

**THE CURRENT STATUS OF
ADAPTIVE PHYSICAL EDUCATION IN THE
SECONDARY SCHOOLS OF TENNESSEE**

BY

JOHN ELBERT THOMBLESON

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THE CURRENT STATUS OF ADAPTIVE PHYSICAL EDUCATION IN THE
SECONDARY SCHOOLS OF TENNESSEE

A Research Paper
Presented to
The Graduate Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in Education

by
John Elbert Thombleson

June, 1970

ACKNOWLEDGEMENTS

Grateful acknowledgement is made to Dr. Fred A. Bunger, Professor of Education, for his professional assistance in the selection, formulation, and supervision of this problem.

Further acknowledgement is made to Mr. Donald Wood, Coordinator of Curriculum and Supervision; Mr. George Hunter, Supervisor of Health, Physical Education and Safety; and Mr. Garlan Cross, Director of Special Education, State Department of Education for their generous cooperation.

Neither would this survey have been possible without the interested cooperation of the schools who drew upon their limited and valuable time to fill out and return the questionnaires.

To the Graduate Council:

I am submitting herewith a research paper written by John Elbert Thombleson entitled "The Current Status of Adapted Physical Education in the Secondary Schools of Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in Administration and Supervision.


Major Professor

Accepted for the Council:

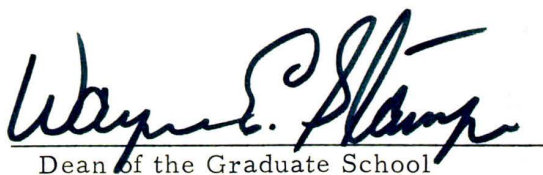

Dean of the Graduate School

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CHAPTER I

STATEMENT OF THE PROBLEM

I. INTRODUCTION

To say that all men are born free and equal, you really mean that they are all equally born, but true in no other sense: birth, talent, labor, virtue, and providence are forever making differences.

Yet, all of us follow a different path, have different obstacles to overcome, and are not equally fortunate. Accidents, disease, and birth defects have handicapped many children and adults as each follows his path in life.

As physical educators, our responsibility is to present our unique contribution in education to all children. A physical education program for physically handicapped children is one of our professional obligations.

II. THE PROBLEM

Statement of the Problem. The purpose of this study was to determine the present status of adapted physical education in the secondary schools of Tennessee. This study has included personal interviews with officials in the Tennessee State Department of

Education and survey letters to selected systems throughout the state. It was done to ascertain whether adapted physical education was being considered in the physical education curriculum. This information was obtained by appraising the physical education programs in over 125 schools enrolling more than 300,000 students. More specifically, answers to the following questions were sought:

1. Was there a separate budget set aside specifically for physical education?
2. How many schools were in the system?
3. How many students were enrolled?
4. How many years of required physical education?
5. Was there an adapted physical education program?
If so, was it established or just a recent program;
if not, the reasons why.

Importance of the Study. The greatest importance of this study was to develop an awareness of the current status of adapted physical education in the secondary schools of Tennessee.

Although it is a requirement by the state, perhaps many administrators were not aware that this was being neglected, were not aware that it is not being carried out, were not knowledgeable of proper program content, or simply refused to enforce curriculum requirements.

It was hoped that the results of this study would be of value to administrators and physical education instructors in developing a more professional attitude toward adapted physical education.

Limitations of the Study. This study was limited to personal interviews in the State Department of Education, survey letters, reference materials found in the Austin Peay State University library, and from personal sources.

This study was limited in the following ways:

1. Smaller school systems were not included in this study.
2. Previous research in this area was limited.

The information asked for in the survey letter consisted of direct questions which are described in detail in the section, Methods and Procedures. The information received from the survey letters returned was used as the basis for this study.

Since there has been a limited number of studies made the author felt this study would show a need for further investigation and preparation in the area of adapted physical education. This writer further believed the dedicated physical education instructors would, through organizational in-service training or further college instruction, seek to improve their profession in general and their individual programs in particular by filling this obvious void in the physical education curriculum.

Assumptions. The reader must assume that this study can be considered in a sincere vein and serve as a stimulus to improve and extend physical education programs to handicapped students. The writer assumed that information relating to the status of adapted physical education in Tennessee, when revealed, will encourage instructors to update themselves and to supplement their present programs.

Definition of terms used. Clarification of certain terms used in this study was considered necessary. These terms were:

1. Adapted physical education. Adapted physical education is to provide through competent leadership, a diversified program of developmental activities, games, sports, and rhythmic activities suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program.¹
2. Exceptional pupil. Children are classed as exceptional when they are so different in mental, physical, emotional, or behaviour characteristics that in the interest of equality of educational opportunity, special provisions must be made for their proper education.²
3. Physically handicapped. Those individuals who have a physical defect, obvious or hidden, which limits

¹ Arthur S. Daniels and Evelyn A. Davis, Adapted Physical Education: Principles and Practice of Physical Education For Exceptional Students, (New York: Harper and Row Publishers, 1965) p. 326.

² Ibid., p. 3.

their capacity to work, or evokes an unfavorable attitude.³

4. Special education. All those instructional services specially planned for children of elementary and secondary school age who are physically handicapped, seriously retarded in learning ability, or emotionally maladjusted.⁴

Review of related literature. In order to obtain a thorough knowledge of current trends in adapted physical education a careful check was made of related literature and research studies.

The following thoughts were presented by Arthur S. Daniels to make us aware of the challenges in adapted physical education, "Who needs development in physical functions more than the crippled child? Who needs social development more than the youngster who, because of his inadequacies, frustrations and embarrassments, has voluntarily withdrawn, or has been rejected by his social group? These are the challenges which face the educational administrators and the teacher of physical education. If the mission of the school is properly fulfilled, each handicapped youngster must receive rich opportunity for fullest development."⁵

³Henry H. Kessler, Rehabilitation of the Physically Handicapped, (New York: Columbia University Press, 1947) p. 12.

⁴Daniels, op. cit., p. 7.

⁵Arthur S. Daniels, Adapted Physical Education, New York: Harper and Brothers, 1954, p. 22.

Dean C. Funk stressed the need for improved preparation in adapted physical education, "The prospects for physical educators in the area of teaching the mentally retarded, physically handicapped, brain damaged, perceptual-motor disorders, and culturally disadvantaged are so great that a whole new curriculum on many of our nation's college campuses must be developed. The preparation for physical education teachers in special education at the present time is very limited."⁶

The number of exceptional children needed to be served was brought out by Martens and Harris, "If the estimated number of exceptional children of school age, usually quoted at 4,000,000, is correct, then we may conclude that about eleven percent of those requiring special educational services are receiving them through the medium of special schools and classes. No doubt many of the others are being cared for adequately in regular classes by capable and understanding teachers but there is no doubt, either, that many exceptional children are still going without the special education they should have. Despite the growth that has taken place, special education needs to be developed much further before all who

⁶Dean C. Funk, "Physical Education Teacher - A Surplus or Shortage?" The Physical Educator, Vol. 26, No. 1, March, 1969, p. 10.

require it will be served."⁷

Daniels and Davis also commented on the number of exceptional children in our schools, "The vast number of exceptional students in our public schools, colleges and universities, carefully appraised at over four million, continues to impose a significant responsibility as well as a challenge to teachers and administrators of physical education. The general program of physical education is designed for students who do not have restrictions placed upon their activity. Many exceptional students, however, may neither safely nor successfully take part in the general program."⁸

Ellen Davis Kelly made us aware of the need for better teacher training, "The more progressive physical education teacher preparation departments offer courses in therapeutic exercises. In many cases these courses fail to provide students with methods and materials suited for use in the typical elementary or secondary school situation."⁹

There is some concern of leaders in the field as suggested at the AAHPER convention, "Support of legislation designed to produce sound programs in physical education for the mentally retarded and

⁷Elise H. Martens and Catherine Harris, Statistics of Special Schools and Classes for Exceptional Children (U. S. Office of Education, Biennial Survey of Education in the United States, 1946-1948, Washington, D. C.: U. S. Government Printing Office, 1950, p. 2.

⁸Daniels and Davis, Adapted Physical Education, Ibid., p. xi.

⁹Ellen Davis Kelly, Adapted and Corrective Physical Education, New York: The Ronald Press Company, 1965, p. 7.

the physically handicapped is necessary at this time."¹⁰

As indicated in a report in the Educational Summary (1968) suggested reasons for lack of adapted physical education were, "Inadequate funds and a lack of trained personnel."¹¹

"According to the best estimates available, there are about four million children of school age in the United States with physical, mental, or emotional handicaps,"¹² said Julian Stein, Director of Programs for the Handicapped, American Association for Health, Physical Education and Recreation (AAHPER). They represented ten percent of the total school age population. A vast majority of these children were attending regular schools. In far too many school systems the handicapped child - who was likely to have a lower level of physical fitness than the average child - was ignored when it came time for physical education. He was automatically excused and sent to a study hall or to an academic class.

There is a flicker of hope for adapted physical education as was brought out by Wheeler and Hooley who stated, "Although adapted

¹⁰AAHPER Convention, Physical Education: P. E. Teachers Demand High Professional Status, Education Summary, June 15, 1967, p. 8.

¹¹Summary Report, Physical Training Contributes to Education of Handicapped, Education Summary, May 15, 1968, p. 3.

¹²Julian Stein, New Break for the Gym Dropout, Today's Health, Chicago: Magazine Publishers Association, March, 1969, p. 38.

physical education has its own stated goals and sponsor studies which are not bound by the barriers of other academic areas, it has not expanded as much as some physical education programs. It is estimated that by 1975, when approximately fifty percent of our young men and women will be enrolled in higher education, improved program facilities should be available for the atypical student. There is currently great national interest in physical activity for all students, and national support and aid is being made available through the Department of Health, Education and Welfare. Title V of the Higher Education Act should result in more teachers being educated to work in adapted physical education."¹³

Methods of Procedure. The methods of collecting the data for the study was basically two-fold. One method was a survey letter. The letter was sent to physical education supervisors in selected systems throughout the state of Tennessee. The purpose of the letter was to secure pertinent information regarding the scope of the physical education program as well as the provision for financing it. The paramount question in the survey letter was concerned with the existence of an adapted physical education program and the length of time that it had been implemented.

¹³Ruth H. Wheeler and Agnes M. Hooley, Physical Education for the Handicapped, Philadelphia: Lea and Febiger, 1969, p. 29.

The other method was in the form of personal interviews with the State Department of Education officials in physical education, special services and coordinator of records. It was hoped that from these interviews information concerning adapted physical education would be based upon reports submitted to their offices from the schools of Tennessee.

The school systems and schools contacted in this survey were: Memphis City System, Shelby County System, Metro-Nashville, Rutherford County, Kingsport, Knoxville City System, Knox County System and Morristown.

Treatment of Data. Upon receiving the results from the survey the information was screened and information put in specific categories. From these categories indications about the total physical education program was noted. Specific information on adapted physical education was compared.

From these findings, tables were constructed which will be discussed in the following chapter.

Organization. The first chapter has included an introduction, statement of the problem, importance of the study, limitations of the study, assumptions, definitions of terms used, review of related literature, methods of procedures, and treatment of data.

Chapter II was devoted to an analysis of data. Chapter III dealt with the evaluation of the data, and Chapter IV contained the conclusions and recommendations.

CHAPTER II

ANALYSIS OF DATA

During the Fall of 1969 the format for the study was drafted. The study took the form of interviews in the State Department of Education and a survey of the selected systems representing the three divisions of the State of Tennessee. Survey letters were mailed to these systems and the response was very gratifying. When the final return was calculated, seventy-five percent of the total mailing had been returned. This strong response seemed to indicate an interest in this problem being pursued.

I. SURVEY

The survey was designed in two parts--a letter of introduction and a survey form. The letter of introduction explained the study and its purpose. It also asked for the recipient's help in completing the survey form and returning it in the self-addressed, stamped envelope which was enclosed with each survey form.

The information from the returned survey results was placed in specific categories to show, if any, a relationship between schools

having or not having an adapted physical education program and the answers to the specific questions in the survey.

The findings were placed in tables showing the distribution in four basic categories. The categories were:

1. Separate budget for physical education
2. Qualified personnel
3. Over-crowded classes
4. Adequate equipment and facilities

Table I showed the analysis of the number of schools used in the survey to determine the present status of adapted physical education in the Tennessee schools.

TABLE I

SYSTEMS REPORTING - NUMBER OF SCHOOLS - ENROLLMENT

SYSTEM	NUMBER OF SCHOOLS	ENROLLMENT
Memphis City	49	138,000
Shelby County	16	16,000
Metro-Nashville	42	45,000
Knoxville City	20	18,000
Knox County	7	6,300
Morristown	<u>2</u>	<u>1,185</u>
Totals	136	224,767

A substantial response was returned from Western Tennessee with sixty-five schools enrolling 154,000 students. Middle Tennessee had forty-two schools enrolling 45,000 students. Eastern Tennessee had twenty-nine schools enrolling 25,485 students. This total return was adequate enough to make a valid assessment of the present status of adapted physical education.

Table II showed the relationship between the systems having a separate budget for physical education and the status of their adapted physical education program.

The schools showed eighty-three percent that had a separate budget for physical education with the amount of money spent per child ranging between seventy-five cents and one dollar. Only sixteen percent of the schools reported having no separate budget for physical education.

The information showing indications of an adapted physical education program revealed sixty-six percent having no program and thirty-three percent had programs on a limited basis. No schools or system indicated they had a full-time, established adapted physical education program.

TABLE II
ADAPTED PHYSICAL EDUCATION IN RELATIONSHIP TO A
SEPARATE BUDGET FOR PHYSICAL EDUCATION

SYSTEMS	BUDGET		PROGRAM		
	YES	NO	YES	NO	LIMITED
Memphis City	X				X
Shelby County		X		X	
Metro-Nashville	X			X	
Knoxville City	X			X	
Knox County	X				X
Morristown	X			X	
Totals	83%	16%	0%	66%	33%

Table III indicated the relationship between the systems having qualified personnel to teach adapted physical education and the extent of their adapted physical education program.

TABLE III
ADAPTED PHYSICAL EDUCATION IN RELATIONSHIP TO
QUALIFIED PERSONNEL TO TEACH THE PROGRAM

SYSTEMS	QUALIFIED PERSONNEL			PROGRAM		
	Yes	No	Limited	Yes	No	Limited
Memphis City		X				X
Shelby County		X			X	
Metro-Nashville		X			X	
Knoxville City			X		X	
Knox County			X			X
Morristown		X			X	
Totals	0%	66%	33%	0%	66%	33%

No system or section of the state revealed they had sufficient qualified personnel to conduct adapted physical education. Qualified personnel on a limited basis was reported in 33 percent of the schools, while 66 percent reported they had no qualified personnel for adapted physical education instructions.

Table IV showed the status of adapted physical education in relationship to overcrowded classes.

TABLE IV
ADAPTED PHYSICAL EDUCATION IN RELATIONSHIP
TO OVERCROWDED CLASSES

SYSTEMS	OVERCROWDED CLASSES			PROGRAM		
	Yes	No	No Comment	Yes	No	Limited
Memphis City			X			X
Shelby County	X				X	
Metro-Nashville			X		X	
Knoxville City			X		X	
Knox County	X					X
Morristown			X			X
Totals	33%	0%	66%	0%	50%	50%

In the area of overcrowded classes it was reported in Table IV that 33 percent of the schools had overcrowded classes and this was a basic reason for not providing adapted physical education. No school declared that overcrowded classes was not a problem, however, 66 percent of the schools made no comment in this category.

Table V revealed the relationship of adequate equipment and adapted physical education.

TABLE V
ADAPTED PHYSICAL EDUCATION IN RELATIONSHIP TO
ADEQUATE EQUIPMENT AND FACILITIES

SYSTEMS	ADEQUATE EQUIPMENT AND FACILITIES			PROGRAM		
	Yes	No	No Comment	Yes	No	Limited
Memphis City			X			X
Shelby County		X			X	
Metro-Nashville			X		X	
Knoxville City			X		X	
Knox County		X				X
Morristown			X		X	
Totals	0%	33%	66%	0%	66%	33%

II. INTERVIEWS

Personal interviews with officials in the State Department of Education was conducted in three areas:

1. Coordinator of Curriculum and Supervision
2. Supervisor of Health, Physical Education and Safety
3. Director of Special Education

The personnel contacted in the state department were:

1. Donald Wood
Coordinator of Curriculum and Supervision
2. George Hunter
Supervisor of Health, Physical Education and Safety
3. Garlan Cross
Director of Special Education

A letter of introduction and permission to view files in the State Department was written on behalf of the author and forwarded to the State Department. This was approved by the State Superintendent and made available to the author by the Dean of the Graduate School at Austin Peay State University. The author interviewed the state officials with the following results.

Coordinator of Curriculum and Supervision. In tabulating the individual school evaluation reports it was found there was no specific mention of adaptive physical education.

It was difficult to draw conclusions from the annual evaluation reports in this area other than that all state requirements were being met unless otherwise specified.

This office had compiled a summary report and recommendations based upon a review of progress reports on curriculum improvement and evaluation meetings in all county, city and special school districts in Tennessee for the current year. This report of 147 city and county school systems in Tennessee revealed a marked absence of curriculum progress or improvement in adapted physical education.

Supervisor of Health, Physical Education and Safety. In the area of adapted physical education it is very difficult to determine to what extent this type of program was being conducted as evaluated from reports submitted to the State Department. From an official point of view it must be assumed that since the reports do not indicate an absence of an adapted physical education program then the State Department requirements were being fulfilled.

However, it was the personal opinion of the Director of Physical Education that very few schools had fulfilled requirements of adapted physical education as set forth by the State Department.

Director of Special Education. The office of special services believed that nothing had been done in the field of adapted physical education until about two year ago. A concerted effort coordinated

by the special services office and outstanding educators in the state was made to set up a workshop involving approximately 2,000 educators from around the state. This workshop exposed key and interested educators to the problems of education in special areas including adapted physical education. The outcome of this workshop indicated a sincere desire to improve and extend programs in areas of special education.

CHAPTER III

EVALUATION OF DATA

It was evident from the positive response of the survey form that the status of adapted physical education was a concern of the physical educators in Tennessee. Table I gave a graphic picture of the response from all sections of the state. The total schools reporting were sufficient to support the following evaluation of the data collected.

I. SURVEYS

In regard to the relationship of adapted physical education and a separate budget for physical education the results indicated that 83 percent of the schools had a separate budget with the amounts ranging from seventy-five cents to one dollar per child. Although 83 percent of the schools had a separate budget, 66 percent of the schools showed no program in adapted physical education, 33 percent had programs on a limited basis and no school revealed that they had an adapted program of an acceptable nature.

Since there was a substantial number of schools having a separate budget and a substantial number of schools not having a program, the

conclusion was made that a physical education budget had no particular significance on the status of adapted physical education in the secondary schools in Tennessee.

Table III showed the relationship between qualified personnel to instruct adapted physical education and the status of a program in the schools. None of the schools had qualified personnel with only 33 percent of the schools indicating that they had qualified personnel on a limited basis.

The strong negative response to qualified personnel and a strong negative response to adapted physical education programs clearly indicated the likelihood that qualified personnel was a direct reason for not having an adapted physical education program.

Table IV showed the relationship between overcrowded classes and adapted physical education. The survey results listed 33 percent of the schools indicating overcrowded classes as the reason for not having an adapted physical education program. The survey also listed 66 percent of the schools as making no comment on this category; however since no system indicated they were not overcrowded it could be assumed that there were more overcrowded classes than the 33 percent indicated. This assumption was made on the fact that three-fourths of the schools making no comment on this also indicated that they did not have a program of adapted

physical education.

On the basis of the above information the author felt that overcrowded classes was a factor in the lack of adapted physical education programs in Tennessee.

The results from the information in Table V disclosed a strong relationship in schools between not having adequate equipment and facilities and not having an adapted physical education program.

No system reported having adequate equipment and facilities. Thirty-three percent clearly stated they had no program because of a lack of adequate equipment and facilities and 66 percent of the schools that made no comment also stated they did not have a program meeting all standards. The information from this table tends to confirm that a lack of adequate equipment and facilities did have a bearing on the status of the program.

II. INTERVIEWS

The interviews with the officials from the State Department were not as conclusive as were the survey results, however the attitudes and remarks made by the State Department officials did not conflict with the survey results.

All the officials agreed that they assumed that all state requirements were being met since none of the individual school's evaluation

reports indicated a negative response to adapted physical education.

The office of the coordinator of curriculum and supervision had compiled a summary report based upon progress reports on curriculum improvement from all county, city, and special school districts in Tennessee. In the area of adapted physical education there was a definite absence of curricular progress or improvement. This could be construed as meaning there was a lack of adapted physical education in these school systems.

The supervisor of health, physical education and safety made similar remarks as did the coordinator, that all requirements are being met. The supervisor's personal opinion was that very few schools had fulfilled requirements of adapted physical education as set forth by the State Department. This personal opinion was confirmed from the survey results--very few schools do have programs in adapted physical education.

The director of special education was more positive in his statements. He stated that almost nothing had been done in the field of adapted physical education. Two years ago a workshop involving educators from around the state was set up. This workshop exposed these educators to the problems of education in special areas including adapted physical education. The outcome of this workshop indicated that the educators attending expressed a desire to improve and extend programs in areas of special education.

CHAPTER IV

SUMMARY

The purpose of this study was to determine the present status of adapted physical education in the secondary schools of Tennessee.

The methods of research was in the form of survey letters to selected systems in the state and also interviews with officials in the state department of education.

The detailed findings of this study offered many practical implications for the lack of adapted physical education programs in the physical education curriculum. It is believed that adapted physical education instructions in the secondary schools of Tennessee may be improved as follows:

1. All schools meet state requirements in this area.
2. In-service programs be established to update personnel.
3. Additional education in adapted physical education be sought by some instructors in order to meet qualifications.
4. Class loads be reduced.
5. Money budgeted for physical education be used for adequate equipment and facilities.

It is hoped that the results of this study, and possibly others, may be of help to administrators and teachers in planning physical education programs for high school students in Tennessee.

Conclusions. It is the writer's opinion that some physical educators lack professional zeal or to put it bluntly they are too lazy. Secondly, some are already overloaded in number and size of classes. Thirdly, many of our physical educators lack confidence in the area of adapted physical education or in their ability to communicate with physicians or both.

The need for adapted physical education in our schools of Tennessee has been clearly established. It is time for physical educators to stop being merely a proving ground for varsity athletics, and to start bending over backwards to benefit all students.

Summary. An analysis of the data recorded in Table I through Table V of Chapter II indicate the following.

1. Most schools have separate budgets for physical education.
2. Lack of qualified personnel and the lack of adapted physical education programs are closely associated.
3. Overcrowded classes and the lack of adapted physical education programs are closely associated.
4. Lack of adequate equipment and facilities and the lack of adapted physical education programs are closely associated.

The results seem to clearly indicate that adapted physical education for secondary schools in Tennessee is not being fulfilled at this time as required by the State Department of Education.

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APPENDIX

Handwritten signature or initials in blue ink.



AUSTIN PEAY STATE UNIVERSITY
CLARKSVILLE, TENNESSEE 37040

November 20, 1969

Mr. John Elbert Thombleson
Box 154
Route 1
Hopkinsville, Kentucky 42240

Dear Mr. Thombleson:

I am attaching your letter of authorization from the State Board of Education. You may now continue your research project which required your access to the evaluation reports.

If we can be of any further help, please call on us.

Sincerely yours,

Wayne E. Stamper
Dean of Graduate School

WES:ls

Enclosure (1)



AUSTIN PEAY STATE UNIVERSITY
CLARKSVILLE, TENNESSEE 37040

October 31, 1969

RECEIVED
NOV 4 1969
31
STATE BOARD OF
EDUCATION

Mr. J. H. Warf, Chairman
Tennessee State Department of Education
100 A Cordell Hull Building
Nashville, Tennessee 37219

Dear Mr. Warf:

Mr. John E. Thombleson is a graduate student at Austin Peay State University and wishes to pursue a research project that requires his access to the annual evaluation reports submitted by individual high schools in Tennessee. If this is not contrary to established policy, I request permission for him to examine these reports.

If a more detailed outline of his needs would be helpful in reaching a decision, we will be happy to supply it.

Sincerely yours,

Joe Morgan
Joe Morgan
President

JM:ls

STATE BOARD OF EDUCATION
J. H. Warf
CHAIRMAN

Dear _____:

Please regard this letter as a request from one physical educator to another. I am presently working on my Masters of Arts in Education at Austin Peay State University.

I am attempting to gather information concerning adaptive physical education in the secondary schools of Tennessee as a basis for a research paper. I am vitally interested in this area of physical education and would consider any assistance from you as a professional favor to me.

I would greatly appreciate you filling out and returning the enclosed information sheet.

Sincerely yours,

John E. Thombleson
3219 LaFayette Road
Hopkinsville, Kentucky

PHYSICAL EDUCATION SURVEY

1. Name of School System _____
2. Name of Supervisor of Physical Education _____
3. Number of Secondary Schools _____
4. Enrollment: Boys _____ Girls _____
5. Grade Levels: 8 _____ 9 _____ 10 _____ 11 _____ 12 _____
6. Money Spent Per Child in Physical Education _____
7. Regular Physical Education Program:
 - A. Number of years required _____
 - B. Separate budget for physical education: Yes _____ no _____
8. Adaptive Physical Education Program:
 - A. Yes _____
 - B. No _____
 1. To what degree:
 - a. Established _____
 - b. Recent _____
 2. Who teaches the class:
 - a. Man _____ Woman _____
 - b. Degree held _____
 - c. Years experience _____