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WHITLEY, PATRICIA RICE

DR. CHARLES BUELL: LEADER IN PHYSICAL EDUCATION FOR THE
VISUALLY IMPAIRED

The University of North Carolina at Greensboro

Ed.D. 1980

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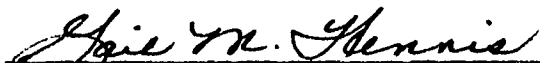
by

Patricia Rice Whitley

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1980

Approved by


Dissertation Adviser

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The purpose of this study was to present a biographical picture of Dr. Charles Buell. The writer attempted to trace and identify the professional contributions of Dr. Buell and to examine his influence on physical activities for the visually impaired. Enough detail was given of his life to point out the qualities in the man which enabled him to gain the recognition he has. To accomplish this objective, five questions were considered:

1. What events took place during his formative years?
2. What were the achievements and professional activities of Charles Buell during the preparation for and the years of his teaching and coaching career?
3. What were Charles Buell's contributions to physical education for the visually impaired through professional organizations?
4. What were Charles Buell's basic concepts and beliefs?
5. What has been the role of Dr. Buell's wife?

The historical method was utilized for this study. Data were organized using a combination of topological and chronological order. The writer's procedures for gathering data were categorized into five areas: (1) the subject and his family, (2) colleagues and professional associates, (3) athletes, (4) students, and (5) file and newspaper articles and publications.

Dr. Buell has been a serious and avid writer for forty-four years, publishing a number of articles, columns, and books related to the visually impaired. In addition, he has made numerous contributions through organizations, agencies, and clubs, having traveled extensively giving speeches and workshop presentations.

Although Charles Edwin Buell retired from teaching in 1974, he continues to make significant contributions to physical education and recreation for the visually impaired. He has been a leading advocate of the integration of blind children into public school physical education classes and community recreation programs. He has contributed heavily to the literature on physical education for the blind. Also, he has developed films and continues to lecture and lead demonstrations of activities for and methods of teaching the visually impaired all over the United States.

He is a man who has given his time, talents, and efforts continuously and unhesitatingly to improve conditions for thousands of visually impaired persons.

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Adviser Gail M. Dennis

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September 25, 1980
Date of Acceptance by Committee

September 25, 1980
Date of Final Oral Examination

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TABLE OF CONTENTS

	Page
APPROVAL PAGE	ii
ACKNOWLEDGMENTS.....	iii
LIST OF FIGURES	vii
 CHAPTER	
I. INTRODUCTION	1
Introduction	1
Statement of the Problem	2
Need for Historical Research	2
Significance of the Study	14
Scope of the Problem	15
Methods and Procedures	16
II. CHARLES BUELL: HIS EARLY YEARS AND EDUCATION	21
Boyhood Recollections	21
Elementary, Secondary, and College Days	23
Graduate Work	31
III. TEACHING AND COACHING CAREER	33
School for the Blind in Vancouver, Washington: 1937-1939	33
School in Nuevo, California: 1939-1941	35
Maryland School for the Blind: 1941-1944	36
Michigan School for the Blind: 1944-1946	37
California School for the Blind: 1946-1965	40
A Year's Leave of Absence: 1965-1966	48
Long Beach Public Schools: 1966-1974	49
IV. PROFESSIONAL CONTRIBUTIONS	50
Olympics for the Blind	51
United States Association for Blind Athletes ...	55
Southern California Association for Blind Athletes	59
Association for the Education of the Visually Handicapped	64
Scouting	68

CHAPTER	Page
Wrestling	72
Bowling	74
Teen-Time	75
Football Prediction	77
Major Publications	80
Other Contributions	81
V. PHILOSOPHY AND CONCEPTS	83
VI. BUELL: THE MAN	99
VII. THE UNBEATABLE TEAM	110
BIBLIOGRAPHY	120
APPENDICES	131
Appendix A. Questionnaires Sent to Associates and Colleagues, Students and Athletes, and Friends and Relatives	
Follow-up Letter	132
Appendix B. Students View Dr. Charles Buell in Retrospect	154
Appendix C. Respondents to Questionnaires and Tapes	165
Appendix D. Select Responses to Questionnaires	170
Appendix E. "Buell-e-tin for 1973": A Copy of an Annual Bulletin Sent to the Writer from the Buells	175
Appendix F. Letter Asking for Recommendation for Dr. Buell's First Teaching Position ..	178
Appendix G. Letter from Buell's Nephew, Art Conrad..	180
Appendix H. Awards and Citations Displayed in the Buell Home	183

APPENDICES

Appendix I.	The AAHPER William G. Anderson Award for 1974	
	Nomination and Supportive Letters and Comments.	188
Appendix J.	1978 Bibliography Selected and Annotated by Charles Buell	201
Appendix K.	Publications and Motion Pictures of Charles Buell, Ed.D.	212

LIST OF FIGURES

	Page
FIGURE	
1. Dr. Charles E. Buell	viii
2. Charles Buell and Tumblers California School for the Blind	47
3. Mrs. Buell, SCABA Athletes, and Parents USABA Championships in Seattle, Washington	60
4. Dr. Buell in Action, March, 1979	85
5. Catawba College Workshop Presentation by Dr. Buell, May, 1979	100
6. Dr. and Mrs. Charles E. Buell	109



FIGURE 1

DR. CHARLES E. BUELL

CHAPTER I

INTRODUCTION

Charles Buell has been a pioneer in physical education and recreation programs for visually impaired children and adults. He is a man who has given his time, talents, and efforts continuously and unhesitatingly to improve the welfare of thousands of visually impaired persons.

Despite the fact that Charles Buell is legally blind himself, he has written extensively, including several texts for physical education for the visually impaired. He has also directed two films on physical education for blind children.

Over the years, his contagious enthusiasm, coupled with his high confidence in the potential of visually impaired children to excel in physical activities, has had a catalytic effect upon professional personnel, students and athletes. Throughout his professional career, he has stood up for the right of blind and partially sighted individuals to enjoy comprehensive physical education programs.

The ideas of Charles Buell have been a source of information as well as an inspiration to all who have been interested in providing physical education and recreation for the visually impaired.

STATEMENT OF THE PROBLEM

The purpose of this study was to present a biographical picture of Dr. Charles Buell. The writer attempted to trace and identify the professional contributions of Dr. Buell and to examine his influence on physical activities for the visually impaired. Enough detail was given of his life to point out the qualities in the man which enabled him to gain the recognition he has. To accomplish this objective five questions were considered:

1. What events took place during his formative years?
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NEED FOR HISTORICAL RESEARCH

According to Kerlinger (1966), historical research is the critical investigation of events, developments, and experiences of the past, the careful weighing of evidence of the validity of sources of information on the past, and the interpretation of the weighted evidence. The historical

investigator, like other investigators, collects data, evaluates the data for validity, and interprets the data.

Even though man looks ahead, there is an ever-present need to become aware of the past. Historical research is important in education. It is necessary to know and understand educational accomplishments and developments of the past in order to gain a perspective of present and possible future directions. Travers (1964) believes those responsible for the establishment of educational policies are influenced by their knowledge of the history of education and that the amateur reformers in the field of education would probably drop most of their plans for the remodeling of public education if they had a better understanding of the failures of the past.

Barnes (1962) relates that the relative significance of historical materials is to be determined partly by the nature of the period in which they fell, and in part by their bearing upon contemporary life, but in either case practically and immediately by the purpose the writer has in mind.

Rowse (1948) feels there is no end to what we can learn from history, if only we will, for it is conterminous with life. Its special field is the life of man in society. At every point we can learn vicariously from the experience of others before us in history.

Prior to the 1920's historical and related studies were prevalent, but according to Kerlinger (1966), after the

investigations of men like Thorndike, Terman, Hall, and others, historical inquiry became subordinate. Even now, the history of education has never recovered.

Without good history and good historians, a discipline can lose perspective. Van Dalen, Mitchell, and Bennett (1953) feel as follows:

No one can hope to comprehend contemporary physical education who has no concept of the social forces, conditions, and movements, the play of ideas and the philosophies, that have come out of the past to shape the institutions of the present day. (p. 1)

Zeigler (1975) feels it will be largely up to those interested in the historical, philosophical, and comparative aspects of physical education and sport to assist the profession to 'contemplate the trajectory' of physical education, sport, human movement, kinesiology, or human motor performance through the ages. Rice and Hutchinson (1952) concurred, writing that history "constitutes a record of experiments and achievements on which one may draw for valuable information and inspiration" (p. xxiii).

According to Woody (1947), in 1934-1935 the American Association for Health, Physical Education, and Recreation established a National Committee on Permanent Historical Records and Exhibits. This indicated a recognized need and interest on the part of the national association. Woody (1947) also stated that "Institutions, movements, men and women, associated with the development of play and physical education, are waiting for an historical interview" (p. 181).

Many years after this establishment Van Dalen and Meyer (1966) wrote:

Historical knowledge is no better than the availability of "bits and pieces" of past actuality. Yet the education profession has been negligent about preserving these "bits and pieces." Each year important source materials are lost permanently to mankind. Valuable letters, documents, and other materials are discarded from the files of retiring professors; records of embryonic educational organizations are tossed away; old textbooks, school records, and equipment are cleared from attics and storerooms and destroyed. Educators can make an important contribution to the profession by rescuing these primary source materials from oblivion and establishing depositories for their preservation. (pp. 196-197)

Zeigler (1975) has been discouraged by the lack of historical knowledge by graduate students. He feels our profession and discipline needs to know where it has been and how it got there. The only reasonable approach would seem to be a concerted effort by dedicated physical education and sport historians to remedy the situation insofar as this may be possible. Evidence shows the physical education profession is beginning to connect with the past. Zeigler reported the following developments:

1. In the spring of 1968 the First International Seminar on the History of Physical Education and Sport was held in Israel. Subsequent seminars of this type have been held in Canada, France, Asia, the United States, Austria, etc. The President of the IDSPE Committee on the History of Physical Education and Sport has been laying plans for the

eventual preparation of a truly representative world history of physical education and sport.

2. Within the framework of the American Association for Health, Physical Education, and Recreation, Dr. Bruce Bennett and Dr. Betty Spears have served as Archivists. Similarly, Dr. Mabel Lee, Dr. E. Craig Davis, and Dr. Ruth Schellberg have served as Historians.
3. A separate section for the History of Physical Education was organized under the Physical Education Division of the Association.
4. There have been helpful sessions on teaching methods and other pertinent aspects of these--work of the history of physical education and sport teacher at each annual convention.
5. Professor Bennett has coordinated a regular column on history in the JOHPER, and Dr. Betty McCue spearheaded the question of information retrieval in this area. Also helping were Mr. Thomas Abernethy, Mr. Melvin Adelman, and Mr. Zeigler.
6. The Big Ten's Body-of-Knowledge Project has included the history of physical education and sport.

7. The first oral history research office in physical education and sport was established. This project has been guided since the outset by Professor Marianna Trekell and is providing a considerable amount of 'warm, live historical material'.
8. Three history of physical education and sport symposia were held in 1970, 1971, and 1972.
9. The North American Society for Sport History was formed with the first meeting being at the Ohio State University in Columbus. In addition to its annual proceedings, a journal is published.

All of this has happened since 1959 when Mabel Lee (1968) and Bruce Bennett were asked to write the history of the American Association for Health, Physical Education and Recreation for the 75th anniversary celebration. They found there was nothing available in the national office in the way of records earlier than 1938 other than what was contained in one volume of Proceedings, 1885 through 1895, and in the periodicals, which have been put out since 1895.

In addition to conference and association interest there also appears to be an increase in the number of historical articles, books, theses and dissertations.

A dimension of historical research is biography. Trekell (1971) feels:

Physical education has an interesting and significant past which can be studied by an analysis and assessment of the men and women who have been responsible for its development. (p. 42)

Biographical studies of physical education teachers and leaders can be a means to a better understanding of history.

Thomas Abernethy (Zeigler, Howell, and Trekell, 1971) identified 22 dissertations and theses as biographical in nature completed between 1930 and 1967. Trekell (Zeigler, Howell, and Trekell, 1971), in a representative sampling of biographical theses and related articles, books and micro-cards in physical education and sport, produced evidence of a surge of biographical historical work.

One of the earlier attempts to record the life and professional career of an outstanding leader in physical education was made by Minnie Lynn (1937). The study of Hannah was pursued through interviews with Dr. Hannah and her contemporaries and students who could be of aid in directing clues to such historical material as would supply authentic record. This was achieved through the careful examination of such documents and relics as remained within the knowledge of historical and professional advisors, and the investigation of the complete facilities and files of the department. She also inspected the relics and remains of the department and interrogated official representatives of professional and educational organizations.

Bronson (1955) utilized historical, analytical, and interpretative methods. An analysis of the writings of Clark W. Hetherington was made as well as a study of the activities and events in his life. This was done in order to

interpret his character and his work. Trips were made for personal interviews with relatives, friends, former students, and co-workers. She also examined private papers and effects belonging to Hetherington's son. The use of a scrapbook proved helpful.

Kidess (1958) wrote a dissertation entitled "A Study of the Work and Contributions of Dr. James Huff McCurdy to Physical Education." This study incorporated the use of letters and newspapers as Mr. McCurdy had been deceased since 1940. The purpose of the study was to preserve his work and contributions.

Locke's (1959) dissertation entitled "A Biographical Study of Agnes Rebecca Wayman: Her Life and Contributions to the Field of Health, Physical Education and Recreation" utilized the usual techniques when writing about a person still living.

Phillips (1960) reported a study that encompassed the lives and contributions of eight selected women leaders to physical education in the United States. The women included in the study were: Dr. Margaret Bell, Dr. Elizabeth Halsey, Miss Margaret H'Doubler, Miss Mabel Lee, Dr. Gertrude Moulton, Dr. Anna Norris, Miss Blanche Trilling, and Miss Agnes Wayman. The study included the following information about each of the women: family background, early professional experiences, history of the physical education department where their main contributions were made, contributions to

professional organizations, publications, honors and awards and retirement activities. The personal interview was employed to obtain data from the subjects. Her questions were prepared and sent to the women in advance of the interview. She also interviewed individuals who were students, staff members, colleagues, and friends of the subjects. Other data were secured through reading the publications and speeches of the subjects, reading what others had written about them, and investigating the archives of the schools where they had taught. She then followed up leads that developed from these sources.

Trekell (1962) did a study of Gertrude Moulton. She used as her sources papers, letters, articles, photographs, and scrapbooks. She sent out questionnaires inquiring about the personality, philosophy, and contributions by Moulton to the profession. She also interviewed Moulton. She presented materials both chronologically and topically. Many photographs were included.

Eaton (1964), in his dissertation on Canadian leader Arthur Stanley Lamb, stated that "our present programmes on physical education are largely the result of the impact of these personalities on the development of these programmes" (p. iv). Eaton relied on interviews with relatives, colleagues, and friends. Much correspondence was studied.

Dewar (1965) in his research on James Naismith, used personal papers and letters, articles, newspapers, public

records, and recollections of family and friends as sources. He, in addition, made numerous telephone calls and visited Naismith's birthplace.

Culver's (1967) thesis was written on Walter J. Wittich, a physical educator who lived from 1885-1953.

Umstead (1967) utilized the historical method in her study of Mary Channing Coleman. Primary sources were used when possible. She found sources of correspondence and documentary material at several colleges. Personal interviews and correspondence with Mary Coleman's family were valuable in providing family and personal history. Letters were written to friends and colleagues and personal interviews were conducted, some of which were transcribed to manuscript. Umstead, in addition, travelled over 5,000 miles conducting interviews, collecting data and visiting Coleman's birthplace and former home. In some instances she was able to correct inaccuracies and complete other information previously lacking. With all the information utilized above, Umstead was able to include a chapter in which she did a philosophical analysis of the subject's educational philosophy.

In dealing with an historical study of Jay B. Nash, Jessup (1967) collected his information from three sources: autobiographical sketches obtained from Dr. Nash; correspondence or interviews with teachers, supervisors, friends, and colleagues; and the doctoral thesis, school reports, speeches, articles, and other documents authored by Dr. Nash. For

supplementary information Jessup searched through the records of the schools attended and the files of institutions where Dr. Nash was employed for other pertinent data such as memoranda, department or organizational reports, etc. Jessup also examined the historical records of the organizations with which Dr. Nash had been affiliated. For other professional information, he sought evaluative judgments from selected leaders in the field, students, and contemporaries of Dr. Nash. To give support regarding completeness and accuracies, Jessup had periodic conferences with the subject.

Little's (1968) sources of data for writing his dissertation was Charles H. McCloy's personal library and office files, his medical records, his employment records, and interviews and correspondence with personal and professional acquaintances of McCloy. Included in the Appendix to the study was a chronology of the subject's publications, selected testimonial letters from the subject's colleagues, a copy of the questionnaire, and a copy of a citation honoring McCloy.

The study of Fornas (1968) was concerned with evidences of the impact of the work of Dr. Charles Lowman on physical education. He obtained his information from books, book reviews, pamphlets, periodicals, biographies, monographs, manuals, correspondence, newspapers, indices, bulletins, and manuscripts. He, like Jessup (1967), had interviews with his subject and others to verify and interpret materials.

Peterson (1968) in her study of Dorothy Sears Ainsworth, utilized the tape recorder in her interviews. She, as others had, contacted the subject, relatives, faculty, friends, and professional associates.

Tong (1968) wrote his dissertation on Dr. John Nichols. His theme centered around the leadership of Dr. Nichols. Throughout the paper, he showed evidence of various leadership positions Dr. Nichols had attained to make him a well-known leader in physical education and athletics.

Other theses and dissertations reviewed by the writer were: Daulman (1968) "Winifred Van Hagen: Leader in California Physical Education"; Cleveland (1969) "The Life of Thomas Edwin McDonough, Sr., and His Contributions to the Area of Health, Physical Education, and Athletics"; Ranta (1969) "H. Harrison Clarke: His Life and Contributions to Physical Education"; Collins (1969) "The Life of Jackson Roger Sharman, Sr., and His Contributions to Health, Physical Education, and Recreation"; Wettan (1970) "The Life and Contributions of George Louis Meylan, M.D. to Physical Education and Camping"; and Feld (1970) "Harry Alexander Scott: Teacher, Scholar, Administrator."

Of these, the usual methods were utilized for obtaining data except for Ranta's. Her data were collected primarily through a series of tape recorded interviews with the subject. Each interview was centered on a specific topic which was later developed into a chapter.

The writer also examined theses, dissertations, and honors papers completed at the University of North Carolina at Greensboro. Of these, none were strictly biographical histories. The only one close was a thesis by Dorothy Germain (1974) entitled "Ellen Griffin - A Creative Personality." Germain felt that because Griffin's way of living was more important than her achievements, a traditional biographical format was not seemingly appropriate. However, some of the same techniques for gathering data were implemented such as: observations of Griffin, interviews with those who knew her over a period of time, and with members of her family. Also, questionnaires were sent to former students. The writer, for personal use, made note of some of the questions on the questionnaire.

In the writer's review of theses and dissertations dealing with the biographical aspect of historical research, no two researchers followed the same format. Some dealt more directly with the subject's personal life along with contributions while others stayed very formal with factual events and life's contributions.

SIGNIFICANCE OF THE STUDY

Cleveland (1969) pointed out that we are made aware of important occurrences in the history of a country through the written accounts of man as he has been influenced by and contributed to the society of his time. Lynn (1937)

substantiated this feeling through the writing of her dissertation and her statement:

If we hope to gain an understanding of our profession through studying the history of physical education, we must understand the people who were responsible for the philosophy which has given us direction and purpose. (p. 5)

Over the past several decades a number of biographical studies of outstanding leaders in health, physical education, and recreation have been made. However, to date, no historical research has been conducted on Dr. Charles Buell.

The contributions of leaders in physical education are functionally related to the growth and development of the field of education. As a pioneer in the field of physical education for the visually impaired, the name and reputation of Dr. Charles Buell are nationally known. It is the purpose of this study, therefore, to preserve the work and contributions of Dr. Buell's professional life.

SCOPE OF THE PROBLEM

The study presents a biographical picture of Dr. Charles Buell, with emphasis on (1) his background and personal characteristics, (2) a description of his professional career, and (3) his contributions to the field of physical education for the visually impaired.

The writer endeavored to cover the life of Dr. Charles Buell from his birth to and through his present retirement years.

Van Dalen and Meyer (1966) emphasized that such historical writings are incomplete:

Adulators of historical writing sometimes assume that the researchers present the totality of past actuality, the historian cannot possibly do this; he can give only a fragmentary picture of the past. Historical knowledge is never complete; it is derived from the surviving records of a limited number of events that took place in the past. (p. 196)

Gollschalk, cited in Van Dalen and Meyer (1966) reiterates this by saying:

Only a part of what was observed in the past was remembered by those who observed it; only a part of what was remembered was recorded; only a part of what was recorded has survived; only a part of what has survived has come to the historians' attention; only a part of what has come to their attention is credible; only a part of what is credible has been grasped; and only a part of what has been grasped can be expounded or narrated by the historian. (p. 196)

Historical research is exciting and satisfying. It is hoped that readers of historical research will keep a proper perspective of its achievements and limitations.

METHODS AND PROCEDURES

The historical method was used for this study. It was organized in a combination of both topological and chronological order.

The writer searched through all traces of activity that were relevant to the problem, utilizing primary sources whenever possible and feasible. The writer's procedures for gathering data were categorized into five areas: (1) the subject and his family, (2) colleagues and professional

associates, (3) athletes, (4) students, and (5) file and newspaper articles and publications.

The Subject and His Family

1. Extensive personal interviews were held with Dr. Charles Buell and his wife, Josephine Buell. Most of these sessions were taped.
2. Personal correspondence between the subject and the writer was utilized, both by letter and telephone.
3. Lists of persons who have had professional and personal contact with Dr. Buell were obtained from the Buells.
4. A visit in the Buell home in California was made. There the writer was able to examine personal items such as pictures, publications, scrapbooks, letters, speeches, articles, and documents authored by Buell.
5. Information was obtained from the living members of Buell's immediate family.
6. To gain support regarding completeness and accuracy, the writer had periodic telephone conferences with the subject. In addition, chapters were sent to the subject to be verified.

Colleagues and Professional Associates

1. Through the use of questionnaires, personal interviews, contacts at professional meetings, professional literature, and recollections of the Buells, a list of colleagues and professional colleagues was compiled. As research continued names were added.
2. Questionnaires in the form of print, large type, or braille or tape cassettes were mailed. Sometimes both the questionnaire and tape were mailed if the writer was unable to determine which would be more appropriate.
3. Self-addressed stamped envelopes were sent with the material.
4. Personal interviews and telephone interviews were also conducted.

Athletes

1. Through the use of school files, newspaper articles, state associations for blind athletes, the Buell's recollections, and the writer's attendance at the 1979 National Championship for the Blind, a list of former and present athletes coached or managed by Dr. Buell was compiled.
2. Questionnaires in the form of print, large type or braille or tape cassettes were mailed with self-addressed stamped envelopes.

3. Personal interviews and telephone interviews were held.

Students

1. Through interviews and correspondence with the Buell's, responses from letters to schools, and newspaper articles, a list of some former students of Dr. Buell's was compiled.
2. Questionnaires in the form of print, large type or braille or tape cassettes were mailed with self-addressed stamped envelopes.
3. Personal interviews and telephone interviews were held.

File, Newspaper Articles, and Publications

1. Attempts were made to obtain personal correspondence between Dr. Buell and professional associations.
2. Newspaper articles during the coaching years of Dr. Buell were obtained.
3. Information was obtained from professional publications, catalogues, yearbooks, photographs, and scrapbooks.

A tremendous amount of information was collected from letters, through questionnaires, tapes, telephone interviews, and personal interviews with Dr. Buell and his family, close friends, acquaintances, colleagues in the field, adapted

physical educators, administrators of schools for the blind, and former students and athletes of Dr. Buell.

In collecting data, the writer traveled several thousand miles, made numerous telephone calls, and sorted through an endless number of collections of Dr. Buell. The subject was most helpful in this research as were many, many professional associates. Material was mailed to the writer from all over the United States. It appeared that the respondents wanted everything included in the writer's research. The writer was hopeful that she did justice to the amount of information received. The writer acknowledged receipt of all information with a personal letter to each respondent. In some cases, follow-up phone calls were made.

All of the questionnaires, cassette tapes from respondents, and taped interviews with Dr. Buell and his wife and colleagues are stored at the residence of the writer. All of the tapes have been transcribed.

Procedures were in line with the policies and procedures involving human subjects. Signed consent forms were obtained from all individuals responding to oral and written questionnaires or interviews. An exception was several telephone interviews in which verbal consent was given and documented.

CHAPTER II

CHARLES BUELL: HIS EARLY YEARS AND EDUCATION

BOYHOOD RECOLLECTIONS

Charles Buell, the oldest of three children and legally blind (having one tenth or less normal vision) was born on a small farm in Beaumont, California, on March 30, 1912. His parents, William Matthew and Emma Josephine Filipiak Buell came from diverse backgrounds. His mother emigrated from Germany. She lived and worked as a hotel chambermaid for a few years in Portland, Oregon, and then migrated to Santa Barbara. William Matthew Buell was born of Scotch-Irish parents in Wisconsin. As a young man he earned a living as a farm hand and moved westward many times until he reached Santa Barbara, California. It was there, while working as a stableman at a local hotel, that he met Emma. They were married in 1908. Enticed by a real estate agency to examine their property, they traveled to Beaumont, situated in the southern part of the state. Believing it to be a suitable place to live, they purchased five acres of property and settled down.

Buell's early youth was spent on this small ranch with wide open spaces and plenty of room to move around. Beaumont, then a town of about 2,000, was a community devoted primarily to raising such fruit as apples, cherries, and peaches.

The family was very poor, although both parents worked. Emma Buell hired out as a cleaning woman and, in addition, took in laundry. William got ranch work when he could. His health was such that he could not always do hard work, nor was there always that much work available.

Even though the Buells were poor, they never asked for public or financial assistance. Expenses were kept to a minimum by raising fruit and vegetables, and keeping goats for milk. Since they did not own a car, his mother had to walk from their home to her various places of employment. They definitely lived at the poverty level. According to a letter from Charles Buell's sister, Marion, their Mom "literally worked herself to death at an early age" (Enger, 1980).

When asked when he first realized he was visually impaired and if he became depressed about it, Buell in an interview replied:

Not in the early years. I did not realize that I had a visual handicap. I went out and was able to be active playing on the farm and doing some chores so I did not really realize that I did not see as well as others until, I guess, about six years of age. It was at that time that I was supposed to go to school, and the schools in my home town of Beaumont would not accept a visually handicapped student. (March 27, 1979)

Buell's brother, Art, in describing Buell as a child and youth said he was:

A boy somewhat bitter at first about his handicap, but later accepting it. I recall that he used to dig the weeds around our place, do repair jobs, and one summer, we even built a garage from scratch.

He was interested in the early-day entertainers, such as "Amos 'n Andy," "Myrt and Marge," Al Jolson, "Ben Bernie," etc. He also tinkered with the radios of that time--crystal sets, etc. (Buell, 1980)

Neither his parents nor their neighbors knew what was available for the education of blind children. It was two to two and a half years later before they got word through their family doctor that there was a residential school for the blind five hundred miles to the north in Berkeley.

This information resulted in a family crisis. His mother and a very good neighbor, who had taught Charles to read some large printed letters, felt he should go to the residential school to be educated, but his father wanted him to stay at home to help him and to learn to be a farmer.

ELEMENTARY, SECONDARY, AND COLLEGE DAYS

Buell feels fortunate and is very grateful that his mother, with the help of the neighbor, prevailed and he did get to go to the California School for the Blind to begin his formal education.

This late beginning of his formal education, at age nine, made it unusually difficult for him since his habits were more firmly fixed than those of the other pupils. Disobedience and fits of temper frequently brought him a loss of privileges, of which the most highly coveted was participation in games and sports. In addition, leaving his family was traumatic because he, like other children, was used to being at home, not five hundred miles away. He cried a good

deal, and really did not do good work. In fact, "I did so poorly I had to repeat the first grade," stated Buell in an interview (July, 1979).

Another reason for this unhappiness might have been the fact that he had had so much freedom and his own way at home that when he got to the residential school he found obeying rules to be very difficult. Even his sister admitted that he was "a bit bossy as the oldest child" (Enger, 1980).

After about six months or so he began to adjust and realized that he was being accepted by the students at the school. As his school work improved the teachers gained more respect for him. According to a letter found in the Buell Scrapbook (seemingly, a letter of recommendation for a job but writer unknown), Buell overcame most of his problems and was:

Chosen as a monitor and protector in the school.
Later as a Boy Scout he became a patrol leader and
a star scout and still later won high honors in
track and other athletic sports.

Buell feels his independence stemmed in part from the fact that his parents were so busy making a living, that he was the first born, and that his parents seldom knew what he was doing. They might have been working in the house or out in the orchard and he was, in some cases, doing things that perhaps might have been a little frightening to some people because of his visual impairment. Because of this freedom he learned to do many things and developed a desire to want

to see everything firsthand, whether it was a block or several miles away.

Buell does not recall how he learned to read although he mastered the braille system and otherwise learned rapidly during the ten years he spent at the School for the Blind. He does recall, however, that it was while he was in the third grade, through a sympathetic, understanding, and capable teacher, that he began to know the joy that good grades brought.

It was a general feeling of students in schools for the blind that there were some teachers who really felt the students would grow up to be useful citizens in the community while there were others who felt that most of the blind students were just going "to grow up to take the pension." These latter teachers did not work too hard to make students learn. When asked who influenced him the most during these years, Buell, in a personal interview (July, 1979), replied:

As far as particular teachers during my early years, probably the two most influential were Miss Levar and Mrs. Schroeder. An administrator, Dr. R. S. French was also influential. These persons encouraged me to want to excel in academic work, particularly, and to be a good student, to have knowledge, and be knowledgeable. They did not say so much in words, but it was implied that if one was a good student at the California School for the Blind, he or she would have a chance to grow up and go out into the world and be successful.

At the School for the Blind Buell was considered an all-around athlete. He recalls that there was not a physical education program at the school, but that the boys did get

out and play ball and roughhouse around. He continued saying:

We had the hills behind us and did a good deal of hiking. Once or twice a week we had an opportunity to go swimming. We did not have a swimming instructor, so we taught ourselves. (March 26, 1979)

As a junior, he went to University High School in Oakland, although he continued living at the School for the Blind. He was a member of the junior varsity football team and, in addition, won letters in the mile run on a city championship track team for the city of Oakland in 1932. He was not, however, the winner of the championship race.

Upon graduation from Oakland, Buell enrolled at Riverside Junior College where he made quite a name for himself. Buell admits that he was somewhat surprised by the good grades that rewarded his efforts as a first-year student, but he was determined to maintain a high standard, sacrificing his interest in outside activities because of the need to spend many hours in preparing his work. He knew at the time he had missed out and, as related in an article, "Impaired Eyesight Fails to Halt Valedictorian of Junior College," published in a 1934 issue of the Riverside Daily Press, "I sometimes wish that I had taken more time for social activities...but I feel that such associations will come later" (Buell Scrapbook).

Buell was valedictorian of his class at Riverside Junior College. At the time there were numerous newspaper articles

about his achievements. The following quotes were taken directly from newspaper articles found in the Buell Scrapbook. In some instances, citations are incomplete.

Riverside Daily Press. "Impaired Eyesight Fails to Halt Valedictorian of Junior College." Charles Buell, Riverside Junior College student and valedictorian of this years graduating class, is anxious for people to understand that he is not entirely blind. He believes, with becoming modesty, that he has done nothing that others could not do were they of a mind to do so.

Unassuming, quiet, cheerful, Buell inspires his friends with a feeling of confidence. Nor has he allowed his physical strength and efficiency to lag behind his mental alertness for he has the build and appearance of a staunch runner.

The Riverside student, while seriously handicapped by impaired vision which allows him to see objects but dimly, has overcome his handicap by patience and an adherence to purpose. The more commendable because he does not look upon it as anything unusual.

"I am particularly glad that I have done well for my mother's sake," he said after he learned that his scholarship record is the highest that has been made at the college since its organization in 1916. "I feel that I should like to repay her for some of the hard work that she has done in order to give me a chance." The mother, Mrs. Emma Buell, lives in Beaumont.

Beaumont, California, Thursday, April 19, 1934.
 "Outstanding Record of Charles Buell in Spite of Handicap." A young man for whom the words, 'I can do it' come as near to being second nature as eating bread and butter at lunch time, has made a reputation for both himself and Beaumont that will stand for a long time at Riverside Junior College.

He is Charles Buell, 22 year old son of Mrs. E. J. Buell and brother of Marion Buell, also a student at Riverside Junior College. Any man making such a record would receive recognition.

Yet, Charlie is blind. And his record stands in the school for the last four quarters so perfect that he dropped just one point in that period, from a possible perfect score of 210. He scored 209, and stands 25 points ahead of any other record maker in the institution!

Young Buell, whose parents have lived here longer years than he is old, and his father died several years ago, does all class work by the braille system and...In written examinations, Buell uses a typewriter, and he knows where the keys are without hunting and pecking. Ambition is a part of his makeup.

Beaumont, California, Thursday, May 24, 1934.
 "Charles Buell Wins High Honors in Graduation."
 Charles Buell, local blind youth, attending Riverside Junior College as a senior, won highest graduating class honors last week when he was named valedictorian for the June 13 commencement exercises. Buell established the highest scholarship record ever made at the Riverside School, in earning 256 points for two years study. Next year he will enter the University of California at Berkeley to prepare for a coaching and teaching job at the state school for the blind.

Buell knew upon graduation from junior college that he would some day be a physical education teacher. His plans were to enter the University of California at Berkeley, to complete the course there and to teach physical education, physiology, and similar subjects as his venture into the professional field. While attending the University he planned to work, earning his room and board at the State School for the Blind, his alma mater. Buell was quoted in the April 19, 1934 issue of a Beaumont, California newspaper as to his future plans:

Plans? I have lots of them. I am going to put some of my own ideas to work at the State School for the

Blind in the field of physical education to develop such a group of boys from that blind school as will be able to compete regularly with any of the other schools in the state in field and track events. I hope to work out a system where the handicaps will be no longer handicaps. (Buell Scrapbook)

He achieved this goal to some extent. While attending the University and teaching at the School for the Blind he was able to try out some of his ideas. In an issue of the Oakland Tribune appeared an article describing Charles Buell, his accomplishments, and the things he was able to do. In part the article follows:

Obstacles not unwelcome. An alarm clock and whistle for eyes. Indomitable spirit more forcefully known as intestinal fortitude. These things are making champions of fifteen junior pentathlon entrants registered for the California School for the Blind Their faith in their instructor, Charles Buell, himself partially blind, and his ingenuity has contributed to their success in athletics.

They are competing in four of the five pentathlon events. They may take part in the fifth, the basketball throw, if plans now underway are completed. They sprint fifty and seventy-five yards. They take running broad jumps. They do high jumping and they put the shot. The only thing that stops them is the basketball throw, due to its present method of requiring the boy to shoot, retrieve the ball, dribble back to the firing line and shoot again, all against the two minute time limit.

What amazes the spectators is the manner in which they go through their four events. Instead of stringing guidelines down the lanes for the sprints, Buell stands at the finish line and blows a whistle. The boys, some of whom can distinguish objects by the varying shades of grey, run directly towards the sound and there's no faltering or hesitancy about them. The alarm clock, another of Buell's ideas, was a successor to hand clapping for the take off and the jumps. Buell has found that if he clapped his hands directly over the take-off mark, the boys, their hearing tuned to a fine degree, could determine

by the sound just when to stop....Further experiments resulted in the use of the alarm clock ringing merrily on the take-off spot during the lad's advance. A split second before he hit the bar the clock would be jerked out of the way. This more penetrating sound has proved much more effective.

The soft shot put is not affected by the handicap under which these stout-hearted lads are laboring. They are stationed in the putting circle and go through the business of putting the weight with all the finesse of champions. (Buell Scrapbook)

Buell did not receive any academic honors at the University, possibly because of the time he devoted to his work at the California School for the Blind teaching classes and serving as a boys' supervisor in the dormitory. His job required about thirty hours a week. Dr. Buell stated, "Being as poor as I was, the \$6.00 a month I made helped me to buy a trumpet and a few things like that." (February 24, 1980)

It was his choice to work at the school for room and board rather than accept a pension from the state. The adviser of the blind students at that time, Dr. Newell Perry, felt he should have taken the pension and devoted all of his time to his studies. Some of his peers became Phi Beta Kappa members, but Buell has no regrets and related to the writer in a recent interview, "I enjoyed teaching and helping others at that time; I was able to do that and actually I got a head start in doing it while I was at the University." (March 26, 1979)

Working thirty hours a week in addition to university classes would be considered a heavy load; however, Buell

added many extra nonpaid hours to that in an effort to make life better for the blind children and to enhance the physical education and athletic program. At that time, the School for the Blind had no other physical education teacher. It was Buell's hope, too, that he could convince the superintendent, Dr. French, that they needed a full-time physical education teacher. Naturally, one of the first applicants would have been Charles Buell.

GRADUATE WORK

After completing his A.B. Degree at the University of California in 1936, Buell continued his education as a graduate student there and received his secondary teaching credential in 1937. The remainder of his graduate work was taken during his teaching and coaching years.

During 1943-1944, Buell attended evening and Saturday classes at Johns Hopkins University in Baltimore, Maryland, to obtain credits toward a Master's degree. During the summers of 1944 and 1945 he enrolled at Eastern Michigan University in Ypsilanti, taking classes in special education to transfer to the University of Michigan in Ann Arbor. After attending the University of Michigan during the summer of 1946, Buell obtained his Master's degree in Special Education. The title of his Master's thesis was "Education of the Negro Blind in the United States."

In 1947 Buell enrolled part-time at the University of California in Berkeley, and in 1950 he received his Ed.D.

degree in Educational Psychology. His dissertation was entitled "Motor Performance of Visually Handicapped Children."

CHAPTER III
TEACHING AND COACHING CAREER
SCHOOL FOR THE BLIND IN VANCOUVER,
WASHINGTON: 1937-1939

Since Buell was not able to convince the superintendent of the California School for the Blind to hire a full-time physical education teacher, his first teaching and coaching job was at the School for the Blind in Vancouver, Washington. He was hired for this job partly because of a very favorable recommendation from Dr. French. A copy of the letter written by Dr. French was found by the writer in the Buell Scrapbook. The letter follows:

May 17, 1937

Mrs. Jeanne E. Chapman, Superintendent
School for the Blind
Vancouver, Washington

Dear Mrs. Chapman:

Your letter concerning Mr. Charles Buell under date of May 12, 1937 has been received.

I think it best that you should see Mr. Buell and talk matters over with him before making a decision. I am asking the Department of Education to supply his fare so that he may visit you in the near future.

Mr. Buell is a young man of such fine character and of such unusual educational attainments that I am sure you will like him and I see no reason why he shouldn't fill the position which you have open in a very creditable manner. He has been doing this kind of work for us for the past three years but we

are not able to appropriate any salary for him and he cannot afford to stay on for room and board and a small scholarship.

Mr. Buell graduated from the Riverside Junior College with the highest honors ever given in that institution. He has done three years' work in the University of California; one year in graduate school.

Mr. Buell is a little bit diffident but would, I am sure, overcome this one drawback in a new environment. He has shown marked gain in self-confidence in the last year and is absolutely trustworthy in every respect. His personal habits are such that he would be a fine example for your boys. He has the best fundamental training in physical education and is himself an athlete of outstanding ability. While his sight is defective, he has vision enough for all ordinary purposes and as a matter of fact lives the life of a person of normal vision.

If you desire to see Mr. Buell, please let me know at once so that I may make arrangements for his fare to Vancouver and back. We can release him on the 26th or even earlier if you urgently desire.

Very truly yours,

Principal

RSF:EJ

Buell taught physical education and coached wrestling. The entire student body (Kindergarten-High School) consisted of about ninety students, with only ten or twelve boys in the high school. As a result, the team selection was not very competitive, and they were never able to fill all the weight classifications.

The team consisted of five or six boys. Some were rather good. There were no state championships then, but Buell's team was competitive in the league it was in.

According to Buell, he left the School for the Blind in Vancouver because the northwest climate was too damp. He accepted the position as principal of a private school in Neuvo, California.

SCHOOL IN NUEVO, CALIFORNIA: 1939-1941

The school in Nuevo was a private school for boys. About thirty-five boys were enrolled. None were blind. Buell was principal as well as a teacher. There was one other person on the faculty.

Besides being principal and teacher, he coached two sports: softball and track and field. The school did not have a wrestling team. As if that wasn't enough, Buell stated in an interview:

I found that type of work was pretty much a 24-hour a day job. You not only taught in the classroom, but you taught on the athletic field and you took care of the boys in the dormitories. Instructors were given off only one week-end a month. (March 27, 1979)

Before the end of his second year, Buell decided he was ready to go back to teaching blind children. To see what the job possibilities were he went east to an American Association of Instructors of the Blind (AAIB) convention. It was there that he met Hugh English who was leaving his position at the Maryland School for the Blind. Buell applied for, and was given the job.

English remembers this meeting with Buell at the 1940 convention in Pittsburgh, Pennsylvania, and stated: "I was

fortunate to meet Dr. Buell....Dr. Buell met his wife, Josephine Locicero at the same convention in Pittsburgh where he met me." (English, 1979)

MARYLAND SCHOOL FOR THE BLIND: 1941-1944

Buell was principal and teacher at the Maryland School for the Blind in Baltimore from 1941 to 1944. In addition to administrative duties, Buell taught academic subjects. He was not involved with athletics.

Clearman Sutton who attended the Maryland School for the Blind said of Buell, "He was personally inspiring as he seemed to really encourage students to be active participants in varied activities" (Sutton, 1980).

While at the Maryland School for the Blind, Buell married Josephine Locicero. Hugh English was to have been best man at the wedding, but he was ill and could not attend the wedding.

In their first year of marriage, Josephine continued teaching at the Overbrook School for the Blind in Springfield, Pennsylvania, and Buell at the Maryland School for the Blind. However, he felt he wanted to get a little farther west so he sent applications to a number of schools. This was during the war so there were some teaching vacancies. He had a choice between Iowa School for the Blind in Vinton, Utah School for the Blind in Ogden, or Michigan School for the Blind in Lansing. The pay was basically the same at all

the schools. He chose the Michigan School because Michigan State University was nearby, and he anticipated taking more courses.

MICHIGAN SCHOOL FOR THE BLIND: 1944-1946

At the Michigan School for the Blind, Buell was a physical education teacher, science teacher, and the athletic director. He taught students from second grade through high school.

He coached football, basketball, and track and field. All competition was against sighted schools. Buell's memories of his win-loss record came easily. On March 2, 1980, he related, "We won one football game and one basketball game each year." He recalls beating St. John's High School 26-0 in football during his second year when he had two tackles, two guards, and a center who were totally blind. He said his team managed not to fumble the ball and his line usually happened to tackle the man who had the ball.

The other football game he recalls winning was one in which they were losing 0-27 at half time. A former student of the Michigan School for the Blind and a sportswriter for the Detroit Free Press, Hal Schram, came by the locker room and asked to speak to the team. Buell does not know what he said, but the team came back in the second half and scored thirty-five unanswered points until the opponents scored one more touchdown, but missed the extra point. The Michigan

School for the Blind defeated the junior varsity of Everett High School of Lansing, 35-33.

It was while at the Michigan School for the Blind that Buell developed an interest in motor performance skills of blind children. He administered the Navy Testing Program to the students and found that blind children could achieve the same norms as sighted boys in some activities such as pull-ups, sit-ups, and the standing broad jump. Buell wrote two articles in reference to this testing program. Both are cited in Appendix K.

Hugh English, whose job Buell had taken at the Maryland School for the Blind was also hired to teach at the Michigan school during this time. In his retirement years he says of Buell:

Dr. Buell is an excellent teacher. He has a tendency to demand perfection, when possible, and can usually get it. He is understanding, but stresses quality. Our former students often have mentioned how Dr. Buell's work with them has opened up much for them in their lives. Whenever Dr. Buell took over athletics for the blind and partially sighted, wide avenues were opened for them. The students were usually accomplishing little or nothing, and soon went into wider, more stimulating endeavors. I noticed these changes as a co-worker with the blind and partially sighted, both at the Michigan School for the Blind and at the California School for the Blind. (English, 1979)

The author corresponded with Ted Lennox, one of Dr. Buell's students and athletes at the Michigan School for the Blind. Ted is presently a teacher of the visually impaired in Michigan and remembers Dr. Buell well. Some of his comments were:

I love sports avidly so, of course, Mr. Buell was an important guy in my life. If he responded to me, he had to be and he did respond very warmly and very nicely....I became interested and learned about and played baseball at that time and, of course, as a blind person I hit the ball on the ground when it was rolled. I became involved in football, again not in athletics on a team, but in gym and free time. But my interest developed at that stage very strongly, and he had a hand in this development.

My interest in wrestling...I carried to a great degree later on in my life, and it was a marvelous outlet and terrific area of expression for me.

I guess when I start reflecting on it, Charlie Buell was a crucial person in my affairs for a period of time...was the stepping stone to the next phase of my life which was active participation in football, wrestling, etc.

He obviously liked athletics, and was devoted to getting blind and partially sighted children as active as he could during the forties. He did a great deal at the Michigan School for the Blind to promote and stimulate the athletic program which was already good, but he certainly enhanced and added to it....He used to coach our football team at the Michigan School for the Blind, and I remember going to the football games and the one thing I remember is he would be on the sidelines and he would be yelling to his team, and he would yell this, "Strive, strive!"

Another thing I remember is participating in the track program wherein several schools for the blind would compete in a telegraphic meet in which I did very well.

One of the other things I do recall is it was sort of my first introduction to physical fitness--sit-ups, push-ups, etc. We kept charts on our efforts. It was significant and important to me.

I was sad when he went to California because I had hopes at the time that he would develop a wrestling team at the School for the Blind. He and I talked about wrestling. (Lennox, 1979)

Florence Hahn, a co-worker at the Michigan School, says of Dr. Buell:

He brought enthusiasm to his job and his students. He has spoken to many groups, giving workshops to let people realize that blind children can participate with sighted....He has prepared blind people to live more effectively. (Hahn, 1979)

As mentioned earlier, Buell hoped that he would be invited to teach at the California School for the Blind. Dr. French, the superintendent when he was a student, was still there. Buell kept writing to him from time to time and mentioned how well he was getting along in his different jobs and also mentioned that he had married a teacher of blind children.

Finally in 1946, Dr. French offered Buell a position as Athletic Director at the California school. When Buell left the Michigan School for the Blind the following write up appeared in the Lansing newspaper.

"School for Blind Coach Leaving for California."
Charles Buell who has been serving as coach of athletic teams at the Michigan School for the Blind, has announced he is resigning to accept a teaching post in California. The school's track team recently won second place in a telegraphic meet, national in scope, while the school's girls track team won the national title. (Buell Scrapbook)

CALIFORNIA SCHOOL FOR THE BLIND: 1946-1965

Buell accepted the position as Athletic Director at the California School for the Blind in Berkeley--a position the school had never had previously. Dr. French, the superintendent, also offered Buell's wife a teaching position with the fourth grade.

Buell taught physical education, science, and health. Coaching wrestling appeared to be his favorite activity; however, the students at the California School for the Blind were able to participate in a large variety of athletic events, many modified to fit their needs. They engaged in baseball, track and field, football, basketball, boxing, volleyball, table tennis, bowling, and tumbling.

In an article, "On Second Thought," printed in the Oakland Tribune in January, 1949, Buell was quoted as saying:

Wrestling is the most valuable. Grappling...requires principally fast reflexes, good coordination, strong muscles, an agile mind, and eyesight isn't especially important. In wrestling...the blind can meet their opponents on an equal footing. It offers far fewer problems than in any other sport you can name. (Buell Scrapbook)

The sport of wrestling was introduced by Buell to the California School for the Blind. He had learned the fundamental holds and counters while a student at the University of California. Although initially the sport was not popular, soon the boys discovered they could hold their own with boys possessing normal vision. They became perfectionists. Buell felt that such competition was good for their morale and that it helped them overcome some of the drawbacks of the institutional environment.

Evidence of the fact that wrestling caught on quickly is a newspaper article dated October 27, 1949, found in the Buell Scrapbook. It reads as follows:

L. Journal. "Blind Youths Hold Own At Wrestling." Berkeley, California. Children afflicted with blindness have at last found a sport at which they can compete with normal athletes without concessions. It is wrestling, and the boys at the California School for the Blind have won the championship of their high school league just three years after the sport was initiated at the school.

Coach Charles E. Buell said the first year was bad. "The boys just didn't have any confidence," he said. "They didn't know they could compete on even terms with boys who could see.

"Then one of the boys won his first match and the rest really dug in." Buell said it was the first time in any field they found they didn't have to ask for help.

Later newspaper articles support Buell's contention that blind wrestlers compete equally with sighted wrestlers. Several clippings obtained from the Buell Scrapbook are quoted:

"Blind Wrestlers, Preps Will Vie." The wrestling team for the California School for the Blind will compete at the El Camino High School tomorrow afternoon at 4:00. It will be the first appearance of the Berkeley grapplers in Superior California.

In the last 13 years, the blind boys have wrestled against 1,400 opponents, winning most of the matches. This season they have a 5-3 record.

The outstanding member of the visiting team is Jerry Beaman, 127 pounder. He has won 16 out of 18 bouts. Bill Place has a 10-3 mark and Charles Lunkley a 9-2 figure.

"Blind Prep Wrestlers Have No Holds Barred" by Larry Lavelle. Wrestling, which had its beginning 3,000 years before Christ has had many heroes--from Ajax and Ulysses to Jim Londos and Strangler Lewis. It has had no more exemplary figure than Dr. Charles Buell, Athletic Director and Wrestling Coach at the California School for the Blind in Berkeley.

Outstanding Coach. Dr. Buell never wrestled professionally, but he is recognized as the outstanding prep mat coach in the state. Since the CSB adopted the sport in 1946, his blind youngsters have won 67 of 87 matches.

The 67th victim was El Camino High School whose Eagles made a dandy showing before bowing 30 to 21 last week. Wrestling is a novelty at El Camino and 1,500 students jammed the gymnasium to watch the matches.

They, as fans everywhere, discover quickly that the CSB lads are accomplished performers. For wrestling to them is what football is to most high schools.

No Difference. "Their handicap really doesn't make too much difference," explained the doctor, "as long as they are in contact with their opponent.

"Maybe they have a slight disadvantage in the first period--when they start standing up. Once they go down to the mat there is no difference."

More than 150 children are enrolled at the school, and they are encouraged to participate in athletics at an early age.

The author has corresponded with a number of Dr. Buell's former athletes at the California School for the Blind.

John Bancroft, presently an attorney in San Francisco, attended the California School for the Blind between 1962 and 1965. John remembers Buell as a hard worker, who expected the same from his students. He went on to say:

His basic philosophy seemed to be reward effort, to encourage it and to discourage laziness, cowardice, and excuses. His basic philosophy of life seemed to be based on hard work. He put a great many hours into work with the students, into his teaching, into his coaching and writing, and his various activities --recently including the Blind Olympics. I think he has always been extremely goal oriented. He has tried to encourage others to be the same. I think that is more implicit than explicit in terms of what he said to people. That is, he did not explain his philosophy. He just lived it. (Bancroft, 1980)

Information received from other students who attended CSB indicated, too, his dedication was admired--that he demanded a great deal from athletes but gave a great deal of himself in personal time and effort. He seemed to have placed an emphasis on winning--maybe at times too much.

Comments about his teaching show evidence of hard work preparing for his classes, a lot of lecturing, emphasis on required physical education, and attempts at modification and mainstreaming activities.

The most adverse criticism was that he could have spent more time with those with physical problems or those needing special training.

A "Summary of the Coaching Career of Dr. Charles Buell at the California School for the Blind" was obtained from the Buell Collection. It reads as follows:

Charles Buell was one of the first high school wrestling coaches in California. Now there are thousands. His coaching career lasted from 1946 to 1965. All that remains from the wrestling days is the board on the school building wall honoring the outstanding wrestler of each year during Dr. Buell's coaching career. The school now enrolls mostly multiple handicapped blind children.

Enrollments from which to draw wrestlers in a school for the blind are very small. Often all the weight classes cannot be filled. Charles Buell's team won 126 matches, lost 41 and tied 6. All but six of the matches were against opponents who had normal vision. At one point Dr. Buell's team won 31 consecutive matches. The team's best season was 1961-62 when it went undefeated in 13 matches. The following year the record was 11-0. Three of the blind boys won State Championships, while a number of others placed in the State Meet. It is interesting to note that Charles Buell did not compete in wrestling in high school or college.

An Invitational Tournament was organized by Charles Buell and held annually at the California School for the Blind. Each year a dozen public high schools were invited to participate. After a few years the coaches set up the Dr. Charles Buell Trophy which went to the school from which each year's outstanding wrestler came.

Many of his athletes credit wrestling with helping them to succeed in life. One of these is Bill Schmidt who is now Assistant Superintendent of the public schools in Temple City, California. The American Foundation for the Blind has made a full-length film on him. It shows how well a blind person can fit into community life.

The Buell Trophy was awarded for the first time in 1964. On January 19, 1964, the Oakland Tribune published a news release which read:

"Buell Trophy Given Blind Wrestler." The newly created Dr. Charles E. Buell Perpetual Trophy was presented yesterday for the first time to the outstanding wrestler in the Bay Area Novice Tournament hosted yearly by the California School for the Blind.

Steven Welch, 6-2, 138-pound junior, was the recipient of the award. Welch is the first wrestler in two years at CSB to have an undefeated season....

The trophy will stand at the California School for the Blind for one year. Welch received an individual trophy that he will keep. (Buell Scrapbook)

Anta Ryman, teacher from Stockholm, Sweden, stayed a month at the California School in 1952 to observe their teachings. She especially remembers the hiking activities at the blind school and how Buell "full-hearted has been devoting his whole life to the blind students in their education of physical education" (Ryman, 1979).

Kacy Ward, a newspaper writer, followed the hiking activities of Dr. Buell. One newspaper article entitled,

"So We Hear," mentioned a hike to the peak of Mount Diablo, and a hiking volunteer and a Lion, Louis Mormon, was quoted as saying, "The boys may have weak eyes, but there is nothing wrong with the rest of their bodies" (Buell Scrapbook).

Buell spent many hours of his out-of-class time teaching bowling to the boys and girls at the school. He formed leagues, entered groups in telegraphic competition and took teams to public lanes for competition. He also encouraged the children to bowl with their families and friends when they were at home on vacation.

Swimming was another extra-curricular activity Buell promoted. He, too, encouraged the students to learn to swim well enough to participate with family and friends.

In addition to large-scale wrestling and hiking activities, along with some bowling and swimming activities, Buell's students became well-known for their tumbling exhibitions at schools and public functions. In one edition of the Oakland Tribune in 1953 appeared a picture of three boys forming a pyramid followed by the following write-up:

The only difference between these young tumblers and other boys is that these youngsters can't see. Edwin Kelsey is standing on Rudy Salazar's shoulders while Wayne Long executes a handstand. The boys, students at the California School for the Blind in Berkeley and members of the school's Cub pack, also gave an exhibition of braille reading, map work, and rope climbing at the Berkeley High School gym. (Buell Scrapbook)

Another newspaper article entitled "Tumbling to Highlight Half at Auditorium," published January 27, 1956, stated:

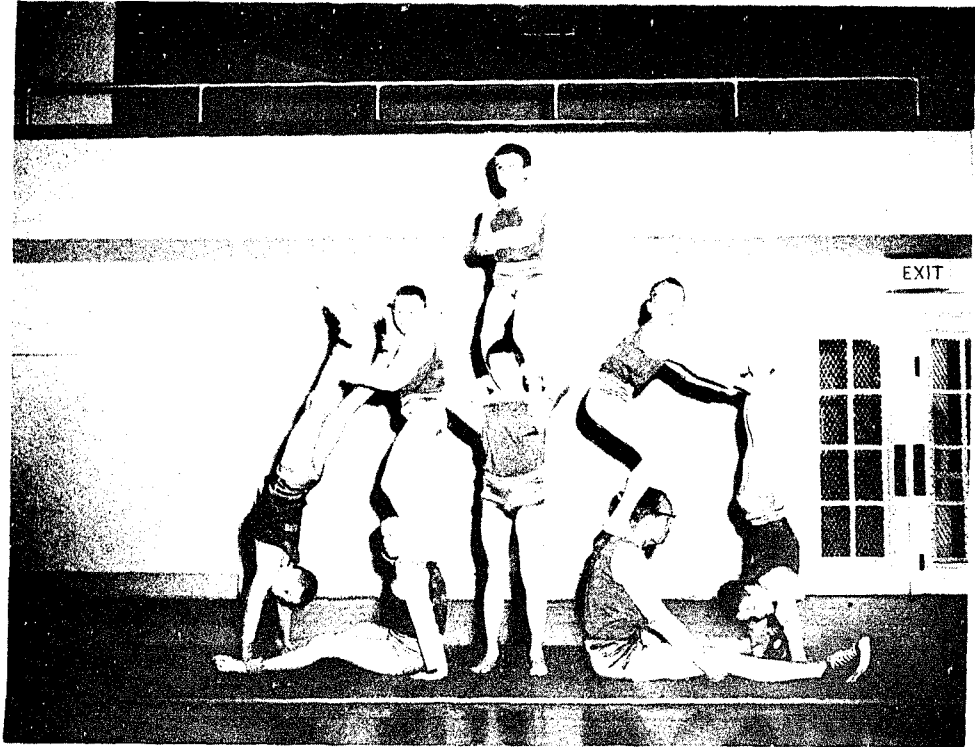


FIGURE 2

CHARLES BUELL AND TUMBLERS
CALIFORNIA SCHOOL FOR THE BLIND

The boys ranging in age from 8 to 11 have appeared at many sporting and scouting events in this area. In the last twelve months they have appeared before more than 25,000 spectators not including a television appearance. (Buell Scrapbook)

As evidenced, Dr. Buell experienced success at the California School for the Blind; however, after nineteen years, he began to realize the student body make-up was beginning to change. They were getting more and more multi-handicapped children into the school. He anticipated that it would be increasingly difficult to field a wrestling team and certainly not a winning team. Also, he could foresee the possibility that he would no longer be able to continue the tumbling exhibitions. Thus, he decided to leave the California School for the Blind.

A YEAR'S LEAVE OF ABSENCE

Buell decided to take a year's leave to prepare himself for university teaching. During the year he took education courses at the University of California in Berkeley and San Francisco State College. He did practice teaching under university supervision at Marin Junior College in Kentfield and at Merritt Junior College in Oakland.

At the end of the year he was offered a teaching position in a small college in Colorado. However, at about the same time, he and his wife heard about an opening for two teachers in the Long Beach schools. They applied for and were offered the positions.

LONG BEACH PUBLIC SCHOOLS: 1966-1974

Dr. Buell was hired as a resource teacher of partially sighted children, and his wife as an itinerant teacher of the visually handicapped. Boys and girls were brought in taxis to one central school. Buell operated the classroom at that school.

Buell lived only two blocks from Long Beach City College, so he accepted the opportunity to teach evening classes there for one year, 1968-1969. He taught a general psychology class each semester.

It was during his teaching years in Long Beach, California, that Buell wrote several articles on mainstreaming and a book titled Physical Education and Recreation for the Visually Impaired. These publications were written from experience gained in Long Beach.

Both of the Buells continued to work in the Long Beach system for eight years. At the end of that time, they retired from teaching. This was in 1974.

CHAPTER IV
PROFESSIONAL CONTRIBUTIONS

For forty years Charles Buell served as teacher, athletic director, and principal in schools and classes for the blind and, on occasion, as a college instructor. In 1973 he made a major contribution to the American Association of Health, Physical Education and Recreation's Programs for the Handicapped by writing Physical Education and Recreation for the Visually Handicapped. For these and other contributions to physical education and recreation, Dr. Buell's biography has been included in Who's Who in American Education, International Dictionary of Biography, Two Thousand Men of Achievement, and similar publications.

The record of Dr. Buell's services and contributions to physical education and athletic organizations, agencies, and clubs extends from 1934 when he was a student and teacher at the California School for the Blind to the present time. He is still actively involved in activities for the visually impaired.

The author makes no attempt to document the complete record of Buell's service on committees, panels, and advisory groups. The following record, it is hoped, attests to the major contributions and at least gives evidence of his extensive service.

OLYMPICS FOR THE BLIND

According to the 1978-1979 Athletic Handbook of the United States Association of Blind Athletes, in 1975 the International Sports Organization for the Disabled (ISOD) announced that the 1976 Olympiad for the Physically Disabled to be held in Toronto, Canada, would also include the blind. For the very first time since the inception of the annual international games for the paralyzed was initiated at Stoke Mandeville, England, in 1952, the competition would include approximately 600 amputees and blind as well as 1100 spinal paralyzed sportsmen and women. Over 50 countries from all over the world would be represented, making it truly an Olympiad for the Physically Disabled.

A request from Europe to organize blind athletes for competition was received by Ben Lipton, the United States representative to the International Sports Organization for the Disabled. He in turn contacted the American Foundation for the Blind in the spring of 1975 to inform them of the opportunity available for blind athletes to compete. The Foundation, however, said they were not the primary source of information about athletics. They suggested he contact the Association for the Education of the Visually Handicapped (AEVH) which was located in Philadelphia. AEVH was contacted and letters were sent trying to initiate interest. Dr. Buell was sought out to help because of his involvement with AEVH and physical education for the blind.

He was appointed to head the drive for participation of the United States blind athletes in these games. Buell accepted the responsibility and proceeded to do the many things that had to be done--telephoning, traveling, raising money, etc. With his wife's help, and the help of contacts, Buell was able to raise \$10,000. Art Copeland, a friend from New Jersey, heard about the plight for money. After contacting Dr. Buell he, too, went to work raising funds. With help from Lions Clubs, Kiwanis Clubs, and other service organizations he raised \$2,500.00. Others also helped to raise money.

Letters were circulated throughout the United States informing various interested parties of the invitation extended to participate in the Olympics for the Disabled. By early 1976, a United States Olympic Committee for the Blind had been formed to organize the Olympic effort.

Dr. Buell was appointed as the team manager. He advertised in the Journal of Health, Physical Education, and Recreation for anyone who wanted to help with the Olympics. David Beaver, a faculty member at Morehead State College in Morehead, Kentucky, responded and said he was a wrestling coach. Buell appointed him as assistant wrestling coach at the training camp in Kentucky. The 1976 Olympics took place in Toronto and, in spite of problems with lack of publicity of tournament information from the international director, schedules, and uniforms, they were a success. A crowd of

approximately nineteen thousand people attended with two hundred athletes from twenty-six countries competing.

Through a combined process of selection and trials, twenty-seven young men and women represented the United States in the 1976 Olympiad. The United States team consisted of twelve track-and-field and swimming athletes, ten wrestlers and five distance runners. This was the initial experience for the United States blind men and women in international competition. They represented their country well. They garnered fourteen medals throughout the week's competition, including three golds.

Some of the athletes who participated in the 1976 Olympics were contacted by the author. Following are examples of their memories of this event and the role of Dr. Buell:

He gave me the opportunity to compete in the 1976 Olympics in Toronto for the handicapped where the blind and physically disabled competed. It was really nice that I had the opportunity to compete in this contest. Up to that time I had competed against only one other blind athlete. That was Harry Cordellos....I did very well in the Blind Olympics. I placed second in the five mile race and first in the marathon. (Jones, 1979)

The first time I really heard of Mr. Buell was in 1976 when they first had the Olympics. He wrote to the coach at the school for the visually handicapped and asked if he knew of any athletes who would like to participate in the Olympics for the Disabled.... The encouraging letters he sent to me in the mail during the year of 1976 would be the most beneficiary thing he has done for me. He let me know the information they were getting from different countries about how the other athletes were doing. (Haynes, 1980)

He was a very quiet person. He was kind of hard to talk to because he never said much until he wanted something for his athletes or students, and he really spoke up then. Whenever I hear Dr. Buell's name, I always remember that he was a big person in starting physical education for the visually handicapped and I also remember in the 1976 Olympics his trying to get us a rope to run our dashes with because he felt it was safer and being that we were used to that. He always tried his hardest to get whatever we wanted. (Brown, 1979)

When I went to Canada with Dr. and Mrs. Buell in 1976 his goals for us were very high. He certainly did expect us to do well, and we did do well. He had no reservations about putting us against sighted wrestlers, and I'm sure he felt very confident we would hold our own, which we did....I won a gold medal in wrestling. (Vargas, 1979)

The 1980 Winter Olympics for the Blind were held at Geilo, Norway. The competition was Nordic or cross country skiing. The events were 5, 10, and 20 Kilometer races and some relays. The U. S. team was led by Oral Miller and Dick Kapp. The visually impaired skiers were Harry Cordellos, California; John Novotny, Illinois; George Wurtzell, Michigan; Debbie Cooper, Arizona; and Judy Dickson, New York.

Cordellos, cited in the 1980 USABA Newsletter, summed up the Games when he said, "We didn't win any medals, but the world knows we were there" (p. 2).

The 1980 Summer Games will be held at Arnheim, Holland. In June, fifty athletes and thirteen coaches, all members of the United States Association for Blind Athletes, will represent the United States. Because our national championships have uncovered many talented visually impaired athletes, the

1980 United States team of blind athletes will be stronger than the team in 1976.

UNITED STATES ASSOCIATION FOR BLIND ATHLETES

Dr. Buell, and others who went to the 1976 Toronto Olympics, felt there should be a permanent organization to promote athletics for the blind with the hope that when 1980 came there would be a better base from which to select the strong athletes to represent the U. S. According to Dr. Buell (March, 1979) on the last day of the 1976 Olympics, he, Mrs. Buell, Lou Money maker, Art Copeland, and others planned a meeting for the purpose of forming a permanent association for blind athletes. Among problems discussed were where to hold the meeting and how to select representatives to attend the meeting to form the organization they dreamed of. One suggestion by Dr. Buell was that there should be a meeting in each section of the country to select three representatives; thus, there would be equal representation from each area of the United States. This, however, was not acceptable to the rest, and other methods of representation were developed.

Kansas City was selected as the site and in November of 1976 approximately thirty national leaders, educators, and coaches involved with the blind met to discuss the formulation of an organization. By the end of the meeting, a constitution had been written, a name selected, nominations

made, and a board selected. The United States Association for Blind Athletes (USABA) became a reality.

A blind individual, Art Copeland, from New Jersey was elected president. Dr. Buell was not one of the original board members, but when a vacancy was created by a resignation, he was elected to the board.

According to the 1978-1979 USABA Handbook:

The major purpose of the USABA is to develop individual independence through athletic competition without unnecessary restrictions; to provide through competition increased opportunities for blind athletes, like others, to share in the thrill of victory as well as the reality of defeat. Thus, the association will promote sports for the blind and visually impaired, organize regional and national competitions and work with other international organizations to promote good will and independence through friendly competition for all visually impaired Americans. (p. 2)

The first competition sponsored by the USABA was held in 1977 (March 30-April 2) at Western Illinois University in Macomb. Over two hundred athletes from twenty-two states competed in swimming, track and field, and wrestling.

The second National Championships were again held at Western Illinois in March of 1978. Over three hundred and eighty competitors comprising over five hundred and fifty entries within four sports and representing thirty-three states vied for medals. The program, entitled "Second Annual USABA National Championship" and sold at the championships, featured Ben Lipton and Charles Buell. It read, in part:

While many men and women were responsible for the formation of the United States Association for Blind Athletes (USABA), there are two men who have excelled

initially in the encouragement and work necessary to start a national athletic program for the blind and visually impaired. Benjamin H. Lipton and Dr. Charles Buell are these two men. Their contributions to athletics for the handicapped are many and varied. (p. 10)

The third National Championships were held at the University of Washington in Seattle March 18-24, 1979. The author attended those championships where competition was conducted in swimming, track and field, wrestling, gymnastics, and goal ball.

The recent 1980 National Championships again held at Western Illinois University brought together the largest gathering to date of blind athletes, coaches, special education teachers, and others. Participating in the meet were approximately five hundred blind athletes. Championships were held in goal ball, gymnastics, swimming, track and field, 10K run, and wrestling.

The USABA has been in existence four years. One of its goals is to develop area, city, and state chapters. Other goals or services are to provide information on mainstreaming in physical education, rules, records, and upcoming events. Membership information may be obtained by contacting Art Copeland, President, 55 West California Avenue, Beach Haven Park, N. J. 08008. Membership money is used to support the athletes and donations are accepted. Buell, in a letter (October 1979), reported that the National Football League contributed \$10,000 to the Association in 1978 and again in 1979.

It is generally believed by blind athletes and physical educators of the blind that USABA has added a new dimension to sports for the blind. Each year USABA is sponsoring additional sports, with the hope of meeting the interests of more and more blind people.

In the Fall 1978 USABA Newsletter, it was reported the organization sent out five hundred questionnaires to blind athletes, physical educators of the blind, administrators in schools and classes for the blind, and agencies for the blind to seek suggestions for improving the guidelines of the association. Respondents indicated the following suggestions:

1. The first priority of USABA should be to develop the best possible teams of blind athletes to represent the United States in international competition. Quality should be emphasized rather than quantity.
2. Activities receiving highest priority should be wrestling and swimming.
3. USABA should organize and conduct mainstreaming activities.
4. Wrestling offers more advantages for mainstreaming than does most any other sport. USABA should start here.
5. Qualifying standards should be established for entrance into the National Meet in swimming and track and field by 1980.

This same newsletter stated that many Board members had been attending national conventions and other meetings of organizations of and for the blind. Some had made formal presentations. President Arthur Copeland addressed the national convention of the American Council of the Blind in Salt Lake City. Vice President Lou Moneymaker made a presentation before a group at the national convention of the Association for the Education of the Visually Handicapped in Dallas, and Dr. Charles Buell made a presentation in Los Angeles at a meeting of the Southwest American Association of Workers for the Blind in September of 1978.

The handbook states, "The association works on the premise that the blind are human beings first and handicapped second; ability not disability is what counts" (p. 2). Anyone interested in participating in any capacity--coaches, physical educators, community leaders, etc.--in helping to organize and/or promote various athletic endeavors for the blind is always welcome.

SOUTHERN CALIFORNIA ASSOCIATION

FOR BLIND ATHLETES

At this writing, Dr. Buell is President of the Southern California Association for Blind Athletes. He has almost single-handedly, together with his wife, Jo, built the state organization, a chapter of USABA.



FIGURE 3

MRS. BUELL, SCABA ATHLETES, AND PARENTS
1979 USABA CHAMPIONSHIPS IN SEATTLE, WASHINGTON

The Buells have sponsored three state tournaments, and they have had athletes in at least three national championships. They have travelled many miles encouraging participation and raising money.

In a letter from Buell (October, 1979) it was learned that the second Southern California championships were held with forty persons participating. Twelve of the participants qualified for the National Championships in Illinois in 1980.

One of the athletes participating in the California championships, Trish Zorn, is a nationally known athlete. She was featured in a 1979 issue of Women's Varsity Sports magazine. In addition, she was featured in the Herald Examiner, Los Angeles, California, her hometown newspaper.

She is one of an increasing number of blind or visually handicapped athletes successfully competing in track and field, swimming, wrestling and other events --often on an equal basis with the fully sighted. An organization called the Southern California Association for Blind Athletes based in San Juan Capistrano is a major reason why. (October 12, 1979)

The qualifying athletes from the Southern California Association for Blind Athletes competed in the 1980 National Championships for the Blind. Southern California won thirty-nine medals in track and swimming, more than any other state. Several world records were set by the Southern Californians. Four of the athletes were selected as members of the United States Olympic team to travel to Holland to compete in the Olympiad for the Disabled, June 21st through July 5th, 1980.

Trischa Zorn, a member of the Nadadores swim team from Mission Viejo, California, swam the 100m butterfly in 1:10.3, and the 400m freestyle in 4:45.2. The next day in Long Beach she qualified to swim in the National AAU indoor meet in Austin, Texas. Other southern Californians who made the Olympic team are Cathy Schmitt, Cathedral Oaks Swim Club of Santa Barbara; Richard Guymon, letter winner in swimming at Santa Monica High School; and Leamon Stansell, letter winner in track at Narbonne High School.

The SCABA did not have funds to send the athletes to Europe. There was no government aid available so the Buells attempted to raise \$1,500 for each athlete.

As mentioned, the Buells started the competition for track and swimming for the blind in southern California. After the first meet in 1978, the Buells received the following letter from Robert, a legally blind young boy:

Nov. 18, 1978

Dear Dr. and Mrs. Buell:

I was very glad to receive the medals that you sent to me. They are very nice. I was very glad to receive them.

I run 7½ miles a day now. When I get back to Zaire, Africa, I am going to run 100 miles a week. That is about 14½ miles a day. I really want to work hard.

Could you send me another copy of the winners of the track meet? I would like to give it to my teacher. He helps the blind kids.

I really learned a lot at the track meet that you set up. I am very grateful to you for letting me

come. I will never forget that day. You are very kind people.

Remember that in January I am leaving for Zaire. You will have to write there in January. My address will be Hospital Mama Yemo, B. P. 169, Kinshasa, Zaire, Africa.

Hope to see you soon.

Love,

Robert

This is only one of many letters found in the Buell Scrapbook expressing appreciation for their unselfish efforts in promoting athletics for the blind. Young Robert was from Chula Vista (South of San Diego), but a few months after participating in the SCABA championships, he and his family moved to Africa. The Buells continue to stay in touch with him, however.

The author traveled with the SCABA to the National Championships in the spring of 1979. She was able to talk with several of the athletes--Richard Guymon, Karen Penrose, Kathy Kendrick, Kim Mitchell, Leamon Stansell, Barb Campbell, and Trish Zorn. The concensus was that they appreciated the opportunity to participate. Kathy Kendrick, a former student of Dr. Buell's in Long Beach, California said of Dr. Buell:

He is a really nice person to talk to, a good teacher, and he got me interested in the United States Association for Blind Athletes. Also, I think he's doing a good job with the Southern California Association for Blind Athletes. (Kendrick, 1979)

ASSOCIATION FOR THE EDUCATION OF
THE VISUALLY HANDICAPPED

Since 1940 Dr. and Mrs. Buell have attended every national convention of the Association for the Education of the Visually Handicapped, formerly American Association of Instructors of the Blind, and Dr. Buell has served as an officer on a number of occasions. The convention meets every two years. The author's research shows Dr. Buell and his wife have been an integral part of this organization. In searching through the Buell Collection and corresponding with various persons, the author discovered that in 1944 Buell presented a paper on the main convention floor entitled "The Education of the Negro Blind in the United States." In 1948 he was Chairman of the Recreation Section meeting and presented a paper entitled "What are the Possibilities of Organizing a Better Track Meet?" In 1976 and 1978 he spoke at one of three concurrent sessions of the AEVH Convention. The topics were "The First Olympics for the Blind," and "Mainstreaming Physical Education." Both papers were published as selected papers of the convention.

During the years of 1958, 1964, 1966, 1970, and 1972, Buell served as either chairman or co-chairman of the physical education workshops. At the 1970 and 1972 workshops, he led a demonstration of blind children integrated with sighted children in physical education.

At the 1962 convention Buell served as a panel member on physical fitness. The panel discussion took place on the main convention floor.

For three years, 1952, 1956, and 1960, Buell served as Recorder of the physical education workshops.

For twenty-eight years Buell edited the "Physical Education Bulletin," a publication of AEVH -- part of the time writing, publishing, and distributing it himself. From 1960 until 1980 he published an honor roll of high school wrestlers and at the same time listed the national track and field records for visually impaired boys and girls. During this period he also served as Chairman of the AAIB, and later AEVH Track and Field Rules Committee.

In the Spring, 1972, issue of the "Bulletin for Physical Educators," Buell mentioned a writing milestone in his life and made a plea for help. He wrote:

With this issue of the Bulletin your editor has reached another milestone. Your editor has written over 9,000 words a year for 20 years, or approximately 200,000 words. The editor wishes to thank those who have provided information and news. To be successful such a venture needs the cooperation of many people. If there is anyone who is willing to take over part or all of the work, please contact the editor. This is an opportunity to make a widespread and lasting contribution to the field. (p. 1)

No one accepted this offer in 1972. As of June, 1980, there is still no one who has agreed to tackle the job!

In reviewing past issues of the "Bulletin for Physical Educators," one finds more or less the history of physical

education for the visually impaired in America. The AEVH Bulletin is published twice a year and costs \$1.00. In an interview about this publication Dr. Buell said:

I offer contributions--maybe not original ideas, but I hear of something I think others might like to know so I write it in the newsletter. I always have a section on literature--the new things that have come out on physical education for the blind. I do the same with conferences or workshops so people can attend. (March 27, 1979)

Buell also wrote many articles for the AAIB and AEVH publications. These articles are listed among Buell's publications, and were published in the International Journal for the Education of the Blind.

Several people in responding to a question on the questionnaire: "What do you consider to be some of the most significant contributions Dr. Buell has made to the field of physical education for the visually impaired?" mentioned AAIB and AEVH. Their responses were:

Leader in meetings such as physical education sessions at AEVH conventions....Publication he edited when we started in 1952 at Louisville, Kentucky. (Kramer, 1979)

His leadership at AAIB and AEVH conventions was noteworthy. (Ellis, 1980)

In 1962 he was instrumental in organizing the AEVH Track and Field Rules Committee. (English, 1979)

Mary Bauman, Executive Secretary for the AEVH, in a letter to Dr. Julian Stein giving Dr. Buell support for the Anderson Award wrote:

I have known Dr. Buell through the Association for Education of the Visually Handicapped in which he for many years was Chairman of the Physical Education Workshop. This means that he was the leader of a group of fellow professionals, sparking their activities and developing their conference and between conference programs. He had innovative ideas, not just lectures but activities with the children themselves involved. This was not the easy way to set up a program, but it was the great way! (Bauman, 1973)

A similar letter by L. P. Howser, Superintendent at the Kentucky School for the Blind, to Dr. Stein reveals his feelings in support of the same award because of Buell's contributions to AAIB and AEVH. He said:

It is an honor and privilege for us to endorse this nomination. We can recall his having come to Kentucky for the 1952 AAIB Convention. He and Mrs. Buell paid their own way in order to be present. Dr. Buell made a very able contribution in the 1952 convention. He was the first recorder for the Physical Education Workshop. A direct quote from those proceedings stated that "about a dozen instructors, eight women and four men, participated in what they believe to be the best physical education meeting ever held at an AAIB convention"....He was a worthy contributor to the 1972 AEVH convention in Miami, Florida, much the same as he was in 1952. (Howser, 1973)

A longtime personal friend and active member of AEVH, Mae Davidow, was interviewed by the author in March 1979. She revealed some important contributions of Dr. Buell. Of the many, she also mentioned his contribution to AEVH.

The progress of the Association for the Education of the Visually Handicapped owes much to Dr. Charles Buell. His contribution to the AEVH convention workshops have been helpful to those who attended them. Those who read the material in the proceedings were better teachers as the result.

SCOUTING

When the first Boy Scout troop was organized at the California School for the Blind in 1927, Charles Buell was one of those Scouts. At that time he was fifteen years of age. He served as a patrol leader for three years. When he entered the University High School in Oakland his studies and other school activities prevented his attendance at Scout meetings.

In his short stay in the troop he moved quickly up the ranks and began earning merit badges in various areas. He earned the Star and Life Scout awards.

The Scouting principles have followed Buell throughout his life. In 1944 Charles and Josephine Buell became cub master and den mother of the Cub Scouts at the Michigan School for the Blind and served in that capacity for two years. While there Buell wrote an article on Cubbing entitled "Cubbing at the Michigan School for the Blind." This was published in the January, 1946, edition of Outlook for the Blind. Following are some excerpts:

The Cubs were reorganized at the Michigan School for the Blind last year. They became Dens 9 and 10 of Pack 203, of Walnut Street School. It was soon discovered that the two Dens of eight Cubs each would keep my wife and me very busy. In addition to regular meetings held each week, several hours were devoted to helping individuals learn the things they must know in order to pass the various tests.

....In June the Pack held its annual picnic at our school. Three hundred people attended this event, many of them visiting the Michigan School for the Blind for the first time.

Dens 9 and 10 have won many new friends for our school. In passing their tests, the boys have learned a great deal, and they have become acquainted with boys in the neighborhood. This is very important for a handicapped child. The Cubs are learning, and having a good time, too. (p. 20)

When the Buells moved to the California School for the Blind in 1946, Buell and his wife became the leaders of Cubbing there. In the March, 1953, edition of Outlook for the Blind, Buell wrote "Cubbing at the California School for the Blind." Following is an excerpt from the article:

A good tumbling act by blind cub scouts is in demand. Each year we receive requests from half a dozen packs in the area to put on our show. The boys love to do this even though it means hours of practice. A color motion picture has been made of this fine tumbling act. This is shown at teachers' meetings, clubs, etc. (p. 66)

Many groups enjoyed the performances of the Cub packs. Following is one of the many letters found in the Buell Collection that shows appreciation of the Buells' work:

April 13, 1960

Dr. and Mrs. Charles Buell
2722 Derby
Berkeley 5, California

Dear Dr. and Mrs. Buell:

I would like to express my appreciation and the appreciation of the district for your help at our Merit Badge Exposition. It was one of the finest shows our district has presented, and it was your help that made it possible.

We have had, as usual, many fine comments on the performance of the boys in your Pack. Please convey our appreciation to them.

Thank you very much.

Scoutingly yours,

JACK CAHILL
Exposition Chairman
Berkeley-Albany District

Steven Welch, a former student of Dr. Buell's at the California School for the Blind recalls vividly his first meeting with Dr. Buell. His memories relate to Scouting:

I first remember meeting Dr. Buell when I was in the fourth grade. At that time I was a member of the Cub Scout Troop....He spent a lot of time helping us with activities such as knot tying, learning the map of the U. S., hiking, and, of course, physical education. (Welch, 1980)

Kay Connelly, a volunteer helper on hiking trips at the California School for the Blind during the sixties, was interviewed by the author in March, 1980. When asked about her experiences with Dr. Buell she related:

I can remember well my hiking trips with Dr. Buell and his wife. Sometimes as many as fifteen or twenty kids would hike eight or ten miles over the East Bay hills and other places. Mrs. Buell would sometimes drive the car and pick us up. The kids studied maps and memorized routes....His idea was to get the kids not to be afraid. The first time the kids would perhaps hang on to each other and be timid. I'd see them the next year, and they'd be less timid and go without holding hands.

....I can remember going to the San Diego Zoo.

....I can remember once getting lost with some blind kids and ending up in a field of Herefords. They were curious friendly animals, and if spooked would run away. I was anxious, but the blind children were my "protector."

In 1955, the Mt. Diablo Council of Boy Scouts gave the Buells an award for exceptional service to scouting. A

letter from Victor Lindblad, a Scout Executive, was found in the Buell Scrapbook and acknowledged this, in part stating:

I am indeed honored to advise you in behalf of the Council Committee on Exceptional Scouter service that you have been selected to receive the McEntyre Distinguished Scouting Service Award for the year 1955.

The Berkeley Lions Club also gave the Buells an award in 1966 for twenty years of service to Pack 14 of Berkeley.

Charles Buell integrated blind children into the activities of their sighted peers. This was also done in Scouting as he felt Cubbing provided an ideal way to do this. The pack meetings were held with a pack of sighted boys at a site off the campus of the School for the Blind. The arrangement was welcomed by Dr. Buell and the cub pack committee for the sighted boys. It offered the blind boys an opportunity to win their awards in the same manner as sighted boys. The blind boys participated in the recreational, educational, and social activities of the sighted boys. The parents of the sighted boys welcomed the arrangement and at times they could point out the achievements of the blind boys and encourage their children to keep up with them.

Buell was in Scouting for twenty-five years, and at the end of that twenty-five year period, he received a letter of appreciation from the National Council of the Boy Scouts of America. The letter that follows was found in the Buell Collection.

October 21, 1964

Dr. Charles E. Buell
2722 Derby Street
Berkeley, California

Dear Dr. Buell:

It is truly a great privilege for me to be able to write you on the occasion of your having served Scouting for twenty-five years.

Inasmuch as I, too, have been related to the movement for many, many years, I have a deep personal feeling of kinship with the increasing number of devoted men who have courageously and consistently been a part of building our movement. All of us have many memories of highlighted experiences back over these years, which in a sense serve as milestones.

The fact that you are now a twenty-five year veteran in the Boy Scout movement is in itself a significant milestone.

Doubtless, you have a deep feeling of satisfaction because you have seen boys grow into strong young men, their lives strengthened and enriched by Scouting experiences which you helped make possible. I know you will continue to do all in your power to maintain Scouting as a strong and important influence in our beloved country.

My sincere best wishes for continued success and happiness in the years ahead.

Sincerely,
BOY SCOUTS OF AMERICA

Joseph A. Brunton, Jr.
Chief Scout Executive

WRESTLING

The sport of wrestling was introduced into schools for the blind in 1930 by Dr. Neal Quimby. Since that time, blind boys have been competing against sighted boys on almost an equal basis.

For more than forty-five years, Dr. Charles Buell has been a leading advocate of wrestling for the blind. He has written profusely about the accomplishments of blind wrestlers defeating sighted opponents. He has a voluminous file on blind wrestlers who have won letters in intercollegiate wrestling. For many years he has published a wrestling honor roll of blind wrestlers. These materials have appeared in books and national magazines. In addition, Dr. Buell has produced motion pictures in which wrestling is prominently shown. He conducts demonstrations of wrestling and other sports for the blind for public schools and universities throughout the country.

Dr. Buell coached blind wrestlers for twenty years at the California School for the Blind. He publicized the achievements of the blind wrestlers in the newspapers and on radio and television.

The high school wrestling rule book recently made it possible for a blind wrestler to start in the "touch" position. Now a blind wrestler competes on an equal basis with his opponent who has normal vision. Dr. Buell feels he has helped this to become a reality. However, according to Buell (August, 1979), only on one occasion has a group of blind wrestlers competed with sighted opponents on the university level. This occurred in Toronto in 1976 when the United States team of blind wrestlers defeated the York University Wrestling Club 21-15.

Dr. Buell's influence has opened doors in athletics to a great many blind persons. His former athletes have attested to this.

BOWLING

According to a letter to the author from Buell (May, 1980), in the fall of 1958 V. R. Carter, Superintendent of the Oklahoma School for the Blind, organized mail-o-graphic league bowling among schools for the blind. Initially the competition was limited to boys, but in later years the girls' league was formed.

From 1958 to 1966 the California School for the Blind boys and girls finished at the top or near the top each year. In the inaugural season California won the Western League and went on to defeat Ohio of the Eastern League for the U. S. Title. The second year California again won the Western League, but lost to Ohio for the national title. The California teams were coached by Buell.

In the annual national mail-o-graphic Handicap Tournament conducted at the end of March (1962) by the American Junior Bowling Congress, a team from the California School for the Blind placed sixth in California and 83rd nationally in a field of 2,300 teams in the Senior Boys Division. This was the first time a team of blind bowlers had placed in the top 100 of this tournament.

The following year Buell succeeded V. R. Carter as President of the league. Buell continued as president of the league until it was disbanded in 1972.

Buell still promotes bowling. It offers a good medium for blind children to become acquainted with boys and girls who have normal vision and since handicaps are commonly used in bowling, these games have been closely contested. He, too, feels bowling has the advantage of being continued by students after graduation.

TEEN-TIME

Dr. Buell has been editor of "Sports Trails," a column in TEEN-TIME from 1960 to the present. TEEN-TIME is a non-denominational Lutheran magazine with no subscription fee. Most of the readers are visually impaired.

Several letters were found in the Buell Collection related to Dr. Buell's articles. The author chooses to share several with you. The first letter is from Harold Storm, Editor of TEEN-TIME.

April 9, 1966

Dr. Charles Buell
2722 Derby Street
Berkeley, California

Dear Dr. Buell:

I have received your article for the May issue of TEEN-TIME and want to take this opportunity to thank you for your assistance in this magazine. Time and time again, I receive letters from students in schools for the blind, telling me how much they enjoy "Sports Trails."

Incidentally, you may have noticed from the Pen Pal column that TEEN-TIME is becoming popular outside the United States. Last month there were several letters from India and again this month there will be two more letters from the Divine Light School for the Blind in Bangalore, India. I hope that we are on our way to becoming international.

Again many thanks for your fine column.

Sincerely,

Harold Storm

In 1973 Reverend Storm wrote a letter to Dr. Julian Stein supporting Buell for the Anderson Award. He wrote:

For many years I was editor of TEEN-TIME. This is a magazine in Braille and large type which is distributed in this country and abroad to visually handicapped children. Dr. Buell has written a column for the magazine for over ten years. He writes about blind athletes from all parts of the United States. It's amazing how he gets so much information from so many places. Dr. Buell is continually emphasizing abilities and a positive attitude. Thus, I feel certain that his writing has favorably influenced thousands of TEEN-TIME readers. (Buell Collection)

Fred Radtke, present editor of TEEN-TIME, responded to the author's questionnaire and wrote the following concerning Dr. Buell's contribution to physical education and TEEN-TIME magazine:

In his capacity as sports editor of TEEN-TIME, I know Dr. Buell as a conscientious tireless promoter of athletics and good health for blind youth. His articles are really a summary of only a part of his total involvement in promoting sports and physical education. (Radtke, 1979)

In 1978, Dr. Buell received a plaque from the Board of Missions for the Blind of the Lutheran Church - Missouri Synod - in recognition of his service to TEEN-TIME magazine.

FOOTBALL PREDICTION

Over thirty years ago, Dr. Buell began a collegiate football prediction contest. The purpose he says is to give boys and girls the idea of supporting a school, particularly in their state. Pro teams tend to be only in large cities, and there are only a limited number of them. He takes the top collegiate games from everywhere for any one week--two or three eastern, southern, and mid-western games, etc. These games are picked before the beginning of the season.

In his article in TEEN-TIME, "Sports Trails," he publishes the names of the winners at the different schools. This is motivation to the children. For a number of years there have been about seven or eight hundred boys and girls who participate in the contests. Buell says he and his wife used to do all the correcting of slips and mailing out, but when it became too burdensome, they asked other people to conduct their own contests and to send them the names of the winners. The Buells provided the prizes.

However, as postage and other prices increased, Buell asked the schools if they had a fund or could get money from the local Lions to help sponsor the contest. Most schools responded favorably so presently Buell makes up the games at the beginning of the year, prints the slips, and mails them to participating groups. At the end of the season the names of the winners at each school are sent to him, and he then mentions their names in TEEN-TIME. Thus, the students work

for a prize from their school, plus, they see their name in print. Since the publication is rather widely read, this is a real treat.

A former student and athlete at the Michigan School for the Blind, Ted Lennox, remembers well the football prediction contests:

The other interesting thing we did was that he set up a predicting contest every fall. He picked about 25 college games each week and made a list of let's say Purdue against Pennsylvania, etc., and then those who were interested would predict who we expected to win and at the end of the weekend, of course, the results were in and it was tabulated. Walt Fisher might have gotten 18 out of 25; I might have gotten 16, and Robert Tenniswood 21, etc. Anyway, each weekend the chart would go up on the wall outside his office. I think it was in print and in Braille. At the end of the week or season, he totaled our overall results. Maybe there was a prize at the end, but it was the predicting that was really fun for most of us. Eventually, we put money into a pool. I remember in the 11th grade I won the darn pool, but I had forgotten to put my buck in at the beginning of the year, and so I lost. I was the best predictor, but no money was in. That was kind of discouraging. (Lennox, 1979)

Two letters found in the Buell Scrapbook show that the blind children looked forward to his prediction contests and enjoyed the prizes awarded by the Buells. They are printed in their entirety:

Oak Hill School for the Blind
120 Holcomb Street
Hartford 12, Connecticut

December 12, 1958

Dr. Charles Buell
2722 Derby Street
Berkeley, California

Dear Dr. Buell:

On behalf of the students of Oak Hill School who participated in your football prediction contest, I want to express our thanks for the opportunity to participate. It was a thrilling contest all the way with each week finding the lead changing hands from school to school. From all my students I hear the cry, "Wait until next year."

The gifts which you so generously provide have arrived in good condition and will be distributed as directed.

Again, many thanks for including us in your contest.

Sincerely yours,

Paul P. Farina
Coordinator of Recreation

Cedar Spring School
Spartanburg, South Carolina

December 1, 1960

Dear Dr. Buell:

For the past three years I have been a participant in the FOOTBALL PREDICTION CONTEST which you sponsor, and each year I have enjoyed it tremendously. I want to thank you very much for the game I was awarded for my position in the contest. Already I am having a great deal of fun with it.

It may be of some interest to you to know that when I remarked to my English teacher, Mrs. Tretheway, about writing to you, she immediately said she had met you in person at the AAIB convention held in Nashville last summer.

Once more, let me thank you.

Sincerely,

Sylvia Sammons
11th Grade

The letter above from Sylvia was written in Braille and was interpreted for the author by Dr. Buell.

The Spring, 1972, issue of "Bulletin for Physical Educators" carried an article on the prediction contest:

"Annual Football Prediction Contest Draws 500 Entries." About 500 boys and girls took part in Dr. Buell's College Football Prediction Contest held during the fall. The residential schools which participated were Illinois, Indiana, Iowa, Kansas, Louisiana, Oklahoma, Missouri, South Dakota, Ohio, and Tennessee. Debbie Evans of Kansas out-predicted most of the boys. Should your school wish to participate in the 1972 contest, write to Dr. Buell before the close of school. (p. 5)

The magnitude of those participating is overwhelming. It is hoped that Dr. and Mrs. Buell will continue to sponsor this contest.

MAJOR PUBLICATIONS

Dr. Buell has been a serious and avid writer for forty-four years, publishing a number of articles, columns, and books related to the visually impaired. His articles and columns have centered mainly around physical education and recreation activities, sports, education, hiking, wrestling, blind Olympics, mainstreaming, physical fitness, camping, and motor performance. He has written a few articles concerning vocational preparation, socialization, and education. The books have been basically about physical education and sports, motor performance, and education.

In addition, he has edited bulletins and made motion pictures. Both of his motion pictures portray mainstreaming activities.

His first article was published in the Outlook for the Blind in May, 1936, and he continues to write as this biography is being written. Included in Appendix K is a listing of Buell's major publications and motion pictures from 1936 to 1980.

OTHER CONTRIBUTIONS

Dr. Buell has made numerous contributions to physical education and recreation for the visually impaired through organizations, agencies, and clubs other than those previously mentioned.

Among these are the American Association of Workers for the Blind, Council of Exceptional Children, American Association (now Alliance) for Health, Physical Education, and Recreation, and various coaching associations.

He has contributed to the conventions of the American Association of Workers for the Blind. His papers were published in the proceedings of the conventions in 1953, 1955, 1957, and 1959. These are cited more specifically under a listing of his publications.

Buell has served as president of local chapters of the Council of Exceptional Children and has contributed to their programs.

He has served the AAHPER as President of the Berkeley, California, chapter. In 1973 he made a major contribution to AAHPER's programs for the handicapped when he wrote Physical Education and Recreation for the Visually Handicapped. Through his writings, presentations, and workshops he has done much to help teachers offer more meaningful physical education activities to blind children. In 1974 Dr. Buell received the AAHPER William G. Anderson Award for significant contributions to physical education.

Throughout Buell's life he has coached and managed numerous teams, some related to his teaching duties and others not. It appears that when blind teams are formed and a coach or manager is to be selected, Buell's name is automatically mentioned. For example, cited in the Fall, 1978 USABA Newsletter was the fact that for the first time, except in the sport of skiing, the United States hosted an international event for the blind. It was held at Northern Illinois University July 31 - August 1, 1978. Dr. Charles Buell was the United States team manager.

Dr. Buell has retired from teaching, but not from being actively involved where the blind are concerned.

CHAPTER V
PHILOSOPHY AND CONCEPTS

Dr. Buell has been a pioneer in physical education and recreation for the visually impaired. If one looks back through the literature, his book published by Charles Thomas, Physical Education for Blind Children, was the first comprehensive publication dealing with the visually impaired. In addition, dates on a number of articles that have appeared in many journals of all types reinforce that in the early days he was one of the few, if not the only one, who was promoting and reporting what was being done in the field.

Dr. Claudine Sherrill, professor of adapted physical education at Texas Woman's University and author of Adapted Physical Education and Recreation was interviewed by the writer (July, 1979). When questioned about Dr. Buell's contributions to physical education for the visually handicapped, she said:

I consider him, you might say, the father of it all because I doubt seriously if there would be a body of knowledge pertaining to physical education for the visually handicapped without him....I know the people who work with the blind are essentially practitioners. I don't know of any other person among them who has a doctoral degree or who in any way could qualify as a scholar or historian and while lots of other people are doing good things, they simply either lack the ability or the motivation to record it, so without Dr. Buell, I think we would have no history, no teaching practices....We could say about 99% of everything

that has been written has come either directly or indirectly from Charles Buell.

From this standpoint, his pioneering efforts have certainly had a lasting effect because of the added impetus to those in many fields. Physical education, recreation, and special education have moved into directions he advocated long before it was fashionable to do so.

His position has always been that a blind or visually impaired youngster needs much vigorous activity. He has stressed the importance of the physical, not just education through the physical. This is in line with most definitions of physical education including the definitions in PL-94-142, the Education for All Handicapped Children Act.

Definitions of "physical education" emphasize the development of physical fitness, the development of fundamental motor skills and the development of skills in aquatics, dance, and individual and group sports, including lifetime sports. In looking at Dr. Buell's writings, corresponding with and interviewing him, taking classes under him, and attending workshops and presentations by him, the writer concluded that this appears to be in line with the role he has always perceived and emphasized for physical education. He has, in addition, stressed the importance of physical activities as a base for developing leisure skills and recreational activities so individuals will have greater opportunities for a high quality life.



FIGURE 4

DR. BUELL IN ACTION

MARCH, 1979

Buell feels the foundation of a worthy life stems from physical education and high levels of physical fitness. He has stressed that blind individuals have to be in better physical condition simply to get through the rigors of the day -- that they have to be in better physical condition than sighted peers to do the same thing with the same efficiency and the same effectiveness as a sighted peer. His emphasis has been on simply the foundation of a solid and good physical education program.

Many persons who contributed to the author's research mentioned Dr. Buell's philosophy toward physical fitness and his desire to maintain his own level of fitness. Examples of such comments follow:

He feels strongly that blind children must be as physically fit as their sighted peers. This can only be achieved by vigorous activity. He believes that the blind should compete with their sighted peers whenever possible. He is a living advocate of Dr. Samuel Gridley Howe's philosophy: "Do not too much regard bumps upon the forehead, rough scratches or bloody noses, even these may have their good influences. At the worst, they affect only the bark and do not injure the system like the rust of inaction." An activity becomes less desirable the more it has to be modified for the blind. He believes physical fitness makes possible a successful and happy life for blind individuals. (English, 1979)

Through example and inspiration he has gotten society to accept the blind athlete as a participant, doer, accomplisher....He has set up standardized tests for physical fitness of the blind. (Farina, 1979)

Anyone who has been around Dr. Buell for very long--at conventions, as one of his students, or as a guest in his

home--will confirm the fact that Dr. Buell jogs every morning that he possibly can, and he invites those around him to join in. On two occasions, the writer was one of these persons.

In the summer of 1973, the writer was taking a course under Buell at Texas Woman's University in Denton, Texas. In class, Buell invited us to join him and his wife at the track each morning at 6:00 for a two-mile jog. The writer remembers well this experience and admits part of the reason for accepting the invitation was curiosity. She remembers thinking, "How can a blind man jog, especially an older blind man?" Both Dr. and Mrs. Buell showed up, and the three of us made our laps around the track--Dr. Buell at a faster pace than Mrs. Buell and the writer, however.

The other occasion the writer jogged with Dr. Buell was when visiting the Buells in California in March, 1979. At this time, however, Dr. Buell was recovering from surgery so we walked instead. The writer could tell this frustrated Dr. Buell, but a letter received from him (April, 1979) soon after revealed he was happy to be jogging again. In part the letter read:

The doctor placed me on full activity a few days ago. I am trying to regain my condition in jogging. It will take another week or so.

Dr. Julian Stein, in an interview in July, 1979, related his jogging experiences with Dr. Buell at the time he was a guest in the Buell home:

One time when I was staying with him in California he informed me that he ran every morning so we went out and ran together. I think he runs basically one and one-half miles most every morning and for someone of his age, I would say he is probably in excellent condition....At least I can't notice any slowing down in the ten years I have known him personally.

He is always taking part in programs and traveling around the country and this certainly would be a reflection of physical endurance. In both the movies that he has made and in the workshops that he conducts working with kids, he gets right in there and participates in a lot of the activities which would be further indices.

I think, in addition to being an advocate, that he would be an individual you would have to say lives his philosophies as far as good levels and high levels of physical fitness.

At this writing Buell is sixty-eight years of age and in March, 1980, flew to Bradley University in Illinois and presented several workshop sessions for the blind. Carol Winkler, Associate Professor and host for him, wrote to the writer (April, 1980) about the workshop and she, too, was amazed at his abilities. She wrote:

He certainly lives by his philosophy in everyday activities. Many times I would forget that he was blind and perhaps needed some orientation to new areas, places, etc. He is a fine example of total fitness, and his jogging activities contribute to this.

He ran both days at 6 A.M. with me as his sighted runner. Three miles was his goal, but his sighted runner had to slow up to a fast walk "on occasion." His zest for life and trying many new activities was displayed when he practiced yoga with me for two hours. He felt there was a need especially for the areas of meditation and relaxation to ease the tensions in the body.

Winkler also mentioned in the letter that Charlie, in speaking to blind and partially sighted groups, emphasized the needs of these groups to try all avenues of activities and life-time sports to keep them physically fit for everyday living. Through his writings, presentations, films, and example, Buell has helped the general public to know what the blind can do and has raised the goals that the blind set for themselves in physical development.

Another part of his basic philosophy has been that of a fundamental integrationalist, even though personally he was a student at the California School for the Blind and has taught and coached in schools for the blind. His mainstreaming philosophy is evident in the majority of his writings, workshops, and presentations.

Dr. Buell did not originate the idea of mainstreaming in athletics because several blind schools were competing against sighted teams before 1930. However, he has firmly believed in and practiced mainstreaming for over fifty years.

Buell's own athletic background was one of integration. He was one of the first visually impaired athletes to compete on a regular high school track and football team. He won letters in both sports for the school years 1930-1931 and 1931-1932 at University High School in Oakland, California, and helped the school win the Oakland City Championship in 1932. He ran the mile and placed fifth out of thirty-two runners with a time of 4:42.

At Riverside Junior College, Charles Buell won letters in track and cross country in 1932-1933 and also in 1933-1934. In 1934, he contributed to the team's second place finish in the Southern California Junior College Cross Country Championships which were run on the UCLA course. He finished twentieth out of sixty runners.

Buell believes that competition with sighted persons helped him to be accepted in both high school and college. It opened up social possibilities which he would not otherwise have had. In a letter to the writer, Buell wrote:

I can still remember the day after we won the championship walking into my high school math class and having some of the students say, "Nice going, Buell!" I felt accepted. (August, 1979)

While teaching at the California School for the Blind from 1934 to 1937, he arranged to have sighted teams play the school in football. His teams lost, but not badly.

While at the Michigan School for the Blind, Buell mainstreamed the Cub Scouts and continued to do so at the California School for the Blind.

Beginning in 1946, Buell had his athletes compete against the sighted in wrestling. Later, he began competing against sighted junior high schools in modified track and field competition. As Buell remembers, the events were the 50-yard dash, standing broad jump, 440-yard run, pull-ups, rope climb, and tug-of-war.

Another event mainstreamed with the junior high schools was a swimfest. A few races were scheduled between the blind and sighted boys. However, most of the program was devoted to fun swim relays in which some blind and sighted boys were on each of four teams.

Mainstreaming continues in schools for the blind. Presently, every school for the blind that can do so fields a wrestling team. About ninety percent of their competition is against sighted opponents.

Dr. Buell's beliefs about total integration are firm. The writer, in her first visit to the National Blind Olympics in Seattle, Washington, became aware of Dr. Buell's feeling toward the game "goal ball", a game the writer felt would be a good game for intramurals on her own teaching campus, and a game that could be used to integrate visually impaired persons and sighted persons.

As the game is played, each team consist of three players wearing blinders (so the partially sighted cannot see either). The two teams of three are placed at opposite ends of goal lines, and the object is to defend your goal line and try to score by passing or pushing a ball over the opponent's goal line. The ball has a sound embedded in it.

The writer found Dr. Buell opposed to goal ball because he does not like to see the sighted individual being brought into the blind world. He'd rather the blind be brought into the sighted world.

Because of hints of this, as well as other ramifications about mainstreaming, the writer pursued others' feelings about the game and found that a few persons feel Buell's ideas toward integration may, at times, be too one-sided.

The writer interviewed two well-known persons in the field of adapted physical education, Dr. Julian Stein and Dr. Claudine Sherrill, and asked them to voice their opinions about Dr. Buell's philosophy concerning integration-- Dr. Stein's about goal ball and Dr. Sherrill's about integration in general. Stein's response was:

His feelings toward integration may be too much one way in some cases--not recognizing that it is just as wrong to integrate someone indiscriminately and inappropriately as it is to segregate them inappropriately and indiscriminately. I think his feelings toward goal ball are an indication of this. He is so strong toward integration normalization that he feels any activity that tends to put the blind in an activity by themselves is contrary to this.

Others do not feel this strongly and feel even under an ideal circumstance there are going to be individuals who are going to want to take part in certain activities, and the only way for those activities to really come off is on a segregated basis. Buell reacts very negatively saying, "You are bringing the sighted individual to the blind world, rather than the blind individual to the sighted world."

In Lawrence, Kansas, there is a sixteen-team beep ball league. Five of the teams composed of the totally sighted play blindfolded, so I think it is a two-way street. I would classify bringing sighted individuals into a goal ball or beep ball game situation as a reverse integration approach--sighted individuals to develop a relationship with blind individuals. It needs to be looked at from the standpoint of both groups in terms of the reasons for the activity, their receptiveness to it, and how they feel about taking part in it. I think Dr. Buell in this case is missing, or failing to recognize, the wishes and the interest of the individual.

I think this may be an area where he tends not to listen to both sides, but I really think if he still continues to work, this pendulum is going to come back more toward the middle. (Stein, 1979)

Dr. Sherrill believes Buell is a leader in mainstreaming but goes on to say:

Philosophically, I see him at the far end of the spectrum. I think, in many ways, he's idealistic. He thinks if we mainstream, the school teachers of the world will be humanistic. (Sherrill, 1979)

Regardless of the before-mentioned ramifications of mainstreaming, Stein, Sherrill, and many others see Buell as a pioneer of mainstreaming activities, and see mainstreaming as one of his major contributions for the visually impaired.

Others with whom the author has communicated also feel Buell's philosophy toward and activities involving mainstreaming have contributed greatly toward the successful achievements of visually impaired individuals. Following are some comments:

I feel he made a strong contribution in an indirect way toward today's philosophy of "mainstreaming." (English, 1979)

He has been the leading advocate for mainstreaming, long before the term became popular. (English, 1979)

Buell's basic philosophy is that blind children need to be integrated into the regular physical education program. This is beginning to prepare them for the sighted world. (Hahn, 1979)

I think his greatest contribution to the field has been the part that he has played in standing behind the blind - his encouragement to blind people to get out into the world, to integrate, to mainstream, to

take their rightful place by reason of letting physical education get you where you're going easier. He's truly dedicated to this concept--because of anyone's participation in physical education and athletics, they are a better person, physically and mentally. They stand a chance of being recognized....He is first, last, and always preaching the gospel of "mainstreaming in sports for the visually impaired." (Copeland, 1980)

He has written articles on blind wrestlers competing with sighted wrestlers and articles on blind people in other mainstreaming activities. He has even mentioned my work in marathon running in the Boston Marathon with sighted people. I think he likes the idea of citing examples of blind and sighted in any way in mainstreaming activities. (Cordellos, 1980)

Dr. Stein, consultant for Programs for the Handicapped for AAHPERD, a personal friend and co-worker at workshop presentations, has stayed abreast of the activities and writings of Buell. He feels Buell has always looked upon those programs that were segregated as a means to an end, not ends in themselves--to provide children with the skills and confidence and competence to move into regular programs; and he believes that in his recent retirement years Buell has been an even stronger advocate of the role of integrating those with visual impairments into regular programs.

His newest film shows this very well. When viewing the film it is difficult to know which students are blind and which are sighted.

Buell feels the curriculum should include activities that students can use during later life, and that there should be a lot of participation. He put this philosophy into practice.

The fact that he is himself visually limited has been a plus in working with blind youngsters. Stein said:

I would rate him as an innovative teacher because he uses many ideas and really practical ways to accommodate blind youngsters in regular programs. The emphasis is on including the youngster in the program, not in destroying the activity for the sighted youngsters but in providing the blind youngsters with the support he or she needs. (Stein, 1979)

Fred Barkovich, a teacher and coach at Overbrook School for the Blind, related much the same feeling toward Buell:

He achieved in spite of his handicap. He wanted the same opportunities for all blind regardless of the school system. He had empathy rather than sympathy for all blind students. (Barkovich, 1979)

Others said:

I think he wants to give all blind or visually handicapped the opportunity to participate. (Hollifield, 1979)

I feel the most significant contribution made by Dr. Buell to physical education is participation rather than exclusion from activities. (Bower, 1979)

He prepared blind people to live more effectively. (Hahn, 1979)

He is extremely interested in competitive aspects of physical activity and very proud of the accomplishments of the visually impaired athlete. A real competitor. (Anooshian, 1979)

Buell's brother, Arthur Buell (March 1980), said Buell has enjoyed being active and that he feels his brother's philosophy is to:

Get the visually impaired or blind youth doing something, not sit around feeling sorry for themselves, make them feel equal to others, make it on their own, not play on the sympathies of others.

Art mentioned an incident that reveals Dr. Buell's constant striving to make improvements for the blind:

One time, in the 1950's, he was visiting us in Salt Lake City, and after dinner, instead of relaxing, he coaxed my daughters outside to run and jump and do tumbling. He had a stop watch, and he told them he was timing them, but in reality he was making mental notes to compare the actions of "normal" children with partially sighted, blind, or physically handicapped children. (Buell, 1980)

Buell in an article, "Hiking Aids Physical, Mental Growth of Blind Children," published in the May, 1965, issue of The New Outlook for the Blind wrote: "Such experiences as these are never forgotten by the children and are invaluable to them in incalculable ways" (p. 176).

He feels that through hiking a child gains vigorous exercise in the fresh air and sunshine. In addition, hiking adds variety to physical education programs. Blind children enjoy hiking, and hiking can aid in the self-development of a blind girl or boy.

Hiking does much to overcome fear of moving about. Walking habits and mobility are improved. Where there is no traffic, some totally blind students walk by themselves along dirt roads or well defined trails; thus, their ability to use environmental cues is developed.

Hiking as an activity in physical education helps to develop desirable attitudes. For example, when children say they are getting tired, the instructor, Buell, has said, "To become strong, one must first become tired." Soon the children have been heard to say, "I'm getting stronger."

In a discussion of Charles Buell's philosophy it is only fitting to include some statements by Dr. Buell regarding his basic philosophical beliefs. In a letter to the writer, May 27, 1980, Buell wrote:

Here are my basic philosophical beliefs:

1. I firmly believe, along with Samuel Gridley Howe, that "bumps upon the forehead, rough scratches or bloody noses...may have their good influences. At the worst, they affect only the bark and do not injure the system like the rust of inaction."
2. Blind people have the capabilities to do almost anything within reason.
3. If blind people are not given the opportunity to try, they cannot possibly learn what they can do.
4. Physical fitness is as important for blind people as it is for individuals who have normal vision.
5. The only way to gain physical fitness is through vigorous exercise. Blind children who are used as goal posts in a game or some similar activity cannot possibly become physically fit.
6. To gain respect from society, blind people must compete successfully with people who have normal vision. This competition should take place in various phases of life such as jobs, sports, social activities, etc.
7. Anyone who overprotects a blind person does him or her great harm.
8. Emphasize and make use of the assets of blind people. Do not emphasize weaknesses.
9. Blind people are much more like sighted persons than they are different from them.

Dr. Buell, despite his chronological age, has been able to make the adjustments with the changes in philosophies and trends. Could it be as Julian Stein says?

Even though he is much older than many people he is working with, chronologically and professionally he is right with them. This may be because many of his earlier philosophies were ahead of their times. He was advocating those things at a time when they were not popular. For example, integration was not popular; segregation was! (Stein, 1979)

CHAPTER VI

BUELL - THE MAN

Dr. Charles Buell is a nationally recognized authority on physical education, recreation, and athletics for the blind. He has devoted his life to teaching and developing instructional materials to help the visually impaired and blind. He continues this activity on behalf of persons who are visually handicapped.

Since birth, Dr. Buell has had one-tenth normal vision. Obviously, this has not stopped him from living a full and useful life.

Who is this man? What is he really like? What motivates him? Will he ever stop "striving" for the blind?

Many characteristics or adjectives can be used in describing Charles Buell. Some of these are: creative mind, interested in people, sense of humor, intellectual curiosity, perseverance, hard worker, dedication, integrity, humanistic, unselfish, trusting, a fighter, supportive, scholar, individualistic, and stubborn.

The writer made no attempt to analyze the personality of Dr. Buell, but simply tried to portray how he comes across to others.



FIGURE 5

CATAWBA COLLEGE WORKSHOP PRESENTATION BY DR. BUELL

MAY, 1979

Dr. Buell is a man of many talents, one of which is his desire to see that visually handicapped boys and girls are physically active and physically capable of performing with their fully sighted peers. He has demonstrated time and again that this can be accomplished. Buell's tireless dedication and consistent contributions have enhanced the professional status of recreation and physical education for the visually handicapped.

Through all of this, Buell has had to persevere, not only because of his handicap, but also in the long struggle of getting others to see his side of things. As has been said many times, the biggest handicap the blind have is others' feelings toward them. Buell has tried to convince others that blind persons are normal.

Buell is outspoken on those issues which he believes are for the best interest of the blind, not being satisfied until he has made his point. Buell is tolerant of others' opinions, but he always stands firm in what he feels to be correct. Dr. Claudine Sherrill says of Buell:

I see him as individualistic, as stubborn, as having some beliefs that he is willing to fight for even though he perceives them as unpopular....I respect the fact that he does not bend easily. He is capable of being a minority, and I suppose in many ways being a blind person in a sighted world, you would learn that trait well. (Sherrill, 1979)

Buell's relationship with colleagues has at times been strained because of conflicting opinions, but any leader is going to experience this. Stein's comments about Buell's

relationship with professional colleagues explains fully the problem:

There are those who are very, very positive in their relationships with him, and I think there is a small group with whom the relationships are not very good. I think there are reasons for this. One is that when he feels a commitment, and he feels a position, there is nothing half way about it. He comes on very strong and fights very, very hard for those things that he feels that way about. As a result, as anyone who has strong convictions and is willing to stand up and be counted for those convictions, he ruffles some individuals' feathers. I think this is one of the reasons some individuals may not have as high a regard for him. I think another reason may be just plain jealousy - the fact that he has done so much and that individuals are just jealous of this. (Stein, 1979)

Because of his commitment, dedication, and strong convictions, he realizes individuals who have this type of strength in what they believe, and fight for its implementation, are not going to have 100% agreement. These are obstacles he has to go through, and he takes them in stride.

In an interview with Buell in March, 1979, the writer confronted him with the question: "I may run into negative comments about you while doing research. What might be the reasons for this?" He replied:

Any leader is going to run into people who don't agree with a point of view. I have been very clear where I stand on points when I become firmly convinced this is the way to go....After I have obtained what I feel is sufficient evidence to take a point of view, I don't mind standing by this point of view even if it means in a meeting where a vote is being taken and I know I am in the minority, I will still express my vote. Some people when they know they are in the minority they will not speak up. Also I know that sometimes one has people who are jealous of whatever success they've had and sometimes there

are people who try to belittle these successes. There again, most any leader will run into some of that from time to time.

Within the bounds of good judgment, Buell maintains his positions. He digs in and works hard to get things done and, so far as he is concerned, whatever way things come out, it is a professional thing and not a personal one. Some take disagreements personally, and the writer's belief is that those who have antagonism for Buell are unable to separate personal and professional feelings. For example, after doing research and talking to many people, this writer did find persons with antagonistic feelings toward Buell.

Buell gets riled when he feels people are trying to thwart him or block him in his efforts. One is quick to notice tension and concern. This, however, is genuine concern on his part when he feels the voice of the blind is not being heard. Descriptions from fellow colleagues concerning his work and dedication follow:

He is a hard worker and when given responsibility will go far, far beyond the call of duty in terms of time, effort, and even putting his personal finances into getting the job done. He can really be counted on. (Stein, 1979)

He definitely believes in dignity for all humans. The fact that he has worked so hard for so many years for the Olympics for the Blind is a living witness of his perseverance. He is not a person to give up or give in!! (Anderson, 1980)

Buell is dedicated. He has great perseverance. Has high ideals. (Montagnino, 1980)

Devotion to his work, dependability, hard work without seeking any reward beyond knowing the job was well done. (Bauman, 1979)

Perseverance, physical endurance, ability to listen to the other viewpoint. He always had the time for a good cause. (Kramer, 1979)

He's a fighter. He's a stickler for things which he believes in...interested, reliable, inventive, and dependable. (Copeland, 1980)

I think he is a very hard worker and gives totally of the things he believes in. (Hollifield, 1979)

I feel he has a genuine interest in blind people and their willingness to better themselves through physical fitness and athletics. I feel Buell's perseverance and patience in compiling information, statistics and keeping up with what's happening with the blind throughout the United States is overwhelming. (Bower, 1979)

Buell's intellectual curiosity is reflected in his works --his pioneering efforts. Many times he has probably had the feeling he was the only individual who was really pushing the programs, not implying there were not other people and programs, but wanting to see these expand and see that visually handicapped children had the same opportunities as others. Thus, his perseverance has been in many directions --contrary to trends, setting trends, and taking positions that were not fashionable, but that were based on principle, conviction, and commitment. He has the fortitude to stand by his convictions.

His brother, Art, remembers him as never having been a quitter. He related:

About 1926 our dog got lost, and we went out to find him over the fields, hills, and gullies. After a while, I was ready to quit, but he said, "Come on, let's go just a little further--maybe we'll find him." (Buell, 1980)

Dr. Buell is friendly, thoughtful, and considerate. He has a high respect for human dignity and shares willingly himself and his resources if he knows of their need. He has always been diligently involved in helping others, being very concerned about the direction the life of blind persons might take.

Favorite stories, anecdotes, and comments about Dr. Buell reveal his kindness. Steven Welch, a former student and athlete at the California School for the Blind, says:

The most favorite story I have about Dr. Buell goes back to the time he took me to a physical education workshop held at the Michigan School for the Blind in 1964. This was the first opportunity I had to travel without my parents, and during the entire two weeks we were there he seemed to make things go a lot smoother for me. We took the train, and because it was such a long ride, three days, he always would try to come up with things to do to help pass the time. When we arrived, he did everything possible to assure that my stay there would be a pleasant and encouraging one. This attitude continued throughout the entire trip, of course, but one incident I vividly remember occurred at the train station in Chicago, the day of our return. We had some luggage stolen, and he ran all over the station to try and catch the person who did it. He didn't, but efforts were such that we finally did get the items back eventually. (Welch, 1980)

Art Copeland (1980) said:

Dr. Buell, initially, is dedicated. He suffers from the inability of others to perform as he does. He is very strong in assuming his responsibility and following through. He does have perseverance, intellectual curiosity, and manifests a great concern in

his fellow human beings....Charlie is a man who has integrity; he's honest, direct, and dependable. If you want something done, Dr. Buell will do it. If he says he will do it you can guarantee that it will be done.

Mae Davidow added:

He has devoted his life to working with and for the visually impaired. He has given of himself unselfishly (his time freely) never looking at the clock or looking into personal rewards....To Dr. Buell, helping others comes first. (Davidow, 1979)

Ted Lennox, a former student at the Michigan School for the Blind, has warm memories of Buell and, too, feels Buell is a friend. He said:

He encouraged me and showed interest. We used to play basketball and had tumbling in physical education. I felt very warm, and I trusted the man. I felt I could trust Mr. Buell as a little boy working to find my way in the world. I felt close to him, and that's a nice feeling for a little child living in a residential school, a feeling of closeness and caring. (Lennox, 1979)

Lil Anderson, whom Dr. Buell has given support to after learning her young son was going blind said:

He spent a weekend in our home. He went roller-skating with our family - husband and blind son (that was learning to rollerskate using a plumber's friend along the wall of the rink). This to me exemplifies that he "practices what he preaches." A truly dedicated man--to help educate others that a blind person is human. (Anderson, 1980)

Dr. Buell is humanistic, sincere, and of very strong character. He doesn't present one front and then in another light present another. He seems to have a truly solid personality. His enthusiasm and dedication have been vital to the programs for the visually handicapped, for the betterment

of which he has given countless hours. As Harry Cordellos says,

There should be more Dr. Buells in the world today because he is very thoughtful, and I think that while we all have our good and bad points his good points far outweigh any that might be considered negative. (Cordellos, 1980)

Buell wants to see his ideas continue and be expanded upon. He doesn't want people to feel that because he's retired, he should be forgotten. While he may be past sixty-five, he's very alert and he can still contribute much to the field. He is not an old foggy, by any measure.

Art Copeland (1980), a fellow colleague who grew up in the same decade, knows this feeling and says:

Dr. Buell is not ready in retirement to retire his mind by simply not being concerned and involved any longer with the part of professional work. He continues to have a massive interest--a new thrust into the continuing needs of visually impaired people.

Why is Dr. Buell the way he is? According to Buell's sister, Marion, (Enger, 1980) Buell's mother was so proud of him and was the main reason Buell has tried so hard. In March, 1979, I asked Dr. Buell:

What keeps you going? Have you ever considered just enjoying retirement and stopping all your travels, giving workshops, raising money, etc.? Do you think you could ever do this?

Buell's answer was:

Shortly after I was married, I had a burst appendix and this was the days before they had penicillin. I guess my chances of pulling through under those conditions were very small. I was taken to the clinic at John Hopkins in Baltimore on a Thursday evening with a 106° temperature and somehow or other they

turned me away. I returned Saturday morning and was turned away again. Finally, on Monday morning, my wife said, "You've just got to keep this man here; he's not well!" And so by that time they finally discovered I had a burst appendix and, apparently, was already beginning to get well because by Saturday they were ready to release me. Before the release they took me into a conference room and, to this day, I don't know what they said before they brought me in but I suspect they said, "You know, we really didn't do anything for this man. Nature or God took care of him." I just feel the Lord left me here on earth for some purpose, and I've always kind of felt it was maybe to help blind people and the best way I know how is in relation to physical education, recreation, and athletics....So there's a kind of religious aspect to what keeps me going.

Buell is retired by record only. His activities for the blind continue and he says that, because of his religious convictions regarding his episode with a burst appendix, he isn't stopping now. Buell says:

God brought me through and maybe the reason was for some purpose in life. Maybe He agreed with the purpose of advancing physical education for blind children, and that is one reason I felt I would continue doing this until the day He wants to call me at my life. This is just the way I feel about it. I don't know if that's true or not. I just have kind of a feeling I will be judged in heaven primarily on what I do on earth and sometimes if I do things that perhaps annoy some people on earth it just doesn't bother me this much because I just feel certain that what I'm working for is in the best interest of blind individuals. (July, 1979)



FIGURE 6

DR. AND MRS. CHARLES E. BUELL

CHAPTER VII
THE UNBEATABLE TEAM

Dr. Buell met his wife, Josephine, at a convention of teachers of the blind in Pittsburgh, Pennsylvania, in 1940. At this time, they made plans to attend the World's Fair together in New York later in the year.

The plan was to meet in New York since Buell was from California and Josephine was from New Jersey. The meeting place was to be in front of Gimbles (which Josephine told Buell was located at 33rd and 5th). The time came, and Buell stood at 33rd and 5th, and Josephine stood one block away in front of Gimbles. Realizing she had told him wrong, she walked over to 33rd and 5th and found Buell waiting patiently for her.

Mrs. Buell reflects:

If he had been impatient he would have just left, and we would never have seen each other again. He was from California and I was from New Jersey, plus, I didn't know any address for him. (July 30, 1979)

After finally getting together, they had a wonderful time, visiting West Point among other places. After spending some time together a few more days, Buell returned to California and Josephine to New Jersey. They corresponded with Buell asking Josephine to marry him in one of the letters. The writer asked Mrs. Buell if she answered "yes"

by mail. She replied, "Yes, phone calls were too expensive."
(July, 1979)

Mrs. Buell added that her friends tried to talk her out of marrying Buell because he was blind. However, she was convinced he was the person she wanted to marry. She saw in him an honest person. During the same interview (July, 1979) she said, "I'd met some people who were rather frivolous, etc., but somehow or other he was really honest, and that's why I decided to marry him."

When both Buells were confronted with the question from the writer, "Had you ever considered marriage before meeting?" Mrs. Buell replied:

No, because I was so involved in getting a job. That was my aim, and it just was so difficult that I put everything in my life to see if I could get a job. The thing was I met him at a convention of teachers for the blind, and it seemed we hit it off very well together. (July 30, 1979)

Dr. Buell's response was:

No, I was like Jo in that I was very interested in trying to do a good job and get a job and do the best I possibly could in it. This was my main interest. I went out on a few dates, but nothing really serious. (July 30, 1979)

Josephine Locicero and Charles Buell were married August 24, 1941, in Passaic, New Jersey. After marriage, both continued their teaching careers.

Mrs. Buell urged her husband to go back to school, which he did and obtained his Master's degree in Special Education.

Once he started back to school, he felt if he studied more he could some day be able to become a superintendent of a school for the blind. The next step was a doctor's degree.

Buell recalls:

I worked very hard toward it, and finally in 1950 I completed all the courses and the thesis, etc., and the degree was awarded to me by the University of California in Berkley.

I am very thankful I was given the backing and support to work for it. (March 25, 1979)

Throughout their marriage, they have worked as a team. Mrs. Buell taught elementary school blind children; thus, she was able to give him a great deal of assistance in his activities.

As teachers in the same school, California School for the Blind, Mr. and Mrs. Buell found it helpful to work together on many activities, particularly extracurricular ones which they both felt enriched the lives of blind children. Some of the activities they worked together in were hiking, wrestling trips, tumbling demonstrations, bowling, and Cub Scouting.

Scouting a trail together to see if it were suitable for blind children to hike was important. Mrs. Buell drove the car to reach the trails to be scouted. For many years they had to depend upon volunteer drivers to take the children to suitable hiking areas, sometimes driving thirty to forty miles. Mrs. Buell usually drove one of the cars. She tried to encourage the younger children that they were able to accomplish more than they thought they could. Mrs. Buell says:

Their pride swelled when they came back after hiking three miles. From the slower group which I handled, they were always anxious to get into Charles' group which usually hiked eight to ten miles. (May 27, 1980)

In the early days at the California School for the Blind, money was not available to purchase wrestling uniforms so Mrs. Buell spent time putting together uniforms out of sweat suits. She had to cut and sew letters and dye the suits.

Besides dual meets, the boys entered many wrestling tournaments. In addition to the medals they won at tournaments, she had an arrangement with them at the end of the season to reward them with homemade pies. If the boy took first place in a tournament, he was rewarded with two pies which he usually shared with seven friends at the Buell home. Second, third, and fourth place finishers were proportionately rewarded. Mrs. Buell says even now when they see some of the wrestlers this is one of the first topics of conversation.

Another one of her roles with the wrestling team was driving the wrestlers to meets and tournaments. Upon one occasion she remembers driving one of two cars nine hundred miles to the Arizonia School for the Blind.

Usually, once or twice during the season, some team members would make trips where it was necessary to stay overnight with sighted families. Mrs. Buell on occasion drove a car and sometimes was the chaperone.

During the years at the California School for the Blind, the tumbling team became well-known for its performances.

Mrs. Buell again drove performers to appearances. They made some television appearances, and Mrs. Buell acted as a guide to help the group get into and out of crowded gymnasiums as they carried their equipment.

In Cub Scouting, as mentioned in an earlier chapter, Mrs. Buell was the den mother and Dr. Buell was the cub-master. Once a month they had an extensive trip in connection with the Lions' Club. Many times the boys went to the Buells' home for hot dog feeds. She and Dr. Buell worked together on helping the boys with their achievements.

The Scouts participated in scout-a-ramas which involved a whole day of activity, driving the boys to the site and supervising them. The pack walked once a month to a church where it met with a sighted pack. They put on skits which were directed by Mrs. Buell. Both Dr. and Mrs. Buell supervised the group walking to and from pack meetings. In addition, the Buells invited the sighted packs to the School for the Blind.

After school, bowling was provided afternoons, evenings, and Saturday mornings, and thirty-five to forty children came. Since there was only one bowling lane, this usually involved fifteen to twenty hours a week. Mrs. Buell kept score and gave lessons. Mail-o-graphic meets were held, and Mrs. Buell often drove some of the better bowlers to other campuses to compete.

In addition to helping with these activities, Mrs. Buell traveled with and helped Dr. Buell put on demonstrations and workshops. She also helped him correct the football prediction slips before they asked individual schools for help.

Since 1976, both she and Dr. Buell have been involved in raising money to promote athletics for the blind--first for the Olympics for the Blind, then the USABA, and now for the SCABA. Mrs. Buell spends days on the phone arranging for programs for Dr. Buell to present to service clubs. She drives him to engagements as far as eighty miles in all kinds of weather. The purpose is to raise funds and to educate people on the capabilities of blind individuals.

In a letter to the writer, May 27, 1980, Mrs. Buell wrote:

Most people think that because Charles has accomplished so much, it is due to the fact that I have given him a great deal of assistance. He has been the driving force, not I. His accomplishments have been many, but I take credit only in assisting him only moderately.

In his writings, I have been his critic. Moderating his thoughts on paper, where he has felt strongly about an issue, has been one of my major roles. Many times I would have to compromise between my way of writing a thought and his. Sometimes it would take a while to convince him to change a sentence if he felt it was not favoring the blind child. Of course, it stands to reason that I did the correcting of the typing, but he being a much better typist, typed his own material.

Many people admire Mrs. Buell for her work with the blind and the fact that the Buells work together as a team. Comments from others about their remembrances of Mrs. Buell follow:

His wife was very understanding and one who was interested in many things, such as helping the blind. (Kramer, 1979)

I think his wife is as dedicated as he and works as hard. Together they make an unbeatable team. (Hollifield, 1979)

I feel Mrs. Buell has worked cooperatively with Dr. Buell and, in some cases, has been the influencing factor for the success and notoriety which he has gained. (Bower, 1979)

I have visited with his wife. She is a truly dedicated, loving person who will do anything to help Dr. Buell continue his work. (Anooshian, 1979)

I know Mrs. Buell who is darling. (Bauman, 1979)

One of the things I remember well, and I don't remember if it happened once or several times, but I remember on a Saturday a group of us went over to Mr. and Mrs. Buell's house and they entertained us. I remember we played games and had such a marvelous time over there playing, talking, and eating. It was a great afternoon....I also found his wife to be a warm and nice person. I liked her very, very much. She taught, I think third grade or something....I felt comfortable in her presence. I thought she was young, sweet, thoughtful, and very kind. (Lennox, 1979)

They complement and supplement each other, not only personally, but certainly professionally. With her background as an itinerant teacher for the visually handicapped, and her involvement in all activities in which he takes part, it is difficult to separate and look at one without looking at the other. (Stein, 1979)

His wife, Jo, worked tirelessly with him planning hikes and many trips to places visually handicapped children would never have seen if it were not for Dr. Buell. (Davidow, 1979)

They complement each other because she, with normal vision, has been and must be his eyes. Since I, too, am blind, I know full well the love and dedication necessary with such a marriage. Jo has great admiration for Dr. Buell's achievements, and perhaps she should share some of the fame and glory.

....About his wife who is his partner, who watches over him, who is his eyes, his secretary. I have known many unions of sighted wives and blind husbands, and I'll tell you it is a dedicated pursuit. Jo is very good for Charlie. I think they both married late and were both teachers of the blind and so they had much in common and can exercise their own knowledge and experience in evaluating and determining things. They are good for each other.

Jo is always by his side, always dependable, always there, always serving, always waiting and always watching out that her Charlie gets his due deserved and is not overlooked and that otherwise he maintain his position as it were as a leader in the field of physical education for the blind. (Copeland, 1980)

When interviewing Dr. Claudine Sherrill, I asked her, "What one or two concepts have influenced your life as the result of your association with Dr. Buell? You mentioned your ease with being with blind people, are there any others?"

The writer wishes to share her response with the readers:

That is the primary one, that he existed and his very warm and close relationship to his wife. I think this was a new perspective - that a blind person could be married to a sighted person. So in a sense, I guess, I see them together as role models who have taught me something. He, singly as a person, has taught me a great deal about the blind. (Sherrill, 1979)

It appears Dr. Buell's closest associate is his wife, Josephine. Buell is indebted to her for her help for nearly forty years. Buell says, "With the help of Josephine, I have been able to accomplish much more than I could have done

without her. She has strengthened some of my weaknesses."
(March 1979) She has helped him to make many of his thoughts become realities. Working together has made possible many things. Both of them take pride in their accomplishments.

The Buells' home is always open to anyone who travels through the area. They are often heard to say, "If you're ever out, come stay!" Each year an anecdotal Christmas "Buell-e-tin" is sent to their friends, relatives, associates, and former students. The writer remembers receiving one after having only been in one of his classes for a summer. Quite frankly, this one piece of communication from them most likely inspired the writing of this dissertation on Dr. Buell. The writer was astounded at their interest in maintaining communication with a student whom they hardly knew and had only met in a class. The following few years at Christmas other Buell-e-tins were received and an invitation was extended to visit them in California. The writer began corresponding with the Buells, and through her interest in the handicapped found that no one had reviewed Dr. Buell's life.

Many of the respondents to the writer's questionnaire mentioned the annual "Buell-e-tin." Another former student, Clearman Sutton (1979), had a similar experience. He wrote concerning Buell and the Buell-e-tin:

He left school before my graduation in 1946, but over the years I have heard from him via his annual Buell-e-tin at Christmas....Fortunately, in December of 1978 another former student, Franklin Tucker, and I visited Dr. Buell in his lovely home in San Juan Capistrano. Even though we had seen each other only two or three times since the 1940's, the reunion visit with the Buells and our wives was like old friends meeting and sharing a warm relationship. The teacher-student relationship had really evolved into one of friends sharing precious memories. He was as warm, gracious, and enthusiastic about life and as concerned about others as ever. He is the kind of person that maintains an interest in others in spite of years and years of physical separation. The Buells are a delight and as host and hostess, their hospitality is exceptional.

The writer extends to you, the reader, an invitation to get to know the Buells. They are an unbeatable team!

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Dr. Charles Buell's Contributions to Wrestling for the Blind

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Mainstreaming Visually Impaired Children in Vigorous Physical Education

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APPENDICES

APPENDIX A

QUESTIONNAIRES SENT TO ASSOCIATES AND COLLEAGUES,

STUDENTS AND ATHLETES, AND

FRIENDS AND RELATIVES

FOLLOW-UP LETTER

COVER LETTER TO ASSOCIATES AND COLLEAGUES

As a doctoral candidate at UNC-Greensboro, I am writing a dissertation on the life and work of Dr. Charles Buell. During a recent visit with Dr. Buell, we discussed the possibility of contacting former associates and colleagues for information pertinent to this study. It is my feeling that you could contribute information which would be valuable in supplementing and verifying data I have compiled to date. Therefore, I am seeking your help.

I have prepared a data sheet for use in providing information. However, you may also wish to write informally concerning the life of Dr. Buell and his contributions to the profession. If you prefer to place your remarks on a recording tape rather than a written response, I shall be pleased to send you, by return mail, a tape for this purpose.

I shall be most grateful to you for any help that you give me. I am enclosing with the data sheet, an addressed stamped envelope for your convenience in replying. Any suggestions you might have to enhance this study will be appreciated.

To be helpful in completing this biography, it is important that the material be returned to me within the next few weeks. Please indicate if you have any objections to direct quotations from your responses. Proper acknowledgment will be given if there is no objection.

Thank you for your assistance.

Sincerely,

Pat Whitley
403 West Franklin Street
Apt. 12
Salisbury, N. C. 28144

Braille responses are acceptable.

DR. CHARLES BUELL

Biographical Data Sheet

Form A. Data From Associates and Colleagues

Directions: Please answer the following questions concerning the philosophy, personality, and activities of Dr. Charles Buell. It is understood that everyone cannot contribute information in every area; however, please submit any information that you feel would be helpful in writing an accurate account of the life of Dr. Charles Buell and his contributions to the field of physical education for the visually impaired. If additional space is needed, use the back of the sheet.

Your Name _____ Date _____

Address _____
Street_____
City State ZipPosition _____
Place of Work or Present Status (Possibly Retired, etc.)Telephone Number _____
Area Code and NumberIn what role have you been associated with Dr. Buell? _____

How long have you known him? _____

What do you consider to be some of the most significant contributions Dr. Buell has made to the field of physical education for the visually impaired? _____

Do you feel his contributions have had a lasting effect, remaining valid today? _____ Explain, if needed. _____

Describe Dr. Buell's basic philosophy which seemed or seems evident to you as related to physical education for the visually impaired. _____

What are some traits which describe the personality of Dr. Buell? Such as: creative mind, sense of human dignity, interest in people, sense of humor, physical endurance, intellectual curiosity, perseverance, etc. In other words, what characteristics, qualities, or abilities stand out in your mind? _____

Please suggest any anecdotes or events which would exemplify the philosophy and/or personality of Dr. Buell. _____

What one or two concepts were influential upon your life as the result of your association with Dr. Buell? (His personal influence on you) _____

What influence has Dr. Buell had on you professionally?

Do you or did you know any of Dr. Buell's family? _____

If so, would you be willing to comment, as I am writing a chapter on his early life, including his marriage, etc?

What were your impressions of Dr. Buell, the teacher?

(Strengths and weaknesses) _____

What were your impressions of Dr. Buell, the coach? _____

Did Dr. Buell ever teach or coach you? (Indicate which if either) _____

From your association with him in professional organizations, what services did or does he perform in these organizations that contributed to the development of physical education?

Please relate specific instances in which he was instrumental as a committee member or as a speaker in bringing about changes. _____

Is there anything unique about his professional publications?

Which selections would you recommend? _____

Do you have any materials relating to Dr. Buell, correspondence or other written information, which would be useful?

If so, would you please send it or have a copy made for me, for which I will pay you. Any material sent will be returned to you. If you know of any additional source materials which may be of value to this study, please indicate the nature of the materials and how they might best be investigated by the writer. _____

When and under what circumstances did you first meet Dr. Buell? _____

In Dr. Buell's work in professional organizations, what were his characteristics as a group worker, committeeman, officer, etc.? _____

How would you describe Dr. Buell's relationships with professional colleagues? _____

Who were his closest professional associates? _____

Is there additional information that, in your opinion, would add to the completeness of a biographical study of Dr. Buell? _____

Please give the names and addresses of other professional colleagues and friends who may be willing to contribute additional information to this study. Write on the back.

Check one:

I have no objection to being directly quoted.

I prefer only general acknowledgment.

Signature

COVER LETTER TO STUDENTS AND ATHLETES

I am a doctoral candidate at UNC-Greensboro who is writing a dissertation entitled "Dr. Charles Buell: Leader in Physical Education for the Visually Impaired." As a former student/athlete of Dr. Buell's your contribution to a study of his life would be valuable in supplementing and verifying data compiled to date. Your help is being sought. I hope you will agree to assist me.

Questions have been prepared for your use in providing information. However, you may also wish to write informally concerning the life of Dr. Buell and his contributions to the profession. If you prefer to place your remarks on a recording tape rather than write, a blank tape will be sent to you by return mail.

I shall be most grateful for any help you give me. Enclosed with the questionnaire is an addressed stamped envelope for your convenience in replying. Any suggestions you might have to enhance this study will be appreciated.

To be helpful in completing this biography, it is important that the material be returned to me within the next few weeks. Please indicate if you have any objections to direct quotations from your responses. Proper acknowledgment will be given if there is no objection.

Thank you for your assistance.

Sincerely,

Pat Whitley
403 West Franklin Street
Apt. 12
Salisbury, N. C. 28144

Braille responses are acceptable.

DR. CHARLES BUELL

Biographical Questionnaire

Form B. Data From Students and Athletes

Directions: Please answer the following questions concerning the philosophy, personality, and activities of Dr. Charles Buell. You will find that you are able to write about some of these topics far better than others. The topics about which you have considerable information and/or personal feelings are the ones that I would like you to write about in the greatest detail. If additional space is needed, use the back of the sheet.

Your Name _____ Date _____

Address _____
Street

_____ City State Zip

Present Occupation _____

Past Positions _____

Telephone Number _____
Area Code and NumberWhat years were you a student and/or athlete of Dr. Buell's?

What sports did he coach you in? _____

How long have you known Dr. Buell? _____

Describe Dr. Buell's basic philosophy which seemed evident to you as related to the following:

(1) Philosophy of Life _____

- (2) Relationship with students _____
- (3) Relationship with staff _____
- (4) In reference to teaching _____
- (5) In reference to coaching _____

Describe Dr. Buell's philosophy in regard to the following professional activities and standards for the visually impaired:

- (1) Competition _____
- (2) Co-educational Physical Education _____
- (3) Required Physical Education _____
- (4) Adapted Physical Education _____

How would you describe Dr. Buell's personality (emphasizing strong and weak aspects)? _____

Did these characteristics change over the period of years during which you knew him? _____ If so, how? _____

What is your favorite story about Dr. Buell? _____

When and under what circumstances did you first meet Dr. Buell? _____

In what way, if any, has Dr. Buell influenced you personally?

Professionally? _____

What were Dr. Buell's chief goals for his students? _____

What were Dr. Buell's chief goals for his athletes? _____

Did you know any of Dr. Buell's family? _____ If so, would you be willing to describe them? _____

What are some of your remembrances of Dr. Buell? _____

In your opinion, what qualities, characteristics, or abilities have made Dr. Buell a success? _____

What do you consider to be the most outstanding contribution Dr. Buell has made to physical education and athletics for visually impaired? _____

What was Dr. Buell's philosophy about winning in athletics? _____

Were any training rules defined for you during your sport season? _____ If so, what were they? _____

Did he serve as a model for you? _____ In what way(s)? _____

Do you have any materials relating to Dr. Buell, correspondence or other written information, which you would be willing to share? If so, would you please send them or have copies made. You will be reimbursed for any cost incurred. Also, if you know of any additional source materials which may be

of value in this study, please indicate the nature of the materials and how they might best be investigated by the writer. _____

Is there additional information that in your opinion would add to the completeness of a biographical study of Dr. Buell?

Please give the names and address of other students and athletes who may be willing to contribute additional information to this study. Write on the back.

Check one:

_____ I have no objection to being directly quoted.

_____ I prefer only general acknowledgment.

Signature

COVER LETTER TO FRIENDS AND RELATIVES

As a doctoral candidate at UNC-Greensboro, I am writing a dissertation on the life and work of Dr. Charles Buell. It is entitled "Dr. Charles Buell: Leader in Physical Education for the Visually Impaired." It is my feeling that you could contribute information which would be valuable in supplementing and verifying data I have compiled to date. Therefore, I am seeking your help.

Questions have been prepared for your use in providing information. However, you may also wish to write informally concerning the life of Dr. Buell and his contributions to the profession. If you prefer to place your remarks on a recording tape rather than write, a blank tape will be sent to you by return mail.

I shall be most grateful for any help you give me. Enclosed with the questionnaire is an addressed stamped envelope for your convenience in replying. Any suggestions you might have to enhance this study will be appreciated.

To be helpful in completing this biography, it is important that the material be returned to me within the next few weeks. Please indicate if you have any objections to direct quotations from your responses. Proper acknowledgment will be given if there is no objection.

Thank you for your assistance.

Sincerely,

Pat Whitley
403 West Franklin Street
Apt. 12
Salisbury, N. C. 28144

Braille responses are acceptable

What were his interests, hobbies, etc., as he was growing up?

When did he decide to become a physical education teacher and a coach? _____

What persons do you believe were most important in influencing his interests and personality? _____

What are some traits which describe the personality of Dr. Buell? _____

Please cite several of your favorite stories about Dr. Buell. Use the back if additional space is needed. _____

Please relate any other anecdotes or events which would exemplify Dr. Buell's personality and/or philosophy. _____

What influence has Dr. Buell had on you personally and/or professionally? _____

What were your impressions of Dr. Buell, the teacher? (Strengths and weaknesses.) _____

What were your impressions of Dr. Buell, the coach?

What do you consider to be some of the most significant contributions Dr. Buell had made to the field of physical education for the visually impaired? _____

Describe Dr. Buell's basic philosophy which seemed or seems evident to you as related to physical education for the visually impaired. _____

Did Dr. Buell ever teach or coach you? (Indicate which if either.) _____

Please relate specific instances in which he was instrumental as a committee member or as a speaker in bringing about changes. _____

Which of his professional publications would you recommend?

In Dr. Buell's work in professional organizations, what were his characteristics as a group worker, committeeman, officer, etc.? _____

Do you have any materials relating to Dr. Buell, pictures, correspondence or other written information, which you would be willing to share? If so, would you please send them or have copies made. You will be reimbursed for any cost

incurred. Also, if you know of any additional source materials which may be of value to this study, please indicate the nature of the materials and how they might best be investigated by the writer. _____

Is there additional information that, in your opinion, would add to the completeness of a biographical study of Dr. Buell?

Please give the names and address of other friends and relatives who may be willing to contribute additional information to this study. Write on the back.

Check one:

I have no objection to being directly quoted.

I prefer only general acknowledgment.

Signature

FOLLOW-UP LETTER

This fall, or late summer, I mailed you a questionnaire about Dr. Charles Buell, blind physical educator, as I am writing a dissertation using him as a subject. If you still have this questionnaire, and have the time, I would appreciate your returning it. If not, a few statements about Dr. Buell would be helpful.

Any comments in reference to the questions below will be useful.

1. Has Dr. Buell's work influenced your professional career?
2. Do you feel Dr. Buell has made a contribution to the field of physical education for the visually impaired?
If so, in what way?
3. Describe Dr. Buell's basic philosophy as you see it.
4. What are some traits which describe the personality of Dr. Buell?
5. Do you happen to have any materials or correspondence relating to Dr. Buell which might be useful to me? If so, would you please send it or have a copy made for me, for which I will pay you?

Enclosed is a stamped envelope for your convenience.

Sincerely,

Ms. Pat Whitley

PW/as

Please check one:

- I have no objection to being directly quoted.
- I prefer only general acknowledgment.

Signed: _____

Date: _____

APPENDIX B

STUDENTS VIEW DR. CHARLES BUELL IN RETROSPECT

STUDENTS VIEW DR. CHARLES BUELL IN RETROSPECT

A questionnaire in the form of either type, braille or tape was sent to thirty-five former athletes and students; fourteen replies were received. In addition, personal interviews were held with athletes participating in the 1979 National Olympics for the Blind in Seattle, Washington, and telephone interviews were held with others.

It was felt that the questionnaire was necessary in order to obtain the most complete picture possible of Dr. Charles Buell and his career. This representative opinion of his former students and athletes covering a period of forty-six years supplements the information obtained from associates, colleagues, friends, and relatives through letters and personal interviews.

There has been no attempt to make a formal statistical analysis of the data obtained through the questionnaire. Such analysis seems inappropriate to the nature of the study. The answers to the questions were tabulated and organized to facilitate an accurate analysis. Following is an informal analysis of the replies to each of the questions asked in the questionnaire. Where possible, the question was asked in closed form, but this was impossible in most cases and the open-form question was used where necessary.

Describe Dr. Buell's basic philosophy which seemed evident to you as related to the following:

- (1) Philosophy of life
- (2) Relationship with students
- (3) Relationship with staff
- (4) In reference to teaching
- (5) In reference to coaching

Quite a few people answered this very briefly, as they did not have much contact for long periods of time and, at the time this contact was made, they were very young. Generally, the responses indicated that Dr. Buell believes in hard work and sincere dedication to a cause; that he is very concerned about the direction the life of a blind person might take. He instills in others the desire to fight for what they want--to never quit. His philosophy of life is a positive one. In spite of any visual disabilities one might have, his feeling seems to be that one can accomplish anything one desires, within reality so far as the visual problem is concerned, as long as one puts in the time and effort, and tries to improve one's overall situation whenever the opportunity presents itself. His feeling is that a visually handicapped person can do almost anything a sighted person can.

He related well to students who would work hard but lacked some patience with those who were lazy.

His relationship with staff appeared to be acceptable in that others admired his dedication. However, there was

some annoyance expressed because Dr. Buell always fought for his beliefs and was at times pushy. He always encouraged his students and athletes to respect the staff.

Dr. Buell worked hard in his teaching and was always well prepared. Some students commented that he did a lot of lecturing. His attitude toward teaching was always positive. He would always go out of his way to lend assistance when it was needed. Some felt, though, that he seemed to favor the good or outstanding athlete or student and might have worked more with those who needed special help.

His approach toward coaching was the same as it was toward teaching. The idea was to excel, based on given abilities, and he would do all he could to help a student to improve these abilities. His wrestlers mentioned his ability to get several assistants hired who could help in areas where he fell short.

Describe Dr. Buell's philosophy in regard to the following professional activities and standards for the visually impaired:

- (1) Competition
- (2) Co-educational Physical Education
- (3) Required Physical Education
- (4) Adapted Physical Education

All of the respondents felt he stressed competition a great deal. Not only did he encourage visually impaired

people to compete with each other, but he also encouraged competition with the sighted world whenever possible.

Few responded to this question. It appears he encouraged co-educational physical education whenever he felt the time to be appropriate. Swimming, baseball games, and mixed bowling teams were some examples given.

The general feeling about required physical education was that Buell believed very strongly in a required program and defended well its importance, not only because of the physical results it offers, but also because of the total positive improvements it provides in one's total physical and mental development during one's lifetime.

Dr. Buell's ideas on adapted physical education or mainstreaming were no secret to his students and athletes. In fact, many feel that he organized and promoted mainstreaming when no one else would or could. He was a leader in innovative approaches to physical education and in integration of blind and sighted children. Some felt Dr. Buell broke down barriers for visually impaired participation in regular physical education classes.

How would you describe Dr. Buell's personality (emphasizing strong and weak aspects)?

Some of the adjectives used to describe Buell's personality were: persistent, ambitious, enthusiastic, dedicated, quiet, humanistic, insightful, genuine, honest, intelligent,

friendly, thoughtful, considerate, generous, concerned, alert, and impatient. As noted, he is seen by some as a very quiet individual but one who will speak to a cause he believes in. He is true to his commitment to help the blind, and frequently operates as a salesman promoting physical education programs.

He does not present one front and then turn around and present another. Because of this singular presentation of ideas, he is seen as having a very, very solid personality, which is viewed by some as a weakness. He is argumentative of his viewpoint and will not give up until a decision is made. He becomes quite upset when he feels people are trying to frustrate him or block him in his efforts.

Did these characteristics change over the period of years during which you knew him? If so, how?

The only responses to this indicated that there has been no significant change in Dr. Buell's personality.

What is your favorite story about Dr. Buell?

Most of the information received has been incorporated into other chapters where the anecdotes and stories seemed appropriate. Most students and athletes had remembrances of incidents that happened while hiking, wrestling, or attending the Blind Olympics.

When and under what circumstances did you first meet Dr. Buell?

These responses varied with the time span in which Buell taught and coached.

In what way, if any, has Dr. Buell influenced you personally? Professionally?

Many of those who responded to this question were wrestlers and felt that Dr. Buell helped them to gain self-confidence and recognition which was important then as well as now. He was responsible for trying to get blind individuals recognized as functioning members of society. He has influenced his students' and athletes' attitudes toward themselves and their handicap. Some indicated that because of this attitude they have been able to succeed in many areas other than athletics, including employment.

He has helped to give many athletes the opportunity to compete in the Blind Olympics, thus giving them an outlet for their athletic abilities. He has instilled in them the idea that the blind can be athletes and can compete against sighted and blind athletes; that the blind as well as anyone should be in top physical condition.

What were Dr. Buell's chief goals for his students?

A concensus of the chief goals for his students was hard work, dedication, and self-reliance. He always stressed

making the most out of one's abilities, whether they be in academics, sports, or both.

What were Dr. Buell's chief goals for his athletes?

Buell's feeling about blind athletes was that they could compete and hold their own against anybody, provided they were in proper condition, and had done their homework (trained properly). All he expected of an athlete was to try his hardest--to get out of his cocoon and go out into the world and compete.

Did you know any of Dr. Buell's family? If so, would you be willing to describe them?

The only member of Buell's family the students and athletes were acquainted with is his wife, Josephine Buell. She is seen as a very fine person, and excellent teacher and wife who is very supportive of her husband's work. The two of them are seen as a team, dedicating all of their time to helping students and athletes become self-fulfilling individuals.

What are some of your remembrances of Dr. Buell?

Remembrances of Dr. Buell are related to the football predicting contest, mail-o-graph bowling leagues, decathlon mailouts, tumbling exhibitions, wrestling tournaments, hiking activities, physical fitness tests, trips to other sporting events, and the Blind Olympics.

His students and athletes remember Dr. Buell and his wife as being very informal, offering a lot of social activities outside of school in which they could become involved. Some remember being invited into their home. Many mentioned that the Buells expressed genuine warmth and personal feeling for them--that they would go out of the way to meet their needs and interests.

In your opinion, what qualities, characteristics, or abilities have made Dr. Buell a success?

The predominating answers to this question were: intelligence, commitment, strength of character, innovativeness, foresightedness, aggressiveness, courage of convictions, sense of humor, and stubbornness. Also mentioned was his ability to work with, and communicate with, all types of people. His unwillingness to take no for an answer when it comes to improvement both for and of the visually handicapped was also seen as a definite contributing factor toward his successful leadership.

What do you consider to be the most outstanding contribution Dr. Buell has made to physical education and athletics for the visually impaired?

Dr. Buell's writing and research on the subject of physical education for the visually handicapped, as well as his actual participation in it, stand out as monumental

contributions in the area. His books and films have enabled many teachers and coaches to implement his ideas in providing physical education activities for blind and partially sighted youngsters.

What was Dr. Buell's philosophy about winning in athletics?

Consensus was that Dr. Buell liked to win, that winning was important. However, the majority felt that if you put forth the best possible effort winning would take care of itself and Dr. Buell would accept this. One respondent felt that winning might have been over emphasized.

Were any training rules defined for you during your sport season? If so, what were they?

Training rules mentioned were the usual rules pertaining to smoking, diet, rest, etc. Because most of the athletes lived on campus, there was no opportunity to stay out late or misbehave. The counsellors made sure campus rules were strictly enforced so training rules per se were not necessary.

Did he serve as a model for you? In what way(s)?

Few respondents answered this question. The ones who did said yes.

Do you have any materials relating to Dr. Buell, correspondence or other written information, which you would be

willing to share? If so, would you please send them or have copies made? You will be reimbursed for any cost incurred.

Also, if you know of any additional source materials which may be of value in this study, please indicate the nature of the materials and how they might best be investigated by the writer.

Is there additional information that, in your opinion, would add to the completeness of a biographical study of Dr. Buell?

Please give the names and addresses of other students and athletes who may be willing to contribute additional information to this study. Write on the back.

An abundance of information was received. Some students and athletes even felt the need to call and ask if anything else was needed to help complete the biography of Buell's life and career. Most liked Dr. Buell; some disagreed with some of his beliefs, but all admitted to having a great deal of respect and admiration for him.

APPENDIX C
RESPONDENTS TO QUESTIONNAIRES AND TAPES

RESPONDENTS

Associates and Colleagues

- Anderson, Lil. Resource teacher in Special Education,
Lewisville, Texas.
- Anderson, Richard. Teacher, School for the Blind, Vancouver,
Washington.
- Anooshian, V. B. Professor, California State Polytechnic
University.
- Barkovich, Fred. Teacher and coach, Overbrook School for
the Blind, Springfield, Pennsylvania.
- Bauman, Mary K. Executive Secretary of AEVH, Philadelphia,
Pennsylvania.
- Bower, Gene. Teacher and coach, Tucson, Arizona.
- Brothers, Dr. Roy. Superintendent, School for the Blind,
Vancouver, Washington.
- *Copeland, Art. President of USABA, Beach Haven Park, New
Jersey.
- Davidow, Dr. Mae. Pennsylvania Council of the Blind, Phil-
adelphia, Pennsylvania
- Draullard, Richard. Consultant, Education of the Visually
Handicapped, Pontiac, Michigan.
- Ebert, Milly. Itinerant consultant, coordinator and teacher
of visually handicapped students, Faribault, Minnesota.
- Ellis, Claude. Principal, Perkins School for the Blind,
Watertown, Massachusetts.
- English, Hugh Y. Retired teacher, Gainesville, Florida.
- Farina, Paul P. Director of Recreation and Food Services,
Oak Hill School, Hartford, Connecticut.
- Griffin, Lois. Teacher, School for the Blind and board
member of USABA, Austin, Texas.

- Hahn, Florence. Retired teacher, Romeo, Michigan.
- Hillenburg, Nancy. Teacher, Anaheim, California.
- Hollifield, Michael. Teacher, South Carolina School for the Deaf and Blind, Spartanburg, South Carolina.
- Hordines, John. President of the Agricultural and Rural Group for the Blind and Handicapped, Bronx, New York.
- Klein, Jack. Teacher, Iowa School for the Blind, Vinton, Iowa.
- Kramer, Louis L. Administrative assistant, Minnesota School for the Blind, Faribault, Minnesota.
- McMullen, Robert. Assistant superintendent, School for the Blind, Berkeley, California.
- Montagnino, Angelo. Consultant in education of visually handicapped, Clifton, New Jersey.
- Moore, Beth A. Teacher, Huntington Beach, California.
- Novell, Wayne. Teacher, School for the Blind, Ogden, Utah.
- Pickett, Beal. Teacher, Oklahoma School for the Blind, Muskogee, Oklahoma.
- Pickett, Jim. Teacher and coach, Georgia Academy for the Blind, Macon, Georgia.
- Radtke, Frederick. Editor of TEEN-TIME, St. Louis, Missouri.
- Rowe, Emma. Retired teacher, Miami, Florida.
- Ryman, Anta. European physical educator, Stockholm, Sweden.
- Schrock, John. Teacher and coach, Missouri School for the Blind, St. Louis, Missouri.
- Sherrill, Dr. Claudine. Professor, Texas Woman's University.
- Sonka, John. Physical educator, School for the Blind, Janesville, Illinois.
- Sullivan, Tim. Professor, Montclair State College.

Stein, Dr. Julian. Consultant for Programs for the Handicapped for AAHPERD, Washington, D. C.

Weeks, Sandra. Physical educator, Minnesota Braille School, Faribault, Minnesota.

Weiss, Dr. Raymond. Professor of education, New York University.

Wilber, Dr. Louise. Retired teacher, Tuscon, Arizona.

Students and Athletes

*Bancroft, John. Oakland, California.

Brooks, Lynn, Napa, California.

*Brown, Donna. Pottstown, Pennsylvania.

*Cordellos, Harry. San Francisco, California.

*Haynes, Winford. Alamogordo, New Mexico.

*Jones, Mike. Aptos, California.

*Leacock, Sharon. Bloomington, Indiana.

*Lennox, Ted. Wyandotte, Michigan.

Schmidt, Bill. San Gabriel, California.

Sutton, Clearman. Baltimore, Maryland.

Taylor, Darlene. Lakewood, California.

Taylor, Dianne. Lakewood, California.

*Vargas, Frank. Tucson, Arizona.

Welch, Steven R. Berkeley, California.

Relatives

Buell, Arthur. Brother, Salt Lake City, Utah.

Buell, Mrs. Josephine. Wife, San Juan Capistrano, California.

Enger, Mrs. Marion. Sister, Oroville, California.

Conrad, Art. Nephew, San Jose, California.

* Tape

APPENDIX D

SELECT RESPONSES TO QUESTIONNAIRES

SELECT RESPONSES to the question: "What do you consider to be some of the most significant contributions Dr. Buell has made to the field of physical education for the visually impaired?"

Publishing meaningful, helpful material before it became popular to do so. Generous sharing of self, professional knowledge and resources. Advocating strongly: physical education, participation, fitness, and adaptation. (Egbert, 1979)

He is the most vocal advocate and prolific author of programs for visually handicapped. His willingness to go anywhere, anytime, and promote programs is unbelievable. He is totally dedicated to improving the image of the visually handicapped. He seeks no personal monetary gains for his efforts. Just a remarkable person!! (Anooshian, 1979)

His personal growth toward professionalism of visually impaired children: publications, commitment to his professional activity, producer of film, editing of newsletter. (Schrock, 1979)

His dedication towards inspiring visually impaired persons to integrate with the sighted community (mainstreaming, if you wish) and for each person on an individual level to participate in the life of their community. (Copeland, 1980)

Thousands of visually impaired students have been helped by their physical education teachers and coaches who have been trained and worked with Dr. Buell. His seminars and college classes will long be remembered by the physical education instructors who have had the privilege to work with him. (Davidow, 1979)

I feel that a couple of the most outstanding contributions he has made is the fact that he has been the only individual within the field who has kept the records for the visually impaired. He has been basically the record keeper. Probably, more significantly, he has been an individual that has written more in the field. He has written things down where the rest of us are just out there doing it, and we're not writing it down. That has been a big help because when you teach other people in the field, you've got to have some kind of writings, and he has done the writing for us. (Griffin, 1979)

SELECT RESPONSES to the question on Questionnaires A, B, and C. "Describe Dr. Buell's basic philosophy."

If it does not work one way, try another. (Farina, 1979)

That all blind and visually handicapped people, regardless of age, etc., need to stay active and keep the body physically fit through programs which have been altered or adapted to meet the needs of a blind person. (Bower, 1979)

I always sensed a sincere dedication to advancement of services and activities for the blind in athletics. Dr. Buell has been a very diligent worker. (Ellis, 1980)

Blind are capable of overcoming many sight problems and could be integrated with sighted. (J. Pickett, 1980)

Blind should be placed in the public eye as much as possible to prove themselves equal. (Klein, 1980)

SELECT RESPONSES to the question on the Questionnaire A, B, and C. "What one or two concepts were influential upon your life as the result of your association with Dr. Buell?"

My desire to learn and teach visually impaired children physical education. To learn compensatory skills to aid my teaching process. (Schrock, 1979)

I feel he sets a good example for other blind people. (Bower, 1979)

He has helped me handle a blind son and other blind people in the same way as he does. (Hahn, 1979)

His belief in the blind and what they can do if given opportunity and guidance. (Barkovich, 1979)

A fine example of total dedication to a cause. (Anooshian, 1979)

With work, you can do most anything. (Sullivan, 1980)

He has been a strong influence on us--that physical exercise is very important to the blind child--if not more so--since they are less apt to run home after school. (Anderson, 1980)

One was Dr. Buell's great loyalty; another was his extreme reliability. (English, 1979)

SELECT RESPONSES to the question on Questionnaires A, B, and C. "What influence has Dr. Buell had on you professionally?"

Through the use of his books, I have gotten many good ideas. (Hollifield, 1979)

He was an example to follow. (Kramer, 1979)

Correspondence on contemporary literature with visually impaired. (Schrock, 1979)

He has influenced me toward keeping fitness records for comparison purposes along with records of accomplishments in wrestling. (Bower, 1979)

His straightforwardness and faith in what he wanted to do. (Barkovich, 1979)

My students benefit from USABA activities and suggestions in his books. (Moore, 1980)

His book on Physical Education for Blind Children helped me begin my program at the New Jersey State Camp for Blind Children. (Montagnino, 1980)

Dr. Buell has taught me never to give up under difficulties. (English, 1979)

APPENDIX E

"BUELL-E-TIN FOR 1973"

A COPY OF AN ANNUAL BULLETIN SENT TO
THE WRITER FROM THE BUELLS

BUELL-E-TIN for 1973

We made a big change this year. Please place in your files this address - Dr. and Mrs. Charles Buell, 33905 Calle Acordarse, San Juan Capistrano, Calif. 92675. Our telephone area is 714 and the number is 493-5576.

Early this year we purchased a home 45 miles southeast of our Long Beach residence, which was sold a few months later. During the week we continue to teach in Long Beach and live in an apartment there. On week-ends and during vacation periods we have been enjoying our brand new home which has a great deal of glass, so that the beautiful surroundings can be easily viewed. The hills surround us on three sides and there is a fine sea view of Dana Point, a mile away, on the fourth side. Charlie helped build a beautiful fountain in our court yard.

During past months we have been busy with landscaping, building a large patio, a wall and a court yard and fencing. We feel that this has blended in well with the surrounding environment.

We want to share our spacious home with you. There is plenty of space for visitors to stay a day or two and enjoy the ocean. Since AEVH will be in San Francisco, why don't you include us in your itinerary? Please contact us ahead of time, and we'll provide transportation from the Los Angeles, Orange County and San Diego airports.

Why the change in residence? It is part of our retirement plans. The reason for buying this year was that we just couldn't pass up a real good value in an area that is the fastest growing in California.

We are active in our home owners' association which has been formed to protect the value of property in the area. This is something new for us.

It has been an active year in other ways, too. Charlie's booklet was published by the American Association of Health, Physical Education and Recreation. It is expected that AAHPER's involvement will result in the advancement of physical education for the visually handicapped in public schools.

Charlie has been nominated for AAHPER's Anderson Award, a national award for outstanding service. We don't know when a decision will be made. In any event, we wish to thank all of you who wrote letters. We appreciate your support.

A 3-week workshop in physical education for the visually handicapped was held in June at Texas Woman's University. Charlie was the leader. We were treated royally in Denton.

We have enjoyed many visits this year. You are cordially invited to come for a visit in 1974.

Merry Christmas and Happy New Year.

Charles and Josephine Buell

APPENDIX F
LETTER ASKING FOR RECOMMENDATION
FOR DR. BUELL'S FIRST
TEACHING POSITION

State of Washington

SCHOOL FOR THE BLIND

Jeanne E. Chapman, Superintendent
Vancouver, Washington

May 12, 1937

Dr. R. S. French, Principal
California School for the Blind
Berkeley, California

Dear Dr. French:

I have before me an application from Mr. Charles Buell who is applying for the position of teacher of Physical Education.

Will you kindly let me know something of Mr. Buell's personal qualifications and whether he can inspire the friendship and respect of the boys under his direction. Our teacher of Physical Education is also the Dean of Boys and does much toward shaping their character and ideals. As you know, not an easy place to fill satisfactorily.

The young man who has been with us this year has been unusually successful. However, he is only a Normal School graduate and is very anxious to return to college so I felt that he should be released for this purpose.

With kindest personal regards and best of wishes, I am,

Cordially yours,

STATE SCHOOL FOR THE BLIND
By:

Superintendent

APPENDIX G

LETTER FROM BUELL'S NEPHEW, ART CONRAD

Feb. 11, 1970

Dear Uncle Charlie:

It is not often that I write (in fact, I don't think that I have ever written you a letter) to my favorite uncle or relative.

As you already know, I have decided to major in physical education because it seems to be where most of my interest lies.

I am now enrolled in a course, entitled An Introduction to Physical Education, which has brought to my attention facts concerning leadership. I never thought that being a physical education teacher required such a dynamic personality to be a successful leader or teacher in the field of physical education.

The farther that I dig into the P.E. principles laid down by leading physical education teachers, the more I realize that you, yourself are a dynamic leader which has influenced the development of my life's goals more than any other individual in my environment.

It is only now that I can appreciate and thank you for your patience and willingness to help me toward enjoying the true values of physical activities which built up my endurance and kept me physically fit.

I am now coming to the reason behind this thank you letter. I mentioned earlier in my letter that I am taking a course in physical education theory. In this course, I have been assigned either of two propositions, which consist of writing a report about the make-up or characteristics of a leader in the field of physical education, or of inviting a P. E. leader to speak to our class of physical education oriented students.

Therefore, I would like to invite you to come to my San Jose City College physical education theory class to speak on the preparation that is required for being a leader in the field of physical education.

Even if you cannot take the time to come and speak to our class, I can still fulfill my assignment by writing about the qualities of a leader which will be about your life's accomplishments, your book and film, PHYSICAL EDUCATION FOR BLIND CHILDREN.

I am very proud to be your nephew. Thank you for your inspiration and leadership which has led me into the field of physical education.

Sincerely,

Your nephew
Art Conrad

APPENDIX H

AWARDS AND CITATIONS DISPLAYED
IN THE BUELL HOME

AWARDS AND CITATIONS PRESENTED TO DR. BUELL
AND DISPLAYED IN HIS HOME

American Association for Health, Physical Education and
Recreation. A Department of the National Education
Association, Washington, D. C.

ANDERSON AWARD

This certifies that Charles E. Buell has been presented the
William G. Anderson Merit Award in recognition of meritorious
service to the profession of Health, Physical Education and
Recreation.

Dated March 1974.

LIONS

INTERNATIONAL

In Appreciation

to

Dr. and Mrs. Charles E. Buell

For their twenty years of dedicated
services to Cub Scout Pack 14.

Berkeley Lions Club

June, 1966

NOTABLE AMERICANS

of

1976-1977

This is to certify that
Charles Edwin Buell, Ed.D.
has been accepted to appear in the
1976-1977 Edition
of
Notable Americans

Presented by

Historical Preservations of America

J. T. Vickers

GLORY BE TO YOU, O LORD!

TEEN TIME MAGAZINE

herewith acknowledges
the dedicated service
of

Dr. Charles Buell

as

SPORTS EDITOR

and contributor of articles
of interest to partially
sighted and blind athletes and to the
general readers of this publication for

TWENTY YEARS

October, 1958 -to- October, 1978

Be it known on this the 26th day of July, 1978

The American Council
of
the Blind

in grateful recognition of the invaluable service
he has rendered to the blind community through his
unselfish desire to improve the physical and mental
well-being of blind individuals is honored to
present to

Dr. Charles Buell
the
George Card Award

"I, too, may construct my better world, for I am a
child of God, an inheritor of a fragment of the mind
that created all worlds."

Helen Keller

To
Dr. Charles Buell
for
Ten Years
Dedicated Service
to Blind Youth with
"Sports Trails"
Teen Time Magazine
October, 1968

COMMUNITY LEADERS AND
NOTEWORTHY AMERICANS
AWARD

Charles Edwin Buell, Ed.D.

Has Been Selected to Appear in the 1976-77 edition
of Community Leaders and Noteworthy Americans
in Recognition of Past Achievements
and Outstanding Service
to Community and State

1976-77

Presented by the Editorial Board of American Biographical
Institute, a Division of Historical Preservations of America.

APPENDIX I

THE AAHPER WILLIAM G. ANDERSON AWARD FOR 1974

NOMINATION AND SUPPORTIVE

LETTERS AND COMMENTS

October 1, 1973

Dr. Mary Povlich Roby, Chairman
Recognition Awards Committee
American Association for Health,
Physical Education, and Recreation
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Dear Dr. Roby:

With much personal pleasure and a great deal of professional pride, I present the nomination of Dr. Charles Edwin Buell to the AAHPER Recognition Awards Committee as a candidate for the 1974 Anderson Award. It is extremely fitting and significant that Charles Buell is being nominated for the 1974 award. The AAHPER National Convention is to be held in his home state California, within a short distance of his birthplace, Beaumont, and close to his present place of employment, Long Beach. Dr. Buell plans to retire at the end of the current school year after an illustrious career of helping others help themselves.

At the present time, Charles Buell is a resource teacher for visually impaired children in the Long Beach Unified School District. Classroom responsibilities have not deterred him from continuing to make major contributions to the education, health, and welfare of visually impaired persons through physical education, recreation, and related areas. Just recently he completed an outstanding publication for AAHPER. Physical Education and Recreation for the Visually Handicapped has already been widely acclaimed as an important contribution in furthering and fostering active participation by blind and partially sighted persons in regular public school and community recreation programs and activities. Charles Buell provided this manuscript as a professional contribution. In addition, he has provided several major articles to the Journal of Health, Physical Education, Recreation in the last two or three years, presented a position paper at an Association sponsored conference dealing with research and demonstration needs in physical education and recreation for the handicapped, and participated in a special AAHPER conference on professional preparation for adapted physical education and therapeutic recreation specialists. Although a professional special educator, Charles Buell has contributed directly to the fields of health, physical education, and recreation as well as to AAHPER.

Dr. Mary Povlich Roby
October 1, 1973
Page 2

Almost 100 letters of endorsement, support, and agreement from all over the world have been received in less than 30 days to second this nomination. Communications have come from superintendents of public school systems and of state schools for the blind, school administrators and principals, special education and physical education supervisors and teachers, coaches, athletic directors, personnel in state departments of education, students, parents, house parents, and those whose lives he has touched and affected directly. Letters have come from colleges and universities, professional associations, service clubs, civic groups, parent organizations, public and special schools. Expressions have been extremely positive and indicate that national recognition of this type has long been overdue for this extremely deserving and dedicated man.

Charles Buell--author, teacher, coach, athletic director, researcher, consultant, professor, contributor to mankind--has a record that speaks loud and clear for itself. His initiative, ingenuity, energy, diligence, talents, and dedication are reflected in his every word and action.

By honoring Dr. Charles Edwin Buell with the 1974 Anderson Award, the American Association for Health, Physical Education, and Recreation will recognize the contributions of one who has spent a lifetime living and promoting physical education, recreation, and related areas to a much greater extent and degree than many of our own professional colleagues. It is an honor and privilege to present the nomination of one so deserving of this long overdue national recognition.

Sincerely,

Julian U. Stein, Consultant
Programs for the Handicapped

M E M O R A N D U M

September 7, 1973

TO: Selected Personnel

FROM: Julian U. Stein, Consultant
Programs for the Handicapped

SUBJECT: Charles Buell

You are being contacted as an individual knowledgeable and conversant with the work and contributions of Dr. Charles Buell to physical education and recreation programs for visually impaired persons. Charles Buell is a pioneer in the field; he is a man who has given himself, his time, talents, and efforts continuously and unhesitatingly to improve the lot of thousands of visually impaired boys and girls, men and women.

It is extremely fitting and significant that we are nominating Dr. Buell for the AAHPER Anderson Award in 1974. The AAHPER National Convention is to be held in his home state California, within a short distance of his birth place, Beaumont and close to his present place of employment, Long Beach. Dr. Buell plans to retire at the end of the current school year after an illustrious career of helping others help themselves. The Anderson Award is for those who have contributed to the field of health, recreation, physical education through their contributions from allied or ancillary fields such as medicine, education, or social studies. Can we count on you for a letter of endorsement, support, and agreement for this nomination? Please send your comments to me in the enclosed, addressed, stamped envelope so it will arrive here no later than September 24; this will give us sufficient time to complete the nomination prior to the October deadline.

Your assistance in this nomination is greatly appreciated and will be immeasurably helpful in well-deserved and long overdue recognition for one outside of our profession who has given so much. Thank you for your consideration and cooperation.

Enclosure: Envelope

September 13, 1973

Dr. Julian Stein
AAHPER
1201 Sixteenth St. N.W.
WAsHington, D.C. 20036

Dear Julian:

I am writing this to support the nomination of Dr. Charles Buell for the AAHPER Anderson Award for 1974. This award would be a fitting tribute to a man who is nearing the end of a career that has been devoted to helping visually impaired children.

Perhaps no man concerned with the physical and recreational activities of handicapped children and youth has done as much as Dr. Buell in paving the way for these children to become active participants in the world of games and sports. His ideas have been incorporated in curricula in physical education for the blind in schools across the country. He has contributed extensively to the literature. Perhaps his best known publication is Physical Education For Blind Children, a well documented and valuable resource book. His ideas on curricula in physical education for the blind come from years of personal contact with blind children, ideas borne of first hand knowledge. In brief, few people are as worthy of this award as Charles Buell.

Sincerely,

G. Lawrence Rarick
Professor

September 10, 1973

Dr. Julian Stein
AAHPER
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Dear Dr. Stein:

I understand that Dr. Charles Buell is being currently considered for an award in recognition of his outstanding career in the physical education of blind students.

In support of the nomination of Dr. Buell, I would like to take this opportunity to state our own experience. Our older son, John, has been totally blind (without even light perception) since a few months after he was born. He attended public grammar school and did well academically, but was for all practical purposes excluded from any athletic activities. Although we tried hard, as parents will, to interest him in athletics and physical development, he seemed convinced that this was an area of little hope and no interest.

During the seventh through ninth grades, John attended the California School for the Blind as a day student. Dr. Buell was in charge of physical education for all three grades. When John entered the school for the blind, he could not climb a rope, do even one chin-up, skip rope, or take part in many other healthy activities for a normally strong boy.

By endless patience plus a miracle of leadership Dr. Buell succeeded not only in helping John learn to take part in various sports and competitive events, but he also created a strong motivation in John to develop his own athletic skills and to excel wherever he could.

John progressed from being perhaps the poorest athlete in the school to one of its better competitors, and he has a collection of blue ribbons and red ribbons won in track meets between the School for the Blind and various public junior high schools in the Berkeley-Oakland area.

The blue ribbons are less important than the fact that John still maintains a rigorous physical fitness program today, eight years afterward.

Dr. Julian Stein
September 10, 1973
Page Two

Because he had so many other students to worry about, most of Dr. Buell's special attention to John came outside of regular school hours. "Doc," as everyone called him, somehow always found time to give individual attention to the best, to the worst, and to everyone in between.

As Dr. Buell's writings show, he is a scholar in this field as well as a coach, leader and friend to his students.

Incidentally, his leadership and work were not limited to athletics within the school facilities. He regularly managed ten-mile and longer hikes, Sierra hiking trips, and other outdoor activities which many of his blind students might otherwise never have experienced.

If we can provide any further information in support of Dr. Buell's nomination, please let us know.

With all good wishes,

Sincerely,

James R. Bancroft

Jane M. Bancroft

February 21, 1974

Dr. Charles E. Buell
Long Beach Unified School District
33905 Calle Acordarse
San Juan Capistrano, California 92675

Dear Charles:

It is my distinct pleasure to inform you that you have been selected by the Recognition Awards Committee of the American Association for Health, Physical Education and Recreation to receive the William G. Anderson Award for 1974. The William G. Anderson Award is given in honor of the founder of our Association to recognize persons who have contributed significantly to health education, physical education and recreation through their contributions from allied or auxillary fields. It is one of the highest awards bestowed by our Association. Please accept my heartiest congratulations upon being selected as the recipient. Your selection was richly deserved.

I should like to invite you to attend the First General Session of our 89th National Convention on Friday evening, March 29 in the Arena of the Convention Center, Anaheim, California, at 8:00 p.m. At this time the announcement that you have been selected as a recipient of the award will be made and if you are present for the occasion, an appropriate presentation ceremony will be held. I sincerely hope it will be possible for you to be present.

Again, my heartiest congratulations.

Sincerely yours,

Willis J. Baughman
President

cc: Dr. George F. Anderson

LETTERS OF SUPPORT FOR ANDERSON AWARD

Braille Institute is happy to endorse the nomination of Dr. Charles Buell for the AAHPER Anderson Award. He has been helpful as a consultant to BIA staff members conducting special programs for the visually impaired, particularly the special Braille Invitational Track Meet.

Dorothy Hart Coleman, Director of Communications
Braille Institute of America, Inc. (Letter, Oct.
17, 1973)

He has always been a pioneer in the field of health and physical education for the blind and has shown, I believe, considerable initiative and ingenuity in furthering programs of this type.

Edward J. Waterhouse, Perkins School for the
Blind (Letter, Sept. 12, 1973)

I am happy to recommend Mr. Charles Buell for the National Physical Education Award for which he has been nominated. Many years ago I was a student of his in the Michigan School for the Blind at Lansing and participated both in classes and in sports, e.g., football, which he coached. He was a conscientious teacher and hard worker.

Donald Walhout, Chairman of Dept., Rockford College (Letter, Sept. 20, 1973)

The imaginative and practical ideas of Dr. Charles Buell as expressed in his many writings have been a rich source of information and inspiration for more than a quarter of a century to all of us who have been interested in providing the best possible physical education and recreation programs for blind children.

Alton G. Kloss, Supt., Western Pennsylvania School for Blind Children (Letter, Sept. 11, 1973)

As a member and officer of the Berkeley Lions Club I often come into contact with Dr. Charles Buell in scout work for blind children. He organized a fantastic program for the boys at the school for the blind getting them out into the community and countryside. I have a ranch and the boys just loved to come out and ride the horses and play in the hay. Dr. Buell was a wise leader taking proper precautions at all times. He is deserving of an award.

John McCosker, Officer of Berkeley Lions Club
(Letter, Sept. 4, 1973)

Most every teacher of physical education in a residential school for the blind in this country has been influenced by the writings of Dr. Charles Buell. I'm no exception. I feel he is most deserving of an award.

Paula Meaux, Louisiana School for the Blind
(Letter, Sept. 7, 1973)

Fourteen years ago I came to the Florida School for the Deaf and the Blind as the Boy's Physical Education Teacher and Track Coach. I had no experience teaching blind children, also no training. One of the first things I was told to do was to read some of the articles written by Dr. Buell relative to physical education for the blind. This I did and they were most helpful.

W. S. Davis, Principal, the Florida School for the Deaf and the Blind (Letter, Sept. 10, 1973)

I have been familiar with Dr. Charlie Buell's work for a period of 25 years and I am delighted to endorse him for his efforts in the field of physical education and recreation for visually impaired persons. In my early career in this work, I was in rather close contact with Dr. Buell, and although we did not always agree, he accepted criticism as a true professional. I wish to thank you and your committee for recognizing Dr. Buell and certainly hope that he will be given the recognition he truly deserves.

Herbert J. Wolfe, Supt., Maryland School for the Blind (Letter, Sept. 12, 1973)

Dr. Buell has been employed as a teacher in the Long Beach Unified School District since September, 1966.

Because of his assignment at the elementary level, his participation and contribution to the Physical Education Program for the Visually Impaired Pupils has been somewhat limited. We have found, however, that parents and pupils hold him in high regard. Parents have made comments to the effect that he is a teacher with great patience and he has been extremely helpful in teaching their children in the areas of reading and arithmetic. Parents who have resided in other school districts and who have moved into this district have expressed their feeling that Dr. Buell, because of his expertise, was able to teach their children more in a given period of time than anywhere they have been enrolled.

W. Odie Wright, Supt. of Schools, Long Beach
Unified School District (Letter, Sept. 18, 1973)

Almost everyone in schools for the blind has some knowledge of the fine work of Dr. Charles Buell. I had the pleasure of working with him on his football prediction contest in which about 500 blind children take part each year. The contest creates a lot of interest among the children and is also a lot of fun. Little is known of the total value of the prizes, but I'm sure it must run well over a thousand dollars in the last twenty years. He is a most unselfish man and certainly deserves recognition.

W. R. Powers, House Parent, Braille and Sight
Saving School (Letter, Sept. 4, 1973)

Dr. Charles Buell stands out in my experience as a truly exceptional person whose devotion to the health and physical development of visually handicapped children and youth has been tireless and far, far beyond the 'call of duty.'

Mary K. Bauman, Executive Secretary for the
Association for Education of the Visually Handi-
capped (Letter, Sept. 13, 1973)

For many years I was a music teacher at the Michigan School for the Blind. Dr. Charles Buell was the athletic director for two years. He also was cub master. Since the school did not have a swimming pool in those days, he spent Saturday mornings taking some of the boys to a pool in town. He believed in all kinds of activities for the children. It is a

pleasure to second the nomination of Charles Buell for the Anderson Award.

Agnes Horton, Fellow teacher at the Michigan School for the Blind (Letter, Sept. 5, 1973)

Dr. Buell's contributions to the field of Adapted Physical Education have been outstanding. He stands as a monument to all those that are handicapped and are seeking an example for their life. His life has been dedicated to assisting those who are less fortunate. I can not think of anyone who is more deserving of the Anderson Award than Dr. Buell.

Dr. Daniel D. Arnheim, Professor of Physical Education, California State University (Letter, Sept. 20, 1973)

As a physical educator and coach in a School for the Blind I have been influenced a great deal by the writings of Dr. Charles Buell. He has done a tremendous job of training teachers in our field. He is certainly deserving of an award.

Ralph Brewer, Teacher and Coach, Tennessee School for the Blind (Letter, Sept. 6, 1973)

It is a pleasure to second the nomination of Dr. Charles Buell for the Anderson Award. He is generally considered a leader in the education of the blind, particularly in physical education. His positive attitude about handicaps and the example he sets have done much to influence children and adults.

Robert Arndt, Wisconsin School for the Visually Handicapped (Letter, Sept. 6, 1973)

He has devoted thousands of hours of his own time to preparing and distributing various newsletter and other written materials. These more informal materials, as well as his books and professional articles, have substantially enriched the literature in the field of physical education and recreation. In my opinion, Dr. Buell's enthusiasm, his unusual generosity in sharing his time and his talents, and the proven results he has achieved in working directly with visually handicapped children, unquestionably qualify him for serious consideration for the 1974

AAHPER Anderson Award. I know of no one I would consider to be a better qualified or a more deserving candidate.

Lee A. Iverson, Director, Educational and Rehabilitation Services, Dept. of Children and Family Services, Illinois (Letter, Sept. 12, 1973)

Dr. Charles Buell is a consistent, interested and very able person in handling the endless details in keeping the field informed.

L. P. Howser, Supt., Kentucky School for the Blind (Letter, Sept. 17, 1973)

I have known Charles Buell personally during most of my professional career and have been impressed with his contributions at national conventions and at university teacher training courses. Dr. Buell's influence on the training of blind children has been outstanding not only here in the United States, but also abroad. I feel that he is most deserving of a national physical education award.

Mae Davidow, Ed.D., Teacher in Schools for the Blind and President of the Pennsylvania Affiliate of the National Federation of the Blind (Letter, Sept. 7, 1973)

APPENDIX J

1978 BIBLIOGRAPHY

SELECTED AND ANNOTATED BY CHARLES BUELL

1978 BIBLIOGRAPHY

Physical Education and Recreation for the Visually Impaired
 Selected and Annotated by Charles Buell

BOOKS

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A concise booklet written primarily for public schools.

_____, AQUATIC RECREATION FOR THE BLIND, 1976. 126 pp.
 \$7.95.

The sightless author, Harry Cordellos, draws upon a wide range of experiences he has had in aquatics.

_____, PHYSICAL EDUCATION AND RECREATION FOR IMPAIRED, DISABLED, AND HANDICAPPED PERSONS: PAST, PRESENT AND FUTURE, 1975. 424 pp. \$9.95.

Each of the more than 20 "state of the art" reports includes a review of literature, summary of priority needs in research and demonstration, personnel preparation, and media needs. 17 pages are devoted to the visually impaired.

American Foundation for the Blind, 15 W. 16th St., New York, NY 10011, INTEGRATING BLIND AND VISUALLY HANDICAPPED YOUTHS INTO COMMUNITY SOCIAL AND RECREATIONAL PROGRAMS.

The "how-to-do-it" pamphlet is free of charge.

American Printing House for the Blind, 1839 Frankfort Ave., Louisville, Ky., SUGGESTED ACTIVITIES FOR THE DEVELOPMENT OF SOUND LOCALIZATION SKILLS.

The 18-page pamphlet gives ideas for using the goal locator.

Arnheim, D., Auxter, D., and Crowe, W., PRINCIPLES AND METHODS OF ADAPTED PHYSICAL EDUCATION, St. Louis, Mo., C. V. Mosby, 1977. 538 pp. \$14.95.

Most suitable for college classes.

Buell, Charles, PHYSICAL EDUCATION FOR BLIND CHILDREN, Springfield, Ill., Charles C. Thomas, 1966. 224 pp. Paperback, \$7.95.

The most complete reference available on the subject.

Case, Maurice, RECREATION FOR BLIND ADULTS, Springfield, Ill., Charles C. Thomas, 1966. 208 pp.

Many adult activities can be used for youth groups.

Chalkley, Thomas, YOUR EYES: A BOOK FOR PARAMEDICAL PERSONNEL AND THE LAY READER, Springfield, Ill., Charles C. Thomas, 1974. 122 pp.

The book makes eye conditions more easily understood.

Chapman, A., and Cramer, M., DANCE AND THE BLIND CHILD, American Dance Guild, (245 W. 52nd St., New York, N.Y.), June, 1973. 17 pp. 75¢.

Cratty, B. J., MOVEMENT AND SPATIAL AWARENESS IN BLIND CHILDREN AND YOUTH, Springfield, Ill., Charles C. Thomas, 1971. 240 pp.

Observations and research evidence are presented.

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Fait, Hollis, SPECIAL PHYSICAL EDUCATION: ADAPTED, CORRECTIVE, DEVELOPMENTAL, Philadelphia, W. B. Saunders, 1972.

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Geddes, Delores, PHYSICAL ACTIVITIES FOR INDIVIDUALS WITH HANDICAPPING CONDITIONS, St. Louis, Mo., C. V. Mosby, 1978. 133 pp. \$6.00.

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HIRING THE HANDICAPPED IN RECREATION, Washington, D. C.,
President's Committee on Employment of the Handicapped.

Kratz, Laura, MOVEMENT WITHOUT SIGHT, Peek Publications (Box
11065, Palo Alto, Ca.), 135 pp. Paper back, 1973.

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Kraus, Richard, THERAPEUTIC RECREATION SERVICE: PRINCIPLES
AND PRACTICE, Philadelphia, W. B. Saunders, 1978.
400 pp. \$12.95.

The book contains more theory than practice.

Lende, Helga, BOOKS ABOUT THE BLIND, New York, American
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References on physical education before 1953 are
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Brown, 1971.

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CAPPED, 1970. 336 pp.

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ATION, Dubuque, Iowa, W. C. Brown, 1976. 696 pp.

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George, C., Patton, R., "Development of an Aerobic Program for the Visually Impaired," JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION, May, 1975.

Hanneman, Ralph, "Bicycles Provide Recreation Opportunities for the Blind," NEW OUTLOOK FOR THE BLIND, Feb., 1968.

Hartman, R. E., "Ball Games for Visually Impaired Children," NEW OUTLOOK FOR THE BLIND, Oct., 1974. pp. 348-355.

Games commonly played in schools for the blind are described.

Johnson, Philip, "Physical Education for Blind Children in Public Elementary Schools," NEW OUTLOOK FOR THE BLIND, Nov., 1969.

Hints are given for conducting an integrated program.

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Miller, Oral, "Blind Bowling."

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Spittler, Margaret, "Games for the Development of Pre-orientation and Mobility Skills," NEW OUTLOOK FOR THE BLIND, December, 1975.

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Stephens, Roberta, "Running Free: The Use of a 'Running Cable' With Blind Adolescents Who Function on a Retarded Level," NEW OUTLOOK FOR THE BLIND, December, 1973.

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Umsted, R. G., "Enhancement of the Function of the Visually Handicapped Through Physical Education and Physical Development," PROCEEDINGS, ASSOCIATION FOR THE EDUCATION OF THE VISUALLY HANDICAPPED, 1968. P. 40.

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Wilson, John, "The Blind Climbers of Kilimanjaro," THE SEER, September, 1970. (Pennsylvania Association for the Blind, 2842 N. Front St., Harrisburg, Pa. 17110)

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OUT OF LEFT FIELD, American Foundation for the Blind, New York, N. Y. The film is devoted to integrating blind children into community recreation.

FOCUS ON ABILITY, American Red Cross. The subject is teaching swimming to the handicapped, including those who are blind.

NOT WITHOUT SIGHT, American Foundation for the Blind, New York, N. Y. Using novel effects the film shows what individuals with various eye conditions see.

VIM, VIGOR AND THE VISUALLY HANDICAPPED, Illinois Braille and Sight Saving School, Jacksonville, IL. 62650.

A narrated videotape on the development of motor skills can be borrowed from the Florida School for the Blind, St. Augustine, Fla. 32084.

PHYSICAL EDUCATION AND RECREATION FOR BLIND CHILDREN, College of Health, Physical Education and Recreation, Texas Woman's University, Denton, Texas 76201. A cassette tape comes with 80 slides.

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MAGAZINES AND NEWSLETTERS

BULLETIN FOR PHYSICAL EDUCATORS, Association for the Education of the Visually Handicapped, 919 Walnut St., Philadelphia, Pa. 19107. \$1 subscription for those who are not members of the Association.

TEEN-TIME, Concord Publishing House, 3558 So. Jefferson Ave., St. Louis, Mo. 63118. Braille and large type editions are free to blind students. Monthly sports column.

FEELING SPORTS, Room 301, 730 Hennepin Ave., Minneapolis, MN 55402. Tape or Braille. Subscription is \$10. News of blind athletes and some general sports, too.

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APPENDIX K

PUBLICATIONS AND MOTION PICTURES OF
CHARLES BUELL, ED.D.

Publications and Motion Pictures of

Charles Buell, Ed.D.

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SPORTS FOR THE BLIND. New York, N. Y., American Foundation for the Blind, 1947. 240 pp.

THE EDUCATION OF THE NEGRO BLIND IN THE UNITED STATES. New York, N. Y., American Foundation for the Blind, 1946. 49 pp.

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PHYSICAL EDUCATION FOR BLIND CHILDREN. Campbell Films, Saxtons River, Vermont 05154, 1964. 16mm., sound, color, 20 min.

1953 film with titles--35 minutes

BULLETINS

Editor, BULLETIN FOR PHYSICAL EDUCATORS, Association for the Education of the Visually Handicapped, 919 Walnut St., Philadelphia, Pa. 19107. 1952 to present.

Edited bulletin on recreation for adult blind for a few years. (Bulletin is now discontinued.)

COLUMNS

Editor of "The Sports Trail" column in TEEN-TIME, 3558 S. Jefferson Ave., St. Louis, Mo. 63118. 1960 to present.

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- "Recreation for Blind Adults--A Survey," PROCEEDINGS OF AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, 1955. pp. 164-166.
- "Ten Active Games for Blind Children," INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND, March, 1955. pp. 62-64.
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