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A study to determine the credit-hours and courses required for a minor in health education in 21 colleges and universities in the United States

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Service Paper 1949

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Boston University

School of Education

Service Paper

A Study to Determine the Credit-hours and Courses Required for a Minor in Health Education in 21 Colleges and Universities in the United States.

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1949

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A Study to Determine the Credit Hours and Courses Required for a Minor in Health Education in 21 Colleges and Universities in the United States.

Chapter I

Introduction

Two years ago the Curriculum Committee of Boston University, College of Physical Education for Women, Sargent, revised the course of study for all classes in order to lighten the load and at the same time to enrich the experience of each student. This Committee felt that all of the courses offered were important but not all of them were of equal importance to each student. It, therefore, agreed upon those subjects which might be termed as basic requirements for all students to ensure the necessary preparedness for teaching a well-rounded physical education program. The Committee then reorganized the remaining courses and grouped them in five major areas of concentration, namely: Camping, Dance, Health, Recreation, and Sports. At the beginning of the Junior year the students would choose courses in addition to those designated as basic, which would especially fit her for one phase of the physical education program. It was the opinion of the Committee that through this plan, the student would be better prepared for her work and at the same time would be able to concentrate in that area for which she felt especially qualified.

The Committee decided that the term "Area of Concentration" was somewhat cumbersome and might be misleading since no one

wished to detract from emphasis on the general physical education program. It was suggested that the term "minor" be used. A chairman and a committee for each minor was appointed with the suggestion that each group set up a program and policies governing that program; these to be approved by the Curriculum Committee and then presented to the Dean with recommendations for adoption.

The Problem

It is a generally accepted fact that physical education teachers throughout the country have in the past, and are still doing a major portion of the health teaching in the secondary schools. It is equally apparent that many such teachers have had to teach health with very little actual training. To meet this situation many teacher-training colleges have introduced health courses into their curricula, often with but slight understanding of the real needs of the teacher.

As more trained Health Educators have entered the field they have been able to co-ordinate the health courses and to make the offerings more nearly consistent with the school needs. As a result there is a growing tendency to introduce into colleges, especially those offering a major in health and physical education, a health education major on the undergraduate level. There is a highly desirable trend but it will be some time before the influence of such major programs will be felt throughout the country, and in the interim, the teacher of physical education will continue teaching the health

education. For this reason it seems both pertinent and important that some attempt be made to analyze the situation as it now exists and to ascertain if possible current practices and procedures in some of the teacher-training colleges of this country.

The Purpose of This Study

The purpose of this study is to determine the number of credit hours required for a health minor by a representative group of colleges and universities in this country, and to determine what courses, both prerequisite and professional, are required for a health minor. Then, having studied the data collected, it will be possible to set up standards for a minor in health education at Boston University, College of Physical Education for Women, Sargent, which will be in accord with the general practices as determined by the survey.

By this method the college will be able to assure each student sufficient basic health knowledge to prepare her for the task ahead and at the same time offer to those who wish to specialize in this area additional knowledge for which she may receive academic credit equal to that offered by many other colleges and universities in the country.

Justification for the Study

A Study by Mackey[1] revealed that approximately 82% of the physical education teachers in the secondary schools of Massachusetts are teaching health courses and in addition 37% are teaching Hygiene. The health courses taught by these

1. Mackey, Ann "A Survey of Health Instruction in the Secondary Schoolf of Massachusetts. Unpublished Master's Thesis-Boston University 1948.

teachers include Physiology, First Aid, Safety Education, Personal and Community Hygiene, and Social Hygiene. While there is no concrete evidence that similar conditions prevail in other sections of the country, the Mackey study may be indicative of such trends. For this reason it is important that the attempt be made to determine how well the teacher-training institutions are meeting the needs of these teachers.

Chapter 2

The Study Procedure

The American Association for Health, Physical Education and Recreation has compiled a list of over five hundred colleges and universities in this country offering a major program in health and physical education. From this list one hundred and twenty institutions were chosen for the study. An attempt was made to select institutions of varying sizes, located in all parts of the country. At least two institutions were chosen from each state wherever it was possible to do so. Twenty-five of those selected were State Teachers Colleges.

A questionnaire[1] was then formulated and sent to each of the selected colleges. Eighty-four questionnaires were returned, representing 70% of those sent out. Of the eighty-four responses 21 colleges or 25% indicated that they offered a minor in Health Education.

The use of a questionnaire as a method of procedure appears justifiable because of the scope of the problem. Koos[2] states that the written questionnaire is often the only way to gather data, especially when the investigator is limited in both time and money. He further states that any doubt as to the reliability of the responses may be offset by the criteria established for analysis by the investigator.

Table Number One indicates all of the colleges and universities returning questionnaires. This table shows the name of the institution, the total enrollment of students, the number of students majoring in Health and Physical Education;

1. Copy included in Appendix 1.

2. Koos, Leonard V. The Questionnaire in Education The MacMillan Company, New York 1928.

included also is the number of students taking a health minor, the number of credits required for a minor and the number of faculty members in the department of health and physical education.

This table is intended to give a general picture of the study and no attempt will be made to analyze any data except that pertaining to the twenty-one colleges offering the health education minor.

A statement of clarification is necessary to make one part of the table clear. Each institution was asked the number of faculty members in the department of health and physical education in an effort to determine the number primarily concerned with the teacher-training program. Wide variation in numbers seems to indicate that some institutions counted the members directly responsible for the teacher-training program, while others included both teacher-training personnel and those responsible for the service program. As an example: Teacher's College of Columbia University with three hundred and seventy-five students enrolled in the department of health and physical education indicated that there are nine faculty members in its department, while the University of North Carolina with ninety-five students, stated that there are thirty-seven faculty members in the department. From this it is evident that all of the institutions did not understand the purpose of the question.

Table I

Total Colleges and Universities Surveyed by States

No.	Names of Colleges Listed by States	Total No. of Students	No. enrld. in Hlth. & P. E.	No. enrld. in Hlth. Minor	No. of Faculty in Dept. of Hlth. & P. E.	No. of Credit Hrs. for Hlth. Minor
	Alabama					
1.	Alabama College	785	50		6	
2.	Alabama State College	1800	80	60	4	27 Quarter Hrs.
3.	University of Alabama	10,000	300	None	6	None
	Arizona					
4.	University of Arizona	5500	180	20	10	
	Arkansas					
5.	University of Arkansas	5000	200	None	8	
	California					
6.	Mills College					
7.	University of California					
	Colorado					
8.	University of Colorado	9000			15	
9.	University of Denver	11,300	35		10	
	Connecticut					
10.	Connecticut College	834	2		8	
11.	Connecticut University	4000	60			

Table I (Continued)

No.	Names of Colleges Listed by States	Total No. of Students	No. enrld. in Hlth. & P. E.	No. enrld. in Hlth. Minor	No. of Faculty in Dept. of Hlth. & P. E.	No. of Credit Hrs. for Hlth. Minor
12.	State Teachers College - Danbury					
	Delaware					
13.	Delaware University	2200	400		3	
	Florida					
14.	University of Florida	10,000	270	25		12
15.	University of Tampa	1154	71		4	18
	Georgia					
16.	Georgia State College for Women	1000		5	5	23
17.	University of Georgia	7200	200		15	20-25
	Idaho					
18.	University of Idaho	3700	150		7	25
	Illinois					
19.	University of Illinois	19,525	525		75-80	In process of establishing a Health Minor
20.	University of So. Illinois	3000	300	100	5	24
	Indiana					
21.	A. G. U. of		85		11	

Table I (Continued)

No.	Names of Colleges Listed by States	Total No. of Students	No. enrld. in Hlth. & P. E.	No. enrld. in Hlth. Minor	No. of Faculty in Dept. of Hlth. & P. E.	No. of Credit Hrs. for Hlth. Minor
	Indiana University					
22.	Ball State Teacher's College	3000	528		12	
23.	De Pauw	2200	34		4	
24.	Notre Dame	4500	168		11	
25.	Purdue	14,000	296		25	
	Iowa					
26.	Coe College	710	200		2	
27.	Drake University	5000	212	2	5	20
28.	Iowa State Teacher's College	3100	91		11	
29.	University of Iowa	10,500	350	20	30+	10-20
	Kansas					
30.	State Teacher's	1306	108		6	15
31.	Kansas University	9500	250		9	
	Louisiana					
32.	Louisiana State	9100	210		21	
	Maryland					
33.	University of Maryland	11,122	445	60	25	30
	Massachusetts					
34.	State Teacher's College Bridgewater	575			4	

Table I (Continued)

No.	Names of Colleges Listed by States	Total No. of Students	No. enrld. in Hlth. & P. E.	No. enrld. in Hlth. Minor	No. of Faculty in Dept. of Hlth. & P. E.	No. of Credit Hrs. for Hlth. Minor
35.	University of Massachusetts	1984	72		12	
	Michigan					
36.	University of Michigan	21,000				17
	Minnesota					
37.	University of Minnesota	29,070	87	87	7	26
	Mississippi					
38.	University of Mississippi	3500	600		9	
	Missouri					
39.	Central Missouri State Teacher's College	1500	175		8	
40.	University of Missouri	11,000	200		23	
	Montana					
41.	Montana State	3500	150		11	
42.	Montana State Bozeman	2900	81	10	12	31 Quarter hrs.
	Nebraska					
43.	Kearney State Teacher's College	821	250		5	
	Nevada					
44.	University of Nevada	1780	200		6	

Table I (Continued)

No.	Names of Colleges Listed by States	Total No. of Students	No. enrld. in Hlth. & P. E.	No. enrld. in Hlth. Minor	No. of Faculty in Dept. of Hlth. & P. E.	No. of Credit Hrs. for Hlth. Minor
	New Hampshire					
45.	University of New Hampshire	800	40		8	
	New Jersey					
46.	Panzer College	325				
47.	Rutgers College[1]	4500	200	200	3	18
	New York					
48.	City College	10,000	85		6	
49.	Cortland State Teacher's College	1159			27	
50.	New York University	66,000				
51.	Russell Sage	578	83		8	
52.	Skidmore	900	60		6	
53.	Syracuse	1900	300		15	
54.	Teacher's College Columbia	7000	375		9	
55.	University of Buffalo	11,060	25		3	
	North Carolina					
56.	University of North Carolina	7600	95	5	37	20 Quarter hrs.
	North Dakota					
57.	State Teacher's Minot	814	80		5	

1. Rutgers College requires all of the students enrolled in department of health and physical education to take a minor in health education.

Table I (Continued)

No.	Names of Colleges Listed by States	Total No. of Students	No. enrld. in Hlth. & P. E.	No. enrld. in Hlth. Minor	No. of Faculty in Dept. of Hlth. & P. E.	No. of Credit Hrs. for Hlth. Minor
58.	University of North Dakota	2800	200		4	
	Ohio					
59.	Miami University	5390			7	In Process
60.	Oberlin	2200	75		15	
61.	University of Cincinnati	17,500	250	20	17	22
62.	University of Toledo	4500	300		11	
	Oklahoma					
63.	Oklahoma College for Women	650			6	
64.	University of Oklahoma	12,000			8	
	Oregon					
65.	University of Oregon	6000	300		21	
	Pennsylvania					
66.	Beaver College	610	35		5	
67.	Pennsylvania State College	15,000	350		43	
68.	State Teacher's College-Stroudsburg	975			13	
69.	Temple	24,000	330		17	
	South Carolina					
70.	Limestone College		4			

Table I (Continued)

No.	Names of Colleges Listed by States	Total No. of Students	No. enrld. in Hlth. & P. E.	No. enrld. in Hlth. Minor	No. of Faculty in Dept. of Hlth. & P. E.	No. of Credit Hrs. for Hlth. Minor
	Tennessee					
71.	Memphis State Teacher's College	2200	130	130	8	21
	Texas					
72.	University of Texas	17,000	350		5	20
73.	Rice Institute	1554	105		3	
74.	Southern Methodist	6500	75		8	
	Utah					
75.	University of Utah	10,000				25
	Virginia					
76.	State Teacher's College Farmville	700			4	
77.	University of Virginia	5800	65		5	
78.	William and Mary	1900	380		4	
	Vermont					
79.	Middlebury	No Report				
	Washington					
80.	Washington State College	6667	160	45	30	19
81.	University of Washington	16,658	76	6	18	23-26

Table I (Continued)

No.	Names of Colleges Listed by States	Total No. of Students	No. enrld. in Hlth. & P. E.	No. enrld. in Hlth. Minor	No. of Faculty in Dept. of Hlth. & P. E.	No. of Credit Hrs. for Hlth. Minor
	Wisconsin					
82.	University of Wisconsin	18,623	75		20	
83.	State Teacher's College LaCrosse	1100			18	
	Wyoming					
84.	University of Wyoming	3100	150	18	5	22 Quarter hrs.

Chapter 3

Analysis of Findings

Since this study has a two-fold purpose, namely, to determine the number of credit hours required for a minor in health education, and to discover the courses offered by these colleges; the two aspects must be separated and analyzed singly.

Table Number 2 lists the colleges offering a minor in Health and gives the number of credit hours required by each. It is apparent at once that there is a wide span in these credit requirements. Five of the institutions base their credit hours on the quarter hour system while the rest used semester hours. By ascertaining the number of hours for each course in the quarter hour system it became possible to change the quarter hour credits to semester hours for statistical purposes. When this was done the credit hours ranged from a minimum of six credit hours to a maximum of thirty hours, giving a mean of 18.63 and a median of 17.48.

It may be assumed, therefore, that those colleges requiring 17 or more credits are meeting above average standards while those falling below 17 are under the average standards of those colleges studied.

Table 3 shows the prerequisite subjects and the credit hours for each one required by the twenty-one colleges. It will be noted in this table that each college is referred to by the key number assigned in Table 2. Each subject will be analyzed separately so that an accurate interprepation of the

figures in Table 3 will be possible. Twenty-one colleges or 100% required Anatomy and Philosophy.

Table II

*Key No.	Colleges Offering A Health Minor	Number Taking Health Minor	Number of Credits
1.	Alabama State	60	27 q. hrs.
2.	Colorado State College of Education	12	24 q. hrs.
3.	University of Florida	25	12
4.	University of Tampa	12	18
5.	University of Georgia	10	20-25
6.	University of Idaho	150	25
7.	University of Southern Illinois	100/	24
8.	Drake University	1 or 2	20
9.	University of Michigan	40-50	17
10.	University of Maryland	60	30
11.	Montana State - Bozeman	10-12	31 q. hrs.
12.	Rutgers	200	18
13.	University of North Carolina	15	20 q. hrs.
14.	Miami University, Ohio	?	22
15.	University of Cincinnati	20	22
16.	University of Oregon	60	29
17.	Memphis State Teachers College	130	21
18.	University of Utah	?	25
19.	State College of Washington	45	19
20.	University of Washington	6	23-26
21.	University of Wyoming	17	22 q. hrs.

* The key numbers will be used to denote these institutions throughout the study.

6 or 29% of these required	3 credits
3 or 19% of these required	4 credits
1 or 4% of these required	5 credits
4 or 19% of these required	6 credits
1 or 4% of these required	7 credits
2 or 9% of these required	8 credits
3 or 14% of these required	9 credits

It may be seen from this that the majority felt that 3 credits in Anatomy and Physiology were adequate for a basic requirement.

9 of the 21 colleges or 42% required Bacteriology. 4 or 44% required 3 credits, 1 or 11% required 8 credits. Again, 3 or 4 credits in Bacteriology seems to be the average number for those requiring this subject.

16 colleges or 76 required Biology:

2 or 12% required	2 credits
4 or 25% required	3 credits
2 or 12% required	4 credits
1 or 6% required	5 credits
1 or 6% required	6 credits
4 or 25% required	8 credits
1 or 6% required	9 credits
1 or 6% required	10 credits

These figures show a diversity of opinion since 25% require 3 credits - and 25% require 8 credits - the remaining 50% divided between 2 - 4 - 5 - 6 - 9 - 10. It is probably that the average should lie between 8 and 8 with 6 credits a more satisfactory average than either 3 or 8.

Table III

Prerequisite Subjects and Credit Hours Required by Each College

Key No.	Anatomy Physi-ology	Bacteri-ology	Biology	Chem-istry	Hygiene	Kines-iology	Phys-iology of Activ-ity	Physics
1.	6	*	9	*	3	3	*	*
2.	6	4	2	2	4	*	*	*
3.	6	*	3	6	6	*	*	*
4.	3	3	8	6	3	3	*	*
5.	3	*	3	3	2	2	*	*
6.	7	3	8	*	3	3	2	*
7.	3	*	3	3	3	3	3	*
8.	4	*	8	*	3	3	*	3
9.	3	*	3	3	3	3	*	*
10.	4	4	4	4	3	3	2	*
11.	4	8	*	*	3	*	*	*
12.	9	*	8	*	3	2	2	*
13.	3	*	6	3	3	*	*	3
14.	3	*	*	*	6	*	4	*
15.	6	3	10	*	3	3	*	*
16.	9	3	2	2	9	3	3	*
17.	8	4	*	*	6	*	3	*
18.	9	*	5	5	4	5	3	*
19.	4	4	*	*	4	*	*	*
20.	5	*	*	*	2	*	*	*
21.	8	*	4	*	3	*	*	*

10 Colleges or 47% require Chemistry

2 or 20% require 2 credits

4 or 40% require 3 credits

1 or 10% require 4 credits

1 or 10% require 5 credits

2 or 20% require 6 credits

From this it may be assumed that 3 credits in chemistry are satisfactory

21 Colleges or 100% required Hygiene

2 or 9% required 2 credits

11 or 52% required 3 credits

3 or 14% required 4 credits

3 or 14% required 6 credits

1 or 4% required 9 credits

With 52% requiring 3 credits it would seem that this number represents the average number of credits for Hygiene.

12 Colleges or 57% required Kinesiology

2 or 16% required 2 credits

9 or 75% required 3 credits

1 or 8% required 5 credits

Again 3 credits seems to be a generally accepted standard.

8 Colleges or 33% required Physiology of Activity

3 or 37% required 2 credits

4 or 50% required 3 credits

1 or 12% required 4 credits

2 Colleges or 9% required Physics

2 or 100% required 3 credits

From the analysis of the prerequisite subjects, it may be concluded that most of the colleges felt it important to include Anatomy and Physiology, Biology, Chemistry, Hygiene, and Kinesiology in their curricula; and that most of them were agreed that 3 credits represented a satisfactory standard for each of these subjects with exception of Biology in which case 6 credits seemed desirable.

Table 4 shows the professional subjects required by the 21 colleges. Fully analyzed this table reveals that:

17 of 21 colleges or 80% required First Aid and Safety Education

3 or 17% required 1 credit

6 or 35% required 2 credits

7 or 41% required 3 credits

1 or 5% required 4 credits

9 or 21 colleges or 42% required Child Growth and Development

7 or 77% required 3 credits

1 or 11% required 4 credits

1 or 11% required 6 credits

13 of 21 colleges or 61% required Mental Hygiene

2 or 15% required 2 credits

10 or 76% required 3 credits

1 or 7% required 4 credits

19 of 21 colleges or 90% required Methods and Materials of Health Education

1 or 5% required 1 credit

4 or 21% required 2 credits

12 or 63% required 3 credits

1 or 5% required 4 credits

Table IV

Professional Subjects and Credits Required by Each College

Key No.	First Aid And Safety	Child Growth and Development	Mental Hygiene	Methods and Materials of Education	Nutrition	Principles of Guidance	School Health Programs	Speech	Audio-Visual Aids
1.	3	3	3	3	3	3	3	3	3
2.	4	*	4	4	*	*	4	*	*
3.	*	6	3	*	*	*	3	*	*
4.	1	*	*	3	6	*	*	*	*
5.	1	*	*	2	*	3	2	2	*
6.	2	*	*	1	6	3	2	2	*
7.	*	3	3	3	*	*	3	3	*
8.	3	3	*	3	*	*	6	*	2
9.	*	*	*	3	*	*	2	*	*
10.	3	3	3	2	*	*	4	4	*
11.	2	*	3	3	5	*	3	*	*
12.	3	*	3	3	*	*	3	3	*
13.	*	3	3	3	*	*	2	*	*
14.	1	*	*	2	*	*	2	4	*
15.	2	3	2	2	*	2	6	3	*
16.	3	3	3	*	*	2	3	3	*
17.	3	*	3	9	3	*	9	*	*
18.	2	4	3	3	3	3	7	*	*
19.	2	*	2	3	*	*	*	*	*
20.	3	*	*	3	3	*	3	*	*
21.	2	*	*	3	3	*	6	*	3

1 or 5% required 9 credits

8 of 21 colleges or 33% required Nutrition

5 or 62% required 3 credits

1 or 12% required 5 credits

2 or 24% required 6 credits

6 of 21 colleges or 28% required Principles of Guidance

2 or 33% required 2 credits

4 or 66% required 3 credits

18 of 21 colleges or 85% required School Health Programs

4 or 22% required 2 credits

7 or 38% required 3 credits

2 or 11% required 4 credits

3 or 16% required 6 credits

1 or 5% required 7 credits

1 or 5% required 9 credits

9 of 21 colleges or 42% required Speech

2 or 22% required 2 credits

5 or 55% required 3 credits

2 or 22% required 4 credits

3 of 21 colleges or 14% required Audio-Visual Aids

1 or 33% required 2 credits

2 or 66% required 3 credits

From this analysis it is apparent that most of the colleges deemed it important to require First Aid and Safety Education, Mental Hygiene, Methods and Materials of Health Education, and School Health Programs in the curriculum. 3 credit hours in each subject is again the average for those

surveyed. It would seem, however, that Child Growth and Development, Nutrition, Principles of Guidance, Speech and Audio-Visual Aids should certainly be included in the curriculum if only on an elective basis.

15 of the colleges or 71% signified that the health specialization begins in the Junior year. The other 6 colleges representing 29% were about evenly divided between starting the minor in the Freshman and Sophomore years.

Chapter 4

Summary

The purpose of this study is to determine the number of credit hours and the courses required for a minor in Health Education in some colleges and universities in the United States; this material to be used in setting up a course of study leading to a minor in Health Education at Boston University, College of Physical Education for Women, Sargent which will be in line with the current practices existing today.

Results of the study indicate that those colleges requiring 17 or 18 credit hours for a Health Minor are meeting the average requirements; those with more than 18 are above average. By statistical methods the mean was found to be 18.63 and the median 17.48.

In the analysis of the prerequisite subjects it was found that 21 colleges or 100% required Anatomy and Physiology with 6 or 29% requiring 3 credits in each of these subjects.

16 colleges or 76% required Biology with 4 or 25% requiring 3 credits and 4 or 25% requiring 8 credits.

10 colleges or 47% required Chemistry with 4 or 40% requiring 3 credits.

21 or 100% required Kinesiology: 9 or 75% required 3 credits.

In the analysis of the professional subjects it was discovered that 17 or 21 colleges or 80% required First Aid

and Safety Education with 7 or 41% requiring 3 credits.

13 of 21 colleges or 61% required Mental Hygiene and 10 or 76% required 3 credits

19 of 21 colleges or 90% required Methods and Materials of Health Education. 12 or 63% required 3 credits

18 of 21 colleges or 85% required School Health programs. 7 or 38% required 3 credits

15 of the colleges or 71% signified that the health specialization begins in the Junior year.

Conclusion

From this study it seems apparent that the following course of study may be recommended to the Dean as adequate to meet standard requirements for a minor in Health Education:

	Prerequisite Subjects	credits
Required	Anatomy and Physiology.....	6
	Biology.....	6
	Chemistry.....	3
	Hygiene.....	3
	Kinesiology.....	3
		21
Electives	Bacteriology.....	3
	Physiology of Activity.....	3
	Physics.....	3
	Nutrition.....	3
		12
	Electives to make a total of 27 hours	
	Professional Subjects	
Required	First Aid and Safety Education..	3
	Child Growth and Development....	3
	Mental Hygiene.....	3
	Methods and Materials of Health Education.....	3
	School Health Programs.....	3
		15
Electives	Principles of Guidance.....	3
	Speech.....	3

[illegible]

[illegible]

[illegible]

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	Professional Subjects	Credits (Cont'd)
Electives	Audio-Visual Aids.....	3
	Nutrition.....	3
		12

Electives to make a total of 18 hours

It is further suggested that the prerequisite subjects be completed in the first two years; and that most of the professional subjects be taken in the 3rd and 4th years.

No mention of Directed Teaching in health was made by any college studied. Despite this it seems wise to suggest that, where even possible some provision should be made to assure those students who plan to take the minor in health, an opportunity to do some health teaching as part of the practice teaching in Physical Education; this to be done under adequate supervision and with regular conferences on health teaching.

As a final recommendation the writer would like to suggest that all Physical Education Majors be required to take courses in Methods and Materials of Health Education and School Health Programs. This recommendation being made on the basis of previous findings[1] that 82% of the Physical Education teachers in Secondary Schools of Massachusetts along are teaching Health Education.

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4. University of Michigan Ann Arbor, Michigan
5. Montana State Teacher's College_ Bozeman, Montana
6. New York University New York, New York
7. University of Illinois Urbana, Illinois

Thesis

Mackey, Ann/ A Survey of Health Instruction in the Secondary Schools of Massachusetts Boston University, 1948

Books

Brace, David K. Health and Physical Education for Junior and Senior High Schools A.S.Barnes Co.1948 New York

Irwin, Leslie W. The Curriculum in Health and Physical Education C.V.Mosby Co. St.Louis 1944.

Turner, Claire School Health and Health Education C.V.Moseby Co. St.Louis 1947

APPENDIX

SURVEY CHECK SHEET

Please fill in the blanks at the end of each question or statement

I. Total number students enrolled in your University _____

II. Total number enrolled in your department. _____

III. Total number of Faculty in your department. _____

IV. Do you offer a minor in Health Education on an undergraduate level? _____

V. If not, do you have a specialization in Health Education. _____

VI. How many credit hours do you require for a Health minor or for specialization? _____

VII. Approximately how many students take the health minor or specialization each year? _____

VIII. In what college year do your students begin the minor in health? _____

IX. Is the health minor offered to others than majors in Physical Education _____

X. If so, indicate the major areas with which it may be allied.

Science _____
Education _____
Liberal Arts _____
Others:

Please check the courses that are required for the health minor and indicate the number of credit hours for each.

Basic Science	Credit Hours	Professional Courses	Credit Hours
Anatomy and Physiology	_____	School Health Education	_____
Bacteriology	_____	Methods and Materials of Health Education	_____
Biology	_____	First Aid and Safety Education	_____
Chemistry	_____	Curriculum in Health	_____
Kinesiology	_____	Mental Hygiene	_____
Personal and Community Hygiene	_____	Speech	_____
Physiology of Activity	_____	Principles of Guidance	_____
Physics	_____	Audio-Visual Aids	_____
Others:		Child Growth & Development	_____
		Radio in Education	_____
		Others:	

Date Due

OCT 13		NOV 2[illegible] 1951	
		MAR 15 1952	
FEB 23	1950		
MAR 6	1952	APR 8	1952
MAR 7	1950	MAY 17 1952	
		OCT 19	1953
APR 4	1950	NOV 16	1953
JAN 11	1951	NOV 30	1953
JAN 16	1951	APR 30	1954
FEB 13	1951	AUG 16	1954
		FEB 28	1955
MAR 28	1951		
APR 4	1951		
APR 10	1951		
APR 28	1951		
JUL 2[illegible]	1951		
JUL 24	1951		

Service Paper
Andrews, S.B.
1949