frac{2}{3}$ to 60. Two institutions reported $16\frac{2}{3}$ per cent; 4 reported 20 per cent; 5 reported 25 per cent; 10 reported $33\frac{1}{3}$ per cent; 2 reported 50 per cent; and 1 reported 60 per cent.

Among the publicly controlled colleges and universities, the per cents reported vary from 10 to 33 $\frac{1}{3}$. One institution reported 10 per cent; 2 reported 20 per cent; 1 reported 25 per cent; and 2 reported 33 $\frac{1}{3}$ per cent.

Among the privately controlled colleges and universities, the per cents reported vary from 10 to 50. Three institutions reported 10 per cent; 1 reported 16 $\frac{2}{3}$ per cent; 5 reported 20 per cent; 11 reported 25 per cent; 1 reported 28 per cent; 13 reported 33 $\frac{1}{3}$ per cent; and 1 reported 50 per cent.

b. Total number of institutions in which one or more courses entitled "health education" are included as a part of the required work in physical education.—Twenty-seven institutions reported on the questionnaires that the required work in physical education includes one or more courses entitled "health education." Among these were 1 teachers college, 6 publicly controlled colleges and universities, and 27 privately controlled colleges and universities.

c. Total number of institutions in which health education entitled "hygiene" is offered as a part of the required work in physical education.—Eight privately controlled institutions reported that courses in health education entitled "hygiene" or "school hygiene" are included as a part of the required work in physical education.

d. Total number of institutions which provide a few lectures in health education as a part of the required work in physical education.—Four publicly controlled colleges and universities and six privately controlled colleges and universities reported that a few lectures in health education are included as a part of the required work in physical education.

e. Total number of institutions in which health education is included only incidentally as a part of the required work in physical education.—Thirteen institutions including 1 State normal school, 8 teachers colleges, 3 publicly controlled colleges and universities, and 6 privately controlled colleges and universities reported that health education is included only incidentally as a part of the required work in physical education.

2. REQUIREMENTS OF INSTITUTIONS IN WHICH HEALTH EDUCATION IS REQUIRED AND IS GIVEN A SEPARATE PLACE IN THE CURRICULUM

A few institutions reported that health education (or hygiene) is required of all students but is not included as a part of the required work in physical education. Courses of this type were reported by 22 per cent of the city public normal school, 20 per cent of the State normal schools, 47 per cent of the teachers colleges, 49 per cent of the publicly controlled colleges and universities, and 25 per cent of the privately controlled colleges and universities.

Not all of the institutions which reported the above-mentioned practice furnished detailed information regarding the amount of work required in health education.

In the institutions which reported this information, the number of required courses in health education varies from one to six, as follows:

One course by 96 institutions, including 2 city public normal schools, 15 State normal schools, 41 teachers colleges, 18 publicly controlled colleges and universities, and 20 privately controlled colleges and universities; two courses by 23 institutions, including 2 city public normal schools, 3 State normal schools, 9 teachers colleges, 4 publicly controlled colleges and universities, and 5 privately controlled colleges and universities; 3 courses by 1 State normal school; 5 courses by 1 State normal school; and 6 courses by 1 teachers college, and 1 privately controlled university.

Complete information is not available regarding the nature of this work. In some institutions, it is given especially for the welfare of the student himself (herself), and in other institutions it includes definite plans for future teaching.

3. INSTITUTIONS IN WHICH THE INCLUSIVE PROGRAM OF PHYSICAL EDUCATION, HYGIENE, AND HEALTH EDUCATION IS CALLED "HEALTH EDUCATION."

In a few institutions the inclusive program of physical education, hygiene, and health education is called "health education." Among the institutions in which this is customary may be mentioned:

City public normal schools.—Jamaica Training School for Teachers, New York, N. Y.; New York Training School for Teachers, New York City; and Philadelphia Normal School, Philadelphia, Pa.

State normal schools.—State Normal School, New Paltz, N. Y., and State Normal School, Geneseo, N. Y.

Teachers colleges.—Detroit Teachers College, Detroit, Mich.; State Teachers College, East Stroudsburg, Pa.; State Teachers College, Slippery Rock, Pa.; and State Teachers College, West Chester, Pa.

In the above-mentioned institutions, while due consideration is given to the care and protection of the health of the students themselves, the major emphasis is given to the preparation of students for teaching health education, especially in the elementary grades.

4. NATURE OF THE REQUIRED WORK IN HEALTH EDUCATION

An examination of the courses of study in health education (or hygiene) offered by the various institutions shows the general scope of the work included in these courses. In general, the required work includes personal hygiene, school hygiene, community hygiene, first aid, instruction in the examination of pupils for physical defects

and communicable diseases, methods of teaching health education in the various grades, and arrangement of suitable programs of health education in the various grades, including instruction regarding diet, sleep, exercise, and fatigue.

In some institutions the courses are largely theoretical regarding the care of the students' health. In other institutions the courses include periodic weighing and measuring of the students, supplemented by personal instruction in health habits. In some institutions, while the courses offered are not sufficient to prepare special teachers of health education, the training given to the students fits them, to some degree, for carrying on this work.

In regard to the actual value to the student himself of theoretical courses in health education or hygiene, Dr. Joseph E. Raycroft, professor of physical education, Princeton University, stated in a recent letter that previous to 1926, one course in hygiene had been required of all students. "The course was discontinued because the results obtained appeared incommensurate with the instructional burden involved, particularly in view of the fact that we have come to believe that habits of personal behavior are very little influenced by classroom instruction."

Furthermore, Dr. W. R. P. Emerson, of Boston, Mass., as a result of recent studies in a woman's college, estimated the following proportions in regard to the practical application of health knowledge: Seventy-seven per cent for first-year students; 75 per cent for second-year students; 73 per cent for third-year students; and 71 per cent for fourth-year students. These figures seem to indicate that "The greater the student's theoretical knowledge the poorer his practice."

The following excerpts from the 1930 catalogue of the Teachers College of the City of Boston show the nature of the work in health education which is provided by that institution as a part of the curricula offered for kindergarten, elementary, and secondary teachers:

HEALTH EDUCATION.—Required of first-year students and *elementary* second-year students. This course consists of a study of health problems, involving the acquisition of health knowledge based upon the essentials of anatomy and physiology. It aims to arouse in the student a desire for the formation of hygienic habits, and the furtherance of personal, home, school, and community hygiene. It includes lectures, recitations, and laboratory work consisting of: (1) Experiments closely connected with the topics studied; (2) first aid; (3) visits to schools and other institutions for the purpose of observing health work. Three hours a week throughout the year.

HEALTH EDUCATION.—Required of *kindergarten-primary* second-year students. This course consists of a study of health problems, involving the acquisition of health knowledge based upon the minimum essentials of anatomy and physiology. It aims at the formation of hygienic habits on the part of the student and emphasizes personal hygiene, school hygiene, and the hygiene of the child. It includes lectures, recitations, and laboratory work consisting of: (1) Ex-

periments closely connected with the topics studied; (2) first aid; (3) visits to schools and other institutions for the purpose of observing health work. Three hours a week, one semester.

HEALTH EDUCATION.—Elective for *secondary* second-year students. This course consists of a study of health problems of a more advanced nature than those of the other courses. It includes lectures, recitations, and laboratory work consisting of: (1) Experiments closely connected with the topics studied; (2) first aid; (3) visits to schools and other institutions for the purpose of observing health work. Three hours of recitation and two hours of laboratory work a week throughout the year.

HEALTH EDUCATION. Required of *secondary* third-year students who elected in the first and second years a foreign language instead of a course in health education. The course consists of a study of health problems, involving the acquisition of health knowledge based upon the minimum essentials of anatomy and physiology. Emphasis is placed upon personal hygiene. It includes lectures, recitations, and laboratory work consisting of: (1) Experiments closely connected with the topics studied; (2) first aid. Four hours a week, one semester.

A practical program in physical education and health education is carried on at the Eastern Montana State Normal School, Billings. While the general program emphasizes definite instruction in games which are suitable for rural schools, special instruction in physiology is offered in the science department. During the entire period of training one-sixth of the time is spent in actual classroom practice in the city public schools. The following excerpt from a recent report submitted by L. B. McMullen, president of that institution, shows that the chief problem at that institution is the difficulty of detecting the beginning of contagious diseases.

The unparalleled health of our student body here has caused us to lay on the table any thought of universal health examination. Our director of physical education is in charge of the health situation. All girls who are absent on account of illness are checked up quickly and they are taken to a physician for an examination if it is necessary in the judgment of the health director. Our institution has no buildings of its own and the buildings that we are using are so widely separated that last year it was not uncommon for our girls to walk from 6 to 7 miles a day. You can imagine the effect this had upon their appetites and general health. * * * In many classes absences are practically unknown. * * * Our only weak spot, I feel, is in our practice in detecting the beginning of contagious disease. I do not know how to go about this with any degree of satisfaction, and, very frankly, I do not know of any one who does, largely because we can not persuade children to come down with the contagious diseases just at the right time for our observation.

5. PRACTICE TEACHING IN HEALTH EDUCATION

Practice teaching in health education is included to some extent by only a very small per cent of the teacher-training institutions, and there is considerable variation among the institutions in the amount required. In some institutions a special requirement includes a certain number of clock hours of practice in this subject while in

other institutions it is included as a part of the practice teaching in physical education or a part of a general requirement in practice teaching which includes other subjects.

Among the city public normal schools, three institutions require a definite number of clock hours of practice teaching in health education. Among these, 1 hour is required by the Syracuse Normal and Training School, Syracuse, N. Y., and 30 hours are required by the Dingley Normal Training School, Lewiston, Me., and the Armstrong Normal School, Richmond, Va. At the Teachers College of Kansas City, Kansas City, Mo., some practice in health education is included in 20 weeks of general practice teaching. At the Maxwell Training School for Teachers, Brooklyn, N. Y., a pupil teacher "may have from 15 to 30 hours of practice in health education." At the Coppin Normal School, Baltimore, Md., and the Richmond Normal School, Richmond, Va., only an incidental amount of practice teaching in health education is required.

Among the State normal schools, seven require a definite number of clock hours of practice teaching in health education as follows: 2 hours by the State Normal School, Oswego, N. Y., and the Southern Oregon State Normal School, Ashland; 4 hours by the State Normal School, Brockport, N. Y.; $4\frac{1}{2}$ hours by the Aroostook State Normal School, Presque Isle, Me.; 18 hours by the Maryland Normal School, Bowie; 24 hours by the State Normal School, Ellensburg, Wash.; and 40 hours by the State Normal School, Potsdam, N. Y.

A few institutions require practice teaching in health education incidentally only. Among these are the State Normal School, Willimantic, Conn., The Territorial Normal and Training School, Honolulu, Hawaii, and Maryland State Normal School, Towson. The State Normal School, Lowell, Mass., has a general requirement of 180 hours of directed teaching, part of which is given to health education.

Among the teachers colleges, eight institutions require a definite number of clock hours of practice teaching in health education as follows: One-fourth or one-half hour daily is required by the Virginia State College, Ettrick; 1 hour by the State Teachers College and Normal School, Trenton, N. J.; 2 hours by the State Normal School, Framingham, Mass., and Harris Teachers College, St. Louis, Mo.; 4 hours by the State Normal School, Salem, Mass.; 5 hours by the Southwest Missouri State Teachers College, Springfield; and 15 hours by the State Teachers College, San Francisco, Calif.; and the State Teachers College, Slippery Rock, Pa.

A few teachers colleges have somewhat indefinite requirements for practice teaching in health education. Among these may be mentioned the State Teachers College, Fresno, Calif.; Teachers Col-

lege of Indianapolis, Ind.; State Normal School, Bridgewater, Mass.; State Teachers College, Farmville, Va., and State Teachers College, Whitewater, Wis.

Among the publicly controlled colleges and universities three institutions require practice teaching in health education. Three hours are required by Winthrop College, Rock Hill, S. C., and 6 hours by the University of Texas, Austin. The College of the City of New York has a general requirement of 25 hours of practice teaching. Only a part of this work is in health education.

Of the privately controlled colleges and universities, only four institutions require practice teaching in health education. Two hours are required by DePauw University, Greencastle, Ind.; 4 hours by Salem College, Winston-Salem, N. C.; and 5 hours by the University of Notre Dame, South Bend, Ind. While the Ohio Wesleyan University, Delaware, Ohio, requires practice teaching in health to some extent, as yet no definite requirement has been made.

6. INSTRUCTION OF STUDENTS IN THE EXAMINATION OF PUPILS FOR PHYSICAL DEFECTS AND COMMUNICABLE DISEASES: NUMBER OF HOURS OF PRACTICE IN THIS WORK

A few institutions provide for instruction of students in the examination of pupils for physical defects and communicable diseases. Among these some provide for a definite number of clock hours of instruction which may or may not be supplemented by a certain number of clock hours devoted to practice work. Others provide for incidental instruction and practice only, and the amount of time devoted to this work varies. A few institutions have special requirements which are worth mentioning.

Among the institutions which have a definite clock-hour requirement are the following:

Institutions by class having a definite clock-hour requirement

Institution by class	Number of hours devoted to—	
	Instruction	Practice work
<i>City public normal schools</i>		
Coppin Normal School, Baltimore, Md.....	4	3
Maxwell Training School for Teachers, Brooklyn, N. Y.....	20	16 3/4
New York Training School for Teachers, New York City.....		
Henry Clay Frick Training School for Teachers, Pittsburgh, Pa.....	18	
<i>State normal schools</i>		
State Normal School, Danbury, Conn.....	4	
State Normal School, New Britain, Conn.....	4 1/2	
State Normal School, Willimantic, Conn.....	20	
State Normal School, Lewiston, Idaho.....	10	4
Aroostook State Normal School, Presque Isle, Me.....	2	
State Normal School, Lowell, Mass.....	2	

Institutions by class having a definite clock-hour requirement—Continued

Institution by class	Number of hours devoted to—	
	Instruction	Practice work
<i>State normal schools—Continued</i>		
Montana State Normal College, Dillon.....	2-3	
New Jersey State Normal School, Jersey City.....	10	
New Jersey State Normal School, Paterson.....	20	
State Normal School, Brockport, N. Y.....	1	2
State Normal School, Cortland, N. Y.....	3	
State Normal School, Oswego, N. Y.....	23	
State Normal School, Potsdam, N. Y.....	19½	
Western Carolina Teachers College, Cullowhee, N. C.....	3	3
Shepherd College State Normal School, Shepherdstown, W. Va.....	5	
<i>Teachers colleges</i>		
State Teachers College, Fresno, Calif.....	4	
State Teachers College, San Diego, Calif.....	18	
State Teachers College, San Francisco, Calif.....	4	3
State Teachers College, San Jose, Calif.....	10	
Colorado State Teachers College, Greeley.....	12	
Kansas State Teachers College, Hays.....	12	3
Louisiana State Normal College, Natchitoches.....	2	
State Normal School, Framingham, Mass.....	2	
State Normal School, Salem, Mass.....	4	
State Teachers College, Mankato, Minn.....	5	5-30
New Mexico State Teachers College, Silver City.....	10	
Asheville Normal and Associated Schools, Asheville, N. C.....	6	
State Teachers College, Mayville, N. Dak.....	4-6	
State Teachers College, Valley City, N. Dak.....	5	5
Kent State College, Kent, Ohio.....	8	
State Teachers College, Indiana, Pa.....	2	2
State Teachers College, Lock Haven, Pa.....	10	2½
State Teachers College, Mansfield, Pa.....	6	
State Teachers College, Slippery Rock, Pa.....	6	
Sam Houston State Teachers College, Huntsville, Tex.....	6	3
Virginia State College, Ettrick.....		2
State Teachers College, Fredericksburg, Va.....	10	3
State Teachers College, Harrisonburg, Va.....	3-4	2-4
State Teachers College, Oshkosh, Wis.....	12	4
	3¼	
<i>Publicly controlled colleges and universities</i>		
Montana State College of Agriculture and Mechanic Arts, Bozeman.....		12
North Dakota Agricultural College, State College.....		12
University of Cincinnati, Cincinnati, Ohio.....	8	
University of Texas, Austin.....	54	16
University of Utah, Salt Lake City.....	4	
Virginia Agricultural and Mechanical College and Polytechnic Institute, Blacksburg.....	5	5
College of William and Mary, Williamsburg, Va.....	2	2
West Virginia University, Morgantown.....	5	3
<i>Privately controlled colleges and universities</i>		
Pomona College, Claremont, Calif.....	2	1
Whittier College, Whittier, Calif.....	4	2
Howard University, Washington, D. C.....	3¼	3¼
Northwestern University, Evanston, Ill.....	17	
Earlham College, Earlham, Ind.....	2	
University of Notre Dame, Notre Dame, Ind.....	2	10
Marymount College, Salina, Kans.....	4¼	
New Orleans University, New Orleans, La.....	5	5
Augsburg Seminary, Minneapolis, Minn.....	1	
College of St. Catharine, St. Paul, Minn.....	1	
Union College, College View, Nebr.....	½	
Hastings College, Hastings, Nebr.....	2	
Cedarville College, Cedarville, Ohio.....	3	3
Findlay College, Findlay, Ohio.....	2	
Willamette University, Salem, Oreg.....	12½	
Juniata College, Huntington, Pa.....	5	
Temple University, Philadelphia, Pa.....	3¼	
Brigham Young University, Provo, Utah.....	3	
	6	

Among the institutions which provide for incidental practice work for students in the examination of pupils for physical defects and communicable diseases are the following:

City public normal schools.—J. O. Wilson Teachers College, Washington, D. C.; Miner Teachers College, Washington, D. C.; and the Jamaica Training School for Teachers, New York, N. Y.

State normal schools.—State Teachers College, Florence, Ala.; State Teachers College, Willimantic, Conn.; Territorial Normal and Training School, Honolulu, Hawaii; State Normal School, Farmington, Me.; Madawaska Training School, Fort Kent, Me.; State Normal School, Frostburg, Md.; State Normal School, Lowell, Mass.; State Normal School, Westfield, Mass.; New Jersey State Normal School, Jersey City; State Normal School, Paterson, N. J.; State Normal School, Cortland, N. Y.; State Normal School, Oswego, N. Y.; and State Normal School, Potsdam, N. Y.

Teachers colleges.—Arizona State Teachers College, Flagstaff; State Teachers College, San Jose, Calif.; Georgia State Teachers College, Athens; Teachers College of Indianapolis, Ind.; Louisiana State Normal College, Natchitoches; State Normal School, Worcester, Mass.; Harris Teachers College, St. Louis, Mo.; Keene Normal School, Keene, N. H.; State Teachers College and Normal School, Trenton, N. J.; Colored Agricultural and Normal University, Langston, Okla.; State Teachers College, Johnson City, Tenn.; West Texas State Teachers College, Canyon; East Texas State Teachers College, Commerce; and North Texas State Teachers College, Denton.

Publicly controlled colleges and universities.—Alabama College, Montevallo; Connecticut Agricultural College, Storrs; and Florida State College for Women, Tallahassee.

Privately controlled college or university.—Grenada College, Grenada, Miss.

In addition to the above-mentioned institutions which have definite clock-hour requirements for instruction of students in the examination of pupils for physical defects and communicable diseases, a few institutions have special requirements which should be mentioned.

At the University of California, Berkeley, "all candidates for a secondary or elementary credential are required to complete a course entitled 'Growth and Development of Children.' In connection with that course, some instruction is given as well as practice in the physical inspection of children. Students are given opportunity to share in the health service of the University High School and Junior High School during their teaching assignments. Furthermore, about 15 per cent of the general meetings of the course in practice teaching are devoted to the school health program." The old plan of having a 1-hour required lecture in hygiene has been abandoned as unsatisfactory. "At present the plan is to incorporate an advanced course in physiology and public health in the high-school curriculum and to require this of all pupils planning to enter nursing or teaching."

At the Maryland State Normal School, Towson, "students are required to observe children examined once each year."

At the State Normal School, Oswego, N. Y., "every student examines or tests the eyes and ears of at least one pupil in the practice school."

At the Sam Houston State Teachers College, Huntsville, Tex., "one week each year is devoted to the work."

At the State Teachers College, East Radford, Va., "sufficient instruction is given to warrant accurate work."

At the University of Wyoming, "a part of four courses in health education is devoted to this work."

At the State Teachers College, Oshkosh, Wis., students "participate in the weighing and measuring of children every week."

At the State Teachers College, Stevens Point, Wis., students assist in the examination of pupils in the training schools.

7. AMOUNT OF REQUIRED WORK IN HEALTH EDUCATION

Not all of the institutions which reported that instruction in health education was required gave the total number of clock hours required in that subject. The following is a brief summary of the requirements of the various institutions regarding the total number of clock hours required in health education (a) if included as a part of the required work in physical education, and (b) if not included as a part of the required work in physical education.

a. Total number of clock hours required in health education if included as a part of the required work in physical education.— There is considerable variation in the total number of clock hours required in health education if included as a part of the required work in physical education. Among the city public normal schools, while the total number required in each institution is different, the requirement varies from 2 to 135 clock hours. The average requirement is 86 clock hours. Among the State normal schools, the total number required varies from 5 to 152 clock hours. The average requirement is 61 clock hours. The most frequent requirement is 36 clock hours. Among the teachers colleges, the total number required varies from 9 to 90 clock hours. The average requirement is 44 clock hours. The most frequent requirement is 36 clock hours. Among the publicly controlled colleges and universities, the total number required varies from 3 to 60 clock hours. The average requirement is 26 clock hours. The most frequent requirement is 12 clock hours. Among the privately controlled colleges and universities, the total number required varies from 2 to 144 clock hours.

The average requirement is 40 clock hours. The most frequent requirement is 36 clock hours.

b. Total number of clock hours required in health education if not included as a part of the required work in physical education.— There is considerable variation in the total number of clock hours required in health education if not included as a part of the required work in physical education. Among the city public normal schools, while the total number required in each institution is different, the requirement varies from 16 $\frac{2}{3}$ to 200 clock hours. The average requirement is 106 clock hours. Among the State normal schools, the total number required varies from 36 to 110 clock hours. The average requirement is 55 clock hours. The most frequent is 36 clock hours. Among the teachers colleges, the total number required varies from 18 to 288 clock hours. The average requirement is 40 clock hours. The most frequent requirement is 36 clock hours. Among the publicly controlled colleges and universities, the total number required varies from 18 to 120 clock hours. The average requirement is 38 clock hours. The most frequent is 36 clock hours. Among the privately controlled colleges and universities, the total number required varies from 6 to 144 clock hours. The average requirement is 47 clock hours. The most frequent requirement is 36 clock hours.

III. ADDITIONAL OPPORTUNITIES FOR PHYSICAL ACTIVITIES OFFERED OTHER THAN THE REQUIRED WORK

In view of the fact that participation in physical activities is considered an important factor in the promotion of student health, and inasmuch as many institutions require participation for only one year, it is essential that additional provision be made which will afford opportunities for participation by all students enrolled.

The present status of the provision of extensive opportunities for physical exercise in teacher-training institutions is evident from the information received on the questionnaires as well as from numerous statements which appear in the catalogues of the various institutions. According to the data received on the questionnaires, opportunities for additional activities are offered by 85 per cent of the city normal schools, 77 per cent of the State normal schools, 81 per cent of the teachers colleges, 70 per cent of the publicly controlled colleges and universities, and 51 per cent of the privately controlled colleges and universities.

A study of the catalogues shows that many institutions provide extensive equipment for outdoor games and sports, thereby affording ample opportunities for all students who have completed the required work in physical education to continue participation in a program of recreational physical activities during their entire college course. In general, the program emphasizes seasonal games and sports.

At the Plymouth Normal School, Plymouth, N. H., an ice court for skating is provided on the campus during the winter months. That institution also provides a camp which affords opportunities for boating, bathing, skating, or just camping. The camp is located in near-by mountains and may be reached by a 5-mile hike from the school. The State Teachers College, Harrisonburg, Va., also provides a camp which is open to all students throughout the year for recreation. The University of Wisconsin, Madison, provides a recreational camp not only in connection with the required courses in physical education but also for recreation for all students throughout the entire year.

The New Mexico State Teachers College, Silver City, provides a special recreational director who plans for an extensive outdoor program for the summer students. Among the activities scheduled are hikes, picnics, horseback rides, tennis, and other sports.

The University of Minnesota, Minneapolis, offers a definitely directed and definitely supported recreation program which includes many outdoor excursions. It is stated in the catalogue of that institution, that "recreation is an essential part of any program of study."

IV. SOURCES OF STANDARDS AND SUGGESTED STANDARDS

In the preparation of suitable courses in physical education and health education as a part of all general teacher-training curricula, due consideration should be given to State legislative enactments, certification requirements of State boards of education, and to special recommendations made by professional authorities in the field of physical education and health education. The following shows the present status of: (A) State legislation requiring physical education to be included as a part of all curricula offered in teacher-training institutions; (B) rules and regulations of State boards of education which include in the certification requirements for grade and high-school teachers a definite amount of health education and physical education; and (C) standards suggested by the national committee of the American Physical Education Association in regard to the certification requirements of grade teachers.

A. STATE LEGISLATION REQUIRING PHYSICAL EDUCATION TO BE INCLUDED AS A PART OF ALL CURRICULA OFFERED IN TEACHER-TRAINING INSTITUTIONS

While a large number of States have enacted legislation requiring instruction in physical education to be given in elementary and secondary schools, only about half of the States have included in these laws requirements that publicly supported institutions offering curricula for teachers include some instruction in physical education in all general curricula. Among these may be mentioned California, Connecticut, Georgia, Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Mississippi, Missouri, New York, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, Tennessee, Utah, Virginia, Washington, and Wisconsin.

While in several States a definite amount of instruction is required, usually the laws are of a general nature and do not specify whether the training given shall be merely for the students' health or for training as teachers.

The subcommittee on legislation of the committee on the school child, White House conference on child health and protection, called attention to the fact that "neither diseases nor defects await the annual (if that often) advent of the physician or even the monthly or weekly visit of the nurse," and recommended especially that "the training of all teachers for the detection of signs of communicable disease and of gross physical defects should be required."

B. RULES AND REGULATIONS OF STATE DEPARTMENTS OF EDUCATION WHICH INCLUDE IN THE CERTIFICATION REQUIREMENTS FOR ELEMENTARY AND HIGH-SCHOOL TEACHERS A DEFINITE AMOUNT OF TRAINING IN HEALTH EDUCATION AND PHYSICAL EDUCATION

Little progress has been made by State boards of education in the matter of including physical education and health education among the special subjects required for certification of teachers of elementary subjects. However, it is encouraging that a beginning has been made in this matter, and in some States all applicants for teaching positions are required to present credentials in health education and physical education. The following is a summary of the general certification requirements of State boards of education which include physical education and health education or hygiene.

In Arkansas, the rules and regulations of the State board of education include in the requirements for "professional primary and pro-

essional elementary certificates" four semester hours of health education.

In California, an applicant for an "elementary teaching credential" must present evidence of having completed training in subjects required by law. Among these is included a course entitled, "Training for healthful living."

In Delaware, a teacher who holds a "second-grade certificate" may raise the same to a "first-grade certificate" by passing an examination in 9 specified subjects amounting to 36 semester hours of credit. Four semester hours of physical education and three semester hours of hygiene and sanitation are included as a part of the requirements.

In Georgia, while the requirements for certification for all elementary school teachers do not include a definite number of credits in health education or physical education, these subjects are included in a group of 10 subjects from which 6 semester hours of credit must be offered as a part of the general requirements for teaching certificates.

In Indiana, a special 2-year curriculum is a general requirement of all teachers for elementary work including primary grades, intermediate grades, and rural grades. In addition to the general requirement, all elementary teachers and rural teachers are required to have eight term hours (six semester hours) of physical education.

In New Jersey, an applicant who holds a "temporary elementary license" issued prior to July, 1928, may before 1935 secure the "limited elementary certificate" on presentation of 27 semester hours of approved teacher-training study credits, in certain prescribed subjects. Among these three semester hours of physical education and two semester hours of physiology and hygiene are included. To receive a "permanent elementary certificate" the holder of a "limited elementary certificate" issued under the above regulations, must receive 27 semester hours of additional credit in certain subjects. Two semester hours of physical education may be included among these credits. While no specific requirement in physical education is included in the certification requirements of the junior high school and senior high school, two semester hours of physiology and hygiene are included. However, unless an applicant has a college degree, he must have fulfilled the general requirements for elementary teachers which allow two semester hours in physical education to be included.

In North Carolina, while no definite requirement in physical education is made regarding the training of the grade teacher, physical education and health education are included in a list of five subjects from four of which 12 semester hours of training must be offered. After July, 1931, a 4-year academic college course including six semester hours in physical education and health education will be required for teaching in the elementary schools.

In Ohio "No state-wide certificate may be granted to persons who have not had such work in physical education in college or normal school as may be required by the director of education." (Sec. 7721-7723, p. 376, School Laws of the State of Ohio, 1828.) At present, three semester hours of physical education are required.

In Oklahoma the general requirements for all high-school teachers of special subjects include two semester hours of physical education and two semester hours of general hygiene.

In Pennsylvania, while no special requirements in physical education and health education are included in the requirements for grade or high-school teacher, it is worth mentioning that teachers of special subjects such as home economics, manual training, public-school music, or commercial work are required to present two semester hours in physical education.

In Utah the requirements for a "2-year certificate" for teaching in the elementary-school grades include three quarter hours of health education. The requirements for a "Life Diploma" for teaching in these grades include six quarter hours of physical education and health education. The requirements for credentials for teaching in the junior high schools and senior high schools include three quarter hours of health education.

In Virginia, on September 13, 1928, the State board of education adopted for one year the report of the committee on health and physical education in teacher-training institutions. According to the regulations made at that time, each normal-school graduate is required to complete three hours in physical education and two hours in health education. Students preparing to teach in high schools are required to complete six hours in physical education and two hours in health education before being graduated.

In West Virginia physical education is given a prominent place in all types of certificates. The following requirements regarding the training of teachers were made in 1928:

All classroom teachers must have four semester hours in physical education, which represent three times a week for two years plus two hours in health education. This time is definitely devoted to teacher-training activities in health and physical education, and is not concerned with the recreational activities of students themselves which are found in intramural and extracurricular programs.

The requirements is asked for all academic teachers in junior and senior high schools. All 4-year college graduates who teach must have the same six hours, four in physical education and two in health.

In Wyoming a 2-year college course, including three term hours in physical education or health education, is required for an "Elementary Life Certificate."

C. STANDARDS SUGGESTED BY THE NATIONAL COMMITTEE OF THE AMERICAN PHYSICAL EDUCATION ASSOCIATION IN REGARD TO THE CERTIFICATION REQUIREMENTS OF GRADE TEACHERS

The following recommendations made by the national committee of the American Physical Education Association in regard to the certification of grade teachers were published in the September, 1930, issue of the *Journal of Health and Physical Education*:

Physical education should be one of the subjects for which an applicant for a State elementary school certificate should be required to furnish proof of his qualification.

It is recommended that State certification regulations specify the basic qualifications expected of the elementary school teacher. For minimum standards, it is suggested that the applicant furnish proof of having passed satisfactorily courses of college or normal school grade covering the following essentials:

1. Child growth and development.
2. Principles of physical education.
3. Organization and teaching of physical education in elementary schools.
4. Practice of the physical education activities of the elementary school program.
5. Practice teaching of physical education activities.

V. SUMMARY

The information collected shows that health examinations are required at entrance or shortly after entrance by nearly of the institutions included in this study. These examinations are required for the purpose of eliminating the physically unfit, for detecting physical defects and providing remedial measures, and for enabling the physical director to assign students to suitable classes in physical exercises.

It reveals that a large per cent of the institutions which offer teacher-training curricula has one general requirement in physical education which is the same for all students enrolled in the various curricula. It shows that a few institutions, however, especially the teachers colleges, have made different requirements in physical education which are especially suitable for the various teaching curricula. In some institutions, the content of the required work in physical education covers, in a general way, activities which are suitable for elementary, junior high, and high schools; however, frequently the courses are too meager. Too little attention has been given to the arrangement of a program especially suitable for either elementary or high-school grades. The teacher is left largely on his own responsibility in arranging a program of activities and is often unable to arrange a program to meet the changing needs of the various age groups.

It shows that practice teaching in physical education is offered to some extent by a few institutions; and while a definite number of clock hours are included in the requirements of some institutions, in many institutions, no definite policy has been made regarding the amount of practice teaching which should be required.

It shows that health education has gained considerable recognition in curricula for teachers. In some institutions, a certain amount of health education is included as a part of the required work in physical education. In other institutions, provision is made for health education as an entirely separate requirement from physical education.

It shows that a beginning has been made in the matter of providing incidental instruction for students regarding the examination of pupils for physical defects and communicable diseases. A few institutions have a special clock-hour requirement for the work. A fair beginning has been made in this regard by the city public normal schools, State normal schools, and teachers colleges. Little has been done by the publicly controlled or privately controlled colleges and universities.

It shows that a few State departments of education recognize the value of having all teachers properly trained to supervise health education and physical education and are including in the certification requirements of all teachers, a certain amount of training in health education and physical education.

It shows that nearly all of the institutions included in the study provide opportunities for additional physical activities other than the required work. In addition to games and sports, these opportunities include hikes, week-end excursions, and camping expeditions.

In general, it points out the fact that educational authorities in teacher-training institutions are aware of the fact that health education and physical education are problems in teacher training which deserve careful consideration. If good health is required of all students at entrance, every precaution should be taken so that the students will remain in good health throughout their training period and be in still better physical condition at graduation.

It calls attention to the fact that a successful program of health education and physical education is not easily organized or measured in terms of clock hours of instruction or semester hours of credit. A program is measured by its practical results.