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A SURVEY OF THE CORRECTIVE PHYSICAL
EDUCATION PRACTICES IN THE SECONDARY
SCHOOLS OF MICHIGAN

Thesis for the Degree of M. A.

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Robert Otto Wallis

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A SURVEY OF THE CORRECTIVE PHYSICAL EDUCATION PRACTICES
IN THE SECONDARY SCHOOLS OF MICHIGAN

By

Robert Otto Wallis

AN ABSTRACT

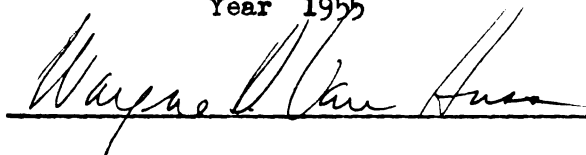
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ABSTRACT

Title of study. A Survey of the Corrective Physical Education Practices in the Secondary Schools of Michigan.

Statement of problem. It is the purpose of this study to determine: 1. The number of secondary schools in Michigan Carrying on some sort of adapted physical education activities. 2. How extensive the existing adapted physical education programs are.

Methodology. Information was obtained by questionnaires sent to all the secondary schools of Michigan. The data were compiled and tabulated, into percentages, according to school classes.

Some of the significant findings. Listed are a summary of the findings in this study:

1. As the size of the schools increased, the more corrective physical education provisions provided for atypical boys.
2. Relatively little has been done in providing provisions for corrective physical education in the secondary schools of Michigan.
3. The main reason for not providing a program was inadequate facilities and equipment.
4. Very few special areas are available for corrective physical education classes.
5. There seems to be a definite desire for further training in corrective physical education by the physical education teachers in the secondary schools of Michigan.

6. The corrective physical education programs now in existence in the secondary schools of Michigan do not seem adequate enough to meet the increasing need of the atypical student. Only 136 (27.2%) of the 501 schools responding stated they had some provisions for correctives. Eight stated they had specially scheduled classes, 88 had adapted activities in their regular physical education classes, 35 schools stated that adapted activities were suggested outside of regular school hours, five had supervised rest programs and 14 listed other provisions. There were no programs provided in 278 schools.

ACKNOWLEDGMENTS

The writer would like to express his deep appreciation to Dr. Wayne VanHuss for his guidance, interest, suggestions and criticisms throughout this study. Also, to thank all of the Athletic Directors who gave so generously of their time in answering the questionnaire.

R. O. W.

DEDICATION

This thesis is respectfully dedicated to my wife, Betty, and to my two children, Bobbi Lynn and Michael, for their constant inspiration and cooperation throughout this entire study.

R. O. W.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Adapted physical education is becoming an increasingly important item in our American Society because of the ever increasing number of atypical children. Before much progress can be achieved the present status of adapted physical education, in our school systems, must be known.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to determine: (1) The number of secondary schools in Michigan conducting some form of adapted physical education activities. (2) How extensive the existing adapted physical education programs are.

Need of the study. It is known there are relatively few adapted physical education programs in the state of Michigan, but the question is really how few? Before further work can be accomplished to stimulate corrective practices in Michigan the present status in the schools must be known. The present study, it is hoped, will provide this basis.

Limitation of the study. (1) Only the high schools of Michigan were selected in this survey by the questionnaire method; (2) All secondary schools have not responded to the questionnaire; (3) The results of the study are limited to the questions asked and by the general limitations applying to questionnaire studies.

II. DEFINITIONS OF TERMS USED

High school classes. In the state of Michigan the high schools are classified according to the student population, into classes A, B, C, D, and E.¹

"A" class consists of high schools with enrollments of over 800 students in grades 9 through 12.

"B" - from 325 to 799.

"C" - from 150 to 324.

"D" - from 75 to 149.

"E" - under 75 (only in the Upper Peninsula)²

Atypical. The term is used to identify individuals with physical handicaps or defects which may limit their ability to use fully all their body parts or to achieve reasonable success in the whole range of life adjustments, including the normal sport activities of the usual physical education program.³

Physical education. That phase of the whole process of education which is concerned with vigorous muscular activities and related responses, and with the modification of the individual resultant from these responses.⁴

¹Department of Public Instruction, State of Michigan, Michigan High School Athletic Association Bulletin, (Lansing, Michigan: November, 1954), p. 195.

²Ibid., p. 199.

³George T. Stafford, Sports for the Handicapped (New York: Prentice-Hall, inc., 1939), p. 2.

⁴Eugene W. Nixon and Frederick W. Cozens, An Introduction to Physical Education (Philadelphia: W. B. Saunders Company, 1947), p. 6.

Corrective activities. Those activities which will ameliorate the conditions of the atypical.

Secondary School. "Secondary school is the school division following the elementary school, comprising most often grades 9 to 12 or grades 7 to 12."⁵ For the purposes of this study the secondary school will include grades 9 to 12.

Exceptional children. Those individuals who are so different in mental, physical, emotional, or behavior characteristics that in the interest of equality of educational opportunity, special provisions must be made for their proper education.⁶

Adapted physical education. Modified physical education which is limited to meet the capacities and the need of the atypical student.

⁵Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 201.

⁶Arthur S. Daniels, Adapted Physical Education (New York: Harper and Brothers Publishers, 1954), p. 3.

CHAPTER II

REVIEW OF THE LITERATURE

The general trends in corrective physical education and adapted activities have received a great deal of attention, but relatively little has been written in regards to the number of corrective physical education practices in the secondary schools. The author has limited this review of the literature specifically to the studies dealing with the numbers of students and programs, and the evaluations of such programs.

Adapted physical education in the secondary schools. There has never been a complete census of disability in the United States. There is, however, sufficient data available to indicate, to an acceptable degree, the extent of the problem.

It is estimated the number of exceptional children of school age, is over 4,000,000. Of the 4,000,000, 441,820 were enrolled in special schools and day schools and classes during the year 1947-1948.¹ Approximately 11 percent of the total are receiving special educational services through special schools. The other 89 percent of the estimated 4,000,000 exceptional children of school age, in the United States are attending regular schools.²

¹Office of Education, Biennial Survey of Education in the United States, 1946-48, Statistics of Special Schools and Classes for Exceptional Children, (Washington: Government Printing Office, 1950), p. 2.

²Arthur S. Daniels, Adapted Physical Education (New York: Harper and Brothers Publishers, 1954), p. 6.

According to the United States Office of Education, in 1947-1948, there were 28,000,000 children in the elementary and secondary schools in the United States. Of this 28,000,000, approximately 4,000,000 were exceptional.³ The tendency seems to indicate about a 7 to 1 ratio. If this holds true, we may generalize then that by 1960, with an expected enrollment of 40,000,000 in elementary and secondary schools, the 4,000,000 exceptional children will increase to about 6,000,000. At the time of the above study, in 1947-1948, 11 percent were cared for by special schools and the other 89 percent were attending regular schools. The institutions and special schools are now filled to capacity and are not being expanded at a rate to keep up with the current increase in enrollment. This would seem to throw more of the responsibility of caring for these exceptional children on the regular school systems of the United States.

The situation in Michigan is more critical than the nation wide picture. The live births in Michigan in 1940 of the children who would enter school in 1947 totaled 99,021.⁴ Following the 1 to 7 ratio this means 14,146 exceptional children would have entered school in 1947, assuming all had survived. The live birth rate in Michigan in 1953, of the children who will enter school in 1960, was 182,968.⁵ Following

³Office of Education, op. cit., p. 2.

⁴United States Department of Commerce, Bureau of Census, Statistical Abstract of the United States: 1953. (Washington: Government Printing Office, 1954), p. 65.

⁵Michigan Department of Health, 1953, Provisional Figures on Live Births, (Lansing: Department of Health).

the 1 to 7 ratio this means 26,138 exceptional children will enter school in 1960, assuming all survive. The latter figure indicates an increase of 84.6 percent in Michigan as compared with a nation wide increase of approximately 50 percent.

In the Nations' schools there are many hundreds of children with physical handicaps. Stone states:

At the present time there are approximately 20,000 crippled children registered with the Crippled Children's Divisions of the Board of Health of New York City alone. It is estimated by the United States Office of Education that in 1945 there were 336,040 children age 5-19, who were suffering from orthopedic or some other form of handicap.⁶

In order to learn of the status of corrective physical education practices in the Middle West, Trepp sent questionnaires to 100 school systems in 20 cities with populations over 20,000 in Michigan, Wisconsin, Illinois, Indiana and Ohio. Of the 100 questionnaires mailed 76 replied. Of the 76 replies, 19 indicated they had some sort of program, either in high school, elementary or both. Sixteen had programs in high school, 10 in elementary and only seven had programs in both.⁷

Table I shows the results of Trepp's study of the five Middle West states.

⁶E. B. Stone, "Physically Handicapped Children in our Schools," Journal of Health and Physical Education, Vol., 18 (February, 1947), p. 67.

⁷J. P. Trepp, "Present Trends in Correctives," Journal of Health and Physical Education, Vol., 8 (December, 1947), p. 635.

TABLE I
CORRECTIVE PHYSICAL EDUCATION PRACTICES
IN THE MIDDLE WEST

States	Replies	Yes	No
Michigan	14	5	9
Wisconsin	16	7	9
Indiana	14	4	10
Illinois	15	3	12
Ohio	17	0	17

Trepp concluded the following from the above survey:

- 1- More is being done in the high schools than in the elementary. This is in direct contrast to the many suggestions that, for best results correction programs should start in the elementary schools.
- 2- In the secondary schools it indicated that a large percent of correctives carried on was being done in the women's department.
- 3- Physicians generally supervise the work in the majority of the cases.
- 4- Not nearly so much is being done in correctives in the Middle West at the present time as many of us would believe.

In 1946 a Committee of the Michigan Association for Health, Physical Education and Recreation, headed by Daubert, conducted a survey of the secondary schools of Michigan.⁸ There were 825 questionnaires sent out to secondary schools of Michigan; of these, 367 replied, a 44.5 percent response. The following information was obtained from this survey:

⁸R. B. Daubert, "A Survey on Conditions of Physical Education and Health Education Programs for Secondary Schools in Michigan" (Lansing: Michigan Association for Health, Physical Education and Recreation, unpublished Committee Report, 1946), p. 5.

TABLE II
MICHIGAN HIGH SCHOOLS WHICH CONDUCTED A
CORRECTIVE CLASS

Type of School by Class	Number of Schools	Number of Programs	Per Cent
Class "A"	42	6	14.3
Class "B"	68	13	19.2
Class "C"	81	8	9.8
Class "D"	66	3	4.6
Junior High Schools	76	3	3.9

Irwin and Reaves,⁹ found a large majority of the secondary schools have progressed beyond the maintenance of formal corrective classes for postural defects. The trend seems more towards adapted sports for physically handicapped students either in special form or in regular physical education classes. Replies to the questionnaires were received from 77 schools representing 21 states. The following table is reproduced from their study:

⁹L. W. Irwin and W. C. Reaves, "Practices Pertaining to Health and Physical Education in Secondary Schools, "Research Quarterly, Vol., 11, October, 1940, p. 103.

TABLE III
RESTRICTED ACTIVITY

Questions	Number of Schools	
	Yes	No
1- Does your school maintain formal corrective classes for children with postural defects?	18	57
2- Does your school maintain a program of adapted activities for handicapped students?	22	55
3- Do the physical education teachers adapt activity for handicapped children, permitting them to remain in the regular physical education classes?	60	9

Gross¹⁰ conducted a survey of 1,115 public secondary schools in Pennsylvania by means of a questionnaire. He received replies from 844 (a return of 75 percent) of the questionnaires sent out. Of these schools 220 had corrective physical education programs, 26.07 percent of the 844 responses.

Gross' questionnaire was planned in such a manner that the information pertaining to boys' corrective physical education practices was grouped under four general areas. The following information is a summary of each of those four general areas:

¹⁰ Elmer A. Gross, "A Study of the Present Practices in Corrective Physical Education for Boys in the Public Secondary Schools of Pennsylvania", (Ed.D. Dissertation, The University of Pittsburgh, Pittsburgh, Pennsylvania, 1952).

Organization and administrative practices.

- 1- The primary reason given for not conducting a corrective physical education program was the lack of facilities and equipment.
- 2- Nine percent of the boys were defined as being atypical, of the 220 secondary schools which offered some kind of provisions for corrective physical education.
- 3- Approximately 58 percent of the schools that responded stated that the corrective physical education instructors were never present at the student's medical examinations.
- 4- Assigning boys to the corrective physical education programs was delegated to the school physician, in over 60 percent of the 220 schools which replied.
- 5- The medium length of all corrective physical education classes was 45 minutes.

Practices pertaining to program.

- 1- Approximately 33 percent of the 220 schools with corrective physical education did not hold conferences with their atypical boys before any activities were suggested.
- 2- The three most frequently kept records were: (1) Medical examination results, (2) Doctor's recommendations, and (3) Absences. Approximately 32 percent of the schools were not using cumulative records.

Practices pertaining to facilities and equipment.

- 1- Thirty-two percent of the schools stated they had special corrective rooms.
- 2- The median size of these special rooms was 750 square feet.
- 3- The majority of the schools conducted their corrective physical education classes in a certain area of the gymnasium segregated from the regular physical education students.
- 4- The four pieces of equipment available for corrective physical education classes which were mentioned by 45 percent or more of the schools were mats, jumping ropes, indian clubs, and medicine balls.

Practices pertaining to instructional staff.

- 1- More than 93 percent of the schools had men instructors for their boys' corrective physical education classes.
- 2- In 39 percent of the schools there was no supervision of corrective physical education instructors.

The Research Council of the National Education Association¹¹ found that approximately 160,000 junior and senior high school pupils were not even enrolled in physical education courses. It was stated that part of the trouble seemed to be the prevalence of a single program with one set of activities for all pupils. In such situations the special needs of the physically handicapped were obviously not being met.

¹¹ National Education Association, Personnel and Relationships in School Health, Physical Education and Recreation, Research Division, Research Bulletin Vol. 28, No. 3, October, 1950.

CHAPTER III

METHODOLOGY

The primary source of data for this report was the information received on the questionnaires sent to the Directors of Athletics in all the secondary schools in the state of Michigan. The questionnaire was entitled: "A Survey of the Corrective Physical Education Practices in the Secondary Schools of Michigan." The questionnaire was an adaptation of the one used in Gross' study.¹ Gross was consulted in this matter and very cooperatively forwarded original copies of his questionnaire.² His original questionnaire was adapted to the present study. A sample of the questionnaire is enclosed in the Appendix.

Method of securing data. The first step used in this study was a survey of the literature to determine what work had been completed on the subject. The actual data compiled in this thesis were collected by sending the questionnaires to each of the 728 secondary schools in Michigan. The schools were selected from the official list of secondary schools published by the State Department of Public Instruction.³

¹Elmer Gross, "A Study of the Present Practices in Corrective Physical Education for Boys in the Public Secondary Schools of Pennsylvania", (ED. D. Dissertation, The University of Pittsburgh, Pittsburgh, 1952).

²Discussion with Dr. Elmer Gross, By Dr Wayne VanHuss, at the National Convention, New York City, April, 1954.

³Department of Public Instruction, State of Michigan, Michigan High School Athletic Association Bulletin, (Lansing, Michigan: November 1954), p. 199.

Table IV shows the number of questionnaires sent and the number returned by classes.

TABLE IV
QUESTIONNAIRES SENT OUT AND THOSE RETURNED BY THE
VARIOUS CLASSES OF SCHOOLS

Class	Questionnaires Sent	Questionnaires Returned	Percentage
A	77	63	72
B	190	134	70
C	256	197	77
D	185	95	51
E	20	12	60
Total	728	501	69

It is interesting to note the smaller class D and E schools did not return the questionnaires as well as the class A, B, and C schools. This is similar to the trend noted by Gross.⁴

After a waiting period of six weeks the questionnaires were checked off of the complete list of schools and classified according to class. The initial return was slightly less than 43 percent. Follow-up letters (See Appendix) were then sent to the athletic directors, along with additional copies of the questionnaire, to the schools that had not replied to the original questionnaire. The final returns included 501 of the total of 728 secondary schools in the state of Michigan.

⁴Gross, op. cit., p. 34.

Treatment of data. The questionnaire was subdivided into four areas: Organization and Administration, Program, Facilities and Equipment, and Instructional Staff. The returns of the survey were tabulated and percentages computed for each of the questions according to the class of schools.

CHAPTER IV

THE SURVEY OF CORRECTIVE PHYSICAL EDUCATION PRACTICES

A complete report of the responses from the corrective physical education questionnaires sent to all secondary schools in the state of Michigan (501 of 728 schools, 68.8%, responded) is given in this chapter.

The classification of the secondary schools in Michigan has been indicated. The schools were grouped according to the State Athletic Association grouping, A, B, C, D and E. When all the schools were classified according to size, there were 77 (10.6%) class A schools (over 800 students in grades 9-12), 190 (26.1%) class B schools (enrollment 325-799), 256 (35.2%) class C (enrollment 150-324), 185 (25.4%) class D (enrollment 75-149), and class E, in the Upper Peninsula, 20 schools (2.7%) with below 75 total enrollment.¹

Table V indicates the number of secondary schools participating in the study, and the numbers with corrective programs.

Table V has shown that the highest percentages of responses were received from the largest class schools, classes A, B, and C and the lowest percentage of returns were from the smaller class D and class E schools. As the size of the schools increased the total responses increased.

¹Department of Public Instruction, State of Michigan, Michigan High School Athletic Association Bulletin, (Lansing, Michigan: November, 1954), p. 199.

TABLE V

NUMBER OF SECONDARY SCHOOLS PARTICIPATING IN THE STUDY

School Class	Schools Available for Study		Responses Received		Schools with Corrective Program		Schools with No Corrective Program		Schools Which Did Not Return Questionnaire	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Class A over 800	77	10.6	63	81.8	23	36.5	40	63.5	14	18.2
Class B 325-799	190	26.1	134	70.5	34	25.4	100	74.6	56	29.5
Class C 175-324	256	35.2	197	77.0	47	23.8	151	76.2	59	23.0
Class D 75-174	185	25.4	95	51.4	30	31.6	65	68.4	90	48.6
Class E below 75	20	02.7	12	60.0	2	16.7	10	83.3	8	40.0
Total	728	100.0	501	68.8	136	27.1	366	72.9	227	31.2

TABLE VI
COMPARISON OF THE PRESENT PROGRAMS
WITH THOSE OF THE YEAR 1946²

School Class	Present Programs in Corrective Physical Education in Michigan		Programs in Corrective Physical Education in Michigan in 1946*	
	No.	Per Cent	No.	Per Cent
A	23	36.5	6	14.3
B	34	25.4	13	19.2
C	47	23.8	8	9.8
D	30	31.6	3	4.6
E**	2	16.7		
Total	136	27.1	30	8.4

*Includes total programs both boys and girls in the secondary schools of Michigan. This study, however, had a return of only 44 percent.

**This survey did not include the class E schools.

Table VI has indicated a comparison of the present corrective physical education provisions in existence in the secondary schools of Michigan today with those of 1946.³ It would appear from these data that there is a definite trend toward more corrective practices.

Table VII shows the total number of boys in the secondary schools in each classification responding to the questionnaire and the total number identified by the questionnaire as being atypical or physically

²R. B. Daubert, "A Survey on Conditions of Physical Education and Health Education Programs for Secondary Schools in Michigan" (Lansing: Michigan Association for Health, Physical Education and Recreation, unpublished Committee Report, 1946), p. 5.

³Ibid.

handicapped. It also indicates the percentages according to the school classifications.

TABLE VII
TOTAL NUMBER OF ATYPICAL BOYS IDENTIFIED

School Class	Number of Schools	Total Number of Boys Attending Schools responding to Questionnaires		Total Number of Atypical Boys Reported in Schools responding to Questionnaire Rec- ognized as being Atypical		Per Cent
		Schools No Answer	Number	Schools No Answer	Number	
A	77	11	45,088	43	392	0.9
B	190	8	31,066	49	507	1.6
C	256	20	20,740	69	311	1.5
D	185	6	6,096	6	121	2.0
E	20	2	236	5	2	0.9
Total	728	47	103,224	172	1,333	1.3

Throughout this chapter mention is made to the questionnaire, letter of transmittal and the follow-up letter which can be found in the Appendix.

The questions were tabulated according to school classification. Separate tabulation charts were used for the five classes of secondary schools. In the first section under General Information all percentages were figured on the 501 schools that responded to the original questionnaire. Under the other four main headings; Organization and

Administration, Program, Facilities and Equipment and Instructional Staff, tabulations were made for the total number of responses on the particular question at hand. Most of those schools which replied on the last three sections were from the 136 schools which stated they had some type of corrective physical education provisions.

I. INFORMATION REGARDING ORGANIZATION AND ADMINISTRATION.

The questionnaire (see Appendix) was grouped into four main headings: Organization and Administration, Program, Facilities and Equipment, and Instruction Staff. This section has been confined to the heading of Organization and Administration. An effort has been made to determine the effect, if any, school enrollment has upon this phase of the study.

Number of schools with corrective physical education provisions.

Table VIII has been constructed to show the class of schools offering the various types of corrective physical education activities. The types listed were; Specially scheduled corrective physical education classes, Adapted activities in regular physical education classes, Adapted activities suggested outside of regular school hours, Supervised rest programs, No program provided and others.

Eight (1.6%) of the 501 schools which returned the questionnaire conducted special scheduled classes in their physical education program.

Eighty-eight (17.6%) of the 501 schools that replied had adapted activities in their regular physical education classes. Thirty-five (7.0%) of the secondary schools stated activities were suggested for

TABLE VIII

NUMBER OF SECONDARY SCHOOLS WITH VARIOUS TYPES OF CORRECTIVE PHYSICAL EDUCATION
PROVISIONS FOR BOYS*

School Class	Number of Schools	Specially Scheduled Corrective Physical Education Classes		Adapted Activity In Regular Phys- ical Education Classes		Adapted Activities Suggested Outside of Regular School Hours		Supervised Rest Program		No Program Provided	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
A	63	4	6.3	14	22.2	4	6.3	1	1.6	29	44.4
B	134	1	0.7	23	17.2	8	6.0	2	1.5	77	57.9
C	197	1	0.5	31	15.7	14	7.1	1	0.5	102	51.8
D	95	2	2.1	18	18.9	9	9.5	1	1.1	64	67.4
E	12	0	0.0	2	16.7	0	0.0	0	0.0	6	50.0
Total	501	8	1.6	88	17.6	35	7.0	5	1.0	278	55.5

*Table consists only of schools responding to the questionnaire.

**Many schools checked more than one type of provision.

the boy to do outside of regular school hours. Five (1.0%) had supervised rest programs. There were 278 (55.5%) that checked they had no program provided and 14 schools (2.8%) stipulated other provisions which they had for caring for their atypical boys.

Reasons presented for not offering corrective physical education.

The reasons why corrective physical education provisions were not offered has been shown in Table IX. In many instances schools stated more than one reason. The reason stated most often was the lack of facilities and equipment. Of the 501 responses, 245 schools (48.9%) checked facilities and equipment as being the reason. There were 224 schools (44.7%) that stated there were insufficient number of boys to justify a program. There were 192 (38.3%) that stated they had no time available in their school schedule. Physical education staff schedule, too full now, was checked by 22.0 percent of the schools. Sixteen percent of the secondary schools stated the physical education staff were not adequately trained. There were 8.4 percent that didn't feel that corrective physical education was a responsibility of the school system. Eighteen other reasons were listed. There were 68 schools that failed to answer any of the reasons on their reply.

Data on schools with some form of corrective physical education.

All data subsequently discussed in this chapter will pertain to those schools which stated they had some form of corrective physical education provisions for atypical boys.

TABLE IX

REASONS WHY SECONDARY SCHOOLS DO NOT OFFER CORRECTIVE PHYSICAL EDUCATION

School Class	Physical Education Schedule Too Full Now			Physical Education Staff Not Adequately Trained			No Time Available In School Schedule			Inadequate Facilities And Equipment			Insufficient Number of Boys To Justify a Program			Corrective Physical Education Not School Responsibility			No Answer		
	No.	Per Cent		No.	Per Cent		No.	Per Cent		No.	Per Cent		No.	Per Cent		No.	Per Cent		No.	Per Cent	
A	27	42.9		9	14.3		23	36.5		29	46.0		12	19.0		15	23.8		11	17.5	
B	47	35.1		24	17.9		48	35.8		67	50.0		50	37.3		13	9.7		9	6.7	
C	19	9.6		30	15.2		77	39.1		90	45.7		94	47.7		8	4.1		29	14.7	
D	16	16.8		15	15.8		41	43.2		61	56.8		61	64.2		5	5.3		19	20.0	
E	1	8.3		2	16.7		3	25.0		7	41.7		7	58.3		1	8.3		0	0.0	
Total	110	22.0		80	16.0		192	38.3		245	48.9		224	44.7		42	8.4		68	13.6	

*Other reasons were listed such as: Atypical boys attended classes at Special schools, corrective activities were prescribed by physical therapist, and others.

Table X has shown four general questions asked on the questionnaire (See Appendix, questions 4, 5, 6, and 7 under Organization and Administration). These questions were mainly intended for those schools which stated they had some form of corrective physical education provisions. Other schools in selected cases elected to state what they were doing. In compiling the data all schools that answered were tabulated.

Question four: "Are medical examinations required of male students annually?"

Of the 254 schools, which answered the above question, 115 (45.3%) stated medical examinations were required and 139 (54.7%) stated no medical examinations were required by their school systems. Numerous schools stated medical examinations were required only for boys participating in athletics.

Question five: "Is the instructor of corrective physical education present at the school medical examinations?"

Eighty schools responded to the above question on the questionnaire. The instructors were present in 26 (32.5%) of the schools. They were usually present in 12 (15.0%) of the schools. Eight (10.0%) rarely were present and 34 (42.5%) never were present at the school medical examination.

Question six: "How many periods per week do the boys have corrective physical education classes?"

Of the 42 responding to the above question the average number of classes per week were 1.9. Class E schools were the only schools that did not respond to this question. It was stated previously in this

TABLE X
GENERAL QUESTIONS PERTAINING TO ORGANIZATION AND ADMINISTRATION

School Class	Are Medical Examinations Required of Male Students Annually?		Is the Instructor of Corrective Physical Education Present at the Medical Examination?		Average Number of Periods per Week of Corrective Physical Education Classes?		Average Time of Each Class Period
	Yes	No	Always	Usually	Rarely	Never	
A	21	34	4	0	5	17	51 minutes
B	26	39	6	5	1	7	48
C	24	46	7	4	2	4	47
D	41	17	9	3	0	4	39
E	3	3	0	0	0	2	0
Total	115	139	26	12	8	34	46.3

chapter that they did not have any specially conducted corrective physical education classes.

Question seven: "What is the average length of the corrective physical education class period?"

The Class A school's average class periods were 51 minutes in length; Class B averaged 48 minutes; Class C - 47 minutes; Class D - 39 minutes; and Class E, schools did not reply to the above question. As the size of the school increased, the length of the class periods were longer.

The average length of the corrective physical education class periods were 46.3 minutes in length.

Discussion. Of the 501 secondary schools which returned the questionnaire, only 136 (27.1%) reported having some type of corrective physical education provisions for atypical boys. The main reasons for not conducting a corrective program were: (1) The lack of adequate facilities and equipment, (2) Insufficient number of boys to warrant a program, and (3) No time available in the school schedule for such a program. Required medical examinations for boys were: 139 (54.7%) stated their schools did not require annual physical examination, 115 (45.3%) stated that their school systems required annual physical examinations for their boys. The average length of corrective physical education classes were 46.3 minutes.

In general, the tendency seemed to be the larger the school system the more corrective physical education provisions provided for the atypical boys.

In general there is some discrepancy as to the 7:1 ratio. (Chapter II). In Gross' study 9.0 percent of the total boys, of Pennsylvania were identified as being atypical. This study seems to indicate only 1.3 percent of the boys of Michigan as being atypical. This might be explained by the two different methods used in determining the atypical boys. Pennsylvania requires a medical examination biennially of all their secondary school children while in Michigan no required medical examinations are necessary.

II. INFORMATION ON PROGRAM

In computing and tabulating the sections on Programs the 136 (27.1%) schools which stated they had corrective physical education provisions was used. The 136 schools were grouped by class and tables were set up according to the percentages of each class.

The Class A schools, which offered corrective physical education provisions, all replied to this question. Thirteen (56.5%) class A schools held conferences and 10 (43.5%) schools did not hold conferences. Class E schools, of the two that stated they provided some form of corrective provisions, did not reply to the question, 63 (46.3%) of the schools did not answer the question. (See Table XI).

Table XII shows the type of cumulative records kept in corrective physical education in the various schools.

In the items listed under types of cumulative records kept (See Table XII), more than one could be and was checked. The Class E schools failed to respond. Forty schools checked none, 39 schools checked

TABLE XI

NUMBER OF SECONDARY SCHOOLS WHICH HOLD CONFERENCES
WITH ATYPICAL BOYS BEFORE ANY ACTIVITIES ARE
SUGGESTED

School Class	Number of Schools	No Answer		Hold Conferences		No Conferences	
		No.	Per Cent	No.	Per Cent	No.	Per Cent
A	23	0	0.0	13	56.5	10	43.3
B	34	16	47.1	11	32.4	7	20.6
C	47	25	53.2	12	25.5	10	21.3
D	30	20	66.7	7	23.3	3	10.0
E*	2	2	100.0	0	0.00	0	00.0
Total	136	63	46.3	42	30.9	30	22.1

*Class "E" schools held no conferences with their students.

TABLE XII

TYPES OF CUMULATIVE RECORDS KEPT IN CORRECTIVE
PHYSICAL EDUCATION

	Class A (23 Sch)	Class B (34 Sch)	Class C (47 Sch)	Class D (30 Sch)	Total
	No.	No.	No.	No.	
None	11	13	14	2	40
Personal History	7	2	7	2	18
Medical examination results	12	6	10	7	35
Doctor's recommendations	12	6	12	9	39
Prescribed exercises	2	2	1	2	7
Activity participation	6	2	5	4	17
Tests results	1	1	3	2	7
Absences	3	5	11	4	23
Recent illnesses or injuries	5	3	7	3	18
Achievement records	5	4	7	1	17

*Class E had none.

Doctor's Recommendations, 35 schools listed Medical Examinations as their accumulative records. Others are listed in Table XII.

In general, the larger the schools the more elaborate the records, and it is evident that in the Class E schools their programs are limited to adapted activities within their physical education classes.

III. INFORMATION ON FACILITIES AND EQUIPMENT

The main reason stated as to why the secondary school system did not provide provisions for atypical boys was lack of facilities and equipment.

The subsequent data have been analyzed to determine the relationship between the size of the school and the status of facilities and equipment.

Of the 33 schools that responded on where their corrective classes were held, 6 listed in their physical education classes, 4 stated in special areas provided, and 23 stated in the gymnasium.

Of the number of rooms available for corrective physical education classes, 49 schools, of the 74 responses, stated no rooms were available for corrective physical education classes. One school listed that they used the swimming pool as a corrective physical education class room. That seems to point out one thing, our school systems are crowded, and do not have the room at present for this type of program. Possibly, with building plans for the future, some of those badly needed facilities and equipment will be cared for. Of the secondary schools of Michigan responding to the questionnaire (501), only 25

rooms are available for corrective physical education classes. The average size of those rooms were: Class A, the rooms ranged from 500 sq. ft. to 5400 sq. ft., with an average of 1800; Class B, only one room dimension was listed and its area was 4000 sq. ft.; Class C, listed 4 rooms available and they ran from 600 to 1240 sq. ft., with an average of 943 sq. ft.; and Class D reported having 5 rooms available, ranging from 160 to 2800 sq. ft. with an average of 1622 sq. ft. Class E reported one was available.

The location of areas where medical examinations were given has been shown in Table XIII; 48 (35.3%) of the 136 secondary schools with corrective physical education provisions responded to this question. Of the 48 schools, 18 stated in the Doctor's Office, 17 in the school, 9 in the Gymnasium, and 4 stated that the school medical examinations were given at the Hospital.

In Table XIV, the equipment available for corrective physical education classes have been shown. The three most frequently mentioned pieces of equipment were: Mats, 57 schools; jumping ropes, 50 schools; and medicine balls, 45 schools. The three pieces of equipment which none of the 136 schools with corrective provisions for atypical boys had were: Shoulder wheel, stationary bicycle lamps, and goniometer. As the size of the school increased, more equipment was available for corrective physical education use.

TABLE XIII
LOCATION OF AREAS WHERE MEDICAL EXAMINATIONS
ARE GIVEN

School Class	Number of Schools	No Answer	Hospital No.	Gym No.	Dr.'s Office No.	School No.
A	23	16	0	1	6	0
B	34	24	0	3	3	4
C	47	29	3	3	7	5
D	30	17	1	2	2	8
E*	2	2	0	0	0	0
Total	136	88	4	9	18	17

*No response.

TABLE XIV
TYPES OF EQUIPMENT AVAILABLE FOR CORRECTIVE
PHYSICAL EDUCATION

Types of Equipment	Class A No.	Class B No.	Class C No.	Class D No.	Others No.
Stall bars and stools	9	3	2	2	16
Horizontal bars	8	6	5	2	21
Parallel bars	4	6	8	2	20
Side horse	4	4	6	2	16
Rings	1	4	1	1	7
Horizontal ladder	2	3	2	1	8
Spring exercise	5	2	3	0	10
Pulley weights	2	1	1	1	5
Bar bells	4	6	9	2	21
Iron boots	1	1	2	1	5
Finger ladder	1	0	0	0	1
Shoulder wheel	0	0	0	0	0
Rowing machine	2	0	1	0	3
Foot inversion tread	1	0	0	0	1
Wands	1	2	2	1	6
Dumbbells	6	7	3	3	19
Medicine balls	11	17	10	7	45
Indian clubs	6	11	8	3	28
Light punching bags	2	2	3	1	8
Jumping ropes	10	17	15	8	50
Stationary bicycle lamps	0	0	0	0	0
Ankle disk	1	0	1	0	2
Vertical ropes	9	10	6	2	27
Mats	8	19	21	9	57
Marbles	1	2	1	3	7
Mirrors	4	1	1	3	9
Cots	9	2	2	3	16
Wrist roller	1	1	1	0	3
Infra-red lamps	5	12	11	4	32
Goniometer	0	0	0	0	0
Others*					

*Others, included equipment listed such as; whirl pool bath, heavy punching bags, trampolines, chining bars and etc.

IV. INFORMATION ON INSTRUCTIONAL STAFF

This section is primarily concerned with the instructor of corrective physical education, number of physical education staff, who teaches corrective physical education, who supervises the corrective physical education instructor, and if there is any interest in further training in corrective physical education courses or courses on prevention of athletic injuries.

The average number of instructors on the physical education staff in the 34 class A schools responding was 3.4. In class B, 42 schools answered; the average number of instructors was 1.7. In class C, the average was 1.5, with 60 schools responding. In class D, of the 44 schools that replied, the average was 1.2. Of the 5 schools in class E, the average number of instructors was 1.00 on the physical education staff, including coaching as a part of the physical education program. In the small schools some reported they didn't even have a physical education program.

Table XV has been set up from the responses to the question: "Who supervises the boys' corrective physical education teachers in your school's system?" The following is a list of those items that were checked: (More than one could have been selected)

- a. No supervision
- b. supervisor of health education
- c. supervisor of physical education
- d. medical Doctor
- e. nurse

TABLE XV
SUPERVISION OF CORRECTIVE PHYSICAL EDUCATION INSTRUCTORS

Supervisors of Corrective Physical Education Instructor	Class A No.	Class B No.	Class C No.	Class D No.	Others No.
No Supervisor	2	12	14	3	31
Supervisor of Health Education	3	0	1	0	4
Supervisor of Physical Education	5	4	0	7	16
Medical Doctor	3	0	6	1	10
Nurse	1	0	1		2
Principal	1	2	3	2	8
Others**	1	1	2	2	6

*Class E schools did not respond.

**Others listed were physical therapist, M. O., Coach, Educational Supervisor.

f. principal

g. others.

The number one response was the physical education instructor had no supervision. The second most responded to was the supervisor of physical education, and third listed was the medical Doctor.

Table XVI shows the interest that the instructional staff has in attending courses, if offered, in instruction of corrective and adapted physical education and prevention and rehabilitation of the most common types of athletic injuries. Table XVI seems to indicate a need for such a program in our higher institutions, and if the desire is there it is logical to assume that it is the duty of the larger institutions to provide for such needs.

TABLE XVI

STAFF MEMBERS INTERESTED IN FURTHER TRAINING IN
CORRECTIVE PHYSICAL EDUCATION

School Class	Yes	No	No Answer
A	19	8	36
B	33	6	95
C	36	9	152
D	27	8	60
E	3	1	8
Total	118	32	357

On the question, "Are one or more members of the staff designated as the corrective physical education teacher?" Ten schools (8.1%) of

the 123 schools responding, stated they designated one or more members of their physical education staff as corrective physical education teachers. One hundred thirteen schools (91.9%) did not designate any member of the physical education staff as the corrective teacher. As school enrollment increased, a larger percentage of the schools designated staff members as corrective physical education instructors.

"Who teaches the boys' corrective physical education classes?" was the question which resulted in the formulation of Table XVII. Only 7 schools had women teach boys' corrective physical education classes, 43 schools stated that men taught their corrective physical education classes and only one school stated they had both.

TABLE XVII

TEACHERS OF BOYS' CORRECTIVE PHYSICAL EDUCATION CLASSES

School Class	Total Responses	Men Teachers	Women Teachers	Both
A	13	8	4	1
B	9	9	0	0
C	16	14	2	0
D	13	12	1	0
E*	0	0	0	0
Total	51	43	7	1

*No responses.

It seems to indicate that the larger the school system the more elaborate the program in corrective physical education. The Class E

schools are limited to only adapted activities within their physical education classes. The larger the school the more people assigned to the physical education staff. Many of the small schools reported not even having a physical education program.

A desire for further training in corrective and adapted physical education and prevention and rehabilitation of athletic injuries by physical education instructors was reflected in Table XVI. It is, therefore, the responsibility of the higher institutions to provide facilities for training. Through this and similar studies possibly this need will be more adequately met.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary

A questionnaire was formulated to study the extent of the corrective physical education practices in the secondary schools of Michigan.

The primary source of data for this study was the information received from 501 secondary schools of Michigan out of the 728 schools which were sent questionnaires, (a return of 68.8%). The questionnaire was grouped for study, according to class, under four general headings: Organization and Administration; Program; Facilities and Equipment; and Instructional Staff. The data were then tabulated and compared and comparisons were made between the schools in terms of school enrollment.

The response on the original questionnaire was 43 percent. Six weeks later a follow-up letter, along with another questionnaire, was sent to the schools which had not responded to the original questionnaire. In the final results 23 schools (36.5%) in class A stated they offered corrective physical education for their atypical boys, 34 schools (25.4%) in class B, 46 schools (23.4%) in class C, 30 schools (31.6%) in class D stated they had corrective physical education provisions, and 2 (16.7%) of the 12 schools in class E.

B. Conclusions

The conclusions drawn from this study are limited in their scope. It is requested the conclusions be utilized within their limitations.

1- Relatively little has been done in providing provisions for corrective physical education in the secondary schools of Michigan (136 of 501 schools stated they had some type of program). The main reason given for not offering a program was inadequate facilities and equipment.

2- There were fewer recognized atypical children found in the present study. The findings of this survey of the 103,224 students, only 1,333 (1.3%) were designated as being atypical. This is contrary to Gross'¹ findings of 9.0 percent and to the 7:1 ratio discussed in Chapter II. Either the schools are recognizing only the very severe cases as being atypical, or the instructors are not sufficiently trained to recognize the atypical students.

3- The tendency, in general, seems to be the larger the schools system the more corrective physical education provisions provided. The main reason given in the class C, D and E schools for not providing a program for their atypical was insufficient number of boys to justify a program. Also a few class C, D and E schools don't even offer physical education programs in their school systems.

4- There seems to be a trend toward more corrective physical education provisions. Comparison of this data with earlier studies

¹Elmer A. Gross, "A Survey of the Present Practices in Corrective Physical Education for Boys in the Public Secondary Schools of Pennsylvania," (ED. D Dissertation, The University of Pittsburgh, Pittsburgh, 1952), p. 34.

seem to verify this trend.

5- Few special areas are available for corrective physical education classes (25 rooms in the 501 schools responding).

6- There is an apparent need for further training, for physical education staff members, in corrective physical education practices.

7- The corrective physical education programs now in existence in the secondary schools of Michigan do not seem adequate enough to meet the increasing need of the atypical student. Only 136 (27.2%) of the 501 schools responding stated they had some provisions for correctives. Eight stated they had specially scheduled classes, 88 had adapted activities in their regular physical education classes, 35 schools stated that adapted activities were suggested outside of regular school hours, 5 had supervised rest programs and 14 listed other provisions. There were no programs in 278 schools.

C. Recommendations

1- There is a need for further study of the corrective physical education programs, in the elementary and secondary schools, to determine what can be done, to determine what constitutes a good program in corrective physical education at these levels.

2- A State Organization of Corrective Physical Education Instructors could be set up to arouse interest, and to set up policies on administration and organization of such programs.

3- An investigation is needed of the possibility of State aid in providing for the necessary equipment desired to make a corrective

physical education programs possible. Since inadequate facilities and equipment was the reason given for not providing a corrective physical education program by the secondary schools of Michigan.

4- It is recommended the functioning corrective programs be evaluated as to their adequacy.

APPENDIX

MICHIGAN STATE COLLEGE
EAST LANSING

42

DEPARTMENT OF HEALTH
PHYSICAL EDUCATION AND RECREATION

March 2, 1955

Dear Director of Physical Education:

I am conducting a study of the present practices in corrective physical education for atypical boys in the public secondary schools of Michigan. Neither you nor your school will be identified in the study. The answers you submit will not affect the rating of your school in any way.

The questionnaire has been constructed so as to make the task in answering as easy as possible. If your school does not conduct corrective physical education exercises or activities of any kind for boys, please fill in the General Information blanks and check the proper answers for only questions one through four under Organization and Administration and questions one and five under Instructional Staff.

It is only through information such as I am requesting that the present status of corrective physical education in Michigan can be determined. I hope you will be willing to aid your profession by taking time to answer the enclosed questionnaire. You will find a stamped, self-addressed envelope enclosed.

Thank you for the help and cooperation. An early reply would be deeply appreciated.

Sincerely yours,

Wayne D. Van Huss
Wayne D. Van Huss,
Assistant Professor,
Physical Education

WDVH:ed
Enc.



"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . ."

LINCOLN

MICHIGAN STATE COLLEGE
EAST LANSING

43

DEPARTMENT OF PHYSICAL EDUCATION
HEALTH AND RECREATION FOR MEN
JENISON GYMNASIUM AND FIELD HOUSE

May 19, 1955

Dear Sir:

Two months ago I sent you a copy of the attached questionnaire, with a stamped self-addressed envelope. We are trying to determine the extent of corrective practices in the secondary schools of Michigan. In tabulating the results we find we have less than a 50% return and that we have no return from your school. For the questionnaire to have desirable validity, the returns should be above 80%.

Your school is not rated in any way as a result of this questionnaire. Any help you can give us would be greatly appreciated.

Sincerely yours,



Wayne D. Van Huss
Assistant Professor

WDVH:jp



"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . ."

LINCOLN

A STUDY OF THE PRESENT PRACTICES IN CORRECTIVE PHYSICAL
EDUCATION FOR ATYPICAL BOYS IN THE PUBLIC SCHOOLS
OF MICHIGAN

I. General Information

1. Name of School _____ Class A B C D E
(Circle one)
2. Person filling out questionnaire _____
3. Position _____
4. Total number of boys in grades 9-12 _____

(Please reply to all questions with (X) unless otherwise stated).

II. Organization and Administration

1. Total number of atypical or handicapped boys in your school identified through medical examinations or other acceptable diagnoses. (Write number) _____
2. Check below the type of corrective physical education provisions for boys that most clearly fits your program.
 - a. Specially scheduled corrective physical education classes _____
 - b. Adapted activities in regular physical education classes _____
 - c. Adapted activities suggested for atypical boys to do outside of regular school hours _____
 - d. Supervised rest program _____
 - e. No program provided _____ (Excused from all P.E. classes)
 - f. Other provisions (Please list) _____
3. (If there are No corrective physical education provisions for boys in your school, please answer only the following question and return this questionnaire in the enclosed self-addressed envelope). Reason no program of corrective physical education has been provided:
 - a. Physical education staff schedule too full now _____
 - b. Physical education staff not adequately trained _____
 - c. No time available in the school schedule _____
 - d. Inadequate facilities and equipment _____
 - e. Insufficient number of boys to justify a program _____
 - f. Do not believe corrective physical education is the responsibility of the school _____
 - g. Other reasons (Please list) _____
4. Are medical examinations required of male students annually? Yes _____ No _____
5. Is the instructor of corrective physical education present at the school medical examination? Always _____; Usually _____; Rarely _____; Never _____.
6. How many periods per week do the boys have corrective physical education classes? (Write number) _____
7. What is the average length of the corrective physical education class period? (Write number in minutes) _____

III. Program

1. Are any conferences held with the atypical student before any activity is suggested? Yes _____ No _____
2. What type of cumulative records are kept in corrective physical education?
 - a. None _____
 - b. Personal history _____
 - c. Medical examination results _____
 - d. Doctor's recommendations _____
 - e. Prescribed exercises _____
 - f. Activity participation _____
 - g. Test results _____
 - h. Absences _____
 - i. Recent illnesses or injuries _____
 - j. Achievement records _____

(Check one or more)

IV. Facilities and Equipment

1. Where are the corrective physical education classes conducted? (Please state) _____
 2. How many special rooms are available for corrective physical education classes? None _____; One _____; Two _____; Three _____; Four _____; Others (Write numbers) _____.
 3. What are the approximate dimensions of these special rooms? (Write approximate feet) _____
 4. Where are the school medical examinations given? (Please list) _____
-
5. What equipment is available for corrective physical education classes?

_____ Stall bars and stools	_____ Shoulder wheel	_____ Vertical rope
_____ Horizontal bars	_____ Rowing machine	_____ Mats
_____ Parallel bars	_____ Foot inversion tread	_____ Marbles
_____ Sidhorse	_____ Wands	_____ Mirrors
_____ Rings	_____ Dumbbells	_____ Cots
_____ Horizontal ladders	_____ Medicine balls	_____ Wrist roller
_____ Spring exercisers	_____ Indian clubs	_____ Infra-red lamps
_____ Pulley weights	_____ Light punching bags	_____ Goniometer
_____ Bar bells	_____ Jumping ropes	
_____ Iron boots	_____ Stationary bicycle lamps	
_____ Finger ladder	_____ Ankle disk	

Other equipment (Please list) _____

V. Instructional Staff

1. How many men are on the physical education staff? _____
2. Are one or more members of the staff designated as the corrective physical education teachers? Yes _____ No _____
3. Who teaches the boys' corrective physical education classes?
Man _____; Woman _____; Both _____.

4. Who supervises the boys' corrective physical education teachers in your school system?
- a. No supervision
 - b. Supervisor of Health Education _____
 - c. Supervisor of Physical Education _____
 - d. Medical Doctor _____
 - e. Nurse _____
 - f. Principal _____
 - g. Others _____
5. Would any members of the staff be interested in attending courses offering instruction in corrective and adapted physical education and the prevention and rehabilitation of the most common athletic injuries if such courses were offered? _____

Please return questionnaire to: W. D. Van Huss
Asst. Prof. Physical Education
Michigan State College
East Lansing, Michigan

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Date Due

May 26 '58			
Jun 9 '58			
JUL 22 '58			
Aug 12 '58			
Oct 27 '58			
Nov 1958			
Dec 1958			
Aug 59			
13 Aug 59			
Aug 21 1959			
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