REQUIRED HEALTH KNOWLEDGE FOR PROSPECTIVE TEACHERS IN
CLASS A TEACHERS' COLLEGES IN THE UNITED STATES
AND DISTRICT OF COLUMBIA, AND LEGAL HEALTH
REQUIREMENTS FOR TEACHERS OF UNITED
STATES AND DISTRICT OF COLUMBIA
IN 1933-1934

by

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"So live that the man you ought
to be may in his time, be actual.
Far away in the years he is waiting
his turn: His body, his brain, his
very soul, itself, awaits that day."

David Starr Jordon
ACKNOWLEDGMENTS

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I. INTRODUCTION

A. General Statement

When considered as a part of a teacher's general education, health education is significant for the light it sheds on the duties she must perform. Personally, the writer wishes to express her interest in health education which was begun in her childhood days and has continued to the present. It was during these early days that the author realized that she could never become the individual she hoped to be if ill health was permitted to make continual demands on her time and energy. It was from that early experience that she concluded that positive health education for the masses was needed; and that negative health education was far from being worthwhile in meeting health problems.

In contemplating the idea of general health education for the masses the question, "What can be done to meet the very real situation?" naturally arose. Burnham\(^1\) has well expressed an answer in the following quotation: "Constructive health building is accomplished by educating the masses of the people. It is the duty of the schools to provide growth in health knowledge, habits, and attitudes."\(^2\)

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1. **Purpose of the Study.** Since the formulation of modern objectives for health education by a joint committee of the American Medical Association and the National Educational Association, there seems to be a felt need for teacher training institutions to incorporate courses in health instruction that would lead to a realization of these objectives. At the same time the emphasis of former courses in anatomy and physiology is being shifted to hygiene, sanitation, bacteriology, and kindred health subjects.

It is my purpose in this study to attempt to accomplish the following: First, to present the findings in this worthy subject to earnest students for continued studies in courses of required health education in teachers' colleges, and teacher training institutions; second, to promote an earnest endeavor of authorities to secure proper health instruction for students in teacher training institutions; third, to secure proper health instruction for every high school, and college student; fourth, to create a demand for more specific governmental regulations of health measures for teacher training institutions and for the public.

2. **Changes in Public Attitude Toward Health Education.** Perhaps it is not unjust to state that for most people the ideas and ideals of the times in which they live, motivate health objectives, as they do other vital problems of social life. The Athenian Greek was subjected to standards of aesthetic harmony in Greek life, the Roman health ideals were militaristic, but the American nation is permeated by democratic ideals, a
developing social responsibility for improving life physically, morally, and socially.

These ideals were expressed through the activities of the early American Boards of Public Health, in controlling Asiatic cholera, and Yellow fever in Cuba, and the southern-coast cities of this country, and malaria in the Panama district—the world health marvels of a new civilization.

At an early time the masses of people throughout the districts of this country, were more individualistic, and guided more by common opinion. Because of a lack of common knowledge they resented the efforts of the early Boards of Public Health to improve living conditions such as typhoid fever, and malarial infected districts, and personal health problems.

Dr. John N. Hurty, one of the greatest authorities in the nation on health education and public health administration (1896-1925) was most influential in establishing health education as a required subject in the district schools of Indiana and wrote textbooks on hygiene and physiology for use in the schools. His fable, entitled "The Young Mother and the Fat Hog," was published and read throughout the world, and was read in the United States Senate. This secured the enactment of more than twenty laws for better living conditions in the schools, and state public sanitation. Under these laws the

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streams and farms were cleared of polluted matter. State Board Laboratories were established thus securing pure drinking-water and controlling the "Black Plague," Typhoid fever.

For some years after the enactment of these laws, the United States Health Department sent government representatives annually to Indiana to observe what the government regarded as model laws.

"The examination of American recruits for world war service, showed one third of them were unfit for service because of physical defects or illnesses. All that science and skill, money and labor could command was poured out instantly among American camps; the whole world marveled at the results, and the whole American continent was filled with bigness of heart and spirit."4

"In communities where no health agencies exist the private citizens sponsor excellent programs or school hygiene, public health nursing, community health programs, public sanitation projects, and other health activities."5

The public submits to taxation for community, state sanitation projects, and public health clinics. Private individuals sponsor child welfare organizations, and institutions for the

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study of particular types or diseases--cancer, venereal diseases, etc.; research laboratories for the study of pathology.

The public considers county and city public health nurses a necessity and is taxed to support them. Public Health Boards are kept busy and welcomed in communities when special council is advised in health problems.

Public parks and playgrounds and municipal swimming pools have been established for recreation and health promotion. They are directed and supervised by trained personnel, and supported by taxation.

"Switzerland, England, Canada, Germany, and France require instruction in physiology, personal hygiene, and diet for all grade children, and continue in high school with courses in nutrition and sanitation.

The National Health Service Commission of France and America formed an International Health Service Board at the League of Nation's Council at the close of the World War, for cooperative study of social disease problems, cancer, and certain types of pathogenic diseases." 6

The world now marvels 7 at the response given Dr. Paul B. Magnuson for his health education program, and supervision of health measures for the Chicago public. Under his supervision

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private citizens have sponsored free maternity hospitals for
the education and care of young mothers throughout the city,
established clinics and hospitals for treatment and care of
babies and young children, and support trained nurses to work
in the hospitals and clinics under his supervision.

3. Objectives in the Changed Health Education. The ob­
jectives in health education have been expressed by the United
States Health Service Commission and the State health author­
ities. They all reflect the idea of the joint commission.
The objectives are as follows: 8

1. To instruct children and youth so that they may con­
serve and improve their own health.

2. To establish in children and youth the habits and
principles of living which throughout their school life, and
in later years, will assure that abundant vigor and vitality
which provide the basis for the greatest possible happiness
and service in personal, family, and community life.

3. To influence parents and other adults, through the
health education program for children, to better habits and
attitudes, so that the school may become an effective agency
for the promotion of the social aspect of health education in
the family and the community as well as in the school itself.

4. To improve the individual and community life of the
future.

8 Joint Committee on Health Problems in Education, A
Program for Public Schools and Teacher Training Institutions
5. To insure a better second generation, and a still better third generation; a healthier and fitter nation and race. 6

4. Rank of Health Education in Public Education. Four thousand generations have kept the health wick burning for the few who refuse to let it "go" sooty. They have added new recruits until the health consciousness of the American public realize that health is the cardinal principle in life enjoyment and service. "That no nation is stronger than the weakest citizen in it. That the greatest economic loss sustained by a state or nation is that caused by ill health of its citizens; that the longevity of a state or nation depends upon the health status of all the people. That health education must take first place in public education." 9

The demands of the new organized society are specifically trying. The fewer hours of labor, tense application to business, or physical work during the fewer hours of work, and how to use leisure hours rightly are more exhausting to mental and physical energy than the race has ever experienced. "These new needs have placed health education as the major objective in public education." 10

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The report of the commission which was composed of educators, for the study of secondary education places "health education as the first objective in the cardinal principles for secondary education."\[11\]

5. **Advantages of the New Health Objectives to Public Health.** The health objectives for public will give all equal opportunity to form proper health habits, to develop health attitudes that will insure continued good health; give a knowledge of wholesome personal living. "The superior and the inferior groups both may be healthy, and happy when proper habits and attitudes are developed to train each individual to his maximum."\[12\]

The standard health objectives will create a health consciousness and a pride in good health; will develop health habits rounded on scientific health knowledge through which the "health of the individual, the community, and the race may be improved and maintained."\[13\]

Venereal disease is piercing the heart of civilized nations. It causes one-third of all the blindness in the world. Fifty-six per cent of all insanity cases in institutions for the incurable, the countless numbers of the "nations'"

\[11\] Jesse F. Williams, *op. cit.* p. 38.


disease," the incurable nervous troubles. The standard objectives for health education will secure training in such knowledge that will enable the high school and the college student to protect his own health. The enactment of laws for quarantine and specific treatment for such cases secures the safety of the public from new infections in such disease.

The nation's leaders, statesmen, executives in all lines, public health workers, educators, and public school teachers are trained in the colleges. "The standard requirements for health instruction will insure more specific training in physical, mental, and emotional health and they can render greater service through a knowledge of the health needs of the social group."14

6. Legal Health Requirements for Health Status of Prospective Teachers.

"a. Standard Legal Requirements--Such medical examination of teachers as will disclose health status:15

(I) Physical--free of all infectious and contagious diseases, bodily deformities, sight and hearing. Free of common ills--slight digestive troubles, pains in muscles, slight nervous irritability; corns, calouses, conditions of teeth.

14 Bertrand Broun. op. cit., p. 744.

(II) Mental--able to check on types of ideas; undesirable ideas in one's own mind, to choose, to interpret situations and motives satisfyingly: To understand normal and abnormal mental activities.

(III) Emotional--Poised, thoughtful in emergencies, and situations; controlled anger, hatred, envy, jealousies, religious fervor: Fair interpretation of public opinion.

b. Each health item specifically stated on uniform blanks compiled by standard trained physician duly appointed to the office of examining physician.

(I) Of what value are they to the individual teacher? The teacher submits to the examination; she expects authoritative evidence of her own health status; given reliable evidence on which to base corrective measures if defects are disclosed--physical, mental, or emotional--such legal requirements express a specific need and are the desires of the leaders--the thoughtful public. This fact within itself "will create a good health consciousness, good health habits, and attitudes, and the teacher will become cooperative in individual and community health measures."16

(II) Of what value are they to the public? The teacher is a leader. The public demands sane attitudes toward basic life problems of individual and social groups. "The public will be assured of the teacher's own health status, health habits, and attitudes; of her cooperation with standard

health agencies for promotion of public health.¹⁷

(III) Do they express public sentiment?
"Government regulations have been made to enforce obedience to public sentiment regarding control or infectious and venereal diseases, sanitation, community and public health problems."¹⁸ A large proportion of our trained public health personnel have a sympathetic attitude toward race improvement measures. Many of the nation's leaders and educators themselves have a passive attitude toward basic health problems for race improvement. They lack a proper attitude toward law enforcement, but at the same time the law does express their sentiment.

A fair proportion of the nation's population has shown its appreciation of the need for legal health measures, through the enactment of such laws. But many of these laws are not specific in their application, and are not practical. It is more through this weakness that they fail than through a lack of appreciation of the value of such laws.

Many states have enacted what they consider "Good Health Marriage Laws," but some of the essential items for the laws were not specified, and the laws fail for that reason. Witness, the Wisconsin Eugenic Marriage Law which fails to specify a blood test--one of the most essential items for such a law. If parties object, they cannot be compelled to have a Wassermann


Test, and the law fails in its purpose—race improvement. Legal health measures are a failure because of a lack of proper health knowledge for proper enactment.

(IV) Do they meet standard health objectives?

"The standard health ideals are to make health agencies, health education, and personal health problems accountable to persons trained in standard institutions in the biological sciences, and subject to governmental control."

The health consciousness of the American people now recognize that governmental regulations of health measures create a health consciousness, and good health habits among the people. That any sort of illness is a menace to human welfare. And because of a lack of trained physicians, and health education, a large proportion of the population of the Southern states suffer greatly.

"Even without modern scientific cure for hook worm diseases, children today in Georgia and other parts of the country, are using tobacco as a remedy."

Because of a lack of standard legal regulations for training physicians, and the older laws now on the statute books in some states many poorly trained physicians are practicing.

B. Statement of the Problem

This study was undertaken with a four-fold purpose: First,
to determine the type and amount of required education courses in the curricula of Class A Teachers' Colleges in the United States and District of Columbia; second, to determine what health status is required of prospective teachers in the United States and District of Columbia; third, to find whether the emphasis in required health education and legal health requirements for the health status of teachers are meeting the health standards for citizens and leaders in the United States; fourth, to present the findings in this worthy subject for further investigation with the hope that it will stimulate authorities to meet health standards in health instruction as set up by health authorities for teacher training institutions; and to secure the cooperation of our educators in an effort to have proper legal requirements to meet Standard Legal Requirements.

C. Limitations

This survey is limited to the content and amount of required health courses in Class A Teachers' Colleges, and legal requirements for the health status of prospective teachers in the United States and District of Columbia in 1933-1934.

D. Method of Procedure

The research method was followed in this study. (1) The study of school catalogues of Class A Teachers' Colleges for the years 1933-1934, and (2) requesting Superintendents of Public Instruction to state the legal health requirements for the teachers of his state and the District of Columbia.
E. Source of Data

1. Courses of required health education in the catalogues and special bulletins of Class A Teachers' Colleges in the United States and District of Columbia for 1933-1934, were studied.

2. State School Laws of 1933-1934, of the various states and District of Columbia, were studied for the required health status of the prospective teacher.

3. Letters were obtained from State Superintendents of Public Instruction, and State Boards of Health for explanation of statements and for required information when it was not stated in the State School Laws.

4. Writings of health authorities were studied for health standards and for trends in health education movement.

5. Indiana Academy of Science proceedings, 1916.


F. Treatment of Data

1. Health - Definition - The underlying philosophy of the age acknowledges health as a means of enriching life, and as an integral part of a general education that seeks to improve the quality of human life--physical, intellectual, emotional, social, and moral.

Society no longer tolerates common ills--slight digestive disturbances, calouses, soft corns--and, considers the individual unfit for work, uneducated, and insufficiently trained for modern life.

In the following paragraph Williams explains what he
considers perfect health. "Health is a proper functioning of bodily processes that makes possible the highest attainment in life, the full complete enjoyment of life, and the greatest constructive work in service to others." 20

2. Phases of Health
   a. Physical

   (1) Definition. Physical health may be said to be "normal coordination of bodily functions—a harmonious functioning of all body processes." 21 The normal maintenance of physical health depends upon a general knowledge of principles of health building. Mental attitudes may be considered as contributing in no small degree to physical regulations for health.

   Educators are emphasizing the importance of physical health to the extent that they consider a "draggy teacher a public nuisance." 22 Health authorities state the necessity for wearing glasses is not generally due to physical defects but is due to physical ill health and must be remedied on that basis. 23


(II) Treatment Required.

(A) Theory. Definition--Theory in physical education is based upon a "knowledge of anatomy, physiology, nutrition, a study of heredity, and individual needs." 24

(B) Practice. Definition--Practice in physical health education must be purposive, methods followed must be based upon the knowledge gained in the study of theory. Such exercises must be practiced as will give due exercise to the large, inner, bodily muscles, and organs, and the large muscles that support skeletal activities. Some physical exercises develop the muscles more efficiently than others. All of them can be trained for their specific duties in relative independence of one another. By physical exercise the bodily form organs are invigorated and developed, and by no other conceivable means.

The peripheral muscles engage in various types of exercises. Their vitality is more alert, their endurance in excessive duties is greater, and they require a corrective exercise quite different from those required for the inner body muscles.

Practice in physical education teaches larger citizenship, social responsibility, fair play, respect for opinions of others, obedience to law, and orderly conduct. "Practice in physical education must conform to normal regulations, physical, mental, and moral for proper health maintenance." 25

24 Jesse F. Williams, op. cit., p. 23.

(C) Hygiene. Definition—"Hygiene is an applied science. It has to do with health maintenance. It is based upon a knowledge of: anatomy, which deals with the structure of the body; physiology, which deals with the functions of the body; pathology, which deals with abnormal conditions of the body."26

The application of the principles of hygiene requires a knowledge of bacteriology, disinfectants, and immunization, to assure a degree of safety in foods, water, housing in schools and homes; a knowledge of effective governmental regulations of public health problems.

(D) Nutrition. Definition—The nutritive value of any food substance depends upon its chemical elements which enter into the body structure. Food has three important functions: To supply energy; to build body substance; to regulate body processes. On that basis nutrition requires the study of the quality, the amount and proportion, and the nutritive value of foods. Meredith explains "nutrition as a process by which the body utilizes food substances. It requires a knowledge of the process of digestion, metabolism, the quality and nutritive value of foods, in health and disease."27

(E) Diet. Definition—A course in the study of diet would include a study of food values, the digesti-


27 Ibid. pp. 451-452.
bility and chemistry of foods, the adaptability of the various types of foods, "and the relation of types of foods to individual needs in health, disease, age, vitality, and tasks." 28

(F) General principles. Physical health is maintained by a general knowledge of anatomy, physiology, hygiene, heredity, proper exercises, proper foods, proper rest, a task, and training in health habits and attitudes.

(III) Summary and Conclusions. Physical health is promoted by a knowledge of the structure, functions and vitality of the body, a knowledge of food values, proper preparation of foods, a knowledge of nutrition, a knowledge of proper exercises for the body-trunk muscles, a knowledge of one's own hereditary influence, and mental attitudes.

Mental habits and attitudes can exhaust and unbalance powerful physical forces.

Recreational activities teach fair play, emotional control, control of anger, fear, jealousy, hatred, sorrow, evaluation of opinions, develops culture and courtesy.

Williams sees defeat in the present status of physical education: "Public sentiment must be brought to bear to keep the emphasis in physical education on the fundamentals and free the courses of the frivolous." 29

28 F. L. Meredith. op. cit., pp. 46, 453.

29 Jesse F. Williams. op. cit., p. 46.
b. Mental health

(I) Definition--In this day of "high pressure" living, conscious effort is required to secure right relations with one's self and one's fellow-workers. Mental habits are as easily formed as muscular habits. The mind readily responds to training, and habits of thinking are acquired. "Mental health is a balanced functioning of mental faculties. It meets situations with suitable response, guides impulses, and emotions, and works with men toward higher levels."

Mental ill health creates disturbances, unhappiness; is jealous, desires to get even, has chronic irritability of anger; thoughts wander from work or problem in hand; this causes accidents; tolerates fear, worry, anxiety which results in interference and inefficiency in anything that may be undertaken. Such mental habits break down physical health and social efficiency.

(II) Treatment required.

(A) Mental hygiene. Definition--"Mental hygiene consists in training mental faculties according to scientific methods." Bode gives us a very able method in the following statement: "If a person watches what is taking place in his own mind and checks on the undesirable, he will guide his thinking in proper channels."

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30 F. L. Meredith. op. cit., pp. 737-738.

31 Jesse F. Williams. op. cit., p. 96.

"One can get a perspective of one's own mental situation and calmly face facts; or there are many adjustment specialists, psychologists in our institutions of higher education; or if needed a psychiatrist should be consulted."  

One of the hopeful signs that the new health education program is making progress is the interest the public is taking in mental training.

(B) Civic hygiene. Definition--Specific training in civic hygiene will teach respect and courtesy due to all citizens; open-mindedness which is willing to evaluate opinions of others; and to avoid "rugged individualism which produces weaknesses, and instability in the social group and will give ability to work out balances in conflicting trends in social groups, in a satisfying manner."  

(C) Sane attitudes toward the basic problems of life. Definition--The public is heavily burdened financially, and in mental energy to care for that portion of the race that is so mentally and physically deficient that they are an utter menace to the public; and must be cared for in tax supported institutions. In the state of Indiana alone, nine hundred of these miserable unfortunates, through no fault of

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their own, are awaiting admittance to her overcrowded institutions. Thirteen hundred less afflicted ones could probably be trained to be self-supporting, but could not become desirable citizens.

These problems are shifted to race improvement measures. They are largely inherited qualities. A study of the biological sciences, and sociology in our high schools, and colleges would give a trained citizenry who could give "forceful approval of certain social attitudes, and a sane disapproval of the opposite attitudes toward legal enforcement of race improvement measures." 35

(III) Summary and Conclusions. Public consciousness expresses its desire for positive education in mental hygiene in our high schools and colleges. This will result in satisfactory service to society and happy citizenship.

Training in civic hygiene will express itself in well-bred citizenship and eliminate rugged individualism, weakness, and instability in society.

There must be created among the people a stronger appreciation of the value of a more perfect biological inheritance, an active consciousness to enforce legal measures for race improvement.

"Public opinion must be brought to a sense of wholesome social guidance. Parents must be educated to the point where

35 Jesse F. Williams, op. cit., p. 46.
they will cooperate in special training or supervision."36

c. Emotional health

I) Definition--Emotions such as fear, worry, anger, hatred, jealousy, envy, impair digestion, muscular control, and mental efficiency. Fear of something, that unknown, fear in presence of people, constant dread, usually means a lack of power to control mental adjustments, often reveals a lack of purpose to accomplish anything; afraid of danger when by properly controlled mind, an alternate probability gives purpose and stability to action; self-confidence, a self-assurance to succeed, or for safety. In this self-assurance that there is no fear, a positive mode of action occurs and body and mind readily adjust themselves to normalcy. "Or any of these emotions uncontrolled keeps the mind, body muscles, and nerves in a state of tremor or vibratory motion and greatly impairs physical and mental health, causes public accidents on roads, in industries, among machinery, and in the homes. All result in unsatisfactory economic and social experiences."37

II) Treatment required.

(A) Culture courses

I) Ethical Science. Definition--Ethical science has to do with motives in conduct. It cultivates fine distinctions in specific and general problems of


good and bad, right and wrong conduct; the effect of open, right, and wrong motives on the success or failure of the individual. The quality of the practice in doing one's duty to another, to society, makes known the best ways to promote a consciousness of honest motives and moral obligations to society, wholesomeness of character. "Professional training in ethics constitutes incentives for activities in the larger wholesome lives, creates a sense of reverence for justice as against deception and injustice."\textsuperscript{38}

(2) Character courses. Definition--Courses for instruction in character building furnishes instances, and states of affairs that involve situations which would influence judgment; require emotional control, such as with-holding honest judgment for fear of consequences, times to with-hold opinions and judgment, the control of jealousy, envy, revenge which would influence judgment, generate a state of mind which will prevent offenses, and evaluate facts. Such a course would teach nobleness in truth, fair play, loyalty, control of temper or how to overcome bad habits. "Character courses would build an intellectual discrimination in respect to various types of experiences."\textsuperscript{39}


\textsuperscript{39} Jesse F. Williams. op. cit., pp. 61-62.
(3) Civic ideals. Definition--A course in civic ideals would deal with such types as proper evaluation of ideals to improve public and personal welfare in community activities, the home, education, religion, customs, and traditions. "And such ideals that are conducive to efficient goodwill, noble purposes in establishing an ideal community or larger social units." 40

(B) Biological adjustment to environment. Definition--A satisfying adjustment to environment would mean opportunities or means for making a successful living, and establishing proper home influences, proper moral attitudes and ideals which determine the quality of social and spiritual life. People often remain in unfavorable environment because of lack of vision to search for favorable environment. "Such a course of instruction would widen the vision for a greater life, for sane economic codes, establish sane attitudes toward legal regulations of social problems for race improvement." 41

(III) Summary and Conclusions. Ethical sciences, civic ideals, and character courses widen the horizon for satisfying, useful, and healthful living. Dr. Mountain says: "Instruction in such courses would promote individual health, prevent the spread of disease, control causes of accidents which maim and destroy life, promote worthy use of leisure, a

40 Jesse F. Williams. op. cit., pp. 78-81.

study of fine arts, literature, history, natural science, political science, promote individual and community culture, and the fine art of obeying regulations.\textsuperscript{42}

\textsuperscript{42} Dr. J. W. Mountain. \textit{op. cit.}, p. 718.
G. Health Data of Colleges

TABLE I

1. MAINE, VERMONT, NEW HAMPSHIRE, MASSACHUSETTS, CONNECTICUT, AND RHODE ISLAND--a. REQUIRED HEALTH KNOWLEDGE

<table>
<thead>
<tr>
<th>State</th>
<th>College</th>
<th>Courses</th>
<th>Two-Year Curricula Term hours</th>
<th>Four-Year Curricula Term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hampshire</td>
<td>Keene and Plymouth</td>
<td>Physical Educ.</td>
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<td>2</td>
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<td></td>
<td>Hygiene</td>
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<td></td>
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<td></td>
<td>Hygiene</td>
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</tr>
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</table>


(I) Summary and Conclusions

All mental hygiene, mental, and emotional culture courses are classed as health education in the Class A Teachers' Colleges investigated.

The first Bureau of Mental Hygiene in the nation was established in Connecticut in 1923. But the only Class A Teachers' College in the state (New Britain) does not include courses of Mental hygiene, emotional and character culture in the curricula. However, the college maintains a full-time standard trained psychologist, and a part-time psychiatrist. The required courses in health education show a balanced program between physical education courses and other courses in health education; the maximum requirements in physical education is six hours; for all other health education courses (combined) nine hours.

The State Normal School at Keene, and Plymouth, New Hampshire, has included nutrition, health education, and hygiene as required courses in health education. The minimum requirement for these courses is four hours; maximum is six hours. Physical education minimum requirement is two hours; maximum is six hours.

The Teachers' Colleges at Salem and Bridgewater, Massachusetts, have an over-balanced program between required courses in physical education and other required courses in health education. Physical education minimum requirement is six hours; maximum is nine hours. For all other courses the minimum is
four hours; maximum is six hours.

The Teachers' College at Middlebury, Vermont, requires courses in health education only. Minimum requirement is six hours; maximum is ten hours.

The six Class A Teachers' Colleges in Group One are emphasizing physical education. The average minimum requirement in physical education is 4 hours. The maximum is 7.16 hours. The combined required courses in health education have as a minimum requirement, 2.88 hours. The maximum is 5.15 hours. However, they have included the newer courses in nutrition, hygiene, mental hygiene in the required health curricula. One college has a full-time standard trained psychologist, and a part-time staff psychiatrist.

The Teachers' Colleges in Table I are advancing toward meeting health standards as set-up by health authorities.
### Table II

**Average Requirements of Each Course in Health Education for Colleges in Table I**

<table>
<thead>
<tr>
<th>Required Health Knowledge</th>
<th>Average Requirements in Term Hours</th>
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<td>Mental Hygiene</td>
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<tr>
<td><strong>Total Average</strong></td>
<td><strong>7.00</strong></td>
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</table>
b. Legal Health Requirements

MAINE.¹

"We have had a law which made it compulsory for every teacher teaching in the state of Maine to hold a health certificate granted upon examination by a respectable physician. This law was repealed by the Eighty-sixth legislature in 1933."

"Theoretically this law appeared to be sound in principle, but the application was not practical, due to the failure of the law to prescribe examination which all examining physicians should follow."²

"Maine has no tenure law; the superintendent of schools employs the teachers, and they may be discharged for causes during the term of contract. The danger in having a teacher suffering of contagious diseases while teaching is greatly minimized."

NEW HAMPSHIRE³

"There is no law in the state of New Hampshire regarding a health certificate for teachers. This is left to the discretion of the school district."


² Edward E. Roderick (August 16, 1934).

VERMONT

"There is no state law requiring health certificate for teachers teaching in Vermont public schools."

MASSACHUSETTS

"Teachers, janitors, and pupils must take examination at the opening of school, and as often thereafter as in the opinion of the school nurse, the school physician, or the district physician it becomes necessary."

RHODE ISLAND

"The Rhode Island school law does not prescribe health certificate qualifications for a teacher's certificate."

CONNECTICUT

"The applicant for a teacher's certificate must file a physician's certificate that she is in good health, and free from any disease, or physical defect that might interfere with her success as a teacher."

4 State Department of Education, Letter (August 17, 1934) By Mrs. C. L. Merriman, Secretary to the Commissioner of Education, Montpelier, Vermont.


(I) Summary and Conclusions

The following states, Maine, New Hampshire, Vermont, Rhode Island, have not enacted requirements for the health status of teachers. The Eighty-sixth legislature for the state of Maine repealed the law relative to a health certificate for teachers, (1933). This law was not practical, due to the failure to prescribe an examination which all physicians should follow. They have no tenure law and teachers may be discharged for causes during the term of contract. The danger of having a teacher suffering from contagious diseases while teaching is greatly minimized.

All teachers, janitors, and pupils in the state of Massachusetts must take a health examination at the opening of the school term, and as often thereafter as in the opinion of the school nurse, the physician, or the district physician it becomes necessary.

All applicants for teachers' certificate to teach in the schools of Connecticut must file a physician's good health certificate stating that she is free of contagious diseases, or physical defects.

The health examination required of teachers in Massachusetts and Connecticut takes into consideration physical defects, and contagious diseases. No mention is made of diseases which are not contagious and common ailments which destroy the teacher's energy, or of mental, and emotional habits. This health examination does not assure the teacher of her own health status.
The states of Maine, Vermont, New Hampshire, Rhode Island, and Connecticut, and Massachusetts are not advancing towards meeting health standards for legal health requirements, as set-up in Section H.
2. NEW YORK, NEW JERSEY, AND PENNSYLVANIA -- a. REQUIRED HEALTH KNOWLEDGE

<table>
<thead>
<tr>
<th>State</th>
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<th>Two-Year Curricula Term hours</th>
<th>Four-Year Curricula Term hours</th>
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<tr>
<td>14</td>
<td>State Normal School, <em>Catalogue</em> (1933-1934) Vol. XX, No. 4.</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 14-15. Jersey City, New Jersey.</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>State Normal School, <em>Catalogue</em> (1933-1934) Vol. XX, No. 1,</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 46, 47, 48-50, Newark, New Jersey.</td>
<td>6</td>
<td>4</td>
<td></td>
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<tr>
<td>16</td>
<td>State Teachers College, <em>Catalogue</em> (1934) Vol. I, No. 2.</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 61-64. Trenton, New York.</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>


(I) Summary and Conclusions

The twenty-two colleges in this group have an average requirement in physical education of 2.81 hours; maximum of 5.35 hours. The average of the combined courses in health instruction—health education, hygiene, nutrition, sanitation, diet, and mental hygiene—is a minimum of 4.45 hours and a maximum of 8.04 hours. The average for each course of the combined courses in health instruction—minimum .74 hours and maximum 1.34 hours.

This reveals a very unbalanced program in health instruction in these colleges. However, the following colleges have added the newer courses of diet, nutrition, hygiene, and mental hygiene to the required health curricula. The State Normal School, New Paltz, New York, has a four-hour course in mental hygiene in the senior year; State Normal and Training School, Oswego, New York, has a three-hour course in mental hygiene in the sophomore year; State Teachers College, Upper Montclair, New Jersey, has a two-hour course in mental hygiene in the sophomore year with an additional two-hour in the senior year.

The average requirement for the newer courses in health education in Class A Teachers Colleges in the states of New York, New Jersey, and Pennsylvania is low, and physical education is emphasized. The average requirement show noticeable tendencies in advancing toward meeting health standards as proposed by health authorities.
### Table IV

**AVERAGE REQUIREMENTS IN HEALTH EDUCATION**
**FOR COLLEGES IN TABLE III**

<table>
<thead>
<tr>
<th>Required Health Knowledge</th>
<th>Average Requirements in Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two-Year Curricula</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2.81</td>
</tr>
<tr>
<td>Health Education</td>
<td>1.63</td>
</tr>
<tr>
<td>Hygiene</td>
<td>2.50</td>
</tr>
<tr>
<td>Nutrition</td>
<td>0.00</td>
</tr>
<tr>
<td>Sanitation</td>
<td>0.00</td>
</tr>
<tr>
<td>Diet</td>
<td>0.00</td>
</tr>
<tr>
<td>Mental Hygiene</td>
<td>0.32</td>
</tr>
<tr>
<td><strong>Total Average</strong></td>
<td><strong>7.26</strong></td>
</tr>
</tbody>
</table>
b. Legal Health Requirements

NEW YORK

"The state of New York does not have legal requirements for the health status of her teachers. There are, however, requirements for health status of teachers in several large cities in this state."

NEW JERSEY

"New Jersey state requires her teachers to have a certificate of good health by a competent physician when she secures her license to teach. Bills have been introduced into the Legislature to permit boards of education to require other examinations when it is deemed advisable, but such bills have not been enacted into laws."

PENNSYLVANIA

School Laws of Pennsylvania, Section 1320--"No teachers' certificate shall be granted to any person who has not submitted

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8 New York State Education Department, Letter (May 6, 1935) By D. F. Smiley, Director of Health and Physical Education Division. Albany, New York.

9 New Jersey State Department of Public Instruction, Letter (May 24, 1935) By C. J. Stralogne, Assistant Commissioner of Education, Trenton, New Jersey.

to medical examination. The blank must be furnished by the State Superintendent of Public Instruction. The certificate must be granted by a physician legally qualified to practice medicine in this Commonwealth, stating that said applicant is neither mentally nor physically disqualified, by reason of tuberculosis, or any other chronic or acute diseases, from successfully performing the duties of a teacher. Nor to any person who has not a good moral character; or who is in the habit of using opium or other narcotic drugs in any forms; or any intoxicating drinks as a beverage."

(I) Summary and Conclusions

New York state has not enacted legal requirements for the health status of her teachers. Several large cities in the state have legal requirements for health status of their teachers.

Teachers in the state of New Jersey are required to have a good health certificate by a competent physician, when she secures her license to teach. Bills have been introduced in the legislature to permit boards of education to require other examinations when it was deemed advisable, but they were defeated.

The teacher certification law for Pennsylvania state requires a health certificate for teachers, granted by a standard trained physician, qualified to practice in the commonwealth. The certificate must state that the applicant is neither mentally nor physically disqualified to teach by reason of tuberculosis,
or any other chronic or acute defect; that the person has a
good moral character, does not have the habit of using opium
or other narcotic drugs in any form, or any intoxicating drinks
as a beverage.

New York state is not advancing toward meeting legal re-
quirements for health status of teachers as set-up by health
authorities.

The state of New Jersey has the common "good health" law
for health status of teachers which is not advancing toward
meeting the standard or legal health requirements.

The chief features in the legal health requirements for
health status of teachers in Pennsylvania state are: Standard
trained physician qualified to practice in the commonwealth;
the certificate form must be made by the State Board of Edu-
cation; the applicant must be neither mentally nor physically
disqualified by reason of tuberculosis or any other chronic
or acute defect; must have a good moral character, not a user
of opium or other narcotic drugs in any form, nor a user of
intoxicating drinks as a beverage.

"Mentally" qualified might be interpreted to mean common-
mental habits and attitudes, that would contribute to success-
ful teaching. It could mean the outstanding mental habits
typical of approaching mental disturbances. In either case
it takes note of mental habits.

Pennsylvania state legal requirements are approaching
standard legal requirements for health status of teachers as
set-up by health authorities.
### TABLE V

3. **DELAWARE, MARYLAND, VIRGINIA, WEST VIRGINIA, NORTH CAROLINA, SOUTH CAROLINA, GEORGIA, AND FLORIDA**

--- **a. REQUIRED HEALTH KNOWLEDGE**

<table>
<thead>
<tr>
<th>State</th>
<th>College</th>
<th>Courses</th>
<th>Two-Year Curricula Term hours</th>
<th>Four-Year Curricula Term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware</td>
<td>Dover30</td>
<td>Physical Educ.</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Maryland</td>
<td>Towson31</td>
<td>Physical Educ.</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nutrition</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diet</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Virginia</td>
<td>Harrisburg32</td>
<td>Physical Educ.</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Radford33</td>
<td>Physical Educ.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sanitation</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Farmville34</td>
<td>Physical Educ.</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>1</td>
<td>4</td>
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<tr>
<td></td>
<td>Fredricks-35</td>
<td>Physical Educ.</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>West Virginia</td>
<td>Athens36</td>
<td>Physical Educ.</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>4</td>
<td>2</td>
</tr>
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<td></td>
<td>Fairmont37</td>
<td>Physical Educ.</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Shepherds-38</td>
<td>Physical Educ.</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Huntington39</td>
<td>Physical Educ.</td>
<td>4</td>
<td>2</td>
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<td></td>
<td></td>
<td>Health Educ.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sanitation</td>
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<td>4</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Ashville40</td>
<td>Physical Educ.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
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### TABLE V (Continued)

<table>
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<th></th>
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<tr>
<td>Cullowhee</td>
<td>5</td>
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<td>0</td>
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<td>2</td>
<td>3</td>
<td>5</td>
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<tr>
<td>Greenville</td>
<td>4</td>
<td>4</td>
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<td>2</td>
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<td>2</td>
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<td>Greensboro</td>
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<td>2</td>
<td>2</td>
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<td>2</td>
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<td>Athens</td>
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<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
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<td>Milledge</td>
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<td>2</td>
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<td>Valdosta</td>
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<td>4</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Collegeboro</td>
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<td>2</td>
<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>Tallahassee</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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34 State Teachers College, Catalogue (1933-1934) Vol. XIX No. 3. pp. 33, 42. Farmville, Virginia.


Noticeable features in this group of nineteen colleges is that colleges are adding the new courses in health instruction on the four-year curricula. The required credit hours are low but additional courses are being considered.

The average requirement in physical education is a minimum of 4.47 hours and a maximum of 6.42 hours. For the combined courses in health education the minimum requirement is 2.88 hours and the maximum is 6.46 hours. The average requirement for each course—health education, hygiene, sanitation, nutrition, diet, and mental hygiene—is .48 hours and maximum of 1.08 hours.

The following colleges show greater advancement toward meeting health standards as proposed by health authorities: Maryland State Normal, Towson, Maryland, State Teachers College, Farmville, Virginia, Marshall State Teachers College, Huntington, West Virginia, East Carolina State Teachers College, Greenville, North Carolina, in that they have added all the new health education courses, except emotional culture and mental hygiene courses to their four-year health curricula. The college at Greenville, North Carolina, is the only college offering Mental Hygiene.

The required health instruction in the colleges in Table V
is leading toward meeting health standards. However, the following colleges are not making progress toward meeting health standards: State Normal School, Dover, Delaware, State Teachers College, Harrisburg, Virginia, Concord State Teachers College, Athens, West Virginia, Fairmont State Teachers College, Fairmont, West Virginia, Shepherdstown State Teachers College, Shepherdstown, West Virginia, State Teachers Colleges at Valdosta and Collegeboro, Georgia.
<table>
<thead>
<tr>
<th>Required Health Knowledge</th>
<th>Average Requirements in Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two-Year Curricula</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4.47</td>
</tr>
<tr>
<td>Health Education</td>
<td>1.63</td>
</tr>
<tr>
<td>Hygiene</td>
<td>0.95</td>
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<tr>
<td>Sanitation</td>
<td>0.00</td>
</tr>
<tr>
<td>Nutrition</td>
<td>0.10</td>
</tr>
<tr>
<td>Diet</td>
<td>0.10</td>
</tr>
<tr>
<td>Mental Hygiene</td>
<td>0.10</td>
</tr>
<tr>
<td><strong>Total Average</strong></td>
<td><strong>7.35</strong></td>
</tr>
</tbody>
</table>
b. Legal Health Requirements

DELWARE

"The teacher must have a certificate from a legally qualified physician showing that the applicant is free from any disease or physical defects that will interfere with her success as a teacher. It shall be filed by the applicant and may be required for renewal of the certificate."

MARYLAND

"Before a certificate to teach in the state of Maryland can be issued to a teacher or any other school official, the applicant must undergo a special medical examination by one of the county physicians especially appointed for this work; and the report of the physician must be accepted by the Medical Board of Teachers' Retirement System."

VIRGINIA

"There is no law in Virginia which requires a teacher to pass a medical examination before receiving a certificate to teach."


teach. We are making an effort to include it as a formal requirement in our school laws."

WEST VIRGINIA

"Under provisions of the law, county boards may require a health certificate from teachers, and that such health certificate be filed with the secretary of the board with the teacher's contract, but it is required rather generally."

GEORGIA

"Georgia State laws do not require teachers to hold a health certificate. County and local Boards of Education have a right to pass upon it."

NORTH CAROLINA

"A teacher or any other employee in the public schools of North Carolina shall file in the office of the Superintendent each year before assuming his or her duties, a certificate from a reputable physician certifying that said person has not an open, infectious state of tuberculosis or any other contagious disease.


15 Department of Education, Letter (August 17, 1934) By Mrs. M. D. Collins, State Superintendent of Schools, Atlanta, Georgia.

The certificate must be made on a form supplied by the State Superintendent of Public Instruction. Any person not complying with this provision of the law shall be guilty of misdemeanor and subject to a fine or imprisonment on the discretion of the court."

SOUTH CAROLINA 17

"Any person applying for a position of teaching in South Carolina is required as a prerequisite to his or her employment as teacher, to secure a health certificate from a county physician, or any reputable physician, certifying that said person does not have tuberculosis or any other contagious disease.

The certificate must be made on a form supplied by the South Carolina State Board of Health."

FLORIDA 18

"Teachers and instructors in the public or private schools of Florida shall be required to file with the State Board of Health before the beginning of each school year, a certificate of health from a reputable physician who is licensed to practice in the state of Florida, stating that he or she is free of contagious diseases and a non-carrier thereof."


(I) Summary and Conclusions

The states that have not enacted requirements for the health status of teachers are: Virginia, West Virginia, and Georgia. West Virginia has enacted a law authorizing the county boards of education to require teachers to file a health certificate with the teachers' license in the office of the secretary of the board, if the board deems it advisable to do so.

The states of Delaware, Maryland, North Carolina, South Carolina, and Florida require a "Good health" certificate for teachers. The examining physician must be legally qualified and the certificate form must be approved by the state. The teachers' health certificate for teachers in the state of Florida must be filed with the State Board of Health.

The legal health requirements for teachers in the following states: Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida, do not take note of the many minor bodily conditions that are not contagious but are irritating and not conducive to health.

This type of medical examination is of little value to the teacher who is entitled to the guidance offered by medical examinations. It is unsatisfying to the public in that it does not account for the full health status of teachers.

The states listed in Table III are not advancing toward meeting standard health requirements as set-up by health authorities in section I, A-6.
TABLE VII

4. DISTRICT OF COLUMBIA -- a. REQUIRED
HEALTH KNOWLEDGE

<table>
<thead>
<tr>
<th>College</th>
<th>Courses</th>
<th>Two-Year Curricula Term hours</th>
<th>Four-Year Curricula Term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>Physical Educ.</td>
<td>6</td>
<td>6</td>
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<tr>
<td></td>
<td>Health Educ.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Hygiene</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>James Ormond Wilson</td>
<td>Physical Educ.</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Health Educ.</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>


(I) Summary and Conclusions

The two Class A Teachers Colleges in the District of Columbia average requirement in physical education is minimum 5 hours, maximum 5.50 hours; health education, minimum 3 hours; maximum 5.50 hours; hygiene, maximum 1 hour.

The required health instruction in Class A Teachers Colleges in the District of Columbia is not advancing toward standards in required health instruction in colleges, as set-up by health authorities.
TABLE VIII

AVERAGE REQUIREMENTS IN HEALTH EDUCATION FOR COLLEGES IN TABLE VII

<table>
<thead>
<tr>
<th>Required Health Knowledge</th>
<th>Average Requirements in Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two-Year Curricula</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5.00</td>
</tr>
<tr>
<td>Health Education</td>
<td>3.00</td>
</tr>
<tr>
<td>Hygiene</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Average</strong></td>
<td><strong>8.00</strong></td>
</tr>
</tbody>
</table>
b. Legal Health Requirements

DISTRICT OF COLUMBIA\textsuperscript{19}

"A health certificate issued by a physician is not required to teach in the District of Columbia. Applicants for a teaching position and applicants for admission to teachers' colleges are required to pass a physical examination. This examination is held by the medical inspection service of the District of Columbia. Any disease or physical defects found are required to be corrected before permanent appointment to teach, or student privileges can be granted.

There is no law in the District of Columbia requiring this examination. It is done in accordance with the regulations promulgated by the Board of Education."

(I) Summary and Conclusions

Physical defects and bodily diseases are the only items specifically mentioned as factors contributing to the health of teachers.

No mention is made of requirements for mental and emotional adjustments. These factors contribute largely to individual health problems.

\textsuperscript{19} Health Department of the District of Columbia, Letter (August 15, 1934) By Joseph C. Murphy, M. D., Chief Medical and Sanitary Inspector of Public Schools, Washington, District of Columbia.
The physical examination and health supervision does not have legislative enactments to support it. It is done in accordance with regulations promulgated by the Board of Education.

Some advancement toward meeting standard legal health enactments may be implied.
### TABLE IX

5. KENTUCKY, TENNESSEE, ALABAMA, MISSISSIPPI, ARKANSAS, LOUISIANA, OKLAHOMA, AND TEXAS -- A REQUIRED HEALTH KNOWLEDGE

<table>
<thead>
<tr>
<th>State</th>
<th>College</th>
<th>Courses</th>
<th>Two-Year Curricula Term hours</th>
<th>Four-Year Curricula Term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kentucky</td>
<td>Bowling 51</td>
<td>Physical Educ. 2</td>
<td>51</td>
<td>4</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Green</td>
<td>Health Educ. 2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Kentucky</td>
<td></td>
<td>Hygiene 2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Kentucky</td>
<td></td>
<td>Sanitation 0</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Morehead 52</td>
<td>Physical Educ. 2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Kentucky</td>
<td></td>
<td>Health Educ. 0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Kentucky</td>
<td></td>
<td>Hygiene 3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Kentucky</td>
<td></td>
<td>Nutrition 2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
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<td>Murray 53</td>
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<td>0</td>
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<tr>
<td>Kentucky</td>
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<td>Health Educ. 7</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Kentucky</td>
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<td>Hygiene 3</td>
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<td>5</td>
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<td>Health Educ. 2</td>
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<td>4</td>
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<tr>
<td>Tennessee</td>
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<td>Hygiene 0</td>
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<td>4</td>
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<tr>
<td>Tennessee</td>
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<td>Sanitation 0</td>
<td>0</td>
<td>4</td>
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51 Western Kentucky State Teachers College, Catalogue (1933-1934) Vol. XIII, No. 2, pp. 70-72. Bowling Green, Kentucky.


64  Delta State Teachers College, Bulletin (1933-1934) Vol. XII, No. 2. pp. 40-42. Cleveland, Mississippi.


(I) Summary and Conclusions

The average requirement in physical education for the thirty-two colleges in Table IX is: minimum 3.55 hours; maximum 5.90 hours. The average requirement for the combined courses, health education, hygiene, nutrition, sanitation, diet, and mental hygiene is: minimum 0.73 hours; maximum 1.61 hours.

The Class A Teachers Colleges in the following states, Kentucky, Tennessee, Arkansas, and Oklahoma, are leading toward standard requirements in health education in the following health subjects: physical education, hygiene, sanitation, and nutrition. The average requirement for physical education is: minimum 2.40 hours; maximum 5.40 hours; health education: minimum 2.85 hours; maximum 2.93 hours; hygiene: minimum 1.75 hours; maximum 3.14 hours; sanitation: minimum 1.19 hours; maximum 2.10 hours; nutrition: minimum 3.10 hours; maximum 3.90 hours; diet: minimum 2.10 hours; maximum 2.90 hours.

There is one course in mental hygiene in the teachers college at Alva, Oklahoma. It is given in the senior year, giving a four-hour term credit.

The fifteen Class A Teachers Colleges in the states of Alabama, Mississippi, Louisiana, and Texas offer the following courses in required health education: physical education,
health education, hygiene, nutrition, sanitation, and diet. Physical education average minimum requirement is 4.76 hours and the maximum 6.95 hours. Average requirement for the combined courses, health education, hygiene, nutrition, sanitation, diet, is minimum .71 hours and the maximum is .84 hours.

Required health instruction in Class A Teachers Colleges in the states of Alabama, Mississippi, Louisiana, and Texas is not making progress toward meeting standards in required health instruction as set-up by health authorities.
TABLE X

AVERAGE REQUIREMENTS IN HEALTH EDUCATION FOR COLLEGES IN TABLE IX

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<th>Required Health Knowledge</th>
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<td><strong>Total Average</strong></td>
<td><strong>7.88</strong></td>
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</table>
b. Legal Health Requirements

KENTUCKY\textsuperscript{20}

"No teacher is permitted to assume teaching responsibility who has not been successfully vaccinated against smallpox; and no teacher is permitted to teach who has active tuberculosis."

TENNESSEE\textsuperscript{21}

"Teachers are not required by law to take a health examination before receiving a certificate to teach in Tennessee. There is a general statement that the teacher must be in good health. The Commissioner of Education is making an effort to have enacted specific requirements for health of the teachers."

ALABAMA\textsuperscript{22}

"I wish to state that Alabama has no legal health requirements for teachers. We do, however, urge teachers to bring their health up to normal while in teacher training institutions, before entering the profession of teaching."

\textsuperscript{20} State Board of Health, Letter (July 7, 1934) By P. E. Blackerby, M. D., Assistant Secretary of the State Board of Health, Louisville, Kentucky.


\textsuperscript{22} Department of Education, Letter (August 22, 1934) By Jesse R. Garrison, Director of Physical and Health Education, Montgomery, Alabama.
MISSISSIPPI 23

"There is no law in the state of Mississippi requiring teachers to take a health examination. However, if one is suspected of having a contagious or infectious disease she may be removed from teaching."

OKLAHOMA 24

"This state does not require a health certificate of teachers at the present time. Some of the local school authorities who employ the teachers require a health certificate."

LOUISIANA 25

"The sanitary code of Louisiana, section 250, sub-section (G) reads in part as follows: At the opening of each annual term, teachers must furnish a health certificate from a registered physician of Louisiana addressed to the Parish Superintendent of Schools, certifying that the teacher is not suffering from tuberculosis or other communicable diseases."

23 Mississippi State Board of Health, Letter (April 15, 1935) By R. N. Whitfield, M. D., Director of Vital Statistics and Assistant Secretary, Jackson, Mississippi.

24 Oklahoma State Department of Education, Letter (August 17, 1934) By E. A. Reling, Secretary of State Board of Education, Oklahoma City, Oklahoma.

ARKANSAS

"Every teacher within the state shall present a certificate of health from a regularly licensed physician or constituted health authority, stating that said teacher is free from tuberculosis, and other contagious diseases, which certificate of health shall be presented to the secretary of the school board before a contract shall be entered into. The said health certificate shall be dated not longer than twelve months prior to application."

TEXAS

"There is no state law requiring health certificate of teachers. Individual school boards may make this requirement."

(I) Summary and Conclusions

The following states: Tennessee, Alabama, Texas, Mississippi, and Oklahoma, have not enacted health requirement for the health status of teachers. The teachers' health, is supervised by teacher training institutions while they are in attendance in these institutions.

However, the State Superintendent of Public Education in Tennessee in cooperation with the State Board of Health,


formulated a very definitely planned code for the health status of teachers, and is making a zealous effort to have it enacted in the state school laws.

Kentucky, Louisiana, and Arkansas require a health certificate for teachers by a registered physician. The certificate must be made out on a form furnished by the State Board of Education. This certificate requires investigation of physical defects and contagious diseases. Kentucky state school law requires vaccination against smallpox in addition to the above requirements.

Teachers in the following states, Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Oklahoma, and Texas, have little assurance of her own health status from the type of health examination required. No consideration is given the common physical, emotional, and mental maladjustment problems that confront the teacher.

The legal requirements in these states, for the health status of teachers are not meeting health standards for health status of teachers.
**TABLE XI**

6. **OHIO, INDIANA, ILLINOIS, IOWA, WISCONSIN, MINNESOTA, MISSOURI, NORTH DAKOTA, SOUTH DAKOTA, NEBRASKA, KANSAS, AND MICHIGAN** -- REQUIRED HEALTH KNOWLEDGE

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| Location         | Physical Educ. | Health Educ. | Hygiene | Nutrition | Diet | Mental Hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | 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Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental hygiene | Sanitation | Mental hygiene | Hygiene | Diet | Mental 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<th>Quantity</th>
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<tr>
<td></td>
<td>Hygiene</td>
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</tr>
<tr>
<td>Madison</td>
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<td></td>
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<tr>
<td>Spearfish</td>
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<td></td>
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<tr>
<td>Nebraska</td>
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<tr>
<td>Chadron</td>
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<td></td>
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<td></td>
<td>Hygiene</td>
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<td>Peru</td>
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<tr>
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<td></td>
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<td>Wayne</td>
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<td>Emporia</td>
<td>Health Educ.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Sanitation</td>
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<td>Pittsburg</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>Hygiene</td>
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<td>Kalamazoo</td>
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<tr>
<td>----------------------</td>
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<td>--------------</td>
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<tr>
<td>Marquette</td>
<td></td>
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<tr>
<td>Mt. Pleasant</td>
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</tr>
<tr>
<td>Ypsilanti</td>
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</tr>
<tr>
<td>Detroit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


87 Butler University, School of Education, Catalogue Vol. XXI, No. 5. pp. 53-54. Indianapolis, Indiana.


113 Southeastern Missouri State Teachers College, Catalogue (1933-1934) No. 10. pp. 33-34. Cape Girardeau, Missouri.


(I) Summary and Conclusions

The average requirements for physical education in the fifty-eight colleges in Table XI are: minimum 5.17 hours and
maximum 6.85 hours. The combined courses in health education—health education, hygiene, sanitation, nutrition, diet, and mental hygiene—average minimum requirement is .68 hours and the average maximum is 1.23 hours.

The required courses in physical education in the colleges in Table XI is greatly over-emphasized. The average requirements for the four colleges in the state of Ohio are: minimum 5 hours, maximum 6.33 hours; Indiana: minimum 6.66 hours, maximum 9.33 hours; Minnesota: minimum 6.16 hours, maximum 6.71 hours; Illinois: minimum 4.50 hours, maximum 6.88 hours.

The average for all other required health courses (combined) in the colleges in the states of Ohio, Indiana, Illinois, and Minnesota is: minimum 4.20 hours, maximum 6.02 hours.

However, the colleges in the states of Ohio, Indiana, Illinois, and Minnesota have added some of the new courses in health education to their health curricula. The required credit hours in the new courses are low. The physical education courses required on the two-year curricula consists of types of physical education for grade schools—physical exercises, sanitation, hygiene. Physical education courses on the four-year curricula emphasize practice with one hour study of theory a week in most instances.

The fifty-eight colleges in Table XI are leading toward modern, health instruction standards as set-up by health authorities.
### TABLE XII

**AVERAGE REQUIREMENTS IN HEALTH EDUCATION FOR COLLEGES IN TABLE XI**

<table>
<thead>
<tr>
<th>Required Health Knowledge</th>
<th>Average Requirements in Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two-Year Curricula</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5.17</td>
</tr>
<tr>
<td>Health Education</td>
<td>1.80</td>
</tr>
<tr>
<td>Hygiene</td>
<td>1.41</td>
</tr>
<tr>
<td>Nutrition</td>
<td>0.22</td>
</tr>
<tr>
<td>Sanitation</td>
<td>0.14</td>
</tr>
<tr>
<td>Diet</td>
<td>0.17</td>
</tr>
<tr>
<td>Mental Hygiene</td>
<td>0.17</td>
</tr>
<tr>
<td>Total Average</td>
<td>9.01</td>
</tr>
</tbody>
</table>
b. Legal Health Requirements

OHIO

"The state of Ohio does not require a health certificate of her teachers to teach in the public schools."

INDIANA

"The statutes of Indiana provide that the teacher must present a certificate of health issued by a properly licensed physician before receiving a teachers' license. It reads in part as follows: The applicant shall be able-bodied, not addicted to drugs nor intemperate, and free from tuberculosis and syphilis."

ILLINOIS

"Illinois has no statute requiring a health certificate of teachers employed in the public schools."

IOWA

"Before a teacher can receive an Iowa certificate to

28 State Department of Education, Letter (August 26, 1934) By D. Overteuffer, Superintendent of Physical Education, Supervision. Columbus, Ohio


30 Illinois State Examining Board for Teachers' Certificates, Letter (July 17, 1934) By A. L. Whittenburg, Secretary, Springfield, Illinois.

31 Department of Public Instruction, Letter (August 17, 1934) By Agnes Samuelson, Superintendent of Public Instruction--by Fred L. Mahannak, Deputy, Des Moines, Iowa.
teach she must furnish evidence of proper health. This is not necessary in the form of a certificate, but must be such evidence as will leave no doubt as to the condition of the teacher's health."

MISSOURI

"Section 9365 of the Revised School Law--No teacher shall be employed to teach in the schools of Missouri who has not furnished a certificate, by a reputable physician, showing said teacher is in good health, and free of any contagious disease at the time the certificate is granted."

WISCONSIN

"This state does not have a law relative to a health certificate for teachers teaching in the state."

MINNESOTA

"The certification law of 1929 gives authority to the State Board of Education to certificate teachers whom such board shall find to be physically competent to teach.


33 State Department of Public Education, Letter (August 16, 1934) By John Callahan, State Superintendent of Public Instruction, Madison, Wisconsin.

We also have included on our application blanks which are to be signed by the Registrar of the institution from which the degree is received, the following question: Is this applicant physically competent and morally fit to teach?"

NORTH DAKOTA

"There is no such thing as a health certificate required of teachers in North Dakota. However, in order to secure a teachers' certificate in this state, a teacher must supply reliable evidence that she is in good health.

SOUTH DAKOTA

"We have no system of health certification of teachers in South Dakota. The South Dakota law does not require it."

MICHIGAN

"Michigan does not have a law requiring a health certificate of teachers in the public schools of the state."

35 State Department of Public Instruction, Letter (August 18, 1934) By S. L. Littlehaugen, Director of Certification, Bismark, North Dakota.

36 Department of Public Instruction, Letter (August 17, 1934) By J. R. Moulton, State Superintendent of Certification, Pierre, South Dakota.

NEBRASKA

"We have no law governing the matter of the teachers' health. It is customary for most boards of health in the state to require the applicant to present a certificate of good health signed by a reputable physician."

KANSAS

"Kansas does not have a law requiring a health certificate for teachers, except the health examination and supervision required by the colleges and county examining board. If in the opinion of the health supervision officer, he may require a health examination every two months of the teaching term."

(I) Summary and Conclusions

The states, Ohio, Michigan, Illinois, Wisconsin, North Dakota, South Dakota, Nebraska, and Iowa, have not enacted requirements for the health status of their teachers.

Most county boards of education in the state of Nebraska have a common custom of requiring the applicant for a teacher's certificate, to present a certificate of good health signed by a reputable physician; but there is no enactment to that effect.

The colleges, county examining boards, or the health supervision officer in the state of Kansas may require the teachers to take a health examination, if in their opinion it becomes

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38 Department of Public Instruction, Letter (August 17, 1934) By C. M. Taylor, State Superintendent of Public Instruction, Lincoln, Nebraska.

39 State School Board of Public Instruction, Letter (August 17, 1934) By W. F. Markham, State Superintendent of Public Instruction, Topeka, Kansas.
necessary.

In order to be granted a certificate to teach in the state of North Dakota, the teacher must supply reliable evidence that she is in good health, but there is no state law to that effect.

The teacher must furnish evidence of proper health in order to secure a certificate to teach in the state of Iowa. There is no legal requirement for a health certificate of teachers in the state of Iowa.

The State Board of Education for the state of Minnesota may with-hold a teacher's certificate from those whom they consider not physically capable of teaching. They, also, include on the application blanks for a teacher's license, which the registrar of the institution from which the degree is granted, must sign, this question: "Is this applicant physically competent, and morally fit to teach?"

Indiana state legal health requirements for the health status of teachers, considers physical health only—"Good health, free of tuberculosis, syphilis, not addicted to drugs or intemperance." The legal requirements for the health status of teachers in Indiana does not note minor physical ills, mental or emotional health of teachers.

Neither the public nor the teacher has any assurance of the health status of the teacher in the following states: Ohio, Illinois, Iowa, Wisconsin, North Dakota, South Dakota, Michigan, Nebraska, and Kansas.
The states of Indiana, Missouri, and Minnesota require the common "Good health" certificate for teachers. In Minnesota, however, the registrar of the college granting the degree, must answer the question: 'Is this applicant physically capable and morally fit to teach?'

The states in Table XI are not advancing toward meeting legal health requirements for the health status of teachers.
Map 1. Location of Class A Teachers Colleges in Indiana

1. Indianapolis
   Butler University

2. Muncie
   Ball State
   Teachers College

3. Terre Haute
   Indiana State
   Teachers College
The average requirements of courses in health education in the three Class A Teachers Colleges in the state of Indiana are: physical education 6.66 hours on the two-year curricula, and 8.33 hours on the four-year curricula; health education 2.66 hours on the two-year curricula and 3.66 hours on the four-year curricula; mental hygiene 00 hours on the two-year curricula and .33 hours on the four-year curricula.

The average requirements for all health education courses in the three Class A Teachers Colleges in the state of Indiana are: 3.31 hours for the two-year curricula and 4.66 hours for the four-year curricula.

The three Class A Teachers Colleges in the state of Indiana are emphasizing physical education. The courses are emphasized on the two-year curricula. They consist of instruction suitable for grades: physical exercises, games, plays, and instruction in personal cleanliness, hygiene, diet, and sanitation. One course in health education giving a four-hour credit is required in the colleges at Muncie and Terre Haute. Butler University, Teacher Training Department, requires three hours of health education, two hours of hygiene, and one hour of mental hygiene in addition to the four hours of physical education on the four-year curricula.

The Class A Teachers Colleges in the state of Indiana are not advancing toward meeting health standards in required health courses for Teacher Training Institutions as set up by health authorities.
Two of Indiana's leading educators, Dr. J. O. Engleman and Dr. Robert Aley, and the Secretary of the State Board of Health served on the Joint Committee for Health Education in schools and colleges of the United States.

The legal requirements for the health status of teachers in the state of Indiana emphasize physical health--free of tuberculosis, syphilis, and other contagious diseases. No notice is given to the common maladjustments which lead to chronic ailments; to mental conditions or to emotional control --all of which are deeply concerned with health.

The legal requirements for the health status of teachers in Indiana are not advancing toward meeting standard requirements as set up by authorities.
HE - Health Education
LR - Legal Requirement

Fig. 1. Comparison of Health Education and Legal Requirement of Indiana with the Standard
### TABLE XIII

7. MONTANA, WYOMING, IDAHO, COLORADO, NEW MEXICO, ARIZONA, UTAH, AND NEVADA—REQUIRES REQUIRED HEALTH KNOWLEDGE

<table>
<thead>
<tr>
<th>State</th>
<th>College</th>
<th>Courses</th>
<th>Two-Year Curricula Term hours</th>
<th>Four-Year Curricula Term hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>12</td>
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<td></td>
<td></td>
<td>Health Educ.</td>
<td>0</td>
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<tr>
<td></td>
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<td>Hygiene</td>
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<td>4</td>
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<td>Idaho</td>
<td>Lewiston</td>
<td>Physical Educ.</td>
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<td>Gunnison</td>
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<td>Ogden</td>
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<tr>
<td>Nevada</td>
<td>Reno</td>
<td>Physical Educ.</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>


149 University of Utah, School of Education, Bulletin (1933-1934) Vol. XXIV. pp. 66-68. Salt Lake City, Utah.


(I) Summary and Conclusions

Physical education is emphasized in the Class A Teachers Colleges in the following states: Montana, Idaho, Colorado, and Arizona. State Normal School at Dillon, Montana, the physical education minimum and maximum requirement is 12 hours; health education and hygiene average 3 hours on the four-year curricula. The State Teachers College at Gunnison, Colorado, offers physical education only. The minimum and maximum requirement is 12 hours. The average requirement in physical education for the two Class A colleges in Colorado, minimum and maximum, is 9.50 hours. Health education and hygiene average: minimum 3 hours and maximum 6.50 hours.

The State Teachers College at Lewiston, Idaho, offers physical education only, as a required course in health instruction. The minimum and maximum requirement is 10 hours.

Arizona State Teachers College at Flagstaff, Arizona, has a physical education minimum requirement of 4.50 and a maximum requirement of 8.5. Hygiene has a minimum and maximum requirement of 1.5 hours.

The average requirements in physical education for the remaining five colleges in Table XIII are: minimum 4.75 and maximum 10 hours.

The average for all other health courses—health education, hygiene and mental hygiene and sanitation—offered in the twelve Class A Teachers Colleges in Table XIII is: minimum 0.97 hours, maximum 0.58 hours.
Physical education is emphasized in Class A Teachers Colleges in the states of Montana, Wyoming, Idaho, Colorado, New Mexico, Utah, and Nevada. The requirements for all other courses offered in health education are progressing toward meeting health standards as set up by the health authorities.
## TABLE XIV

**AVERAGE REQUIREMENTS OF HEALTH EDUCATION FOR COLLEGES IN TABLE XIII**

<table>
<thead>
<tr>
<th>Required Health Knowledge</th>
<th>Average Requirements in Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two-Year Curricula</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5.12</td>
</tr>
<tr>
<td>Health Education</td>
<td>1.25</td>
</tr>
<tr>
<td>Hygiene</td>
<td>1.70</td>
</tr>
<tr>
<td>Sanitation</td>
<td>0.33</td>
</tr>
<tr>
<td>Mental Hygiene</td>
<td>0.33</td>
</tr>
<tr>
<td><strong>Total Average</strong></td>
<td><strong>8.71</strong></td>
</tr>
</tbody>
</table>
b. Legal Health Requirements

MONTANA⁴⁰,

"Montana state laws require a teacher to have a health examination by a reputable physician. She must be free of tuberculosis or any communicable disease. She must be physically able to discharge the duties of a teacher. She must take the health examination every time the license is received."

WYOMING⁴¹

"We do not have a law governing the health status of our teachers for a certificate to teach."

IDAHO⁴²

"No person is eligible to teach in the public schools of Idaho, or to receive a certificate, who is afflicted with any contagious or infectious disease."

⁴⁰ State Department of Public Instruction, Letter (August 18, 1934) By Agnes B. Wiggenhorn, Deputy State Superintendent of Public Instruction, Helena, Montana.


COLORADO

"We wish to state that the School Laws of Colorado have made no provision for a health certificate for teachers."

NEW MEXICO

"All teachers shall present to the governing authorities of the school where employed a certificate from a licensed physician to the effect that she is free of tuberculosis, or any transmissible disease. When a teacher is to be reemployed no new health certificate is to be furnished unless required by the authorities."

UTAH

"No person shall be employed by any board of education as teacher in the schools in this state, who is mentally or physically disqualified to perform successfully the duties of teacher by reason of tuberculosis or any chronic disease."

NEVADA

"All teachers applying for a certificate to teach in the..."
schools of Nevada must present a satisfactory health certificate, showing that she is free of infectious pulmonary disease or any other contagious disease, and showing the status of her general health."

ARIZONA 47

"No person shall be employed in the state as teacher, principal, or superintendent when afflicted with tuberculosis; and shall as often as twice a year, if required to do so, submit to a health examination by one or more physicians selected by the school board."

(I) Summary and Conclusions

The school laws of the states of Wyoming and Colorado have made no provision for a health examination for teachers. Colleges and Teacher Training Institutions have supervision of teachers' health while they are in attendance in these institutions.

The School Laws of Montana, Idaho, New Mexico, and Nevada specify a standard trained physician, legally qualified to hold the examination for teachers. The form for the certificate is made by the State Board of Education for these states. Other requirements are: free of tuberculosis, contagious diseases, showing status of the teachers' general health.

The various school boards in the state of Arizona select the physician to hold the examination for teachers. This would mean any type of physician could be selected to hold the examination for teachers.

The itemized list of requirements for the health examination for teachers in the states of Montana, Idaho, New Mexico, Arizona, Utah, Nevada, Colorado, and Wyoming are: standard trained physician to hold the health examination for teachers; the various county boards of education in the state of Arizona select the examining physician for the health examination for teachers in the respective counties; physical fitness--free of tuberculosis and other contagious diseases. No consideration is given to emotional, and mental health, and the common maladjustments which educators say "leaves the teacher in draggy health and makes her a public nuisance."

The states in Table XIII are leading toward meeting standard legal requirements for the health status of teachers as set up by health authorities.
### TABLE XV

8. WASHINGTON, OREGON, AND CALIFORNIA --

a. REQUIRED HEALTH KNOWLEDGE

<table>
<thead>
<tr>
<th>State</th>
<th>College</th>
<th>Courses</th>
<th>Two-Year Curricula Term hours</th>
<th>Four-Year Curricula Term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>Bellingham</td>
<td>Physical Educ.</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nutrition</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diet</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mental Hygiene</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Ellensburg</td>
<td>Physical Educ.</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nutrition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Cheney</td>
<td>Physical Educ.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td>Ashland</td>
<td>Physical Educ.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Monmouth</td>
<td>Physical Educ.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Salem</td>
<td>Physical Educ.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eugene</td>
<td>Physical Educ.</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nutrition</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>California</td>
<td>Fresno</td>
<td>Physical Educ.</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>San Diego</td>
<td>Physical Educ.</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hygiene</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Santa Barbara</td>
<td>Physical Educ.</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Educ.</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
The required health instruction in the following colleges is advancing toward meeting health standards: State Teachers College, Ellensburg, Washington, physical education—minimum requirement 2 hours and maximum 6 hours; health education—minimum 4 hours and maximum 7 hours; other health courses as
nutrition, hygiene, and sanitation, average 2.01 hours (minimum and maximum); Oregon Normal School, Eugene, Oregon, physical education--average minimum 3 hours and maximum 5 hours, other health courses as health education, hygiene, diet, nutrition --minimum 2 hours and maximum 4 hours.

The average requirements for health instruction in the three Class A colleges in the State of California average for physical education a minimum of 3.33 hours and maximum of 4.66 hours; health education a minimum of 2 hours and maximum of 5.66 hours; other health courses as hygiene, sanitation, average minimum 1.21 hours and maximum 1.87 hours.

The Class A Teachers Colleges in the states of Washington, Oregon, and California are progressing toward meeting standards for health instruction in Teachers Colleges.
### TABLE XVI

**AVERAGE REQUIREMENTS IN HEALTH EDUCATION FOR COLLEGES IN TABLE XV**

<table>
<thead>
<tr>
<th>Required Health Knowledge</th>
<th>Average Requirements in Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two-Year Curricula</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3.21</td>
</tr>
<tr>
<td>Health Education</td>
<td>2.87</td>
</tr>
<tr>
<td>Hygiene</td>
<td>1.60</td>
</tr>
<tr>
<td>Diet</td>
<td>0.10</td>
</tr>
<tr>
<td>Sanitation</td>
<td>0.09</td>
</tr>
<tr>
<td>Nutrition</td>
<td>0.16</td>
</tr>
<tr>
<td>Mental Hygiene</td>
<td>0.16</td>
</tr>
<tr>
<td><strong>Total Average</strong></td>
<td><strong>7.68</strong></td>
</tr>
</tbody>
</table>
b. Legal Health Requirements

WASHINGTON 48

"Yearly every person desiring to be employed as teacher, janitor in the schools of this state, shall prior to his or her contract for the ensuing year, be examined by a registered Doctor of Medicine who shall, upon a form supplied by the State Department of Health, certify whether such teacher or janitor is afflicted with tuberculosis or any other communicable disease. Such physician's report shall be presented to the jurisdiction health officer for approval. The health officer shall either grant and sign, or refuse the health certificate."

OREGON 49

"This state does not require a health certificate for teachers. This is taken care of by Normal Schools and Teacher Training Divisions of the Colleges and Universities."

CALIFORNIA 50

"No California's teachers credentials may be issued to a person who does not submit a satisfactory health certificate.

_____________________

49 State Department of Public Instruction, Letter (July 11, 1934) By C. A. Howard, Superintendent of Public Instruction, Salem, Oregon.

50 State Department of Education, Letter (August 21, 1934) By Mrs. Evelyn Clement, Chief Division of Teacher Training and Certification, Sacramento, California.
It must be made out on a form issued by the State Board of Health, specifying the general physical condition, apparent mental condition, communicable diseases, sight, hearing, speech, and physical defects.

None of the California Teacher Training Institutions can recommend for a teachers' credentials, any person who does not pass a satisfactory health examination."

(I) Summary and Conclusions

Two states in this group requiring teachers to hold a health certificate are: Washington and California. The requirements for the health certificate are: standard trained physician to conduct the examination, correct form for the certificate is made by the state board of education for each state, free of communicable diseases, other physical defects, sight, hearing, and speech.

Oregon state school laws do not require health examination for teachers. The teacher's health is supervised by colleges, teacher training schools, and universities.

The states, Washington, Oregon, and California, are not meeting standard health requirements for the health of their teachers, as set up by health authorities.
H. Health Standards for the United States and District of Columbia as Set up by Health Authorities

1. Ideal Standard. An integrated personality: "A personality positively and abundantly healthy, free of the common bodily, mental, and emotional disturbances."43 "Body, mind, and spirit working toward the fullest possible life. Health consciousness and habits which will insure continued good health."44

a. Health ideals45

"1. To carry out during each eight-hour working day, a program of activities with zest, with enjoyment, and without worry.

2. To eat three balanced meals a day, with enjoyment and without digestive troubles.

3. To sleep soundly eight hours a night.

4. To enjoy at least one hour a day of physical exercise without fatigue or strain.

5. To enjoy the society of others for at least one hour a day, without irritability.


6. To enjoy for at least two hours a day, literature, art, music, drama, hobbies, or games, without eye strain or nervousness.

7. To be self-confident, optimistic, free of fear, expecting success and attaining it.

8. Properly understood and directed sex activities."

I. Meeting Health Standards

1. **Required Health Instruction in Standard Colleges.**

The whole public health movement, worldwide in its scope, has entered the stage of health education. "We are to look to the colleges, universities, and teacher training institutions of the country, for leaders in the health education movement in the schools, factories, and communities of the country."46

"Physicians and educators have cooperated in giving an authoritative and well-planned program of health education for the common schools and colleges."47

2a. **"Required Instruction in the Health Education Program for Colleges and Universities.**

Topic 4. Effective health and character training.

Training in anatomy and physiology.

Training in personal and community hygiene.

Training in religion, ethics, and mental hygiene"48


And even beyond this each instructor carries the responsibility as to his own health, and the study schedule he approves.

The course as here outlined has been given in Cornell University during the last four year. "The completion of the health program in the common schools awaits trained supervisors and teachers."49

b. Individual Health Knowledge. It is vitally important that college men and women who are the nation's leaders, have a fair knowledge of, and an interest in personal and community hygiene.

"What an educated person should know about health.50

1. A knowledge of the physiological basis for sound health habits, right posture, and suitable exercises.

2. Know the types, amounts, and proportions of the various food elements essential to nourish the body.

3. Have acquaintance with the principles of normal mental action, and the conditions underlying the common variations from the normal state of mind.

4. A general understanding of sex instincts; the values and penalties attached to it.

5. A knowledge of the factors determining infection and resistance, and the principles of artificial immunization in case of certain infectious diseases.


50 Ibid. p. 9.
6. A knowledge of the cause and prevention of degenerative diseases as to offer prospect of passing middle life without a breakdown.

7. A knowledge of bacteriology to insure safety in environment, food, water, milk, poisonous dust of certain industries, and infected soils.

8. Have an intelligent basis for choosing wisely medical and dental advisors. These practices are founded on science.

9. Appreciation for the necessity for frequent medical and dental examinations.

10. A knowledge of important health problems in the community, methods of attacking the same and results."

"The American public health association stated in 1920 that it will be possible even without further addition to our knowledge of the cause and prevention of disease, but by application of knowledge already gained, and as yet unapplied, to add at least twenty years to the span of life in the next fifty years." (1920--55 years was the average length of life)51

J. Modern Trends in Health Movement

Dr. E. L. Bishop has summarized some modern trends in governmental control which are hopeful of a more specific

---

application of governmental measures.\textsuperscript{52}

1. The most significant fact is the rapid growth in state appropriations in the various states for health and sanitation within the states.

2. The increasing appreciation of the fundamental importance of government in public health service.

3. The increased understanding of the relationships of the several elements of government in public health welfare.

4. The increased support of laboratory activities and sanitary engineering service in the various states.

5. The increasing interest in law enforcement for health services and sanitation in schools.

6. The increasing demands for a more highly trained public health personnel in basic technical service.

7. The increasing demands for better quarantine services in the common diseases among school children.

8. The increasing demands for the public quarantine of tuberculosis and venereal diseases.

9. The increasing interest of all National Service Commissions and all state boards of health for specific state and national health problems.

10. The increasing interest of the public for health education in the common schools.

11. The Nation's Public Health Service is increasingly active in promoting health through educating the public. (Establishing night classes for study of sanitation, personal hygiene, and individual health problems.)"

The individual can be motivated into desired health behavior. The most hopeful signs of our times are:53

"1. Placing increased emphasis on special training of health supervisors and public health personnel.

2. A number of universities have added courses in health education for graduate training.

3. Five Schools of Hygiene and for Public Health Training have been established for graduate training of public health personnel. This is most significant. It is the universe in intellectual values. The determiner of all trends.

4. Definitely planned projects and methods of applying all existing knowledge in health problems.

5. Increasing sums are allotted from state budgets.

6. There is increasing interest in health instruction in our public schools.

7. More than two hundred of our standard colleges have added new health courses to their curricula."

The New York City School Board has established, and fully tabulated a complete list of achievements for teachers on the

three-year probation period. The significant statement is topic nine of the tabulated list. "Continued good health, mental, moral, emotional, and physical."  

The required achievements have been an unwritten list of requirements for teachers for years. It is of significance that it is now in tabulated form and made known to teachers and the public.

II. GENERAL SUMMARY AND CONCLUSIONS
   FOR HEALTH EDUCATION

Great extremes in required health education courses exist in Class A Teachers Colleges.

The twelve leading colleges in the nation approaching standard requirements for health instruction courses are:

<table>
<thead>
<tr>
<th>College</th>
<th>2-years term hours</th>
<th>4-years term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Normal Training School School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oswego, New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Health education, hygiene, sanitation, diet, mental hygiene--average</td>
<td>0.60</td>
<td>2.40</td>
</tr>
<tr>
<td>Maryland State Normal, Towson, Maryland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Health education, hygiene, nutrition, diet--average</td>
<td>0.50</td>
<td>3.50</td>
</tr>
<tr>
<td>East Carolina State Teachers College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenville, North Carolina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Health education, hygiene, nutrition, sanitation, diet, mental hygiene--average</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Northwestern State Teachers College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alva, Oklahoma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Health education, hygiene, diet, mental hygiene--average</td>
<td>1.50</td>
<td>4</td>
</tr>
<tr>
<td>Illinois State Normal University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal, Illinois</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

113
<table>
<thead>
<tr>
<th>School</th>
<th>2-years Term Hours</th>
<th>4-years Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Teachers College, LaCrosse, Wisconsin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Health education, hygiene, nutrition, diet</td>
<td>0.75</td>
<td>2.50</td>
</tr>
<tr>
<td>State Teachers College, St. Cloud, Minnesota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Health education, hygiene, nutrition, diet</td>
<td>2</td>
<td>2.50</td>
</tr>
<tr>
<td>State Teachers College, Winona, Minnesota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Health education, sanitation, diet, mental hygiene</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Northwestern State Teachers College, Kirksville, Missouri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Health Education, hygiene, nutrition, sanitation, diet, mental hygiene</td>
<td>1</td>
<td>3.50</td>
</tr>
<tr>
<td>State Normal School, Dickinson, North Dakota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Health education, sanitation, nutrition, mental hygiene</td>
<td>1.25</td>
<td>2</td>
</tr>
<tr>
<td>State Teachers College, Minot, North Dakota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Health education, hygiene, nutrition, diet</td>
<td>2</td>
<td>2.50</td>
</tr>
</tbody>
</table>
The thirty-six Class A Teachers Colleges having four courses of required health education are:

State Normal Schools, Keene and Plymouth, New Hampshire
State Teachers College, Salem, Massachusetts
State Normal School, Geneseo and New Paltz, New York
State Normal School, Newark, New Jersey
State Teachers College, Upper Montclair, New Jersey
State Teachers College, East Stroudsburg, Pennsylvania
State Teachers College, New Radford, Virginia
Marshall State Teachers College, Huntington, West Virginia
Georgia State Teachers College, Milledgeville, Georgia
Western Kentucky State Teachers College, Bowling Green, Kentucky
Morehead State Teachers College, Morehead, Kentucky
Eastern Kentucky State Teachers College, Richmond, Kentucky
State Teachers College, Johnson City, Tennessee
Henderson State Teachers, Arkadelphia, Arkansas
East Central State Teachers College, Ada, Oklahoma
Northeastern State Teachers College, Tahlequah, Oklahoma
Southern Illinois State Normal University, Carbondale, Illinois
Western Illinois State Teachers College, Macomb, Illinois
Chicago Normal College, Chicago, Illinois
Iowa State Teachers College, Cedar Falls, Iowa
State Teachers Colleges, Milwaukee, Oshkosh, and Plattsburg, Wisconsin
State Teachers College, Moorhead, Minnesota
Northwestern Missouri State Teachers College, Maryville, Missouri
Central Missouri State Teachers College, Warrensburg, Missouri
Southern State Normal School, Springfield, South Dakota
Nebraska State Teachers Colleges, Chadron, Kearney and Peru, Nebraska
Northern State Teachers College, Marquette, Michigan
State Teachers College, Las Vegas, New Mexico
State Teachers College, Ellensburg, Washington
Oregon Normal School, Eugene, Oregon

<table>
<thead>
<tr>
<th>Course</th>
<th>2-years term hours</th>
<th>4-years term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>4.27</td>
</tr>
<tr>
<td>The other three health courses--average</td>
<td>2.01</td>
<td>2.96</td>
</tr>
<tr>
<td>Total Average</td>
<td>5.01</td>
<td>7.23</td>
</tr>
</tbody>
</table>

(76 colleges giving 2-year curricula. 32 colleges giving 4-year curricula)

Seventy-seven colleges offer three courses each in required health instruction.

Thirty-three colleges offer two courses each in required health instruction.

Four colleges offer one course each in required health instruction.

The following colleges have added mental hygiene to their required health courses:

State Teachers College, Salem, Massachusetts, two-hour course, senior year.

State Normal and Training School, Oswego, New York, three-hour course, sophomore year.

State Teachers College, Upper Montclair, New Jersey, two-hour course in sophomore year with additional two hours in junior year.
East Carolina State Teachers College, Greenville, North Carolina, two-hour, freshman year.

Northwestern State Teachers College, Alva, Oklahoma, four-hour course, senior year.

Butler University, School of Education, Indianapolis, Indiana, one-hour course, senior year.

State Teachers College, Winona, Minnesota, four-hour course, sophomore year.

Northwestern Missouri State Teachers College, Maryville, Missouri, four-hour course, sophomore year.

Southwestern Missouri State Teachers College, Springfield, Missouri, four-hour course, sophomore year.

State Teachers College, Las Vegas, New Mexico, two-hour course, senior year.

University of Utah, School of Education, Salt Lake City, Utah, four-hour course, sophomore year.

State Teachers College, Bellingham, Washington, two-hour course, sophomore year.

Fourteen colleges have added courses of mental hygiene to the required courses in health education. The average requirements for colleges offering mental hygiene are 3.33 hours for the two-year curricula and 2.60 hours for the four-year curricula.

The very remarkable good condition in types and number of health instruction courses in the few colleges will not suffice for the very few courses in health instruction offered in the great group of colleges.

Very scattered attempts in the field of health instruction courses have been made in many colleges--the courses ranging in number from six to one course, that of physical education,
in each of four colleges, and one course, that of health edu-
cation, in one college.

Not one course in character training, or emotional culture is offered in Class A Teachers Colleges.

Ninety-two college catalogues were studied for the content of physical education courses—those requiring the greater number of hours in physical education. Seventy-three of the courses studied presented track activities, games, etc., with one period for study of theory and four day's practice which leads to the following conclusions: physical education courses as now given in many colleges, emphasize track activities, games for gain of trophy, big muscle activities, and exercises that result in set muscular movements and skill.

Williams, Wood, and other authorities writing in the field of physical education, explain it as based on bodily structure, physiology, and educational principles in the spirit of games, plays, and other situations which influence character building, tests for leadership, and orderly following of leaders, and present standard ways of responding to the best attitudes, and building up health pride—physical, mental, moral, and emotional health. These practices can be carried on after college days are over.

Public health services in many states offer trained services in mental and emotional health.

The public seeks the advice of trained psychologists, and psychiatrists in matters of mental and emotional guidance for their children and young people.
Healthy growth—physical, mental, and emotional is the primary factor in the educational program. The first responsibility of an institution of higher learning is to meet the physical, mental, social, and moral growth needs of its students.

The colleges and universities of the country have been the leaders in the new health objectives as set up by health authorities. There is a great need for trained teachers in health education to meet situations that exist in college classes. First, there is a group of students who have not had any training in health; second, those who have had some courses in health education; and third, those who need more advanced courses in health education.

Colleges must have greater appropriations from state budgets to meet the need of health instruction programs, to secure more trained instructors, and equipment for teaching health courses.

Modern health standards and objectives as set up by health authorities meet the approval of public sentiment, and the cooperating interests of the public for the achievement of the same.

The public looks to the colleges for trained leaders, teachers, and supervisors for the attainment of health programs in schools, factories, and communities.

Modern trends in health education are: health education is the cardinal principle in public education—in common schools, high schools, and colleges. The consciousness of
the American people realize the need of continued, positive, abundant health. The adult public is making specific studies in health courses, diet, hygiene, home sanitation and individual health problems.

There is a vast change in public opinion in regard to mental habits, and diseases, character training, and emotional culture. The public now understands that one is not born with undesirable mental habits, and that one does not necessarily have to keep on living with them, that habits of mind are acquired like muscular habits and that certain habits of mind favor abnormalities; other habits of mind so definitely favor and insure normal activities. The public does not hesitate to consult the family physician, or a psychiatrist, or a mental hygienist about nervousness, depression, insomnia, or unreasonable worrying, the same as they would consult a specialist about eyestrain. There are increased appropriations from state budgets for sanitary improvement for schools; and an increasing demand for more teachers, and better trained teachers of health education in the high schools.

The public is demanding more specific laws for the quarantine of contagious diseases among school children and for school physicians and school nurses, and a law for the quarantine of chronic tuberculosis, and all venereal diseases.

The Eugenic Marriage Laws, and other laws for race-improvement meet public approval, but the public needs education, and training to create a more specific understanding of the value of laws for race improvement in the next generations.
Many city and state boards of education have formulated standard requirements for teachers which they must achieve by the close of the three-year probation period of teaching. Topic nine of the regulations compiled by the New York City Board of Education reads as follows: "The teacher must have built a continued good health record, physical, mental, emotional, and a habitual, conscious attitude toward the same."¹

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<tr>
<th>Required Health Knowledge</th>
<th>Average Requirements in Term Hours</th>
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This table is read as follows: One college offers 16 hours on the two-year course; two colleges offer 13 hours, etc.
III. GENERAL SUMMARY AND CONCLUSIONS FOR LEGAL REQUIREMENTS

Each state has the responsibility for health within its borders. The Federal Government can aid in advisory capacity, or in certain special circumstances. Laws can not be passed unless a fair proportion of the populace appreciates the need for them. The appreciation for the need and value of health laws is developed through a knowledge based on human anatomy and physiology, and the basic sciences.

The states leading in specified requirements for the health status of teachers are: Pennsylvania and California. The state of Pennsylvania has enacted the following requirements for health status of teachers: The examination must be made by a legally qualified physician to practice in the commonwealth; the blank must be uniform for the state and made by the State Superintendent of Public Instruction; physical condition—not disqualified by reason of tuberculosis, or any other chronic, or acute defect; mental health—not mentally disqualified for successful teaching; character—good moral character, not in the habit of using opium, or any other narcotic drugs in any form, or any intoxicating drinks as a beverage.

The state of California has enacted the following requirements: The examining physician must be legally qualified; the health certificate must be made on blanks furnished by the State Board of Health, specifying general physical condition,
communicable diseases, tuberculosis, other contagious diseases, other physical defects, sight, hearing, speech, and apparent mental condition.

The physical condition is well reviewed except in the common maladjustments which require attention and nervous energy, and are a menace to human welfare.

The mental condition noted in the legal requirements for health status of teachers in the states of Pennsylvania and California is not clear, but it does show that mental health is being considered. Characteristics of general character mentioned, are the broad outstanding ones and do not note a great number of character attitudes that contribute to health.

The following states have enacted requirements for the health status of teachers: Massachusetts, Connecticut, Delaware, Maryland, North Carolina, South Carolina, Florida, New Jersey, Kentucky, Tennessee, Arkansas, Indiana, Iowa, Missouri, Minnesota, Montana, Idaho, New Mexico, Utah, Nevada, Arizona, and Washington.

The states of Delaware, Maryland, North Carolina, South Carolina, Florida, Louisiana, Arkansas, Indiana, Missouri, Montana, New Mexico, and Washington require a legally qualified physician to hold the health examination for health status of teachers in these respective states. Each state has uniform blanks the physician must use in making the health certificate. Health requirements are: free from tuberculosis, or other contagious diseases, or any acute or chronic disease that would be a hindrance to successful teaching.
The state of Massachusetts requires a health examination to be given all teachers, janitors, grade children, and high school students at the opening of school, and as often thereafter as required by the school nurse, or the school physician. The examination is given by the school or district physician.

The state school laws of Connecticut do not designate the physician who shall give the health examination required of teachers teaching in the state.

The physician holding the examination for health status of teachers, in the state of Kentucky must be a legally qualified, and designated by the County Superintendent of Schools, or the College physician from which the credentials for a teaching certificate is issued. Each teacher in the state of Kentucky must be vaccinated for smallpox.

The following states do not specify the physician who shall hold the health examination for teachers within the states: Connecticut, New Jersey, Idaho, Utah, Nevada, and Arizona. The requirements for a health certificate for teachers in the above named states are: good health, free of tuberculosis, and other infectious or contagious diseases.

The state of Montana authorizes the State Board of Education to certificate a teacher whom the board finds physically competent to teach. The following question is included in the blank for the teacher's credentials from the College is given, "Is this teacher physically competent, and morally fit to teach?"

Teachers teaching in the state of Louisiana must furnish
a "good health" certificate at the opening of each school year.

The state legislature for the state of Maine repealed a law requiring a health examination for teachers in 1933. The law was not practical in that it did not designate a qualified physician and uniform blanks on which the certificate must be made.

The State Superintendent of Public Education and the State Commissioner of Public Health for the state of Tennessee have formulated a well-planned code for health examination for teachers teaching in the state. They are making zealous effort to have it enacted in the Public School Laws of the state.

The following states have not enacted requirements for the health status of teachers: Colorado, Georgia, Illinois, Kansas, Maine, Michigan, Mississippi, Nebraska, New York, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming.

The state of West Virginia authorizes the county boards of education to require a medical examination for teachers if they so desire.

The state of Virginia is making an effort to have a well-planned code for medical examination of teachers enacted in the State School Laws.

The Legal Health Requirements for health status of teachers in the various states and the District of Columbia are not specific in an itemized list of requirements for health status of teachers which should include physical, mental, emotion
health trends.

The teacher submits to the health examination. The public approves of health examination for teachers. Both the teacher and the public should be assured of the health status of the teacher.

Communicable diseases are a dominant principle in public health; but non-communicable diseases have now become recognized, as menacing to public health. A sick person lowers the level of the nation's health and prosperity. The nation's Public Health Service is interested in promoting health through educating the public.

College people with their wider knowledge and enlarged contacts are challenged to pass from habits of individualism to an attitude of altruism—the educated attitude is realistic—facing things as they are. The first duty of a citizen is to cooperate in securing legal measures for improving the health of the race; creating public health consciousness and ideals; and the personal health of the present generation.

The present Legal Health Requirements for the health status of the teacher in the various states are not advancing toward meeting health standards as set up by health authorities and for physical, mental/emotional health of teachers.
IV. APPENDIX
A. Bibliography

INTRODUCTION


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Note: Heavy lines mark divisions of Sections as found in Tables I - XVI

Map 2. Location of Class A Teachers College in the United States and District of Columbia
### A List of Cities in Which the Class A Teachers Colleges are Located in the Various States

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4. Wayne

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2. Plymouth

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2. Newark
3. Trenton
4. Upper Montclair

New Mexico
1. Las Vegas
2. Silver City

Ohio
1. Athens
2. Bowling Green
3. Kent
4. Oxford

Oregon
1. Ashland
2. Eugene
3. Monmouth
4. Salem

Pennsylvania
1. Bloomsburg
2. California
3. Edinboro
4. Indiana
5. Kittstown
6. Loch Haven
7. Mansfield
8. Millersville
9. Shippensburg
10. Slippery Rock
11. West Chesterfield

South Dakota
1. Aberdeen
2. Madison
3. Springfield
4. Spearfish

Tennessee
1. Johnson City
2. Memphis
3. Murfreesboro
4. Nashville
5. Nashville

Texas
1. Alpine
2. Denton
3. Canyon
4. Commerce
5. Huntsville
6. Nacogdoches
7. San Marcos

Utah
1. Salt Lake City

Virginia
1. East Radford
2. Farmville
3. Fredricksburg
4. Harrisonburg

Vermont
1. Middlebury

West Virginia
1. Athens
2. Fairmont
3. Shepherdstown
4. Huntington

Wisconsin
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2. LaCrosse
3. Milwaukee
4. Oshkosh
5. Plattsburg
6. River Falls
7. Sevens Point
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9. Whitewater
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2. Ellensburg

North Carolina
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2. Cullowhee
3. Greenville
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North Dakota
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4. Harrisonburg

Vermont
1. Middlebury

West Virginia
1. Athens
2. Fairmont
3. Shepherdstown
4. Huntington

Wisconsin
1. Eau Claire
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5. Plattsburg
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9. Whitewater
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3. Mayville
4. Minot
5. Valley City

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4. New Paltz
5. Geneese
6. New York City
7. Oswego
8. Post Dam

South Dakota
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2. Madison
3. Springfield
4. Spearfish

Tennessee
1. Johnson City
2. Memphis
3. Murfreesboro
4. Nashville
5. Nashville

Texas
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2. Denton
3. Canyon
4. Commerce
5. Huntsville
6. Nacogdoches
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Washington
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2. Ellensburg

North Carolina
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2. Cullowhee
3. Greenville
4. Greensboro
C. American Association of State Teachers Colleges

List of Accredited Institutions, 1933-1934

Teachers Colleges - Class A

Alabama

State Teachers College Florence
State Teachers College Jacksonville
State Teachers College Livingston
State Teachers College Troy

Arizona

Arizona State Teachers College Flagstaff
Arizona State Teachers College Tempe

Arkansas

Henderson State Teachers College Arcadelphia
Kansas State Teachers College Conway

California

State Teachers College Fresno
State Teachers College San Diego
State Teachers College Santa Barbara

Colorado

Colorado State Teachers College Greeley
Western State Teachers College Gunnison

Connecticut

State Teachers College New Britain

Delaware

State Normal School Dover

District of Columbia

Minor Teachers College District of Columbia
James Wilson Teachers College District of Columbia

Florida

Florida State Teachers College Tallahassee
Georgia
Georgia State Teachers College
Georgia State Teachers College for Women
Georgia State Woman's College
South Georgia State Teachers College

Illinois
Southern Illinois State Normal University
Eastern Illinois State Teachers College
Northern Illinois State Teachers College
Western Illinois State Teachers College
Illinois State Normal University
Chicago Normal College

Indiana
Ball State Teachers College
Butler University School of Education
Indiana State Teachers College

Iowa
Iowa State Teachers College

Idaho
State Normal School

Kansas
Kansas State Teachers College
Kansas State Teachers College
Kansas State Teachers College
College of Education University

Kentucky
Western State Teachers College
Morehead State Teachers College
Murray State Teachers College
Eastern Kentucky State Teachers College

Louisiana
Louisiana State Normal School
Louisiana Teachers College Institute

Maryland
Maryland State Normal School

Athens
Milledgeville
Valdosta
Collegeboro

Carbondale
Charleston
DeKalb
Macomb
Normal
Chicago

Muncie
Indianapolis
Terre Haute

Cedar Falls

Lewiston

Emporia
Pittsburg
Fort Hays
Wichita

Bowling Green
Morehead
Murray
Richmond

Natchitoches
Lafayette

Towson
## Michigan
- Western State Teachers College
- Northern State Teachers College
- Central State Teachers College
- Michigan State Teachers College
- Detroit Teachers College

## Minnesota
- State Teachers College
- State Teachers College
- State Teachers College
- State Teachers College
- State Teachers College

## Mississippi
- Delta State Teachers College
- State Teachers College

## Missouri
- Southeastern Missouri State Teachers College
- Northeastern Missouri State Teachers College
- Northwestern Missouri State Teachers College
- Southwestern Missouri State Teachers College
- Central Missouri State Teachers College
- Teachers College of Kansas City
- Harris Teachers College
- Stowe Teachers College

## Montana
- State Normal School

## Massachusetts
- Bridgewater State Teachers College

## Nebraska
- Nebraska State Normal College
- Nebraska State Normal Teachers College
- Nebraska State Teachers College
- Nebraska State Teachers College

## New Hampshire
- State Normal School
- State Normal School

- Kalamazoo
- Marquette
- Mt. Pleasant
- Ypsilanti
- Detroit

- Bemidji
- Duluth
- Mankato
- Moorhead
- St. Cloud
- Winona

- Cleveland
- Hattiesburg

- Cape Girardeau
- Kirksville
- Maryville
- Springfield
- Warrensburg
- Kansas City
- St. Louis
- St. Louis

- Dillon

- Salem

- Chadron
- Kearney
- Peru
- Wayne

- Keene
- Plymouth
New Jersey

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<tr>
<th>State Normal School</th>
<th>Jersey City</th>
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<tbody>
<tr>
<td>State Normal School</td>
<td>Newark</td>
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<td>State Teachers College</td>
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New Mexico

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Nevada

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New York

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<tr>
<td>State Teachers College</td>
<td>Buffalo</td>
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<tr>
<td>State Normal School</td>
<td>Fredonia</td>
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<tr>
<td>State Normal School</td>
<td>Geneseo</td>
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<tr>
<td>State Normal School</td>
<td>New Paltz</td>
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<tr>
<td>School of Education College of New York City</td>
<td>New York City</td>
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<tr>
<td>State Normal and Training School</td>
<td>Oswego</td>
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<td>State Normal and Teachers College</td>
<td>Post Dam</td>
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North Dakota

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<th>Dickinson</th>
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<tr>
<td>State Normal and Industrial School</td>
<td>Ellendale</td>
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<tr>
<td>State Teachers College</td>
<td>Mayville</td>
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<td>State Teachers College</td>
<td>Minot</td>
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<td>State Teachers College</td>
<td>Valley City</td>
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North Carolina

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<td>East Carolina Teachers College</td>
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<tr>
<td>University of North Carolina</td>
<td>Greensboro</td>
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Ohio

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<tr>
<th>Ohio State Teachers College and University</th>
<th>Athens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowling Green State Teachers College</td>
<td>Bowling Green</td>
</tr>
<tr>
<td>Kent State Teachers College</td>
<td>Kent</td>
</tr>
<tr>
<td>Ohio-Miami State Teachers College University</td>
<td>Oxford</td>
</tr>
</tbody>
</table>
Oregon

Ashland Normal School
Oregon Normal School
Oregon Normal School

Oklahoma

East Central State Teachers College
Northwestern State Teachers College
Southeastern State Teachers College
Central State Teachers College
Northeastern State Teachers College
Southwestern State Teachers College

Pennsylvania

State Teachers College
State Teachers College
State Teachers College
State Teachers College
State Teachers College
State Teachers College
State Teachers College
State Teachers College
State Teachers College
State Teachers College

South Dakota

Eastern State Normal School
State Normal School
Southern State Normal School
Northern Normal Industrial School

Tennessee

State Teachers College
State Teachers College
State Teachers College
George Peabody Teachers College
Tennessee Agricultural and Industrial Institute

Texas

Sul Ross State Teachers College
West Texas State Teachers College
East Texas State Teachers College
North Texas State Teachers College
Sam Houston State Teachers College
Stephen F. Austin State Teachers College
Southwest Texas State Teachers College

Ashland
Eugene
Monmouth
Salem
Ada
Alva
Durant
Edmond
Tahlequah
Weatherford

Bloomsburg
California
East Stroudsburg
Edinboro
Indiana
Keetztown
Loch Haven
Mansfield
Millersville
Shippensburg
Slippery Rock
West Chesterfield

Madison
Spearfish
Springfield
Aberdeen

Johnson City
Memphis
Murfreesboro
Nashville

Alpine
Canyon
Commerce
Denton
Huntsville
Nacogdoches
San Marco
Utah
School of Education University of Utah

Virginia
State Teachers College
State Teachers College
State Teachers College
State Teachers College

Vermont
Middlebury Teachers College

Washington
State Teachers College
State Teachers College

West Virginia
Concord State Teachers College
Fairmont State Teachers College
Shepherd State Teachers College
Marshall State Teachers College

Wisconsin
State Teachers College
State Teachers College
State Teachers College
State Teachers College
State Teachers College
State Teachers College
Central State Teachers College
Superior State Teachers College
State Teachers College
Stout Institute and Teachers College

Salt Lake City
East Radford
Farmville
Fredricksburg
Harrisonburg
Middlebury
Bellingham
Ellensburg

Eau Clair
LaCrosse
Milwaukee
Oshkosh
Plattsville
River Falls
Sevens Point
Superior
Whitewater
Menomonie
Fig. 2. Comparison of Total Averages of Requirements on Four-Year Curricula

Standard - 100 per cent.