A Report Of A Survey Of Iowa Public School Districts To Determine The Present Status Of Health Education

compiled by Robert Fjelstul



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CHAPTER I

Procedure For Obtaining Data

Introduction

The data pertaining to the present status of health education in Iowa public school districts were collected by means of two questionnaires. In this chapter the classification of districts, sampling procedure, description of the questionnaires, procedure for the distribution of the questionnaires, and the method of analyzing the data are discussed.

Subjects

The four hundred fifty-five public school districts in Iowa were divided into four classes according to total student population within each district. The method of classifying the districts according to population was taken from the School Health Education Study. The number of Iowa districts that are included in each class was found in <u>Data on Iowa Schools</u>, 1967. **S:9-9j The classification of districts appears in Table I.

All of the districts within the large, medium, and very small classifications were selected for this study because of the small number of districts included in each of these classifications.

Due to the large number of districts within the small classification, it was not economically feasible to include this complete classification in the study. Using the formula

2:122
it was determined that if one hundred districts were selected from the small classification and 60 per cent of these districts returned their questionnaires, the resulting data would be significant at the

TABLE I.

CLASSIFICATION OF IOWA PUBLIC SCHOOL DISTRICTS ON THE BASIS OF ENROLLMENT

| Classification | Enrollment | No. of Iowa Districts | No. of Districts Sampled |
|----------------|-----------------|--------------------------|-----------------------------|
| Large | 25,000 and over | 1 | 1 |
| Medium | 3,000 - 25,000 | 24 | 24 |
| Small | 300 - 3,000 | 407 | 150 |
| Very Small | 1 - 300 | 23 | 23 |
| Total | | 455 | 198 |

.05 level of confidence. The figure of a 60 per cent return was determined by examining the per cent of return reported in five survey studies perviously done at the University of Iowa. 1,4,5,6,9

Three of these studies reported percentages of return varying from 64 per cent to 67 per cent. The other two studies reported 80 per cent and 81 per cent return of their questionnaires. Therefore, to expect a 60 per cent return of the questionnaires for this study is not unreasonable. However, since money was available to include a larger number of districts, one hundred fifty districts from the small classification were selected to receive questionnaires. The one hundred fifty districts were randomly selected from the small district classification by means of a table of random numbers. 3:451-52

Questionnaires

The two questionnaires used to obtain information concerning the present status of health education in the State of Iowa were the same questionnaires, with only slight modification, as those used in the School Health Education. A copy of each questionnaire was mailed in February, 1968, to the Superintendent of each of the 198 selected school districts. One questionnaire pertained only to the elementary schools within the district, while the other one pertained only to the secondary schools within the district.

Permission to use these two questionnaires was obtained from Elena M. Sliepcevich, Director of the School Health Education Study.

The questionnaires were designed to obtain information concerning administrative aspects and course content areas as they pertain to health education within each district. The questionnaires were used to obtain the answers to the following questions:

Why is health education taught?
Where is health content taught in the curriculum?
How is health education included in the school program?
When is health education scheduled?
Who is receiving the instruction?
Who is giving the instruction?
What is being taught? 7:72

A copy of each questionnaire is enclosed.

Distribution Procedure

The superintendent of each district included in the study received an envelope containing an introductory letter, the two questionnaires, and a stamped self-addressed envelope to facilitate return mail. Each superintendent was asked to fill out the questionnaires, or to pass them on to someone else within the district who would either be more qualified to supply the information or who would have more time.

Follow - Up Letter

The pertinent data from the study will be presented in the form of tables. Percentages will be used in presenting the data and in any comparison that is made between the four classifications of school districts. A general discussion will accompany each table.

Analysis Of Data

Introduction

The data presented in this chapter are based on the questionnaires returned from a stratified random sampling of the 455 public school districts in the state of Iowa as were previously discussed in Chapter I.

The districts were classified into four categories on the basis of their daily enrollments. The data concerning the return of the questionnaires appear in Table II. Sixty-eight per cent (134 districts) of the questionnaires that were mailed to the school districts were returned. The percent of districts from each category that returned the questionnaires was as follows: 100 per cent (1 district) of the large category, 83 per cent (20 districts) of the medium category, 67 per cent (101 districts) of the small category, and 52 per cent (12 districts) of the very small category.

The data were analyzed in relation to those questions that were contained in the elementary and secondary school questionnaires.

The percentages reported in the tables and in the discussions pertaining to those tables are reported to the nearest whole per cent.

ANALYSIS OF DATA--SECONDARY SCHOOL QUESTIONNAIRES

SECONDARY SCHOOL ORGANIZATION

The organizational patterns of the public secondary schools in Iowa appear in Table IIV. All of the large and medium districts were organized on the three year junior high school and three year senior high school pattern. The small and very small districts were evenly

TABLE II

THE NUMBER AND PERCENTAGE OF DISTRICTS THAT RETURNED THE QUESTIONNAIRES

| Classifications of Districts | Questionnaires Mailed | Questionnaires Returned | | | | |
|---------------------------------|--------------------------|----------------------------|-----|--|--|--|
| | N | N | % | | | |
| Large | 1 | 1 | 100 | | | |
| Medium | 24 | 20 | 83 | | | |
| Small | 150 | 101 | 67 | | | |
| Very Small | 23 | 12 | 52 | | | |
| Total | 198 | 134 | 68 | | | |

divided between the two year junior high school and four year high school pattern of organizations and the six year combinations of junior and senior high school. The only exception was 10 (10 per cent) small districts using the three year junior high and three year senior high school pattern.

REASONS FOR TEACHING HEALTH EDUCATION

The reasons for teaching health education in the secondary school systems and the rank order of their importance to the school districts are listed in Table VI. In only three cases do at least 10 per cent of the districts agree on the order of importance of a particular reason. To fulfill school objectives was the main reason for 45 districts (34 per cent), 35 districts (26 per cent) listed a local requirement as the second most influential reason, and 25 districts (19 per cent) stated the state requirement was the third reason in order of importance for the inclusion of health education in the curriculum. Fourty-three per cent (57 districts) listed to fulfill school objectives as a reason. This, however, was the greatest response for any of the particular reasons. This can be attributed to the fact that most of the districts only checked one or two responses as their reasons for the inclusion of health education in the school curriculum.

REASONS FOR NOT TEACHING HEALTH EDUCATION

The reasons for not including health education in the secondary school curriculum are listed in Table V. Sixty-nine (51 per cent) of the districts that returned the questionnaires did not include

TABLE III

SECONDARY SCHOOL ORGANIZATIONAL PATTERNS FOR THE FOUR DISTRICT CLASSIFICATIONS

| District Classification | | | | rict 9-12 | Organiza 7-9,10 | Pattern 7-12 | | |
|----------------------------|-----|--|------|--------------|--------------------|-----------------|----|----|
| 4 | N | | N | % | N | % | N | % |
| Large | 1 | | | | 1 _ | 100 | | |
| Medium | 20 | | P-0. | | 20 | 100 | | |
| Small | 101 | | 40 | 40 | 10 | 10 | 51 | 50 |
| Very Small | 12 | | 7 | 58 | | | 5 | 42 |
| Total | 134 | | 47 | 36 | 31 | 23 | 56 | 42 |

TABLE IV

THE REASONS AND THEIR ORDER OF IMPORTANCE FOR THE INCLUSIONS OF HEALTH EDUCATION IN THE CURRICULUMS OF THE DISTRICTS (N=65) THAT TAUGHT HEALTH EDUCATION

| Reasnn and District Classification | v velikusen isemiisen kilomoisii esim | u Pallet en Allen erm - Dir Marie de de Sacrito de Arcente | направания (III в в подавания в на выполня в на выполня в на в | Alta Sirini Santana oran dalah da Piliki. | T-i-Balant van de keur die bland t | Control Mallorman, And Andrewson | Rank O | | of : | | ortance 1 | for | ору _{нун} айн голоруу ултуулт маган Айран х |
|---------------------------------------|---------------------------------------|--|--|--|-------------------------------------|--|------------------------------------|---------------------------------|----------------------------|---|-------------------------------------|-------------------------------|--|
| | 1 | st | 2: | nd | 3: | rd | 4 t | h | | 5tl | 1 | 6 | th |
| | | | | Nun | iber a | and | Percen | tage | of l | Dis | tricts | | ×. |
| | N | % | N | % | N ′ | % | N | % |) | V S | 6 | N | % |
| Fulfill Objectives | YESSON BERTAIN STAN | OPPORTUNE OF THE PROPERTY OF T | gyggy gridinmos skingraue file sa sem ost s san | naven de demons de la competition de considéra | or politika en mund bledomen e en e | nang gyddidd at engr _y en ac nago | usuusepavadan maamanudda sa ubaana | reinas remeliense mie kontració | annattikukkonnuussikkaanes | anga Milis er incener _i aria | earchean - iddesidation - anne anne | ада атына ануулганда тайгайга | ста н міцерууска лд а, ш эм үүр _{үү} смирулайгда ого |
| Large (1) | 1 | 100 | Cord design | dusig temp | geod black | Print World | don Mil | down) bump | - Van - | ang • | uses feed | book essi | ≈ ≈ ∞ |
| M lum (120) | 10 | 50 | 2 | 10 | 2 | 10 | eva sea | Ends time. | elitin d | were encu 4 | 264a | Noush Agrica | Carry words |
| Small (101) | 29 | 29 | 6 | 6 | 2 | 2 | poor pins | Allrick Securi | essip d | . | NEW BEST | 5244 646A | shoft gillig |
| Very Small (12) | 5 | 42 | minut 4054 | final Willia | ENDS WAR | ema ema | جسد فنخ | 24 M | Other b | • | # 3 (| | . BUTTO EXCEP |
| Total (134) | 45 | 34 | 8 | 6 | 4 | 3 | pica von | Stele VISES | Name o | 740 3 | ner too | 1750 CELUI | ans eec |
| Local Requirements | | | | | | | | | | | | | |
| Large (1) | the last | Accept accept | 1 | 100 | CHOCK BARD) | outro spage | BHG. 0039 | Mad Mo | • | res mass o | 168 \$106 | endo dang | 40700 15405 |
| Medium (20) | 2 | 10 | 8 | 40 | 1 | 5 | ense gum | SOME MORE | * | , e em em | SSS visus | enny Véra | APA SUST |
| Small (101) | 4 | 4 | 23 | 23 | 5 | 5 | and page | hem pon | | ins thech 11 | wo rwo | word Abbi - | 1679 maga sinad |
| Very Small (12) | 3 | 25 | 3 | 25 | 2 | 16 | RSAID GOODS | distr busiy | | in elas Pri | 54 10mi | Città Tibes | COO ford |
| Total (134) | 9 | 7 | 35 | 26 | 8 | 6 | Avidah manga | муя өңд | * | cod mary to | my come | ris sea | kovah essam |

TABLE IV (continued)

THE REASONS AND THEIR ORDER OF IMPORTANCE FOR THE INCLUSIONS OF HEALTH EDUCATION IN THE CURRICULUMS OF THE DISTRICTS (N=65) THAT TAUGHT HEALTH EDUCATION

| Reason and District Classification | +enzimuv24400********************************** | менен (1965) — теру удиран (1 | and the second section of the second section of the second section of the second section secti | auseralitää Pilliää NN ===== audesiaä | o de la company de la comp | Rank | | of I | | ance | for | MANA), efector (APPRILATED PROCESSES) | Муникананан обеспей (1984) година (1984) година (1984) година (1984) година (1984) година (1984) година (1984) |
|---------------------------------------|--|---|--|---------------------------------------|--|--------------|--|--|--------------------|--|---|--|--|
| | ls | t | 2nd | î | 3r | d | 4tl | ſ | 5t | h | | 6th | 1 |
| | | | Numl | ber a | nd F | ercen | tage | of Dia | stric | ts | | | |
| | N | % | N. | Je | N | % | Ŋ | % | Ŋ | H | golobieren mellen de en | N | Jo |
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| Medium (20) | 2 | 10 | 2 | 10 | 5 | 25 | සො හා | . 602 602 | an are | Dog sharp | | AND THE | ence touch |
| Small (101) | 7 | 7 | 6 | 6 | 16 | 16 | 1 | 1 | em tos | anthr dishir | | throst sinter | esse esse |
| Very Small (12) | 2 | 16 | 2 | 16 | 3 | 25 | weder states which | ADDISO BESON | ena 1940 | G000A 40/23 | | Eins Arms | Acros space |
| Total (134) | 11 | 8 | 10 | 8 | 25 | 19 | 1 | 1 | ung store | ***** | | elizab krope | ens san |
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| Medium (20) | 8/2 WZ | aceta decem | ners quite | **** | 1. | 5 | mais 6079+ | quar so-a | 6052 4mily | date even | | Approag MARCA | enns dava |
| Small (101) | SEPT Pro- | giving figures | 2 | 2 | 2 | 2 | COS WAS | Near wife. | මාතර කි කිර | mand days | | ziwi G erie | the man |
| Very Small (12) | desp. scale | 4000 W | 2 | 16 | EXTO FINE | 6040 8004 | Bertin mility | growth without | heros sidile | dad bas | | 1600 TGD | MOR 400 |
| Total (134) | कार्य ब्लक | Many goldi | 4 | 3 | 3 | 2 | 1 | 1 | 4024 4009 | esta esta | | end time | MONRIA GOVEN |
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| College Preparatory | | | | | | | | | | | | | |
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| Total (134) | spacy) Filidia | ENVA SEUR | 1 | 8 | 1 | 1 | 2 | 1 | 1 | 1 | | word 4009 | COMMIT CANADA WEIDE |
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TABLE IV (Continued)

THE REASONS AND THEIR ORDER OF IMPORTANCE FOR THE INCLUSIONS OF HEALTH EDUCATION IN THE CURRICULUMS OF THE DISTRICTS (N=65) THAT TAUGHT HEALTH EDUCATION

| Reason and District Classification | menteksi kalan menteksi kalan serik Selak da | ee-reversienderberkend vielektilde e | Parameter (1) - Carlo Salaria | mentek Karrilik V. Enteng dagung | қазақырын | Rank | | er of ach Re | Impor ason | tanc | e for | nov kakimu PA kitandii Waxaa wa wa ka k | Баракура Монторов, конторов (1995) Посторов (1995) |
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| | | | | Num | ber | and F | erce: | ntage | of Di | stri | cts | | |
| | N | % | И | % | N | % | N | % | N | % | | N | % |
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| Small (101) | 12205 1286a | 22% esa | 1 | 1 | 000 EM | Brook Brook | 500 ESSE | Alabar Milan | 1 | 1 | *4. | god tops | Balling William |
| Very Small (12) | amon more | Accept Mines | Santis Sapile | entice, divide | 67.04 min | made bingl | MC10 46503 | | anten dende | **** | | tiva ausa | anne about |
| Total (134) | COM MAN | teat) heav | 2 | 1 | 1 | 1 | 1000 550 | fortild landed | 1 | 1 | | 1 | 1 |

health education in their curriculums. Insufficient space in the curriculum was a reason listed by 44 (64 per cent) districts. Limited facilities and equipment was listed by 24 (35 per cent) districts and 17 (25 per cent) districts listed inadequate background of teachers as reasons for not including health education in their curriculums. None of the other reasons were listed by more than 7 (10 per cent) districts. The large district classification was not included because it has previously been stated that this district had health education in its curriculum. There were some districts that answered both questions concerning why health education was included and why it was not included in their curriculums. Four medium districts and six very small districts answered both Ten small districts failed to answer either of these questions. questions.

NAME OF THE HEALTH EDUCATION COURSE

The 29 districts that gave a name to their health education course are grouped in Table VI according to district classification and course name. Seventeen (59 per cent) districts listed Health as the name of their specific health education course. Physical Education and Health was the name given the course by 4 (14 per cent) districts. Health and Science and Health and Physiology were each listed by 3 (10 per cent) districts. The large district classification called its course Hygiene. No other course title was listed by 3 or more districts.

TABLE V

THE REASONS FOR NOT INCLUDING HEALTH EDUCATION IN THE CURRICULUMS OF IOWA DISTRICTS (N=69) CLASSIFIED ON BASIS OF ENROLLMENT

| Reason | Med N (10 | lium %) | District Small N % (51) | | | ssifi 'y 111 · % | ication Total N % | California (Salan Salan Sa |
|--|-----------------|----------------|-------------------------|----|---|---|-------------------------|--|
| Insufficient Money for Health Education | 1 | 10 | 3 | 6 | mark dirika di Pilip republishi kaca mimutana kangu Birda Kilala | осый летониковородического мостовородицифиформа ССССКА | 4 6 | яция невідомногорневівнічів допологорів |
| Insufficient Space in the Curriculum | 8 | 80 | 29 | 58 | 7 | 88 | 44 64 | |
| Limited Facilities and Expipment | 2 | 20 | 19 | 38 | 3 | 38 | 24 35 | |
| Inadequate Background of Teachers | 6 | 60 | 11 | 22 | 900 GM | ovota Ecop | 17 25 | |
| Other Reasons | 2 | 20 | 4 | 8 | 1. | 13 | 8 10 | |

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REQUIREMENT OF HEALTH EDUCATION

Of the 29 districts that had a titled health education course, 24 of the districts required all the students to take the course, while four districts offered the course as an elective. One district required the course of those students who did not participate in band or orchestra.

NUMBER OF SEMESTERS AND WEEKS OF HEALTH EDUCATION

The length of the required health education course varied from one-half semester to 8 semesters. Three districts offered health education for one-half of a semester, 16 districts offered a semester course, 4 districts had 2 semesters of health, 1 district had health for 4 semesters, and 5 districts offered health education for 8 semesters. The 3 districts that offered health education for one-half of a semester were all from the medium district classification. The 8 semester and 4 semester courses of health education were all combined with physical education. The number of weeks each course was offered varied according to the number of semesters. The number of weeks varied from 8 weeks with the one-half semester course to 128 weeks with the 8 semester course.

CLASS MEETINGS PER WEEK OF HEALTH EDUCATION

The number of class periods devoted to health education are listed in Table VII. The number of class meetings per week ranged from one to five. There wasn't any pattern of distribution between grade levels, however, there was a pattern for the frequency at which these classes met. Fourty-three districts that required health

TABLE VI

THE NAME GIVEN TO THE SPECIFIC HEALTH EDUCATION COURSE

| Course Name | District Classification Very | | | | | | | | | | |
|-------------------------------|------------------------------|----------------|------------|--------------|-------------|--|--|--|--|--|--|
| | Large | ${\tt Medium}$ | Small | Small | Total | | | | | | |
| | N (1) | (JO) | N (15) | (3) | N % (29) | | | | | | |
| Health | energ einis | 7 | 10 | | 17 59 | | | | | | |
| Physical Education and Health | şādā made | 1 | 609 ts/9 | 3 | 4 14 | | | | | | |
| Health and Science | FEFF CARE | 2 | 1 | 466SF FÜNG | 3 10 | | | | | | |
| Hyene | 1 | nes voe | emos 1971) | end exp | 1 3 | | | | | | |
| Health and Physiology | larco ecco | eater Winds | 3 | sonds stope | 3 10 | | | | | | |
| Other | sture durine | fores educa | 1 | guest Milita | 1 3 | | | | | | |

education had the classes meet 5 times a week, while 36 per cent met twice a week. The remaining 21 per cent were divided among the other three frequencies for meeting, with 14 per cent meeting only once a week.

LENGTH OF HEALTH EDUCATION CLASSES

The length of the required health education classes according to the number of minutes per class meeting are grouped according to district classification and blocks of time in Table VIII. No discernible trend appeared between grade levels and the length of the class period, but a trend did appear between district classification and the length of the class. The large and medium districts classifications had 100 per cent and 70 per cent respectively of their health education classes meeting for 41-50 minutes per period. The small district category had 71 per cent and the very small district category had 100 per cent of their classes meeting for over 50 minutes per class period.

SEPARATION OR COMBINING OF STUDENTS

Sixty-four per cent (18 districts) of the districts that required health education had separate classes for boys and girls, while 31 per cent (9 districts) combined boys and girls, and 4 per cent (1 district) had combined classes for boys and girls except for special units. There was a tendancy for the large and medium districts to separate the girls and boys more often than the small and very small district classifications. The large district separated all of its

TABLE VII

THE NUMBER AND PERCENTAGE OF CLASSES
PER WEEK DEVOTED TO HEALTH EDUCATION

| District Classification | N | 1 | | | mber o | f Cla | asses | per | Week | £ | ć | |
|----------------------------|--------|--|----------------|----|--------|--------------|-------------|---------------|-------------|---------|------------|--|
| | . L. V | N marine property commencers and a second se | % | N | Jo | N. |) % | N | % | V. |) % | Mik Commegagyagyalikki Ve Chimilid e e |
| Large | 1 | COM NOTE | -14 414 | 1 | 100 | Base 2056 | inięka wype | Eteia Giba | KING GANG | FOI NOW | and while | uyng damoe guyatiikn |
| Medium | 10 | 2 | 20 | 4 | 40 | 1 | 10 | Ecok Nami | an an | 3 | 30 | |
| Small | 14 | 1 | 7 | 4 | 29 | Noise closes | ANNO ARACO | 1 | 7 | 8 | 57 | |
| Very Small | 3 | 1 | 33 | 1 | 33 | uag alli | SAME SENSO | porter states | فخذم والتعه | 1 | 33 | |
| Total | 28 | 4 | 14 | 10 | 36 | 1 | 4 | 1 | 4 | 12 | 43 | |

TABLE VIII

THE LENGTH OF THE REQUIRED HEALTH EDUCATION
CLASS IN TERMS OF MINUTES PER CLASS

| District Classification | : N | Less 3 N | than | | Class 40 % | | iod ir. | Minutes 50+ N | · % | one a liberary opposity, parket |
|----------------------------|--|--|----------------|------------------------------|---|------------------------|--|--|--|---------------------------------|
| | of the same is a supplied to the same in t | ogga manamari kanja va ere kor vikistera til til kolo til miliot i deli til miliot i deli til miliot i deli ti | | -CIOministino-com-pressurate | ingerette Communication of the State Conference of the State Consession | mediaaadampedDimidAdam | HUCA COStenicum + 4440-Ui + 10 Materiaum 47+ Co-4554eu | ууддуу уу жанан торуудуу төөрүү күйтөө колон өзөө көрөрөөдүү айман байдаган ай | ###################################### | eryolioentytys-sees |
| Large | 1 | TANZE EXTRA | dinin (que) | uan este | ****** | 1 | 100 | ecop comp | 974 ESB | |
| Medium | 10 | being mains | 604 604 | 1 | 10 | 7 | 70 | 2 | 20 | |
| Small | 14 | 1 | 7 | ewa kem | 2004) 6000 6000 | 3 | 21 | 10 | 71 | |
| Very Small | 3 | NAIG, EZZN | and ene | motor distra | 920A 10H | ETIN 4050 | ginną 1886 | 3 | 100 | |
| To 1 | 28 | 1 | 4 | 1 | 4 | 11 | 39 | 15 | 54 | |

TABLE IX

THE SEPARATING OR COMBINING OF STUDENTS
IN THE REQUIRED HEALTH EDUCATION CLASSES

| District Classification | N | Combi N | ned % | | of Groupin arated | Comb: Exce | | |
|--|--|--|------------------------------|--|--|--|--|---|
| likken, diamenina (paspasanier, potoseki, men filosofi anakaria anakaria da katala katala katala katala katala Derikit yili Ner Pili ili ili seleku eta berta men filosofi anakaria anakaria anakaria da katala katala katala | ndeliziinde (1) vertiede vertiede jour die Alder A Hilling de Charles (1) and Alder | м сатарын такжы жараш араарын такжы жараа жарын такжы жарын жарын жарын жарын жарын жарын жарын жарын жарын жа Кайман жараа жарын ж | mananumus dimadapapapapapapa | gymelinas erm namar viden med henen skih semelekskyn filol gymphanen premie negrung nach hittilliolog erm und han i skihe |) - The state of t | NOCEMBER 18 CONTROL OF THE WAS C | gi kapifili (ili geograpia) ya na nagaga ya Fili managaya na manayani da Pili manafali da da da da ga nagaga n ga nagaga na | delity (1888) i statutty (Bentinell Pile) |
| Large | 1 | 4460 GNC3 | 9250 HUTS | 1 | 100 | 20,00 402a | some disas | |
| Medium | 10 | 3 | 30 | 7 | 70 | क्षम् स्था | Sibrali Access | |
| Small | 14 | 6 | 43 | 8 | 57 | augh Seine | 45mg \$222# | |
| Very Small | 3 | distrib surveyor | 446. EEG | 2 | 67 | 1 | 33 | |
| Total | 28 | 9 | 32 | 18 | 64 | 1 | 4 | |

courses and the medium districts separated the boys and girls 70 per cent of the time. The small category separated the boys and girls 57 per cent of the time and the very small district category separated them 67 per cent of the time.

REASONS FOR SEPARATING STUDENTS

The reasons for separating boys and girls in health education classes are listed in Table X. Of the nineteen districts that separated the boys and girls for at least part of the course, ll (58 per cent) districts separated the classes because of administrative reasons and 8 (42 per cent) districts separated the boys and girls because of the nature of the subject. The very small district that separated the boys and girls for only some units did this with the units dealing with venereal disease and menstruation.

CREDIT FOR HEALTH EDUCATION

Of the 29 districts that offered a health education course,
7 (24 per cent) districts gave carnegie unit credit towards graduation for the health course. Included in this group is the district that offered health education as an elective. Twenty-two (76 per cent) districts did not give carnegie unit credit for health education. All of the 7 districts that gave credit for health education listed it under health on the students' records.

TEACHER PREPARATION BACKGROUND IN HEALTH EDUCATION

The college preparatory background of those teachers instructing in health education are listed in Table XI. In the 28 districts that

had required health education, the course was physical education in 13 (46 per cent) districts. Seven (25 per cent) districts had health education being taught by a person with a major in physical education and health. The home economics teacher taught health in 3 (11 per cent) of the districts. The remaining 5 (18 per cent) districts had the health education course being taught by the school nurse, biology teacher, general science teacher, or a person with a major in health education.

EXTRA DUTIES OF THE HEALTH EDUCATION INSTRUCTOR

The 29 extra duties, other than those involved in teaching, that were listed as being part of the health educators' work load at the junior high school level are located in Table XII. Thirteen (44 per cent) districts listed coaching, 7 (24 per cent) districts listed intramural supervision, and 5 (17 per cent) districts listed nursing. The remaining 4 (15 per cent) districts reported extra duties concerned with health coordination, school recreation supervisor, and guidance. The total of 29 extra duties were reported by 24 of the 28 districts that required health education.

At the high school level, 30 extra duty assignments, other than teaching, were reported as being handled by the health education instruction in 23 districts. Coaching was listed by 14 (47 per cent) districts, intramural supervision was reported by 5 (17 per cent) districts, and the remaining 11 (26 per cent) duties were divided among guidance, intramural supervision, and nursing.

In both junior high school and high school, coaching was the most frequent. The main difference was that coaching comprised

TABLE X

THE REASONS FOR SEPARATING BOYS AND GIRLS IN THE REQUIRED HEALTH EDUCATION COURSE

| District Classification | | Reason for Separation | | | | | | | | | | |
|---|---|---|--|--|--|--|--|--|--|--|--|--|
| | Administrative N % | | re of bject % | ورود و المعدد المالية المعدد المالية و الم | | | | | | | | |
| ан обы же байтын так же из том он | aanse skannder van gemeente die Statististististististististististististist | endement PC file o.u. n.ch bloomh fan Nicosal er sin aus undemag geas a den aan PC PC PC PC PC File of the Cliffor noar All tale Cliffor File DC PC | тот ASA (бійсіття на 1904 году добарудця Аваба | терератиру (1944-1944) — 1946-206-2014 Майселев С. 1956-2014 Майселев С. 1956-2014 Майселев С. 1956-2014 | #1000000000-#100000-#00000044C0000-0000-60 | | | | | | | |
| Large | 1 | কক আন পৰিব বেচ | 1 | 100 | | | | | | | | |
| Medium | 7 | 4 57 | 3 | 43 | | | | | | | | |
| Small | 8 | 6 75 | 2 | 25 | | | | | | | | |
| Ver Small | 3 | 1 33 | 2 | 67 | | | | | | | | |
| Total | 19 | 11 58 | 8 | 42 | | | | | | | | |

TABLE XI

THE COLLEGE PREPARATORY BACKGROUND AND THE MAIN SUBJECT RESPONSIBILITY OF THOSE TEACHERS INVOLVED IN TEACHING HEALTH EDUCATION

| Subject Field or College Major | | District Classification Very Large Medium Small Small Tota $\binom{N}{1}$ $\binom{N}{2}$ $\binom{N}{2}$ $\binom{N}{2}$ $\binom{N}{2}$ | | | | | | | | | |
|---|---------------|---|-------------|---------|-------|--------|----------------|-------------|----|----|--------|
| MG | | | | | eng | ~ | | | ** | 1. | |
| Major in Health Education | WITE | www. | K2543 | (con) | 1 | 7 | фиод | V AB | 1 | 4 | |
| Major in Health and Physical Education | 1 | 100 | 1 | 10 | 3 | 21 | 2 | 67 | 7 | 25 | |
| Physical Education Teacher | 6 4504 | No. | 7 | 70 | 6 | 43 | integ | Andry | 13 | 46 | |
| Sc ol Nurse | Actual | Come | 1 | 10 | 1 | 7 | 427% | MON | 2 | 7 | |
| Biology Teacher | N-99 | mark | œa. | Kda | 1 | 7 | EUSQ | lood | 1 | 4 | |
| General Science Teacher | Modi | ans. | ACCUS (COM) | Minds . | 1 | 7 | t aking | Accus | 1 | 4 | |
| Home Economics Teacher | easting . | Proper | 1 | 10 | 1 | 7 | 1 | 33 | 3 | 11 | * \$. |
| Social Studies Teacher | West | ESSES) | lesál | ARIÓ | Miney | ė-niss | | | | | |

TABLE XII

EXTRA DUTIES (N=29) REPORTED BY TEACHERS OF HEALTH EDUCATION AT THE JUNIOR HIGH SCHOOL LEVEL

| Duties | N | Large Medium | | | trict Classifications Very Small Small N % N % (14) (1) | | | | | Total N % | | |
|---------------------------------|---|--------------|---|----|---|----|-----|-----|----|--------------|--|--|
| Coaching | _ | _ | 5 | 38 | 7 | 50 | 1 | 100 | 13 | 45 | | |
| Guidance | _ | and | 1 | 8 | 1 | 7 | - | - | 2 | 7 | | |
| Health Coordinator | - | - | - | - | 1 | 7 | - | - | 1 | 3 | | |
| Intramural Supervisor | 1 | 100 | 5 | 38 | 1 | 7 | 44 | - | 7 | 24 | | |
| Nu. lng | - | - | 2 | 15 | 3 | 22 | | | 5 | 17 | | |
| School Recreation Supervisor | - | - | - | - | 1 | 7 | *** | - | 1 | 3 | | |

TABLE XII (Continued)

EXTRA DUTIES (N=30) REPORTED BY TEACHERS OF HEALTH EDU-CATION AT THE HIGH SCHOOL LEVEL

| Duties | Med: N (6) | i.um % | Distr Small N % (19) | | rict Classification Very Small N % (5) | | | tal %) | |
|--|---|-------------------------------|--|--|--|---|--|--|--|
| н на | arang pambang ang Palang ang Palang | uu varantuvitii liittaalineed | NYK-Nije-Petranogel End a skuinteratile-manatoleonaansa aa ee aan aan aa | faces of the second of the sec | azurgandungan, di daritat digi pengangan kelalamin 19. delili kelal-1-4 fili kelal-1 | alian () an Talan (| ин Ментерия и под при на п На при на пр | A CONTRACTOR OF THE STATE OF TH | The second secon |
| Coaching | 1 | 17 | 11 | 58 | 2 | 40 | 14 | 47 | |
| Guidance | 1 | 17 | 2 | 11 | 1 | 20 | 4 | 13 | |
| Health Coordinator | MACO. | No. Code | 6446 | 4000 | ana, | ácul | WELL | 649 | |
| Intramural Supervisor | 3 | 50 | 2 | 11 | billidd | Dotal | 5 | 17 | |
| Nu ling | 1 | 17 | 2 | 11 | 1 | 20 | 4 | 13 | |
| School Recreation Supervisor | Riday | #400# | 2 | 11 | 1 | 20 | 3 | 10 | |

37 per cent of the extra duties in high school, while coaching was only 28 per cent of the extra duties in junior high school. The small district classification at the high school level reported the greatest number of extra duties. Nineteen extra duties were reported by 12 districts.

HEALTH EDUCATION CLASSROOM LOCATION

The classroom locations for the health education courses are listed in Table XIII. Since there was no discernible trend between any of the grade levels, the data is grouped according to class location for each district category. The gymnasium was used by 10 (36 per cent) districts and any available classroom was used by 9 (32 per cent) districts. The auditorium and a special health education classroom were each used by 4 (14 per cent) districts. The remaining district (4 per cent) used the locker room in which to hold the health education class. The main difference between district categories was that the gymnasium was used by 7 (50 per cent) small districts and only 2 (20 per cent) of the medium sized districts used the gymnasium as the health education classroom.

HEALTH EDUCATION CLASS SIZE

The data concerning the assigning of students to health education classes in junior and senior high school are listed in Table XIV.

In the junior high schools, the range of class size was from 19 students in one small district to 46 students in the large district.

The mean number of students in the health classes was 28, while the

TABLE XIII

THE CLASSROOM LOCATION FOR THE REQUIRED HEALTH EDUCATION COURSE

| Location | La N (1) | rge % | Dist Medi N (10) | • | | ssific all %) | eation Ver Sma N (3) | су | Tota N (28) | 21 % |
|--|----------------------------------|--|---------------------------|------|---------|-------------------------|----------------------------------|--------|-------------------|--|
| A so to the second seco | Calcular & Campana & CA Particle | A THE STATE OF THE | | 40 | 4 | ~ (`\ | hag | | | Control Contro |
| Any Classroom | tom- | 400% | rt. | 40 | | 29 | 1 | 33 | 9 | 32 |
| Auditorium | 1000 | Acids | 1 | 10 | 2 | 14 | 1 | 33 | 4 | 14 |
| Gymnasium | 1999 | 4 102A | 2 | 20 | 7 | 50 | 1 | 33 | 10 | 36 |
| Li' jary | 40es | November 1 | com | GVGI | non | S BON | काल | E24 | eve | eca |
| Locker Room | · | 0279 | 1 | 10 | Assis . | € 623 | desig | wife | 1 | 4 |
| Special Health Classroom | 1 | 100 | 2 | 20 | 1 | 7 | lova | Streat | 4 | 14 |

mean number of students in all other academic subjects was 29. The small districts had the lowest range of students varying from 19 students to 26 students. They also had the lowest average size health class with 24 students and the lowest average size academic class with an average of 26 students. The large district had the largest class size for all three class considerations. The range of class size was from 30 students to 46 students, the average health education class size was 40 students, and the average for all other academic subjects was 37 students.

In high school the range of classes was from 22 students in 2 very small districts to 36 students in 1 small district. The mean of the averages for all health classes was 27 students and the mean for all other academic subjects was 28 students. There wasn't any large difference in class sizes between district classifications. The large district classification was not included in the high school section because the health education classes are taught in the 9th grade in this district.

HEALTH EDUCATION EXPERIENCES OTHER THAN IN HEALTH EDUCATION CLASSES

The data pertaining to the methods by which health education was included throughout the school curriculum other than in health education classes are listed in Table XV for the large district. Health education material was used as correlating material in other academic courses in grades 7 through 12. The home room presented health education in all secondary grades except for grade 10. Planned health education units were presented in other academic

TABLE XIV

THE NUMBER OF STUDENTS ASSIGNED TO REQUIRED HEALTH EDUCATION CLASSES

| | | | en de la companya de | Section 1. | | |
|---|---|---|--|--|--|--|
| Class Size | | Junio | or High Sch | nool | | * Opposite Common Commo |
| | | District | Classifica | | | |
| | Large | Medium | Small | Very Small | Mean | |
| Range of Size | 30-46 | 25-35 | 19-26 | 25 -3 0 | en e | American Constitution |
| Average Size of all Health Classes | 40 | 33 | 24 | 27 | 28 | |
| Average Size of Classes in other Academic Subjects | 37 | 32 | 26 | 30 | 29 | |
| | a da dibbat (10 pinjapin) A A A A A A A A A A A A A A A A A A A | econoliidatus istiliit (/emperimenteleppineCOM422004 general, valtellisticisticisticisticisticisticisticist | CLA-MANNEN AND THE STATE OF THE | Signification should be a supported by the support of the support of the support of the support of the support | White repressing the state of t | ·//metterintentent |
| | ogustamone asilorista eri Allistotico entre eritat de entre e e e e e e e e e e e e e e e e e e | eassi-hedarremenno AMIII. 4014-1400-1414 (1994), quyassi suqqar assa esideki oʻlasid da | нодатимот «Рейден» в Ангейн Аврууда, оруунун унудатимин авругин из өөнөстінде асыбад | оды — дан бай на 400 м год у устрон нед 544 в год и до | HA-RIMA-TELO ELEPTITA PERIO ELEPTITA PARAMETRA MEMBRIAN PARAMETRA PARAMETRA PARAMETRA PARAMETRA PARAMETRA PARA | MARION STATE |
| C ⁷ ss Size | | Senio | or High Sch | 1001 | | |
| | | Distric | t Classifi | | | 2.4 |
| | | Medium | Small | Very Small | Mean | |
| | | | | | | TECTORIS . |
| Range of Size | | 25-35 | 25-36 | 22-34 | 6 0 | |
| Average Size of all Health Class e s | | 29 | 25 | 30 | 27 | |
| Average Size of Classes in Other Academic Subjects | 3 | 30 | 27 | 27 | 28 | |

areas in grades 7, 8, and 11.

The methods of presenting health education material, other than in health education classes, are presented in Table XVI for the medium, small and very small district classifications. The data are grouped according to district classification because individual grade patterns were not discernible. Correlating health education material with other subjects was reported by 50 (38 per cent) of the districts. Incidental instruction and planned health units in other academic subjects were each reported used by 25 (19 per cent) districts. No other method was reported by more than 10 per cent of the districts. Health education material was presented in the home room in the large district and in 5 (25) per cent) of the medium sized districts. The small and very small district classifications did not use this method. Incidental instruction was used by 25 per cent (5 districts) of the medium districts, 18 per cent (18 districts) of the small districts, and 16 per cent (2 districts) of the very small districts. Integrating health education material into other academic subjects was reported used by 15 per cent (3 districts) of the medium districts, 6 per cent (6 districts) of the small districts, and 16 per cent (2 districts) of the very small districts. The large district did not use either incidental instruction of health education or integrating health material into other academic subjects.

SUBJECTS IN WHICH PLANNED HEALTH UNITS APPEAR

The subjects in junior high school in which planned health

TABLE XV

HEALTH EDUCATION EXPERIENCES OTHER THAN IN HEALTH EDUCATION CLASSES IN THE LARGE DISTRICT CLASSIFICATION BY GRADE LEVEL

| Type or Place of | Grade Level | | | | | | | | | | |
|------------------------------|---|---|---------------|--|--|---|--|--|--|--|--|
| Health Education Experiences | 7 N (1) | 8 N (1) | 9 N (1) | 10 N (1) | 11 N (1) | 12 N (1) | | | | | |
| | ай (СС) (сайма в решеля стороно продуждения в решеля (сайма в решеля (сайма в решеля (сайма в решеля (сайма в | enan ay mada hada sa amagayay ay ga ^{araa} ^{ay} hadii adaa | | erangus, to the destination of the last extreme and extreme which the second section is the second section of the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is the second section in the second section in the second section is section in the second section in the section is section in the section in the section is section in the section in the section in the section is section in the section in the section in the section is section in the section in the section is section in the section in the section is section in the section in the section in the section is section in the section in the section | napasa (1994), mad (1986), manana ngagagang (1984), matanin manana di 1984, mananang | дору штору <mark>да штом с</mark> безешто у Статовий у деру де го де је до Статови са с | and a Language Control of the Contro | | | | |
| Home Room | 1 | 1 | 1 | 67% | 1 | 1 | | | | | |
| Correlating Material | 1 | 1 | 1 | 1 | 1 | 1 | | | | | |
| Incidental Instruction | 100 | 41123 | weah | sittig | n-Pers | Y359è | | | | | |
| Integrating Material | Roza | Sub- | Proces | 60xdr | .#67 3 | <i>व्यक्त</i> | | | | | |
| Planned Health Units | 1 | 1 | Silvani | enta. | 1 | TENNA. | : | | | | |

TABLE XVI

HEALTH EDUCATION EXPERIENCES OUTSIDE OF THE HEALTH EDUCATION CLASSES GROUPED ACCORDING TO DISTRICT CLASSIFICATION

| Type or Place of Health Education Experiences | Medium N % (20) | | | Distric | ot Clas Ver Sma N (12) | ;y ;11 % | Tot N | Total | |
|--|-----------------------|----|------|---------|------------------------------------|----------------|----------|-------|---|
| Home Room | 5 | 25 | 4000 | ena | e a | essa | 5 | Į‡ | |
| Correlating Material | 8 | 40 | 37 | 37 | 5 | 42 | 50 | 38 | |
| Incidental Instruction | - 5 | 25 | 18 | 18 | 2 | 16 | 25 | 19 | |
| Intograting Material | 3 | 15 | 6 | 6 | 2 | 16 | 11 | 8 | * |
| Planned Health Units | 7 | 35 | 14 | 14 | 4 | 33 | 25 | 19 | |

units are used appear in Table XVII. Planned health units appeared in physical education and general science in 23 (88 per cent) of the districts, while home economics used planned health units in 22 (85 per cent) of the districts. The only other subjects in which over 15 per cent of the districts reported using planned health education units were biology with 15 (60 per cent) districts and social studies with 6 (23 per cent) districts. Other units in which planned health education units appeared were chemistry, driver education, English, industrial arts, physics, and vocational agriculture.

The senior high school subjects in which planned health education units were used appear in Table XVIII. Planned health units are part of home economics for 25 (96 per cent) districts. Physical education and biology have planned units in 23 (88 per cent) districts, while 21 (81 per cent) districts reported planned units in general science. Planned health units appeared in 13 (50 per cent) districts in social studies and in 12 (46 per cent) districts in driver educa-Seven (26 per cent) districts reported industrial arts and 5 (19 per cent) districts reported vocational agriculture as having planned health educational units. None of the remaining subjects were reported by more than 15 per cent of the districts as having planned health educational units. In all of the ll subject areas at least 1 very small district reported using planned health education units. However, as the districts became larger, fewer subject areas had planned health units in them. The small district classification reported 10 subject areas, the medium districts reported 7 subject areas, and the large district reported 4 subject areas using

TABLE XVII

ACADEMIC SUBJECTS IN JUNIOR HIGH SCHOOL IN WHICH PLANNED HEALTH UNITS ARE USED.

| Subject | Large N % (1) | | Me N (7) | dium % | | Catego nall % | Ve | cy all % | To N (26 | tal %) |
|------------------------|---------------------|-------------|----------------|----------------|----|---------------------|-------|----------------|----------------|---------------|
| Biology | | 100 | 4 | 57 | 9 | 64 |]_ | 25 | 15 | 60 |
| Chemistry | 66èn | 7 33 | 4004 | COS | 2 | 14 | P973 | 44473 | 2 | 8 |
| Driver Education | 8507 | 1770 | žesa | 1129 | 1 | 7 | 1 | 25 | 2 | 8 |
| Er ish | donts | vous · | *ackpa | wide | 3 | 21 | tany. | Nova | 3 | 12 |
| General Science | 1 | 100 | 7 | 100 | 14 | 100 | 1 | 25 | 23 | 88 |
| Home Economics | 1 | 100 | 6 | 86 | 14 | 100 | 1 | 25 | 22 | 85 |
| Industrial Arts | **** | TOD | Wale | 6 3513. | 2 | 14 | MIKE | 84518 | 2 | 8 |
| Physical Education | 1 | 100 | 7 | 100 | 14 | 100 | 1. | 25 | 23 | 88 |
| Physics | 4 | ****** | #000 4 | free | 1 | 7 | #RISS | uro | 1. | 4 |
| Social Studies | 1 | 100 | 2 | 29 | 2 | 14 | 1 | 25 | 6 | 23 |
| Vocational Agriculture | BOMy · | 2.073 | **24 | exast. | 2 | 14 | máy. | 700a | 2 | 8 |

TABLE XVIII

ACADEMIC SUBJECTS IN WHICH PLANNED HEALTH EDUCATION UNITS ARE USED IN SENIOR HIGH SCHOOL

| Subject Area | La N (1) | arge % | Distr: Medium N % (7) | | ict Categor Small N % (14) | | Ve Sm N | Very Small | | cal %) |
|------------------------|----------------|-----------|-----------------------|-------|----------------------------|-------|---------------|---------------|----|---------------|
| Biology | 1 | 100 | 6 | 86 | 14 | 100 | 4 | 100 | 23 | 88 |
| Chemistry | essi | enský | 154 | média | 3 | 21 | 1 | 25 | 4 | 15 |
| Driver Education | 6/0/ | essa | 3 | 43 | 8 | 57 | 1 | 25 | 12 | 46 |
| E lish | ma | enso | elver | 603 | 3 | SJ | 1 | 25 | 4 | 15 |
| General Science | ens. | ence) | 4 | 57 | 14 | 93 | 4 | 100 | 21 | 81 |
| Home Economics | 1 | 100 | 7 | 100 | 14 | 100 | 3 | 75 | 25 | 96 |
| Industrial Arts | 0003 | 620 | Maga | tore | 5 | 36 | 2 | 50 . | 7 | 26 |
| Physical Education | 1 | 100 | 6 | 86 | 14 | 100 | 2 | 50 | 23 | 88 |
| Physics | === | ngo | 69/2d | depa | em) | desar | 1 | 100 | 1 | 4 |
| Social Studies | 1 | 100 | 3 | 43 | 7 | 50 | 2 | 50 | 13 | 50 |
| Vocational Agriculture | pos | party | 1 | 14 | 3 | 21 | 1 | 25 | 5 | 19 |

planned health education units.

CURRICULUM RESOURCES

The frequency with which various resources were consulted for suggestions as to what to teach in health education in the junior high schools are listed in Table XIX. Percentages were not computed because the questionnaire did not specify whether these resources were used only for health education classes or for all the health education experiences throughout the school curriculum. Individual teacher decision was used very often by 19 districts. Health textbooks and the needs, interests, and problems of the students were each used very often by 17 districts. The local curriculum guide was used very often by 13 districts. Fourteen districts used occasionally the local curriculum guide and individual teacher The needs, interests, and problems of the students was decision. used occasionally by 13 districts. Eleven districts used occasionally student-teacher planning and local community influence as resources for suggestions as what to study in health education. No other category was used either very often or occasionally by more than 10 districts. The rarely or never category was not included because only 5 districts replied to this degree of usage frequency.

The frequency with which various resources were used for determining what to teach in health education in the senior high school are listed in Table XX. The large district is not included because information concerning the high school was not given. As with the junior high school, individual teacher decision was listed the

TABLE XIX

THE FREQUENCY WITH WHICH VARIOUS RESOURCES WERE USED FOR SUGGESTIONS AS TO WHAT TO STUDY IN HEALTH EDUCATION IN THE JUNIOR HIGH SCHOOL

| Resources | | | F | reque | ncy: | Very Occas | | | | |
|---|-----------|-------------|-------|-------------------|--------------------|-------------------|-------------------|--------------|----|----------|
| | Lar Vo | 'ge O | | istri ium O | ct Cl Sma VO | assifi 11 0 | Ver Sma | У | - | tal O |
| State Course of Study | 4294 | \$400ab | desa | 2 | 3 | 6 | 6024 | No. | 3 | 8 |
| Local Curriculum Guide | 1 | 1//2 | 8 | 2 | 3 | 11 | 1 | 1 | 13 | 4 |
| Individual Teacher Decision | bod | 1 | 4 | 5 | 12 | 8 | 3 | 4 009 | 19 | 14 |
| He th Textbooks | 1 | EARS | 7 | 2 | 8 | 4 | 1. | Kenni | 17 | 6 |
| Needs, Interests, and Problems of Students | 1 | 1670 | 7 | 4 | 9 | 8 | S ection 1 | 1 | 17 | 13 |
| Pre-testing of Student Knowledge and Understanding | MISS | | 1 | 2 | 2 | 3 | 504 G | 40.00% | 3 | 6 |
| Student-Teacher Planning | Broces | 1 | sette | 6 | 1 | 4 | esem | 1 140 | 1 | 11 |
| Local Community Influence | 1 | No. | toco | 4 | boss | 6 | 4659 | 1 | 1 | 11 |

TABLE XX

FREQUENCY OF USE OF VARIOUS RESOURCES FOR SUGGESTIONS ON WHAT TO STUDY IN HEALTH EDU-CATION FOR THE SENIOR HIGH SCHOOL

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| от подражения подражения подражения подражения подражения подражения подражения подражения подражения подражен | тодиналада и 640064 груд, ценер | Frequency: Very Often - VO Occasionally - O | | | | | | | |
| | District Category | | | | | | | | |
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| | 9-4 | | | Record of the same of Addition to the same of the same | ************************************** | this windows the control of the cont | EPPEZZONA EZ MEZETT EPPEZZONA EN | | |
| | | | 100 U.S. (100 U.S.) | 40 Free - NAVI ATTEMENT CATALOGUE E COMMANDA (AND THE FATE | Arrana y maga | Marinet de la marinet de l La marinet de la marinet d | All Care Charles and Care | | |
| 6023 | 2 | 3 | 10 | 1 | ever | 4 12 | | | |
| 6 | 2 | 3 | 11. | J | ma | 10 13 | | | |
| 4 | 5 | 16 | 10 | 2 | 2 | 22 17 | | | |
| 6 | 2 | 9 | 9 | 1 | 2 | 16 13 | 8 | | |
| 5 | 4 | 14 | 11 | - Garge | esca, | 19 15 | | | |
| l ng | 2 | 5 | 4 | MOS | uwa | 6 6 | | | |
| 1 | 6 | 2 | 7 | disklijk. | ocane | 3 13 | | | |
| - 415 | 4 | 1 | 7 | edicina | eax | 1 11 | | | |
| | 6 4 6 5 | - 2 6 2 4 5 6 2 5 4 1 2 ng 1 6 | Medium Sma VO O VO - 2 3 6 2 3 4 5 16 6 2 9 5 4 14 1 2 5 ng 1 6 2 | Distribute | District Category Very Medium Small Small VO O VO O VO O VO O VO O TO TO THE PROPERTY OF THE P | District Category Very Medium VO 0 VO 0 VO 0 - 2 3 10 1 - 6 2 3 11 1 - 4 5 16 10 2 2 6 2 9 9 1 2 5 4 14 11 - 1 2 5 4 - 1ng 1 6 2 7 - 1 16 2 7 - 1 16 2 7 - 1 16 2 7 - 1 17 18 18 18 18 18 18 18 18 18 18 18 18 18 | District Category Very Small VO O VO O VO O VO O District Category Very Small VO O VO O VO O VO O - 2 3 10 1 - 4 12 6 2 3 11 1 - 10 13 4 5 16 10 2 2 22 17 6 2 9 9 1 2 16 13 5 4 14 11 - 19 15 1 2 5 4 - 6 6 ng 1 6 2 7 - 3 13 | | |

most frequently for both the very often and occasional usage, with 22 districts using this resourse very often and 17 districts used it occasionally. Needs, interests, and problems of students was used very often by 19 districts and health textbooks was used very often by 16 districts. The local curriculum guide was used very often by 10 districts. Needs, interests, and problems of students was used occasionally by 15 districts. The local curriculum guide, health textbooks, and student-teacher planning were all used occasionally by 13 districts. The state course of study and local community influence were used occasionally by 12 districts and 11 districts respectively. None of the other resourses were used either very often or occasionally by more than 10 districts. rarely or never frequency category was not included because only four districts responded to this degree of usage.

HEALTH EDUCATION COURSE CONTENT

Tables XXI-XXIII are concerned with the number of districts that taught specific material in their health education classes, the grade level at which the material was taught, and the amount of emphasis that was placed on that material at that particular grade level. Of the 134 districts that returned the questionnaire, 103 districts checked at least some of the possible responses. Of the 28 districts that reported required health education classes, 25 districts answered this question to some degree. All the districts were grouped together in order to provide an overview of what type of material is being taught in health education in Iowa public

schools in the required health education courses and in the additional health education that is being taught throughout the schools' curri-The differencies between district categories in their emphasis on health education material was not great enough to warrant separating the data into separate district categories. The large district was the only classification to markedly differ from the other three classifications. This, however, was due to the fact that health education was only taught at the ninth grade in this district. The total score is the addition of the scores for each of the 6 This will give an indication as to how many of the districts gave a certain emphasis to this particular subject for the entire 6 years of secondary school. Some districts however gave the same amount of emphasis to a particular subject for several grades. figure for the total is therefore not representing separate districts. In order to find the number of separate districts that gave a certain degree of emphasis to a specific subject at a particular grade level. the table for that particular emphasis must be searched.

Table XXI lists the number of districts that gave major emphasis to the teaching of specific subject material at each grade level. The total number of districts that gave major emphasis to the teaching of specific subject matter for the combined 6 grades of secondary school varied from a total of 64 for cleanliness and grooming to none for the categories of international health activities and research development in health and medical science. Total response of 50 or more were reported in the subjects of accident prevention and first aid, 58; smoking, 51; and alcohol, drugs, and narcotics, 50.

The following subjects were reported 40 or more times: nutrition, 49; boy-girl relationships, 41; and structure and function of the human body, 41. The subjects that received a total of 10 or less, other than the two subjects that received none for the combined six grades were the following: mental and personal adjustment, 10; consumer education, 6; weight control, 6; community health programs, 4; health careers, 3; and birth control, 3. The remaining 11 subject areas and their totals vary between 28 and 16.

The number of districts that gave major emphasis to subjects for each grade level were also totaled. This was done in order to give an indication as to the amount of health education material presented at each grade level. The individual grade level totals are the following: seventh grade, 124; eighth grade, 105; ninth grade, 98; tenth grade, 115; eleventh grade, 112; and twelfth, 107.

Table XXII lists the number of districts that gave moderate emphasis to the teaching of specific subject material at each grade level. The total number of districts that gave moderate emphasis to the teaching of specific subject matter for the combined 6 grades of secondary school varied from 72 for alcohol, drugs, and narcotics to 14 for birth control. The subjects that had a total of 60 or more are the following: accident prevention and first aid, 63; cleanliness and grooming, 62; and exercise, rest, and sleep, 61. Non-communicable diseases and posture and body mechanics were reported 55 and 53 times respectively. The subjects that had between 40 and 50 total responses were: boy-girl relationships, 49; environmental hazards, 49; weight control, 48; physical changes during adolescence, 45; smoking,

TABLE XXI

HEALTH EDUCATION SUBJECT AREAS OF MAJOR EMPHASIS FOR EACH GRADE LEVEL

| Subject | | менның колон — ал колон жой дерарий колон — «Тойк колон жон» «Тойк колон жон» «Тойк колон жон» «Тойк колон жон | Grade | Level | ууд дуугуу анк тогто догуу анк тогт догуу анг тогто дуугуу догуу багага багуу адаг | орому ніто поможник тито із удору до до 2000 кістова по бітвіна актара | digit (digit (digit (digit (digit))) sepanggan penggan penggan penggan penggan penggan penggan penggan penggan | поштельку Ріднеской компон Артен |
|--|---------|--|--|--------|--|--|--|---|
| Heading | 7 | 8 | 9 | 10 | 11 | 12 | Total | Commission of Physical I Fill Indian of 1922 (1922) |
| Accident Prevention and First Aid | 9 | 7 | gumpingepolitiket til til til til til til til til til ti | 1.0 | 12 | 9 | 58 | ananggyyys a kiiiiikkaassa <u>(</u> yygga |
| Alcohol, Drugs and Narcotics | 7 | 9 | 7 | 9 | 7 | 11 | 50 | |
| Boy-Girl Relation- ships | 5 | 5 | 8 | 7 | 8 | 8 | 41 | |
| Cleanliness and Groning | 16 | 13 | 10 | 12 | 8 | 5 | 64 | |
| Communicable Disease | s 4 | 6 | 4 | 6 | 5 | 3 | 28 | |
| Community Health Programs | 1 | eug | logs | 1 | 1 | 1 | 4 | |
| Consumer Education | 2 | - | niae | 2 | 2 | e nsth | 6 | |
| Dental Health | 6 | 5 | 4 | 4 | 2 | 1 | 22 | |
| Environmental Hazards | 2 | 2 | 3 | 5 | 5 | 2 | 19 | |
| Exercise, Rest, and Sleep | 11 | 8 | 6 | 8 | 7 | 4 | 44 | |
| Health Careers | telse | 1 | 904 | riva | 1 | 81009 | 3 | |
| International Health Activities | e.c. | 843.8 | Ports | WHAT . | son. | sthate | 0 | |
| Mental Health & Personal Adjustment | 2 | 2 | Europ | Mod | L | 2 | 10 | |
| Non-Communicable Din bses - i.e. Cancer, heart diseas etc. | 3 e, | 2 | 6 | Ļ | 4 | 5 | 24 | |

TABLE XXI

HEALTH EDUCATION SUBJECT AREAS OF MAJOR EMPHASIS FOR EACH GRADE LEVEL

| Subject | менен шинерецій зідня ручня на фодороді ў АСС | generalism and an experience of the second s | gggggggnocu a sirilinon filmilylarmoun-Medylarm as a reibilikkami | Grade | Level | TORKES (S. G. et al., and T. et al., | in Afrika kenerem Armaniak Ettine kesskere misssästimaket Stade and | ggyffill Macini (100 kOpinillität a saksy pusät kyteka |
|--|---|--|---|-------|-------------|---|---|--|
| Heading | 7 | 8 | 9 | 1.0 | <u>1</u> 1. | 12 | Total | nonimanonimistra (no contra mondino contra de la contra de |
| Nutrition | 8 | garettiin valtatiin vii 14 Alkeeliin valtatiin valtatiin valtatiin valtatiin valtatiin valtatiin valtatiin val Y ^a ng | 8 | 6 | 8 | 1.2 | 49 | _{OND} me ⁻⁴ FE LUCID APPEAL FOR A TO A COLOR OF A COLOR OF THE PERSON OF |
| Parenthood and Child Care | 1 | 2 | 4 | 4 | 5 | 8 | 24 | |
| Physical Changes During Adolescence | 8 | 4 | 4 | 2 | 1 | 1 | 20 | |
| Posture and Body Mechanics | 5 | 4 | 3 | 4 | 3 | 2 | 21 | |
| Preparation for Marriage | 1 | 1 | 1 | 2 | 4 | 6 | 15 | |
| Regarch Develop- ments in Health and Medical Science | i | 14473 | Venn | 4566 | tora | rapin | 0 | |
| Smoking | 11 | 10 | 8 | 8 | 7 | 7 | 51 | |
| Structure and Functof the Human Body | tion 10 | 8 | 5 | 7 | 5 | 6 | 41 | |
| Venereal Disease | 2 | 2 | 2 | 4 | 4 | 5 | 19 | |
| Vision & Hearing | 7 | 6 | 2 | 3 | 4 | 3 | 25 | |
| Weight Control | 2 | dreade | 9 224 | 2 | 1 | 1 | 6 | |
| Sex Education | 2 | 1. | 2 | 4 | 3 | 4 | 16 | |
| Birth Control | MAG | 603/S | Grea | 1. | 1 | 1 | 3 | |
| Total | 124 | 105 | 98 | 115 | 112 | 107 | parm drosp | |

45; mental health and environmental hazards, 44; structure and function of the human body, 44; vision and hearing, 44; consumer education, 40; and dental health, 40. The remaining nine categories received totals of less than 40. The combined total scores for each grade level were: seventh, 192; eighth, 177; ninth, 192; tenth, 212; eleventh, 181; and twelfth, 194.

Table XXIII lists the number of districts that gave minor emphasis to the teaching of specific subject matter at each secondary grade The total number of districts that gave minor emphasis to specific subject matter for the entire 6 grades ranged from 34 for health careers to 8 for both non-communicable disease and posture and body mechanics. The following subjects were reported 30 or more times: venereal disease, 33; boy-girl relationships, 32; and community health programs, 32. Subjects totaling between 20 and 30 are the following: communicable diseases, 29; consumer education, 27; birth control, 25; parenthood and child care, 24; mental health and personal adjustment, 23; preparation for marriage, 23; weight control, 23; international health activities, 22; and dental health, The remaining subject totals were less than 20. The combined total scores for each grade level were: seventh, 90; eighth, 94; ninth, 85; tenth, 96; eleventh, 80; and twelfth, 91.

An indication can be gained of which subjects are receiving the most emphasis in health education if the totals for the major, moderate, and minor emphasis of each subject are added together.

These total scores can be found in Table XXIV. The subject areas

TABLE XXII

HEALTH EDUCATION SUBJECT AREAS OF MODERATE EMPHASIS FOR EACH GRADE LEVEL

| Subject Heading | ellenine et en | орина на 1935 г. на поста на 1940 г. од орина на 1 Орина на 1940 г. од орина на 1 | namien (filosofium 1964) (1964) marien (1964) (1964) marien (1964) (1964) marien (1964) marien (1964) marien (Marien (1964) marien (1964) (1964) marien (1964) (1964) (1964) marien (1964) (1964) (1964) marien (1964) (1964 | Grad | e Level | n menender (nga pagasa) ng Asalan Sandar Asalan Asalan Asalan Asalan Asalan Asalan Asalan Asalan Asalan Asalan Nga pagasan Asalan | Var Edvick, and Berker Hill Michael and March College, despite consentioning as well as Will Michael M |
|--|--|--|--|------|---------|---|--|
| | 7 | 8 | 9 . | 10 | 11 | 12 | Total |
| Accident Prevention and First Aid | 11 | 10 | 12 | 13 | 8 | 9 | 63 |
| Alcohol, Drugs and Narcotics | 13 | 9 | 12 | 13 | 13 | 12 | 72 |
| Boy- Girl Relation- ships | 7 | 7 | 11 | 11 | 7 | 6 | 49 |
| Cleanliness & Groomi | ng 7 | 10 | 11 | 10 | 12 | 12 | 62 |
| Communicable Disease | 6 | 7 | 5 | 7 | 3 | 8 | 36 |
| Community Health Programs | 5 | 7 | 7 | 6 | 4 | 10 | 39 |
| Consumer Education | 6 | 6 | 7 | 6 | 8 | 7 | 40 |
| Dental Health | 8 | 9 | 5 | 6 | 6 | 6 | 40 |
| Environmental Hazards | 15 | 9 | 7 | 7 | 5 | 6 | 49 |
| Exercise, Rest and Sleep | 9 | 11 | 12 | 10 | 9 | 10 | 61 |
| Health Careers | 2 | 3 | 5 | 5 | 8 | 5 | 28 |
| International Health Activities | 3 | 3 | 5 | 4 | 8 | 5 | 28 |
| Mental Health and Personal Adjustment | 9 | 9 | 4 | 8 | 6 | 8 | 44 |
| Non-Communicable Diseases | 13 | 11 | 7 | 11 | 7 | 6 | 55 |

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TABLE XXII (Continued)

HEALTH EDUCATION SUBJECT AREAS OF MODERATE EMPHASIS FOR EACH GRADE LEVEL

| Subject Heading | н Домундар Аттанан Н. Нас. 1999 оруж на точко од | осно долиција (у пред од населенија (у пред од населенија (у пред од населенија (у пред од населенија (у пред За населенија (у пред од населенија (у пред од населенија (у пред од населенија (у пред од населенија (у пред | At Description of Conference o | G. | rade Leve | , in the control of t | recommendation and the second | MANAGEMENT AND |
|--|--|--|--|-----|-----------|--|---|--|
| | 7 | 8 | 9 | 10 | 11 | 12 | Total | a nak sa seema seeda na talah |
| Nutrition | 6 | 7 | 5 | 9 | I.4 | 5 | 36 | g Messachather Referenced |
| Parenthood and Child Care | 1 | 1 | 5 | 8 | 5 | 7 | 27 | |
| Physical Changes During Adolescence | 7 | 8 | 9 | 8 | 6 | 7 | 45 | |
| Posture and Body Mechanics | 9 | 8 | 7 | 10 | 9 | 10 | 53 | |
| Preparation for Mr riage | 3 | 2 | 4 | 7 | 10 | 9 | 35 | |
| Research Develop- ments in Health an Medical Science | 5 d | 4 | 4 | 7 | 7 | 4 | 31 | |
| Smoking | 8 | 6 | 6 | 9 | 8 | 8 | 45 | |
| Structure and Func of the Human Body | tion 9 | 6 | 8 | 9 | 6 | 6 | 竹竹 | |
| Venereal Disease | 6 | 5 | 3 | 5 | 7 | 7 | 33 | |
| Vision & Hearing | 7 | 3 | 11 | 8 | 8 | 7 | 44 | |
| Weight Control | 10 | 7 | 9 | 7 | 8 | 7 | 48 | |
| Sex Education | 6 | 7 | 6 | 5 | 7 | 6 | 37 | |
| Birth Control | 2 | 2 | 4 | 3 | 2 | 1 | 14 | |
| Total | 192 | 177 | 192 | 212 | 181 | 194 | 1148 | |

TABLE XXIII

HEALTH EDUCATION SUBJECT AREAS OF MINOR EMPHASIS FOR EACH GRADE LEVEL

| | rannon artikali (1904) opaga programa programa (1904) (1904) Samura artikali (1904) opaga programa (1904) (1904) (1904) | and the second of the second s | entervision de la company de la company La company de la company d | erioriani proporti di mandali della suoma di su Nota transportati di suoma di | | Description of the Control of the Co | e - Anglingen en e |
|--|--|--|---|--|----|--|---|
| Subject Heading | | | | Grade] | | | |
| | 17 ************************************ | 8 | 9 | 10 | 11 | 12 | Total |
| Accident Prevention and First Aid | 3 | 2 | 3 | 4 | z | 3 | 17 |
| Alcohol, Drugs, and Narcotics | 1 | 2 | 3 | 4 | 3 | 3 | 16 |
| Boy-Girl Relation- ships | 7 | 5 | Ц | 7 | 6 | 3 | 32 |
| Cleanliness and Grooming | Norsia | ents | 1 | 3 | 2 | 3 | 9 |
| Camunicable Disease | 6 | 6 | 7 | 6 | 2 | 2 | 29 |
| Community Health Programs | 3 | 4. | 4 | 5 | 7 | 9 | 32 |
| Consumer Education | 5 | 5 | 4 | 4 | 4 | 5 | 27 |
| Dental Health | 3 | 4 | 3 | 3 | 3 | 5 | 21 |
| Environmental Hazards | 1 | 2 | 2 | 3 | 3 | 5 | 16 |
| Exercise, Rest and Sleep | 2 | 2 | 2 | 3 | 3 | 3 | 15 |
| Health Careers | 9 | 6 | 5 | 5 | 5 | 4 | 34 |
| International Health Activities | 5 | 5 | 3 | 3 | 3 | 3 | 22 |
| Mental Health and Personal Adjustment | 5 | 5 | 5 | 3 | 3 | 2 | 23 |
| Non-Communicable Disease | 1. | .2 | 1 | 1 | 1 | 2 | 8 |

TABLE XXIII (continued)

HEALTH EDUCATION SUBJECT AREAS OF MINOR EMPHASIS FOR EACH GRADE LEVEL

| Subject Heading | | - Marie Mari | тын-текской шилин түүлүү кой түүн байтын тайын тайын түүлүү бүйүн байтын тайын тайын түүлүү бүйүн байтын тайын Түүн түүн түүн түүн түүн түүн түүн түүн | Grade Level | | | | | |
|--|-----------|--|---|-------------|-----|-----|-------|--|--|
| Michigan in Makautta Ango Osto (Sista Ango | 7 | 8 | G | 10 | I I | 1.2 | Total | e og gjill slift Fillio sallimenn kilolungsskillinsssen pelpare | |
| Nutrition | <u>l</u> | 2 | americonalis universi inque di tributa e ana | 2 | 2 | 4 | 14 | option (Principle Communication Administration Admi | |
| Parenthood and Child Care | 7 | 7 | 3 | 4 | 2 | 1 | 24 | | |
| Physical Change During Adolescence | 2 | 2 | 2 | 4 | 4 | 5 | 19 | | |
| Posture and Body Mechanics | 1553 | 3 | 1 | 2 | 1 | 1 | 8 | | |
| Preparation for Marriage | 5 | 5 | 4 | 4 | 2 | 3 | 23 | | |
| Research Develop- ments in Health and Science | 5 Med1 | 4 cal | 3 | 2 | 2 | 2 | 18 | | |
| Smoking | 5225 | ease | 2 | 3 | 3 | 4 | 12 | | |
| Structure and Funct of the Human Body | ion | WOOT | 1 | 1 | 4 | 3 | 9 | | |
| Venereal Disease | 5 | 5 | 8 | 7 | 4 | 4 | 33 | | |
| Vision & Hearing | 1 | 2 | 3 | 2 | 1 | 2 | 11 | | |
| Weight Control | 3 | 5 | 3 | 4 | 3 | 5 | 23 | | |
| Sex Education | 3 | 3 | 2 | 4 | 2 | 2 | 16 | | |
| Birth Control | 7 | 6 | 3 | 3 | 3 | 3 | 25 | | |
| Total | 90 | 94 | 85 | 96 | 80 | 91 | 536 | | |

TABLE XXIV

THE COMBINED MAJOR, MODERATE, AND MINOR TOTALS FOR EACH SUBJECT MATTER TO INDICATE TOTAL SUBJECT MATTER EMPHASIS

| Subject Heading | | Total Degree | of Emphasi | s |
|--|-------|--------------|------------|-------------|
| | Major | Moderate | Minor | Total |
| Accident Prevention and First Aid | 58 | 63 | 17 | 138 |
| Alcohol, Drugs, & Narcotics | 50 | 72 | 16 | 138 |
| Boy-Girl Relationships | 41 | 49 | 32 | 122 |
| Cleanliness and Grooming | 64 | 62 | 9 | 135 |
| Communicable Diseases | 28 | 36 | 29 | 93 |
| Community Health Programs | 4 | 39 | 32 | 75 |
| Consumer Education | 6 | 40 | 27 | 73 |
| Dental Health | 22 | 40 | 21 | 63 |
| Environmental Hazards | 19 | 49 | 16 | 84 |
| Exercise, Rest, and Sleep | 44 | 61 | 15 | 120 |
| Health Careers | 3 | 28 | 34 | 62 |
| International Health Activities | 0 | 28 | 22 | 50 |
| Mental Health and Personal Adjustment | 10 | 44 | 23 | 77 |
| Non-Communicable Diseases, i.e., cancer, heart disease, etc. | 24 | 55 | 8 | ₫ 87 |
| Nutrition | 49 | 36 | 14 | 99 |
| Parenthood and Child Care | 24 | 27 | 24 | 75 |
| Physical Change During Adolescence | 20 | 45 | 19 | 84 |
| Po ure and Body Mechanics | 21 | 53 | 8 | 82 |
| Preparation for Marriage | 15 | 35 | 23 | 73 |

TABLE XXIV (Continued)

THE COMBINED MAJOR, MODERATE, AND MINOR TOTALS FOR EACH SUBJECT MATTER TO INDICATE TOTAL SUBJECT MATTER EMPHASIS

| Subject Heading | | Total Degree of Emphasis | | | | | | |
|---|-------|--------------------------|-------|-------|--|--|--|--|
| | Major | Moderate | Minor | Total | | | | |
| Research Developments in Health and Medical Science | | 31 | 1.8 | 49 | | | | |
| Smoking | 51 | 45 | 12 | 108 | | | | |
| Structure and Function of the Human Body | 41 | 44 | 9 | 94 | | | | |
| Venereal Disease | 19 | 33 | 33 | 85 | | | | |
| Vision and Hearing | 25 | 44 | 11 | 80 | | | | |
| Weight Control | 6 | 48 | 23 | 77 | | | | |
| Sex Education | 16 | 37 | 16 | 69 | | | | |
| Birth Control | 3 | 14 | 25 | 42 | | | | |

areas that received a combined total score of over 100 are the following: accident prevention and first aid, 138; alcohol, drugs, and narcotics, 138; cleanliness and grooming, 135; boy-girl relationships, 122; exercise, rest, and sleep, 120; and smoking, 108.

Nutrition totaled 99, structure and function of the human body totaled 94, and sommunicable diseases totaled 93. Those subjects that had a total in the 80's are the following: non-communicable diseases, 87; venereal disease, 85; environmental hazards, 84; physical changes during adolescence, 84; posture and body mechanics, 82; and vision and hearing, 80. The following subjects had combined totals in the 70's: mental health and personal adjustment, 77; weight control, 77; community health programs, 75; parenthood and child care, 75; consumer education, 73; and preparation for marriage, 73. The remaining six categories had combined totals ranging from 69 to 42.

Elementary School Questionnaires

Elementary and secondary school questionnaires were mailed to 198 Iowa public school districts. One hundred thirty-two (37 per cent) districts returned the elementary school question-naires. The number of districts for each district classification, that returned the elementary questionnaires are listed in Table XXV. The large district (100 per cent) returned its questionnaire. Twenty (83 per cent) of the 24 medium sized districts returned their questionnaires. Although these are the same figures as in the secondary school section, only 19 of these districts are the same. One district did not return its elementary questionnaire

while 1 district returned only its elementary questionnaire.

Ninety-nine (66 per cent) of the 150 small classification districts returned their elementary questionnaires. This was two less than returned the secondary school questionnaires. The same 12 (52 per cent) very small classification districts returned their elementary school questionnaires that returned their secondary school questionnaires.

ELEMENTARY SCHOOL ORGANIZATIONAL PATTERNS

The patterns of elementary school organization are listed in Table XXVI. Ninety-nine (75 per cent) districts reported their elementary schools consisted of grades K-6. Thirty-three (25 per cent) districts reported a K-8 pattern of organization. This, however, is in conflict with the organizational patterns of the reported secondary schools. Thirty-three districts reported grades seven and eight as being part of the elementary school. However, all of the secondary schools were reported to include grades seven and eight. Part of this confusion may be attributed to the uncertainty as to whether junior high school is part of the elementary school or part of the secondary school.

CLASSROOM ORGANIZATIONAL PATTERN

The classroom organizational pattern of elementary schools in each of the four district classifications are listed in Table XXVII. The single grade class grouping with one teacher for each grade from K-6 was the most prevalent organizational pattern with 54 (41 per cent) districts reporting this pattern. Twenty-three (17 per cent)

TABLE XXV

THE NUMBER AND PERCENTAGES OF DISTRICTS THAT RETURNED THE ELEMENTARY SCHOOL QUESTIONNAIRES

| District Classification | Districts that Received Questionnaires | Re $turn\epsilon$ | Districts that Returned Questionnaires | | | | |
|--|--|--|--|---|--|--|--|
| Statistics for my Magilla to the Magilla of the Mag | N | N. T. Secretary of the Company of th | Ja | u nek kong prediktelik kolonia sa prediktelik nje politik selek nje pojekte | | | |
| Large | | <u></u> | 100 | us timoterna antikum errenne elemenrelejaja | | | |
| Medium | 24 | 20 | 83 | | | | |
| Small | 150 | 99 | 66 | | | | |
| Very Small | 23 | 12 | 52 | | | | |
| Total | 198 | 132 | 67 | . \$ | | | |

TABLE XXVI

ELEMENTARY SCHOOL ORGANIZATIONAL PATTERNS

| District Classification | annangan cerema dahilari di Cristi errezi (1994). Anna dahi kecamatak di Cristi (1994) errezi (1994). | Organizational Patterns | | | | | | | | | | | |
|-------------------------|---|-------------------------|-----|--------|---|--|--|--|--|--|--|--|--|
| | N | N | 6 % | K N | 8 : | a en de la companya d | | | | | | | |
| Large | 1 | 1 | 100 | | er visit in de visit in de Visit in de visit in de vis | NOTO PRO NA PARAMENTA AND AND AND AND AND AND AND AND AND AN | | | | | | | |
| Medium | 20 | 20 | 100 | 600 | 60000 | | | | | | | | |
| Small | 99 | 74 | 75 | 25 | 25 | | | | | | | | |
| Verv Small | 12 | Lţ, | 25 | 8 | 75 | | | | | | | | |
| Total | 132 | 99 | 75 | 33 | 25 | | | | | | | | |

districts reported single grade class grouping for grades K-6 with complete departmentalization for grades 7 and 8. Single grade class grouping for grades K-3 with partial departmentalization for grades 4-6 was reported by 19 (14 per cent) districts. Single grade class grouping of grades K-3 with complete departmentalization for grades 4-6 was reported by 12 (9 per cent) districts. Ten (8 per cent) districts reported using the single grade class grouping of grades K-6 with partial departmentalization for grades 7 and 8. Other forms of classroom organization were reported by 14 (11 per cent) districts.

The major difference between patterns of classroom organization for the district classifications was that the large and medium district classifications reported that grades K-6 comprised the elementary school grades. The most prevalent organizational pattern in the medium and small classifications was the single grade class grouping of grades K-6 with 10 (50 per cent) districts and 41 (41 per cent) districts respectively. In the very small classification 6 (50 per cent) districts reported the single grade class grouping for grades K-6 with complete departmentalization for grades 7 and 8 type of organizational pattern. The single grade class grouping of grades K-3 with complete departmentalization for grades 4-6 type of organization was used by the large district.

THE REASONS FOR INCLUDING HEALTH EDUCATION

The reasons and their order of importance why health education is taught in the elementary school curriculum are listed in Table XXVII. Just as in secondary education, to fulfill educational

TABLE XXVII

CLASSROOM ORGANIZATIONAL PATTERN OF ELEMENTARY SCHOOLS IN EACH OF THE FOUR DISTRICT CLASSIFICATIONS

| Classroom Organizational Pattern | Large N % (1) | | | ium % | Classificat Small N % (99) | | tion Very Small N % (12) | | To: N (132 | % |
|---|---------------------|---------|--------------|----------|----------------------------|----|--------------------------------------|--|------------------|------|
| Single Grade Class Grouping K-3 Complete Departmentali- zation 4-6 | 1 | 100 | | 5 | 10 | 10 | Total | en e | 12 | 9 |
| Single Grade Class Grouping K-3 Partial Departmentali- za on 4-6 | 6505 | ma | 7 | 35 | 11 | 11 | J. | 8 | 1.9 | 14 |
| Single Grade Class Grouping K-6 Complete Departmentali- zation 7-8 | ces | - | N OSE | 6033 | 17 | 17 | 6 | 50 | 23 | 17 |
| Single Grade Class Grouping K-6 Partial Departmentali- zation 7-8 | ear e | Break | danyi | tions | 8 | 8 | 2 | 17 | 10 | 8 |
| Single Grade Class Grouping K-6 | स्रव | was: | 10 | 50 | 41 | 41 | 3 | 25 | 54 | 41. |
| Other | sma | de cirk | 2 | 10 | 12 | 12 | wing. | шэ | 14 | 11 . |

TABLE XXVIII

THE REASONS AND THEIR ORDER OF IMPORTANCE WHY HEALTH EDUCATION IS TAUGHT IN THE ELEMENTARY SCHOOL CURRICULUM

| Reason and District | | | | | Ra | nk O ro | der o | f Impor | tan | се | | | |
|----------------------------|-----|---------------|----------|--|-------------------|----------------|--|--|--|---|---|---|--|
| Classification | Ŋ | ls N | t % | 2r N | | 3: N | rd % | 4th N | % | 5th N | % | | |
| FULFILL OBJECTIVES | 1 | 1 | 100 | опоснования под обоснования в поснования в поснования в поснования в поснования в поснования в поснования в по В поснования в посн | N-cc4 | | ###################################### | and the second section of the second section of the second section section section section section section sec | militara di ilinia dilinia di ilinia di ilinia di ilinia di ilinia di ilinia di ilinia | are memiliki kilalai terbihasi daki di terbihasi pelapingan pelan mentitara | melembererous de dévenir de de la malade de militar de la | ман в Совет в | |
| Medium | 20 | 14 | 70 | 2 | 10 | 1 | 5 | aneso | E/a | 0.00 | GLICE) | | |
| Small | 99 | 44 | 44 | 8 | 8 | 3 | 3 | EGGA | | <i>5</i> -4 | 603 | | |
| Very Small | 12 | 5 | 44 | 502 | ومنت | 1 | 8 | entiù | tora | Acous | 6un | | |
| Total | 132 | 64 | 49 | 10 | 8 | 5 | 4 | telu | 6012 | Cotton | Necco | | |
| LOCAL REQUIREMENT | 1 | ford a | March Co | 1 | 100 | 650 | esva | fiva. | Solet | rea | took | | |
| Medium | 20 | 1 | 5 | 9 | 45 | 4 | 20 | 1 | 5 | 1404 | 4.09 | | |
| Small | 99 | 6 | 6 | 34 | 34 | 19 | 19 | 2 | 2 | vice; | eus . | | |
| Very Small | 12 | 1 | 8 | 7 | 58 | 2 | 17 | rice | 529 | 1 | 8 | | |
| Total | 132 | 8 | 6 | 51 | 39 | 35 | 26 | 3 | 2 | 1 | 1 | • | |
| STATE REQUIREMENT Large | 1 | 800 | 4449 | | vi ans | 1 | 100 | Toris. | esa e | Book | 104 | | |
| Medium | 20 | 3 | 15 | 4 | 20 | 7 | 35 | 1 | 5 | ena. | Natio | | |
| Small | 99 | 13 | 13 | 3 2 | 32 | 41 | 41 | 3 | 3 | 1 | 1 | | |
| Very Small | 12 | 3 | 25 | 1 | 8 | 6 | 50 | ₹ 26 | neist. | 1 | 8 | | |
| Total | 132 | 19 | 14 | 37 | 28 | 55 | 42 | 4 | 3 | 2 | 2 | | |

. ..)

TABLE XXVIII (Continued)

THE REASONS AND THEIR ORDER OF IMPORTANCE WHY HEALTH EDUCATION IS TAUGHT IN THE ELEMENTARY SCHOOL CURRICULUM

| Reason and District | | Rank Order of Importance | | | | | | | | | | | |
|------------------------|-----------|---|---|--|---|--|--|--|--|--|--|--|--|
| Classification | N | lst N % | 2nd N % | 3rd N % | 4th N % | 5th N % | | | | | | | |
| SOLVE ADMINISTRA | TIVE PROF | RLEMS | maaran ke que distributed de la companya de la comp | _{kamen} ggiga, attegeng gusan na Adhih, _a ayyy, menjayya mana na mana madilami | gpegang yang agan ggupan halan dan Hall Magagasa, mananggan adalah dalah sebagai Hall Agan dan Hall Agan Hall | and the second s | | | | | | | |
| Large | | F. alausi Katal di, di, Puri mehintaka (1977) Perovini Amana Barth daings | end viida | enta curp | 1 100 | 2550 Enda | | | | | | | |
| Medium | 20 | STANCO MARQO | SSUSS ASSEM | 3 15 | 1 5 | ALCIE WOLE | | | | | | | |
| Small | 99 | EGGS SACON | 2 2 | 3 3 | 14 14 | ducia selel | | | | | | | |
| Very Small | 12 | COR PARTY | sod was | auro - wad | 3 25 | €440 Eira | | | | | | | |
| Total | 132 | 8856 4 740 | 2 2 | 6 5 | 19 14 | COL) \$400 | | | | | | | |

objectives was chosen as the most important reason for teaching health education in elementary schools. Sixty-four (49 per cent) districts chose this reason as the main reason. A local school system requirement was listed as the second reason in order of importance by 51 (39 per cent) districts. Thirty-five (26 per cent) districts picked this reason as their third reason in order of importance. The state requirement was the third reason in order of importance for 55 (42 per cent) districts. Thirty-seven (28 per cent) chose this reason for third place in rank order of importance. To solve administrative problems was the fourth choice of 19 (14 per cent) districts. Since many districts selected only one or two reasons for their inclusion of health education in their elementary school curriculums, none of the four choices received a total of 132.

PATTERN OF HEALTH INSTRUCTION IN ELEMENTARY GRADES

The patterns of instruction that are used for health education in the elementary schools of the four district classifications are listed in Table XXIX. The pattern of instruction for each grade level was not included because there were no definite differences between patterns of instruction at each grade. There was a trend, however, for grades K-2 to be less involved in the teaching of health by any of the various patterns. Health education was taught as a separate subject by 46 (35 per cent) districts. Correlated health material in other academic subject areas was used in 41 (31 per cent) districts. Thirty-nine (30 per cent) districts had

TABLE XXIX

THE PATTERN OF HEALTH INSTRUCTION USED IN THE ELEMENTARY SCHOOL SYSTEMS OF THE FOUR DISTRICT CLASSIFICATIONS

| Pattern of Healt Instruction | | rge % | Med: N (20 | % | Dis Sma N (99) | 111 % | Class Ve Sm N (12 | ry all % | ion Tota N (132) | Z | |
|--|------|----------|------------------|-----|-------------------------|----------|-------------------------------|----------------|---------------------------|----|----|
| Separate Subject | 1. | 100 | 7 | 35 | 31 | 31 | 7 | 58 | 46 | 35 | |
| Correlated Material In othe Subject Area | r | 400 | 9 | 45 | 29 | 29 | 3 | 25 | 41 | 31 | |
| Pillined Health Units in Other Subjects | 1 | 100 | 11 | 55 | 24 | 24 | 3 | 25 | 39 | 30 | |
| Incidental In- struction | €Deà | *668# | 3 | 15 | 12 | 12 | 2 | 17 | 17 | 12 | i. |
| Total | 2 | 200 | 30 | 150 | 96 | 97 | 15 | 125 | | | |

planned health units in other academic subjects. Seventeen (12 per cent) districts used incidental health instruction whenever an opportunity presented itself. The large district classification used two types of health instruction for its district. Thirty patterns of instruction were reported by the 20 medium sized districts. In the small district classification 96 patterns of instruction were reported from the small district classification which totaled 99 districts. Fifteen patterns of instruction were reported from the 12 districts in the very small district classification. These figures show that several districts reported using more than one pattern of teaching health education in their elementary school system.

SUBJECTS IN WHICH CORRELATED HEALTH MATERIAL OR PLANNED HEALTH UNITS ARE USED

Subjects in which the four district classifications used correlated instruction or planned health units to teach the health education material. Eighty districts reported using either or both of these methods of teaching health education. There could, therefore, be more total responses than there are districts, if both methods were used. Fifty-five (69 per cent) districts reported using science as the subject into which these methods were incorporated. Physical education was used by 17 (21 per cent) districts and 12 (15 per cent) districts used the listening part of language arts to serve as the basis for the health education subject material. Civics was reported used by 8 (10 per cent) districts. None of the other possible subject areas was used by more than 10 per cent of the

TABLE XXX

SUBJECTS IN WHICH THE FOUR DISTRICT CLASSIFICATIONS USED CORRELATED INSTRUCTION OR PLANNED HEALTH UNITS TO TEACH HEALTH EDUCATION

| Subjects | District Classification | | | | | | | | | | | |
|---|--|----------------------|-------------|---------------|--------------|--------------------------|-------------------------------|-------------------------------|-------------------|-----------------|----------------|--|
| | Le | ırge | Me | lium | Sm | all | | ry | Total | | | |
| | (1) | % | N (20 | <i>%</i> | N (53 | %) | N (6) | all % | N (80 | % | | |
| ARTS Art | \$\$\text{\$\exititt{\$\text{\$\exititt{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\texititt{\$\text{\$\text{\$\text{\$\text{\$\texititit{\$\text{\$\texititt{\$\text{\$\text{\$\text{\$\te | 44105 - | IN-8 | More | 2 | 4 | 948 | kenza | 2 2 | 3 | SAME PROPERTY. | |
| Music Physical Education | MARCON. | 6653 Edith | 5 | 25 | 11 2 | 4 21 | 1 | 17 | 2 17 | 21 _、 | 1 | |
| FL EIGN LANGUAGES | skoer | tist | ⊷ uh | cons | \$404 | 6982 | lases | bids . | wen | Delico | | |
| HOMEMAKING | 44324 | * 405 | **** | econg. | 3 | 6 | desir | Each | 3 | 4 | | |
| INDUSTRIAL ARTS | шаф | Monte | NUM | 4 0705 | 1 | 2 | 45/29 | EMEA | 1. | 1. | | |
| LANGUAGE ARTS Listening Reading Spelling Writing | | ED-6 ED-6 ED-6 | 3 1. | 15 5 | 9 3 3 3 | 17 6 6 6 | #2:08 #463 #604 #544 | ports SIES Wide SIES | 12 4 3 3 | 15 5 4 | | |
| SCIENCE Mathematics Science | years . | 100 | 14 | 70 | 1 34 | 2 64 | - 6 | 100 | 1 55 | 1 69 | | |
| SOCIAL STUDIES Civics Geography Problems of Democracy | ne/s Mage Kana | Mrd Note Shall | 2 | 10 15 | 6 1 1 | 11 2 2 | Parks Anna Anna | sond ands scool | 8 1 2 | 10 1 3 | | |
| OTHER | Guard | wiles | 2 | 10 | tres | ANTO | 1909 | + | 2 | 3 | | |

districts. Science was the most frequently used subject in each district classification, with physical education the next most frequently used in the medium, small, and very small district classifications. The large district classification used only the science area.

PERIODS PER WEEK FOR HEALTH EDUCATION

The number of periods per week devoted to the separate subject of health in each district classification are listed in Table XXXI. A total of 46 districts reported that they had separate health education courses in their elementary school systems. Twenty-five (54 per cent) districts reported that the health education class met twice a week. In 9 (20 per cent) districts, the health education class met three times per week. None of the other possible meeting times were reported by more than 10 per cent of the districts. All four district classifications reported that twice weekly meeting sessions for the health education course was the most frequently used scheduling arrangement. The number of periods that the health education class met per week for each grade level were not indicated because a trend of difference was not apparent between grade levels.

NUMBER OF MINUTES PER WEEK DEVOTED TO HEALTH EDUCATION

The total estimated number of minutes per week devoted to the health education course that extends throughout the entire school year are listed in Table XXXII. Thirty-four (74 per cent) out of the 46 districts that reported having a separate health education course reported having the course the entire school year. Eleven (32 per cent) districts reported that the total number of minutes

TABLE XXXI

THE NUMBER OF PERIODS PER WEEK DEVOTED TO THE SEPARATE SUBJECT OF HEALTH EDUCATION IN EACH DISTRICT CLASSIFICATION

| Number of Periods Per Week | District Classification | | | | | | | | | | | |
|-------------------------------|-------------------------|-------|-----------------|----|---------|----------|-----------------------------|------|----------------|----------|--|--|
| . CI WOON | Large N % (1) | | Med N (7) | | | all % | Very Small N % (7) | | To N (46 | tal % | | |
| 1 | 6592 | KG | 1 | 14 | 2 | 6 | komp | DQ:4 | 3 | 7 | | |
| 2 | 1 | 100 | L _t | 57 | 17 | 55 | 3 | 43 | 25 | 54 | | |
| 3 | Laine | kland | 1 | 14 | 6 | 19 | 2 | 29 | 9 | 2.0 | | |
| 4 | kerie | hatg. | | | 3 | 10 | 1 | 14 | 4 | 9 | | |
| 5 | 6404 | Cons | | | 3 | 10 | 1 | 14 | 4 | 9 | | |
| Irregular | Mage | Vices | 1 | 14 | Titles. | kanya | : 1000a | 60 | 1 | 2 | | |

TABLE XXXII

THE TOTAL ESTIMATED NUMBER OF MINUTES PER WEEK DEVOTED TO THE HEALTH EDUCATION COURSE THAT EXTENDS THROUGHOUT THE ENTIRE SCHOOL YEAR

| Number of Minutes Per Week | District Classification | | | | | | | | | | | |
|-------------------------------|---|--|---|-----------|---|--|-----------------------------|--|----------------|-----------|--|--|
| TOT WOOK | Large N % (1) | | Med N (5) | lium % | Sma N (24 | % | Very Small N % (4) | | Tc N (34 | otal % | | |
| 0 - 20 | ir Dheacann in Christian ann Aidhrean Aidhrean Aidhrean Aidhrean Aidhrean Aidhrean Aidhrean Aidhrean Aidhrean Iomraidh | доститу вого от том в технология (при вого от том в технология) и выполнения вого от том вого от том вого от т Него от том вого от том во | ac entermina granus voi de data tentro comunication accessimento accessimento de conserva | 20 | K (CIPA-ke-pas All-Meles All Million All Cillian Agriculus and Agriculus Agriculus Agriculus Agriculus Agricul Agricul | на у под при под | Water | Carrielles States and a state of the state o | | 3 | | |
| 21 - 40 | Cod | ESA | 2 | 40 | 6 | 25 | detail | #E4 | 8 | 24 | | |
| 41 - 60 | | andia. | winos) | wissile | 10 | 42 | 1 | 25 | 11 | 32 | | |
| 61 - 80 | 1 | 100 | 1 | 20 | 3 | 13 | 1 | 25 | 1 | 18 | | |
| 81 - 100 | ¢-cu | and | 1 | 20 | 1 | 4 | 2 | 50 | Ų | 12 | | |
| 101 - 120 | entity | CHOP | ₿-QS-IP | 40/9 | ***** | Michael | 500 Pris. | 9440D | 9000 | ENG | | |
| 121 - 140 | tssa | 150 | 1920 | 50/S | 3 | 13 | ₩a. | 8 665 | 3 | 9 | | |
| 141 - 160 | B654 | gamb i i ji Z | antithà | desa | EQ. | tavi | Massik | GHL» | 694 | 1274 | | |
| 161 - 180 | bolos | - | B00-0 | 50472 | 1 | 4 | was | ***** | 1 | 3 | | |

per week for health education ranged from 41-60 minutes. Eight (24 per cent) districts reported their total was within the 21-40 minute range. Six (18 per cent) districts reported their total health education time per week was within the 61-80 minute range. The total weekly number of minutes used for health education came within the 81-100 minute range for 4 districts. The remaining 5 (15 per cent) districts had weekly health education totals varying from a range of 0-20 minutes to 161-180 minutes.

THE NUMBER OF WEEKS DEVOTED TO HEALTH EDUCATION COURSES OF LESS THAN A YEAR IN LENGTH

The number of weeks devoted to health education courses of less than a year in length in elementary schools are listed in Table XXXIII. Twelve districts reported health education courses of less than a year in length in their elementary schools. Four (33 per cent) districts reported having 6 week health education courses. Five (42 per cent) districts reported health education courses that met for 9 weeks. One (8 per cent) district each reported having health education courses of 12 weeks, 18 weeks, and 24 weeks in length. The large district classification was not included because in this classification the health education courses met for the entire school year.

SCHEDULING OF BOYS AND GIRLS IN HEALTH EDUCATION CLASSES

The scheduling of boys and girls in the same class or in separate classes for health education in the elementary schools is listed in Table XXXIV. Forty-six districts reported having separate

TABLE XXXIII

THE NUMBER OF WEEKS DEVOTED TO HEALTH EDUCATION COURSES OF LESS THAN A YEAR IN LENGTH IN ELEMEN-TARY SCHOOLS

| Number of Weeks | quartamininta distribution del servicio del constitución del constitución del constitución del constitución del | District Classification | | | | | | | | | | | |
|-----------------|---|-------------------------|------------------|-------|--------------------------|------|-------------------|------|---|--|--|--|--|
| | Med: N (2) | Lum % | Smal N (7) | 11 | Very Smal N (3) | | Tota N (12) | 1. % | | | | | |
| 6 | 2 | 1.00 | 1 | 14 | 1. | 33 | Ų | 33 | ndizer vezzaten di siddene vezze 2 i Gidene e Gipti and | | | | |
| 9 | 40,00 | 6400 | 4 | 57 | 1. | 33 | 5 | 42 | | | | | |
| 12 | мири | èno | 1 | 14 | KIMA | www. | 1 | 8 | | | | | |
| 18 | Sheet | NOM | 600 0 | Melin | 1 | 33 | 1 | 8 | | | | | |
| 24 | NOTA | nivez | 1 | 14 | G eorg | **** | <u>)</u> | 8 | | | | | |

TABLE XXXIV

SCHEDULING OF BOYS AND GIRLS IN THE SAME CLASS OR IN SEPARATE CLASSES FOR HEALTH EDUCATION IN THE ELEMENTARY SCHOOLS

| Method of | District Classification | | | | | | | | | | | | |
|--|-------------------------|----------|-----------------|--------------------|------------------|----|------------------------|--------|------------------|----|--------------|--|--|
| Scheduling | La N (1) | rge % | Med N (7) | 1 1 um % | Sma N (31) | B | Vei Sma N (7) | | Tot N (46) | % | | | |
| Combined Classes of Boys and Girls | 1 | 100 | Ų | 57 | 15 | 48 | 6 | 86 | 26 | 57 | Ingeneration | | |
| Separate Classes of Boys an firls | suitor | VPSG | 1 | 14 | 8 | 26 | week- | mini\$ | 9 | 20 | | | |
| Combined Classes Except for Some Units of Study | 9 334 | eza | 2 | 29 | 8 | 26 | 1. | 14 | 11 | 24 | | | |

health education courses within their elementary schools. Twenty-six (57 per cent) districts combined boys and girls in the same class. Nine (20 per cent) districts used separate classes for boys and girls. Eleven (24 per cent) districts combined boys and girls in the same class except for some specific units of study. The method of combining boys and girls in health education classes was the most frequently used method of scheduling for each of the 4 district classifications.

REASONS FOR SEPARATION OF BOYS AND GIRLS IN HEALTH EDUCATION CLASSES

The reasons why boys and girls are separated for health education classes in the elementary schools are listed in Table XXXV. Nine districts reported that boys and girls were separated in their health education classes. Six (67 per cent) districts separated the boys and girls because of the nature of the subject matter. Three (33.per cent) districts separated the boys and girls because of administrative problems such as space, staff, or scheduling factors. The large and very small districts were not listed because they did not separate the boys and girls in their health education classes.

SEPARATION OF BOYS AND GIRLS FOR ONLY CERTAIN HEALTH EDUCATION UNITS

The units of health education for which occur the separation of boys and girls in the elementary schools are listed in Table XXXVI. Eleven districts reported that for certain units boys and girls were separated in the health education classes. Ten (91 per cent) districts separated the boys and girls when menstruation was

TABLE XXXV

THE REASONS WHY BOYS AND GIRLS ARE SEPARATED FOR HEALTH EDUCATION CLASSES IN THE ELEMENTARY SCHOOLS

| Reason | | Distri | ct Clas | sificati | on | | |
|--|------------------|---------|-----------------|----------|------------------|---------|--|
| | Medi N (1) | um % | Sma N (8) | 11 | Tota N (9) | 11 % | |
| Administrative (e.g.) Space, Staff or Scheduling Factors | Lun | | 3 | 38 | 3 | 33 | |
| Na re of Subject Matter | 1 | 100 | 5 | 63 | 6 | 67 | |

TABLE XXXVI

THE UNITS OF HEALTH EDUCATION FOR WHICH OCCUR THE SEPARATION OF BOYS AND GIRLS IN THE ELEMENTARY SCHOOLS

| Units of Study | | Distric | t Classificat | ion |
|-----------------------|----------------------|---------------------|-----------------------------|----------------------|
| | Medium N % (2) | Small N % (8) | Very Small N % (1) | Total N % (11) |
| Mens truation | 2 100 | 7 | 1 100 | 10 91 |
| Rep ro duction | are Mad | 1 | ada Alla | 1 9 |
| Pε onal Health | Grad Grad | 1 | nition make | 1 9 |
| Sex Education | 2 50 | 5 | hada depart | 7 64 |
| Feminine Homemaking | 604 Mid | 1 | obel mag | 1 9 |
| Puberty | 1 | 1 | en en | 1 9 |
| Human Growth | 1 50 | More | EUC book | 1 9 |

the topic. Seven (64 per cent) districts separated boys and girls for sex education. The units of reproduction, personal health, feminine homemaking, puberty, and human growth were the units of study that caused separation of boys and girls in the health education course in five districts. The large district classification was not listed because separation of boys and girls did not occur in the health education classes in its elementary school system. In three of the district classifications, there were more units reported than there were districts in the district classifications. This was due to several districts separating boys and girls for more than one unit of study.

INSTRUCTOR RESPONDIBILITY FOR HEALTH EDUCATION

The teachers or persons who have the prime responsibility for the separate health education course in the elementary grades of the four district classifications are listed in Table XXXVII. In 33 (72 per cent) districts, the classroom teacher has the full responsibility for health education. In 11 (24 per cent) districts, health education was taught by the classroom teacher with help of a general curriculum coordinator, supervisor, or consultant. Six (13 per cent) districts used a nurse and six (13 per cent) other districts used a physical education teacher to teach health education. A health education specialist was used in conjunction with the classroom teacher in 3 (7 per cent) districts. All of the district classifications, except the large classification, reported the classroom teacher was used most frequently to teach health education.

TABLE XXXVII

THE TEACHERS OR PERSONS WHO HAVE THE PRIME RESPONSIBILITY FOR THE SEPARATE HEALTH EDUCATION COURSE IN THE ELEMENTARY GRADES OF THE FOUR DISTRICT CLASSIFICATION

| Responsibility for Health Education | | | Distr | rict (| Class: | Lfica | tion | | | | |
|--|----------------|----------|-----------------|-----------|--------|---------------|-----------------|--------------|-----------------------------|---------------|-----------|
| | La N (1) | rge % | Med N (7) | lium % | | all %) | Sm: N (7) | all % | To [*] N (46 | ta1 %) | |
| Classroom Teacher With Full Responsibility | hans | E-NETS | Ų | 57 | 25 | 81 | L ₄ | 57 | 33 | 72 | nonconsu. |
| Classroom Teacher With Help Of a General Curricu- lu Coordinator, Supervisor, or Consultant | e na | CORP | 2 | 29 | 6 | 19 | 3 | 43 | 11 | 24 | |
| Classroom Teacher With Help of a Specialist In Health Education | 1 | 100 | 4000 | voré | 2 | 6 | Chira | 605 | 3 | 7 | |
| A Nurse | \$0x00e | COST | 3 | 43 | 3 | 10 | AUPS. | 1 444 | 6 | 13 | |
| A Physical Education Teacher | 1 | 100 | 1 | 14 | 2 | 6 | 2 | 29 | 6 | 13 | |

tion. The large district used the physical education teacher and the classroom teacher with the assistance of a health education specialist. Some districts reported having several types of teacher responsibility for the teaching of health education because the responsibility shifted somewhere in their elementary school system.

CHANGE IN TEACHING PERSONNEL FOR A SPECIFIC HEALTH UNIT

Twelve districts reported changing teacher personnel for certain units of health education. In all but one district, whenever a change in teaching personnel took place, the school nurse or a nurse from outside of the school system taught the unit. The district that was the exception used a graduate health educator. Seven (58 per cent) districts made the change in teaching personnel for sex education, while 5 (42 per cent) districts changed personnel for the unit on menstruation.

REQUIREMENT TO TEACH HEALTH

None of the districts required that a teacher take any special courses to prepare for teaching the health education course in elementary school. Iowa teaching certification is the only requirement for elementary school health education teachers.

OPPORTUNITIES FOR IN-SERVICE HEALTH EDUCATION PREPARATION

The opportunities provided the elementary teachers for inservice health education training are listed in Table XXXVIII.

Only the 46 districts that reported having separate health education courses and the opportunities made available to those teachers are

TABLE XXXVIII

...]

OPPORTUNITIES PROVIDED THE ELEMENTARY TEACHERS FOR IN-SERVICE HEALTH EDUCATION TRAINING

| In-Service Training Opportunities | | | D i s | stric | t Clas | ssifi | catio | on | | |
|--|----------------|--------------|-----------------|-----------|-----------------|------------|------------------------|----------------|-----------------|---------------|
| | Le N (1) | rge % | Med N (7) | lium % | Sma N (31 | all %) | Veo Sma N (7) | ry all % | To: N (46 | tal %) |
| Teachers' Meetings Concerned With Health Education | 1 | 100 | 6 | 86 | 14 | 45 | 2 | 29 | 23 | 50 |
| Participation In Curriculum Development and/or Revision | 4cons | 4059 | 6 | 86 | 12 | 39 | 2 | 29 | 20 | 43 |
| Course Offerings In Health Education | L 494 | 685-4 | Présid | ee3 | 2 | 6 | 1 | 14 | 3 | 7 |
| Workshops In Health Education | en es | 9 4409 | 2 | 29 | 6 | 19 | 1 | 14 | 9 | 20 |
| Conferences Or Institutes With a Health Education Program Theme | maak | 335 4 | 2 | 29 | 1 | 3 | 2 | 29 | 5 | 11 |
| Television Courses Or Radio Programs Focused On Health Education | 1 | 100 | 2 | 29 | 5 | 16 | 1. | 14 | 9 | 20 |
| Meetings of Professional Organizations | 1 | 100 | 1 | 14 | 2 | 6 | MODER | 1 450A | 4 | 9 |
| Visitations And/Or Demon- stration Teaching | Africa | Gina | ٦ | 14 | 1 | 3 | FUSA | ensep | 2 | 4 |

are included in the data. Twenty-three (50 per cent) districts reported having teachers' meetings concerned with health education. Twenty (43 per cent) districts permitted teacher participation in curriculum development and/or revision. The opportunities of workshops in health education and television courses or radio programs focused on health education were used by 9 (20 per cent) Conferences or institutes with a health education prodistricts. gram theme were used by 5 (11 per cent) districts. The in-service opportunities of teachers' meetings concerned with health education and participation in curriculum development and/or revision were the two most frequently used methods in each of the district classifications, except for the large district classification. not permit teacher participation in curriculum development and/or revision.

THE USE OF HEALTH TEXTBOOKS IN ELEMENTARY SCHOOL

The number of districts in each district classification that use health testbooks are listed in Table XXXIX. Fifty-seven (43 per cent) districts did not use health textbooks. Fifty-five (42 per cent) districts used a single health textbook. Two or more textbooks were used by 20 (15 per cent) districts.

USE OF HEALTH TEXTBOOK SERIES

The districts that used a health textbook series are listed in Table XL. Seventy-five districts reported that they used either one or more health textbook series or they used individual textbook selections at each grade level. This included any district

TABLE XXXIX

THE PRACTICE OF USING HEALTH TEXTBOOKS IN ALL TYPES OF HEALTH EDUCATION IN THE ELEMENTARY SCHOOLS OF THE FOUR DISTRICT CLASSIFICATIONS

| Textbooks | | | Dis | stric | t Clas | ssifi | cati | on | | |
|----------------------------|----------------|----------|-----------------|----------------|-----------------|---------------|------------------------|---------------------|-----------------|----|
| | La N (1) | rge % | Med N (20 | 11um %) | Sma N (99 | all %) | Ver Sma N (12 | ry all %) | To N (132 | % |
| No Health Textbook Used | ecch | Serve | 9 | 45 | 43 | 43 | 5 | 42 | 57 | 43 |
| Single Textbook Used | 1 | 100 | 6 | 30 | 44 | 44 | 4 | 33 | 55 | 42 |
| Two Or More Textbooks Used | | £-03. | 5 | 25 | 12 | 12 | 3 | 25 | 20 | 15 |

TABLE XL

THE USE OF HEALTH TEXTBOOK SERIES IN THOSE DISTRICTS
IN WHICH TEXTBOOKS ARE USED IN THE ELEMENTARY SCHOOL
SYSTEM

| Use of Health Textbook Series | | Distric | t Class ifi | cations | |
|--|--|-----------------------|----------------------|-----------------------------|----------------------|
| per tes | Large N % (1) | Medium N % (11) | Small N % (56) | Very Small N % (7) | Total N % (75) |
| A Single Health Textbook Series | attinens in municipal (n) e e el dessen el del linicipa (n) e en el menor del linicipa (n) e el desse el de El menor del l'antico (n) el del l'antico (n) | 6 55 | 32 57 | 4 57 | 42 55 |
| Two or More Health Text- bo Series | -vgs. 3499- | 2 18 | 9 16 | 60734 B0734 | 11 15 |
| Individual Selection Of Textbooks For Each Grade Level | 1 100 | 3 27 | 15 27 | 3 43 | 22 30 |

that used a health textbook, whether it was used in a specific health education course or in some other form of health instruction. Forty-two (55 per cent) districts reported using a single health textbook series. Twenty-two (30 per cent) districts used individual textbook selection at each grade level. Two or more health textbook series were used in 11 (15 per cent) districts. A single health textbook series was the most frequently reported response in the medium, small, and very small district classification. The large district classification used individual health textbook selection for each grade level.

RESOURCES USED VERY OFTEN FOR SUGGESTIONS OF WHAT TO STUDY

The extent to which various resources are consulted very often for suggestions of what to study in health education in the elementary school are listed in Table XLI. Thirty-six (78 per cent) districts used individual teacher decision. Twenty-eight (61 per cent) districts used a textbook or textbooks. The resources of a local guide or course of study and the needs, interests, and problems of students were each used by 24 (52 per cent) districts to help determine what to study in health education. The state course of study was used in 5 (11 per cent) districts. The remaining resources were used by less than 10 per cent of the districts. Some districts listed several resources that were used so that there are larger numbers of responses than there are districts.

RESOURCES USED FREQUENTLY FOR SUGGESTIONS OF WHAT TO STUDY

The extent of which various resources are consulted frequently for suggestions of what to study in health education in the ele-

TABLE XLI

THE EXTENT TO WHICH VARIOUS RESOURCES ARE CONSULTED VERY OFTEN FOR SUGGESTIONS OF WHAT TO STUDY IN HEALTH EDUCATION IN THE ELEMENTARY SCHOOL SYSTEMS

| Resource | | D | istri | .ct C | lassi: | ficat | ion | | | |
|--|----------------|-----------|----------------------|----------|-----------------|---------------|------------------------|--------|-----------------|--------|
| | La N (1) | arge % | Med N (7) | ium % | Sm: N (31 | all %) | Vei Sma N (7) | | Tot N (46 | % |
| State Course of Study | , pocal | enen | - | 14 | 4 | 13 | dhea | جنسو | 5 | 11 |
| Local Guide or Course of Study | 1 | 100 | 6 | 86 | 15 | 48 | 2 | 29 | 24 | 52 |
| In vidual Teachers Decision | Pino | €862 | 5 | 71 | 27 | 87 | Ų | 57 | 36 | 78 |
| Textbook(s) | Poor | MASS | 3 | 43 | 23 | 74 | 2 | 29 | 28 | 61 |
| Needs, Interests, and Problems of Students | 1 | 100 | Ų | 57 | 17 | 55 | 2 | 29 | 24 | 52 |
| Pupil-Teacher Planning | points. | 600 | 0 12 9 | who | 1 | 3 | MZZ | Jacqui | 1 | 2 |
| Pre-Testing of Pupil Knowledge and Understanding | belijk | vor | é SIA | \$40 | 8929 | words | 4:723 | weich | #256# | urside |
| Local Community Influence | 1 | 100 | 1999 5 | 4400 | 2 | 6 | 6654B | esa. | 3 | 7 |

TABLE XLII

THE EXTENT TO WHICH VARIOUS RESOURCES ARE CONSULTED FREQUENTLY FOR SUGGESTIONS OF WHAT TO STUDY IN HEALTH EDUCATION IN THE ELEMENTARY SCHOOL SYSTEMS

| Resource | District Classification | | | | | | | | | | |
|---|-------------------------|----------|-----------------|----------|------------------|----|------------------------|----|------------------|----|--|
| | Ia N (1) | rge % | Med N (7) | ium % | Sma N (31) | % | Ver Sma N (7) | | Tot N (46) | % | |
| State Course of Study | P-2703 | ep ca | 3 | 43 | 3 | 10 | 3 | 43 | 0 | 20 | |
| Local Guide or Course of Study | ans | RESIDEN | 1 | 14 | 2 | 6 | 4 | 57 | 7 | 15 | |
| In vidual Teachers Decision | 1 | 100 | 1 | 14 | 3 | 10 | 2 | 29 | 7 | 15 | |
| Textbook(s) | 1 | 100 | 2 | 29 | 4 | 13 | 1 | 14 | 8 | 17 | |
| Needs, Interests, and Problems of Students | 2029 | 650-6 | 1 | 14 | 4 | 13 | 3 | 43 | 8 | 17 | |
| Pupil-Teacher Planning | -dom | 100 | 2 | 29 | 5 | 16 | 3 | 43 | 1.1. | 24 | |
| Pre-Testing of Pupil Knowledge and Understanding | 1 | 100 | S | 29 | 2 | 6 | 1 | 14 | 6 | 13 | |
| Local Community Influence | 10064 | Porg | 2 | 29 | 3 | 10 | 1 | 14 | 6 | 13 | |

mentary school systems are listed in Table XLII. Eleven (24 per cent) districts use joint pupil-teacher planning in health education. Nine (20 per cent) districts consult the state course of study. Textbooks and the needs, interests, and problems of students were used by 8 (17 per cent) districts. The local guide or course of study and individual teachers decision were used by 7 (15 per cent) districts. Pre-testing of pupil knowledge and understanding and local community influence were consulted by six (13 per cent) districts as to what to study in health education in the elementary schools. The rarely or never frequency is not listed because only 8 districts indicated this frequency of use of the various resources.

HEALTH EDUCATION CONTENT AREAS OF MAJOR EMPHASIS

The content areas of health education in each elementary grade that received a major emphasis in all the districts that included some form of health education are listed in Table XLIII. The number of districts that gave major emphasis to each content area are totaled for grades K-8 in order to give an indication of what subject areas are being emphasized throughout the entire elementary school system. The following subject areas received a total of over 200: cleanliness and grooming, 262; accident prevention, 233; dental health, 233; and rest and sleep, 210. The following subject areas received a total between 100-199: vision and hearing, 188; food and nutrition, 179; and exercise and relaxation, 111. If the scores for each grade are totaled, kindergarten is shown with the lowest total, with second grade with next lowest. The highest total is for grade 5,

TABLE XLIII

THE CONTENT AREAS OF HEALTH EDUCATION IN EACH ELE-MENTARY GRADE THAT RECEIVED A MAJOR EMPHASIS IN ALL THE DISTRICTS THAT INCLUDED SOME FORM OF HEALTH EDU-CATION

| | | | angangan ng kalaban ng Mangan ng kalaban ng k | National Community of the Community of t | | | en terremikis ilder en era engresse skinster de som. Distribution formation distribution de skinster | | | elentratus (Priminista (priminista) (Primini |
|--|--|--------------------------------------|--|--|---|--|---|--|---|--|
| Content Areas | K | 1 | 2 | 3 | Eleme 4 | entary 5 | Grades 6 | 7 | 8 | Total |
| Корольный при при при при при при при при при при | можения в принципальной принципальной принципальной принципальной принципальной принципальной принципальной пр | uunka ar Amine valaa ee ahka ka Siib | <u>II Warring and September 1999</u> | Arguments and Springford Arthress why the profession of the Community of t | _{отн} овического до от | евішто (Авітой Бібій есоно гомо сол нешер) | н дорир анстинс томых опускую ученых соверу, | -mandicum-na-no-nimo-popularità M-Millo-da II-CS | isiaanus viiteine viiteinin tele tiinäisia kihallaisiaaa aanni | |
| Accident Prevention | n 34 | 35 | 35 | 34 | 28 | 30 | 24 | 9 | 8 | 233 |
| Alcohol | 4 | 5 | 5 | 6 | 8 | 10 | 9 | 9 | 7 | 63 |
| Boy-Girl Rela- tionships | 4 | 2 | 2 | 2 | 1 | 4 | 6 | \$700g | J. | 22 |
| Cleanliness & Groo | m- 32 | 34 | 31 | 30 | 33 | 35 | 31 | 11 | 14 | 262 |
| Communicable Disea | ses 15 | 17 | 13 | 12 | 11 | 12 | 12 | 3 | 2 | 97 |
| Community Health Programs | 5 | 4 | 4 | 3 | 4 | 5 | 5 | qual | Cinic | 30 |
| Community Helpers | 14 | 17 | 15 | 12 | 8 | 9 | 7 | 2 | 2 | 84 |
| Consumer Education | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 1 | 1. | 19 |
| Dental Health | 32 | 33 | 33 | 34 | 3 2 | 33 | 28 | 4 | 4 | 233 |
| Drugs & Narcotics | 3 | 3 | 3 | 5 | 8 | 10 | 16 | 5 | 4 | 57 |
| Environmental Hazards | 1 | 2 | 1 | 1 | 2 | 6 | 6 | 2 | 1 | 22 |
| Exercise and Relaxation | 13 | 12 | 12 | 16 | 17 | 15 | 17 | 4 | 5 | 111 |
| Family Life | 9 | 12 | 11 | 9 | 9 | 9 | 10 | 3 | 2 | 74 |
| First Aid | 7 | 9 | 9 | 10 | 13 | 12 | 14 | 2 | 6 | 83 |
| Foot Care | 100h | 1 | impop | 2 | ved | PiGZP | राजन | Gird | nous. | 3 |
| Food & Nutrition | 19 | 21 | 24 | 29 | 28 | 26 | 19 | 8 | 7 | 179 |

TABLE XLIII (Continued)

THE CONTENT AREAS OF HEALTH EDUCATION IN EACH ELEMEN-TARY GRADE THAT RECEIVED A MAJOR EMPHASIS IN ALL THE DISTRICTS THAT INCLUDED SOME FORM OF HEALTH EDUCATION

| антінің жайын құрықтар қарақтар қарабіні 19 44 құрақтар денінің (Бендентелінің жарақтар қарақтар білінін жұрақт 19 6 (19 18) Түрін құрақтар қарақтар жайын 19 құратар қарақтар қарақтар жайын теңірілің жүрі (19 18) Түрі қара | | economica de la composição de la composi | White the American Company of State of | ундууланда кайта Т. Т. Бордон танун бүгүн ж | | ing and the second | idali <u>annes di mente di mente</u> | CONTRACTOR OF THE PROPERTY OF | состивання по ределения в применения в прим | |
|---|-------|--|---|---|-------|---|--|---|---|---------|
| Content Areas | | | | | | Elemer | ntary (| Grades | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
| Health Examina- tions & Appraisals | 6 | 3 | 3 | 3 | 6 | 8 | 9 | 2 | 1 | 41 |
| Health Heroes | 1 | 400 | MATTER | 6462 | em | . еся | √Gants. | E68v | TELO | 1 |
| International Heal | Lth = | 1 | spaine . | 60m | 420a | ana. | धनम | *6000 | esca | 1 |
| Mental Health & Personal Adjustmer | ıt - | Made | æ | , | 1 | 1 | 1 | was. | Miles | 3 |
| Nc Communicable D eases | 2 | 2 | 2 | 3 | 4 | 5 | 4 | 3 | 4 | 29 |
| Personality Develo | p- 7 | 6 | 6 | 7 | 8 | 8 | 7 | 3 | 3 | 55 |
| Physical Changes During Growth and Development | елац | 2 | 2 | 3 | 6 | 6 - | 8 | 2 | 2 | 31 |
| Posture & Body Mechanics | 11 | 12 | 12 | 13 | 14 | 13 | 11 | 3 | 3 | 92 |
| Rest & Sleep | 23 | 27 | 33 | 37 | 34 | 27 | 19 | 5 | 5 | 210 |
| Sex Education | 2 | 2 | 2 | 2 | 2 | 3 | 8 | 3 | 3 | 27 |
| Skin Care | 8 | 8 | 10 | 10 | 11 | 16 | 15 | 2 | 2 | 82 |
| Smoking | Lþ | 4 | 4 | 5 | 8 | 14 | 23 | 4 | 4 | 70 |
| Structure & Functi of the Human Body | on 4 | 4 | Ţţ | 5 | 6 | 13 | 15 | 3 | 3 | 57 |
| Venereal Diseases | lovin | चन्त्रके | Nind | 95456 | Rangs | 663 | tales. | magody. | forma | NOM PON |
| V ion & Hearing | 19 | 23 | 25 | 28 | 27 | 24 | 25 | 8 | 9 | 188 |
| ም <u>ለ</u> ተለ ገ | ררכ | 324 | 303 | 343 | 321 | 398 | 351 | 101 | 103 | |

with the next highest in grade 6. Grades 7 and 8 are not included in this discussion, not all of the elementary schools included these two grades. There is, therefore, a tendancy for fewer health education subjects to have a major emphasis in the lower elementary grades than in the upper (5th and 6th grades) elementary grades.

HEALTH EDUCATION CONTENT AREAS OF MODERATE EMPHASIS

The content areas of health education in each elementary grade that received a moderate emphasis in all the districts that included some form of health education are listed in Table XLIV. After adding the scores together for each content area, the following areas received a total of over 100: exercise and relaxation, 150; communicable diseases, 142; skin care, 131; accident prevention, 129; first aid, 124; posture and body mechanics, 188; structure and function of the human body, 117; boy-girl relationships, 108; dental health, 106; community helpers, 105; rest and sleep, 105; cleanliness and grooming, The remaining content areas had totals of less than 100. The scores for each grade level were totaled in order to find an indication of how many districts were involved in teaching health education at each grade level. There was an increase in the total number of districts at each grade level from kindergarten to the sixth grade. Grades 7 and 8 had similar totals which would indicate a degree of sameness.

HEALTH EDUCATION CONTENT AREAS OF MINOR EMPHASIS

The content areas of health education in each elementary grade that received a minor emphasis in all the districts that included

TABLE XLIV

THE CONTENT AREAS OF HEALTH EDUCATION IN EACH ELEMEN-TARY GRADE THAT RECEIVED A MODERATE EMPHASIS IN ALL THE DISTRICTS THAT INCLUDED SOME FORM OF HEALTH EDUCATION

| Content Areas Elementary Grades | | | | | | | | | | | |
|-------------------------------------|--------|----|----|----|----|----|----|------|--------|-------|--|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total | |
| Accident Prevention | 1 9 | 15 | 16 | 14 | 18 | 19 | 22 | 8 | 8 | 129 | |
| Alcohol | 2 | 4 | 4 | 7 | 9 | 14 | 19 | 9 | 9 | 77 | |
| Boy-Girl Relation- ships | 6 | 6 | 8 | 10 | 14 | 21 | 23 | 10 | 10 | 108 | |
| Cleanliness and Grooming | 12 | 12 | 14 | 13 | 16 | 14 | 15 | 2 | 2 | 100 | |
| Co. lunicable Diseas | ses 16 | 19 | 18 | 21 | 20 | 19 | 20 | 5 | 4 | 142 | |
| Community Health Programs | 2 | 3 | 5 | 5 | 4 | 4 | 5 | 6223 | espeig | 28 | |
| Community Helpers | 9 | 10 | 14 | 20 | 21 | 18 | 19 | 2 | 2 | 105 | |
| Consumer Education | 10 | 10 | 12 | 16 | 9 | 12 | 13 | 3 | 3 | 88 | |
| Dental Health | 14 | 15 | 13 | 13 | 12 | 12 | 11 | 9 | 7 | 106 | |
| Drugs & Narcotics | 2 | 3 | 3 | 4 | 6 | 15 | 9. | 5 | 5 | 54 | |
| Environmental Hazards | 3 | 4 | 5 | 7 | 8 | 10 | 11 | 5 | 4 | 57 | |
| Exercise & Rela x a- tion | 14 | 17 | 20 | 21 | 20 | 23 | 22 | 7 | 6 | 150 | |
| Family Life | 5 | 5 | 8 | 12 | 13 | 13 | 12 | 9 | 8 | 85 | |
| First Aid | 11 | 13 | 16 | 14 | 19 | 19 | 18 | 6 | 8 | 124 | |
| Foot Care | 8 | 8 | 10 | 11 | 12 | 11 | 12 | 8 | 8 | 88 | |
| Fe & Nutrition | 13 | 13 | 9 | 10 | 11 | 11 | 13 | 5 | 3 | 88 | |
| Henith Conna | 2 | 2 | 2 | 2 | 11 | Ľ | 6 | 9 | ~ | 26 | |

TABLE XLIV (Continued)

THE CONTENT AREAS OF HEALTH EDUCATION IN EACH ELEMENTARY GRADE THAT RECEIVED A MODERATE EMPHASIS IN ALL THE DISTRICTS THAT INCLUDED SOME FORM OF HEALTH EDUCATION

| Hopologicam apad settlet groves of integration in the selection of the Sel | en e | Manufation of the second secon | ender som | ellen Hennide var men sterne en de service de la companya de la companya de la companya de la companya de la c | | | | | | то стите выпостой Ветева устаности на применения выпости в направления выпости в направления выпости в направл На применения выпости в направления выпости в направления выпости в направления выпости в направления выпости |
|--|--|--|---|--|-------|--------|--------|------|-------|---|
| Content Areas | | | | | Eleme | entary | Grades | 5 | | |
| | K | 1 | 2 | 3 | Ц | 5 | 6 | 7 | 8 | Total |
| Health Examinations and Appraisals | s 6 | 9 | 9 | 9 | 9 | 8 | 7 | ezzi | p.p.s | 66 |
| Health Heroes | 6 | 6 | 6 | 7 | . 8 | 9 | 9 | 2 | 2 | 55 |
| International Health Activities | Jac | puning | 954 | ésne | ģnos | Mestro | 1 | 1 | 664 | 2 |
| Mental Health and Personal Adjustment | 10 | 9 | 10 | 11 | 11 | 14 | 15 | 5 | 5 | 90 |
| Non-Communicable D'ases | 5 | 4 | 4 | 4 | 9 | 13 | 16 | 5 | 4 | 64 |
| Personality Develorment | p 6 | 7 | 7 | 6 | 13 | 12 | 15 | 8 | 9 | 83 |
| Physical Change During Growth and Development | 5 | 5 | 8 | 8 | 13 | 19 | 23 | 8 | 6 | 95 |
| Posture and Body Mechanics | 13 | 13 | 12 | 14 | 16 | 15 | 18 | 10 | 9 | 118 |
| Rest and Sleep | 10 | 9 | 9 | 14 | 17 | 14 | 16 | 8 | 8 | 105 |
| Sex Education | 2 | 2 | 2 | 6 | 8 | 14 | 10 | 4 | 5 | 53 |
| Skin Care | 9 | 10 | 10 | 14 | 20 | 22 | 25 | 11 | 10 | 131 |
| Smoking | 8 | 8 | 10 | 12 | 15 | 10 | 15 | 7 | 6 | 91 |
| Structure & Function of the Human Body | on 8 | 10 | 11 | 14 | 20 | 19 | 18 | 9 | 8 | 117 |
| Venereal Disease | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 2 | 1 | 34 |
| Vision & Hearing | 8 | 8 | 7 | 6 | 8 | 7 | 6 | 2 | 2 | 54 |
| Total | 238 | 265 | 277 | 330 | 388 | 429 | 449 | 175 | 163 | |

TABLE XLV

THE CONTENT AREAS OF HEALTH EDUCATION IN EACH ELEMEN...

THE CONTENT AREAS OF HEALTH EDUCATION IN EACH ELEMENTARY GRADE THAT RECEIVED A MINOR EMPHASIS IN ALL THE DISTRICTS THAT INCLUDED SOME FORM OF HEALTH EDUCATION

| Content Areas Elementary Grades | | | | | | | | | Pita da Significia de como a como de servicio de como | |
|---------------------------------|------|----|----|----|----|----|----|-------------|---|------------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
| Accident Prevention | ı 3 | 3 | 5 | 4 | 6 | 3 | 7 | 2 | 2 | 35 |
| Alcohol | | | | | | | | | | |
| Boy-Girl Relation- ships | 20 | 21 | 22 | 21 | 19 | 17 | 14 | 2 | 3 | 139 |
| Cleanliness and Grooming | 16 | 19 | 21 | 25 | 18 | 14 | 9 | 2 | 2 | 126 |
| Communicable Diseas | es 8 | 8 | 8 | 7 | 7 | 5 | 4 | 3 | 3 | 53 |
| Community Health Programs | 14 | 15 | 16 | 16 | 12 | 15 | 18 | 8 | 9 | 123 |
| Community Helpers | 7 | 6 | 6 | 7 | 7 | 10 | 9 | 5 | 4 | 61 |
| Consumer Education | 8 | 8 | 8 | 8 | 6 | 6 | 6 | 4 | 4 | <i>5</i> 8 |
| Dental Health | 4 | 4 | 4 | 4 | 6 | 4 | 8 | 3 | 5 | 42 |
| Drugs & Narcotics | 12 | 14 | 15 | 16 | 17 | 9 | 8 | 4 | 4 | 99 |
| Environmental Hazards | 12 | 13 | 16 | 16 | 16 | 15 | 12 | 3 | 5 | 118 |
| Exercise and Relaxation | 9 | 9 | 7 | 6 | 5 | 8 | 7 | 3 | Rescr | 54 |
| Family Life | 9 | 9 | 9 | 6 | 8 | 10 | 11 | 2 | 2 | 66 |
| First Aid | 10 | 10 | 10 | 9 | 6 | 5 | Ļ | 2 | 2 | 58 |
| Foot Care | 15 | 14 | 15 | 13 | 13 | 14 | 16 | 4 | 4 | 108 |
| Food & Nutrition | 4 | 5 | 4 | 4 | 6 | 6 | 4 | | | 33 |
| Hea th Careers | 12 | 12 | 14 | 15 | 1Ì | 12 | 13 | 6 | 4 | 99 |

TABLE XLV (Continued)

THE CONTENT AREAS OF HEALTH EDUCATION IN EACH ELEMEN-TARY GRADE THAT RECEIVED A MINOR EMPHASIS IN ALL THE DISTRICTS THAT INCLUDED SOME FORM OF HEALTH EDUCATION

| Content Areas | Elementary Grades | | | | | | | | | |
|--|-------------------|-----|-----|-----|-----|-----|-----|----|-------|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
| Health Heroes | 11 | 13 | 14 | 14 | 15 | 15 | 14 | 6 | 3 | 105 |
| International Health Activities | 14 | 13 | 12 | 13 | 13 | 14 | 11 | 3 | 2 | 95 |
| Mental Health and Personal Adjustmen | 10 nt | 9 | 8 | 8 | 9 | 6 | 6 | - | nee . | 56 |
| Non-Communicable Diseases | 10 | 13 | 13 | 12 | 10 | 9 | 8 | - | 2 | 77 |
| Personality Development | 9 | 8 | 8 | 9 | 6 | 6 | 5 | 2 | 1 | 44 |
| Physical Changes During Growth and Development | 13 | 14 | 14 | 13 | 10 | 8 | 8 | 3 | 5 | 88 |
| Posture and Body Mechanics | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | | 17 |
| Rest and Sleep | 5 | 5 | 5 | 6 | 6 | 7 | 7 | 1 | 1 | 38 |
| Sex Education | 14 | 14 | 13 | 11 | 15 | 8 | 7 | 2 | 2 | 86 |
| Skin Care | 7 | 7 | 6 | 5 | 5 | 4 | 4 | 1 | - | 39 |
| Smoking | 10 | 11 | 10 | 9 | 8 | 7 | 4 | 3 | 3 | 65 |
| Structure and Function of the Human Body | 10 | 10 | 9 | 8 | 6 | 3 | 4 | - | 1 | 51 |
| Venereal Disease | 6 | 6 | 6 | 5 | 7 | 8 | 7 | 2 | 2 | 49 |
| Vision & Hearing | 4 | 4 | 4 | 5 | 7 | 7 | 6 | 3 | 3 | 44 |
| Total | 295 | 309 | 312 | 294 | 288 | 266 | 282 | 83 | 80 | |

content areas had totals over 100: boy-girl relationships, 139; cleanliness and grooming, 126; community health programs, 123; environmental hazards, 118; foot care, 108; and health heroes, 105. The lower elementary grades of K-3 had lower totals than the upper elementary grades of 4-6.

THE PROBLEMS OF HEALTH EDUCATION IN GRADES K-12

The problems of health education in elementary school and in high school are combined because of the similarity between the problems faced at each grade level. The following problems were listed by at least 2 districts: inadequate space in the curriculum, inadequate teacher background, public acceptance, scheduling problems, lack of an established health curriculum, inadequate leadership by the Iowa State Department of Instruction, and poor family environment.

The following recommendations were extended as possible methods of improving present health education: establish health education curriculums for health education classes and planned health education units in other subjects, improve the teaching of health education at teacher preparatory colleges, establish adult education courses dealing with health education and the correct manner and time to present it to children, get rid of the carnegie unit of credit, make health education a state requirement, make available health education materials that would improve teacher instruction, use some sort of public relations program to gain public acceptance, and have more health education, especially sex education, in the lower ele-

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