

1951

A job analysis of selected public school physical education directors

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A JOB ANALYSIS OF SELECTED PUBLIC SCHOOL
PHYSICAL EDUCATION DIRECTORS

by

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CHAPTER I

INTRODUCTION AND PROBLEM OF THE INVESTIGATION

The history of physical education shows that the earliest attempt in America to prepare personnel in physical education was made by Dio Lewis in the years 1861 to 1868, at his Normal Institute for Physical Education in Boston.^{1/} Its first course opened on July 5, 1861, and at the commencement exercises nine weeks later on September 5, 1861, seven men and seven women were graduated.

Since this modest beginning professional preparation in the area of physical education has experienced a phenomenal growth. A survey by the United States Office of Education in January 1949^{2/} revealed that over 400 institutions of higher learning were offering training leading to the Bachelor's degree. In terms of graduate training in this field over 100 institutions were offering training leading to the Master's degree, while twenty-seven institutions were offering training leading to the Doctor's degree.

Naturally, since the inauguration of professional pre-

^{1/} Fred E. Leonard and George B. Affleck, The History of Physical Education, Lea and Febiger, Philadelphia, 1947, 3d ed., p. 375.

^{2/} Institutions Offering Professional Education in Health Education, Physical Education, Recreation, Federal Security Agency, Office of Education, Division of Secondary Education, Washington 25, D. C., January, 1949.

paration in physical education by Dio Lewis, a great many problems have arisen and many and varied changes have taken place.

World War I provided a tremendous impetus for the entire field of physical education. Consequently, it became imperative that colleges give special recognition to the professional preparation of those persons entering this field. Previous to World War I many of the men had come into the field through their interest in athletics; others substituted medical training for training in physical education. However, many state laws were passed after this War making physical education compulsory in the public schools with the result that it became necessary for colleges to organize their curricula leading to Bachelor's degrees in this field.

The question then arose as to what material was needed for persons going into the field; it was not surprising to find that there was a wide divergence in the offerings. Six hundred and seventy-one differently named courses recommended for the preparation of physical education teachers were revealed in a study of 28 college catalogs.^{1/}

Analyzing the situation, it becomes increasingly easier to understand how a condition such as this would come about. In view of the fact that the curricula of many professional schools have been developed for the most part in response to the vision of the more aggressive leaders it is not too difficult to see

^{1/} California Department of Education, A Curriculum for the Professional Preparation of Physical Education Teachers for Secondary Schools, Bulletin E-1, 1930, p. 7.

why there would be such a wide divergence of course offerings. This does not mean to imply that the above method of curriculum development is not wholesome and that it does not meet some of the definite needs. However, if this method is used exclusively there is no assurance upon the completion of training that the person will be adequately equipped to perform the many tasks which will confront him in the field.

It should be remembered, however, that in the early days of professional preparation in physical education this might well have been the only method for curriculum development. This is especially true because of the fact that there were few people in the field from whom information could be derived. As more and more people entered the field a tendency developed to draw upon the experience of the profession for material for the curriculum. This procedure has been followed in varying degrees but usually in the traditional way; that is, individual experiences may filter in or are picked up from practitioners. If they appear in great numbers, it is possible some changes in training may occur. This method, while good, lacks completeness and comprehensiveness. It seems imperative therefore, that thorough and comprehensive analyses are in order to provide training institutions with material which will keep the training more closely geared to the needs of people in the field. The number of years of exposure to training is becoming more or less standardized but the final test of the adequacy of training is the ability of the person to go into practice and his ability to improve himself in service. It seems essential that there is a

definite obligation of continually keeping aware of the duties in the various phases of the profession. It was with these thoughts in mind that the writer embarked upon the investigation of the duties of the public school physical education director.

Statement of the Problem.--The problem stated in this investigation is "A Job Analysis of Selected Public School Physical Education Directors." For the purposes of this study, Public School Physical Education Director refers to the person in the school system who has the responsibility for organizing and administering and otherwise carrying out the program of physical education within the school system.

With regard to the term Job Analysis, Charters seems to describe it effectively when he points out that:

Job analysis is a term of doubtful respectability to which exception is taken in some educational circles. It smells of sweat and dirty hands; or so it appears to many educators who look upon job analysis with some disgust. Job analysis appropriately associates with bricklaying so some of the educators say; and it can have no relation of a worthy sort with professional analysis or the analysis of ideals or with culture. Therefore those of us who associate with job analysis have invented synonyms with fewer low associations and speak of activity analysis, trait analysis, occupational analysis, functional analysis, and the like. But they are all members of the same tribe and are descendants from old Chief Job Analysis.^{1/}

Purpose of the Study.--It is the purpose of this investigation to make available the following information:

1. To provide a master list of duties performed by the public school physical education director and evalu-

^{1/} W. W. Charters, The Use of Activity Analysis in Curriculum Construction, Proceedings of the 64th Convocation of the University of the State of New York, pp. 44-50.

ated by selected practitioners in the field.

Therefore, providing data for the use of training institutions for the re-evaluation of the physical education curricula on both the undergraduate and graduate levels.

2. To provide a check list whereby persons in the field might compare their work with others in the same work, thus expanding their knowledge and interests, and improving their practices.
3. To provide a list of duties which may be useful to persons desiring to enter the field of physical education.
4. To determine more accurately some of the current trends in public school physical education.
5. To develop standards which may be used to evaluate the duties of public school physical education directors.

Need for the Study.--The need for this investigation is shown in the following three ways:

1. Statements of leaders in the field of physical education.
2. Recent developments and interests shown by certain professional organizations in the field of physical education.
3. Responses of state department officials assisting in the study and responses of the participants in the investigation.

With reference to statements of leaders in the field of physical education we find that Leonard and Affleck report:

....there is need for a study of the problem from the standpoint of classes of workers serving in the schools, the functions of these workers, the preparation needed by the workers if they are to perform their functions, and the evaluation of professional courses given in teacher education institutions.^{1/}

LaPorte after many years of research in the curriculum field of physical education declares:

Contrary to the more or less popular opinion among many who are uninformed on the subject, physical education involves many heavy responsibilities. It includes innumerable problems of organization and administration of buildings, equipment, and program, safety and health service, intramural sports, interscholastic athletics, community recreation, and extracurricular activities, in addition to the functions of teaching.^{2/}

William L. Hughes, Director of the Department of Physical and Health Education at Temple University concludes that:

Improving the education of teachers and leaders in health education, physical education, and recreation is the responsibility of every member of the profession, teacher educator and on-the-job director and teacher alike. The quality of leadership in the profession profoundly affects directly or indirectly the quality of the program developed. It behooves educators, therefore, to give serious study to the problem of the professional preparation of teachers and leaders in these three special fields.^{3/}

Lloyd M. Jones, Director of Physical Education at Penn-

^{1/} Leonard and Affleck, op. cit., p. 382.

^{2/} Wm. Ralph LaPorte, The Physical Education Curriculum, A National Program based on Nineteen years of Research by the Committee on Curriculum Research of the College Physical Education Association, 4th ed., University of Southern California Press, Los Angeles 7, California, 1947, p. 51.

^{3/} William L. Hughes, "The Professional Education of Teachers and Leaders in Health Education, Physical Education, and Recreation," Education, Vol. 70, No. 2, October 1949, p. 107.

sylvania State College has pointed out that:

We shall certainly need to give more attention to the quality of professional education which is being given to people in physical education since leadership^{1/} is probably the key to most of our educational problems.

The above comments by leaders in the field of physical education are an indication of the concern felt for the problem of professional preparation.

As mentioned above recent developments and interests shown by professional organizations in the field of physical education point out justification for a study of the nature of the present investigation. In 1947 the Research Committee of the College Physical Education Association was reorganized into the Committee on Problems in College Physical Education. The purpose of this new Committee was to determine the major problems in college physical education and to take steps toward the solution of these problems. During the course of two years this Committee identified over 80 problems which college physical education should meet; this material was published in the Research Quarterly of the American Association for Health, Physical Education, and Recreation.^{2/}

One of the Problem Areas was defined as "Professional Education" and under this Area the Committee defined one of the

^{1/} Lloyd M. Jones, "Vice Presidents View the Year's Outlook," The Journal of the American Association for Health, Physical Education and Recreation, Vol. 21, No. 7, September 1950, p. 16.

^{2/} Leonard A. Larson, "The Major Problems of College Physical Education, 1949," Research Quarterly of the American Association for Health, Physical Education and Recreation, Vol. 20, No. 4, December 1949, p. 387.

Problems as "Re-evaluation of Professional Curriculum." This was described as follows:

A re-evaluation of the curriculum for the professional preparation of physical education personnel on both the undergraduate and graduate level should be undertaken. Such studies should be designed to gear professional education more closely to the needs of teachers and coaches in the field.^{1/}

In view of the fact that the Committee Chairman, Dr. Leonard A. Larson of New York University, wished to be informed as to whether any institution was working toward the solution of any of the problems, the investigator contacted him with regard to the present study. Dr. Larson assured the investigator that the Committee on Problems was keenly interested in the study and asked to be kept informed as to the progress of the study so that it might be reported immediately upon its completion.

Further evidence of the need for this study in terms of action of professional organizations in the field is concerned with the two recent National Conferences on professional preparation. The first Conference of this nature, The National Conference on Undergraduate Professional Preparation in Health Education, Physical Education and Recreation was held at Jackson's Mills, Weston, West Virginia in May 1948. At this meeting it was expressed that:

Provision should be made for continuous cooperative study of student needs, of changing aspects and of evaluation by staff, students and graduates with resulting continuous revision. This implies flexibility in the

^{1/} Ibid. p. 396.

pattern of curriculum organization within the institution. Because it is essential that course requirements must not present barriers to a continuing integration of experiences, institutions should be encouraged to set up objectives and develop curriculum patterns moving from the traditional course sequences to more functional ways of educating teachers in physical education.^{1/}

The second Conference was held in January, 1950 at Pere Marquette State Park, Illinois for the purpose of discussing the Graduate study program in health education, physical education, and recreation. With respect to the frequency of the evaluation of the program it was pointed out that:

The overall survey of purposes, and completeness and efficiency of the program should be made with sufficient frequency and continuity to keep faculty and students aware of departmental purposes and to keep alive a sense of responsibility for constant improvement. Throughout course experience as well as at the end of each term or semester, faculty and students could profitably comment on courses and other experiences as they relate to the total purpose. It should be noted that this evaluation differs from an evaluation of the course in relation to its own purposes. At less frequent intervals, a more thorough and complete evaluation of the total program could be made. At such times comments from former students, alumni and their employers might be procured.^{2/}

The foregoing statements readily point up the importance of the present investigation. Supplied with a complete analysis of the duties of physical education personnel, those responsible for the training of such personnel will not have to depend on this information drifting haphazardly into the proper channels.

1/ "The National Conference on Undergraduate Professional Preparation in Physical Education, Health Education, and Recreation." May 1948, p. 18.

2/ Graduate Study in Health Education, Physical Education, and Recreation. A Report of the National Conference on Graduate Study in Health Education, Physical Education and Recreation, 1950, p. 21.

The third way in which the need for this investigation may be shown is concerned with the responses of the state department officials assisting in the study and the responses of the participants in the study. The writer has received over 70 personal messages from these two groups with respect to the importance of this investigation. A sampling of these messages will be given at this point.

Some comments of state department officials assisting in the study follow:

"Attached is a list of good directors who we believe will make a worthwhile contribution to the national study which you are undertaking. If you wish, you may say that we recommended them and regard this study as an important one."

"When the study is completed, we shall be very glad to see a copy of your recommendations and summary if not the whole study."

"I should be very glad to receive two copies of the results of this study as soon as it is completed."

"I am sure that these men will be able to make fine contributions to the research study you are directing. Please send us a copy of the results of the study when it has been completed."

"Your study on a job analysis for physical education directors sounds interesting and comes at a time when it is needed. I would be glad to have a copy of the study when completed."

"We are extremely glad to do this for you and please feel free to call upon us for any further help."

"The study you are making sounds interesting and should make a contribution."

Since the participants in this investigation comprise the outstanding public school physical education directors in America, some of their comments in terms of the importance of

the study are submitted:

"I am wondering if it will be possible for you to send me another check list. The reason for my asking is that I feel that there were a good many pertinent items which I might be able to use with the physical education people here on the staff both in the elementary and high school. We have better than 60 people in the physical education department and I feel that this check list might be helpful with them."

"I enjoyed filling out the rating scale very much. One of the values of this sort of thing is to acquaint the person who answers with a knowledge of his shortcomings. Will look forward to seeing your findings."

"This analysis is of great interest to me. At present I am Chairman of the State Physical Education Committee forming a new curriculum and course of study. Thanks for the opportunity of filling out the rating scale."

"On this checking list I note my own laxity in public relations and more public activities."

"I would appreciate a copy of the Job Analysis Rating Scale for further study."

"I am very much interested in a summary of this report."

"I am sure we will all benefit by the information you are compiling. It is hoped this information will be made available in the not too distant future."

"Am glad to spend one-half day to assist you in this survey and trust I may study your findings."

"You are making a very interesting study and I am sure it will be a worthwhile contribution to the profession."

"This study looks very interesting. Would appreciate a copy of the results of your survey."

It is apparent that this study comes at an opportune time when professional education in the area of physical education is under challenge. The American Association for Health, Physical Education and Recreation maintains that "the importance and application of job analysis studies in the fields of health

education, physical education and recreation are obvious."^{1/}
Furthermore these professions are turning their attention increasingly toward professional requirements.

Summary

1. Professional preparation for personnel in the field of physical education has grown tremendously in recent years.
2. Professional preparation in the field of physical education has followed a more or less traditional method based upon the response to the vision of the more aggressive leaders.
3. The purpose of this study is:
 - a. To provide a master list of duties performed by the public school physical education director and evaluated by selected practitioners in the field. Therefore, providing data for the use of training institutions for the re-evaluation of the physical education curricula on both the undergraduate and graduate levels.
 - b. To provide a check list whereby persons in the field might compare their work with others in the same work, thus expanding their knowledge and interests, and improving their practices.

^{1/} Research Methods Applied to Health Physical Education and Recreation, Research Section and the Research Council of the Research Section of the American Association for Health, Physical Education and Recreation, Washington, D. C., 1949, p. 338.

- c. To provide a list of duties which may be useful to persons desiring to enter the field of physical education.
 - d. To determine more accurately some of the current trends in public school physical education.
 - e. To develop standards which may be used to evaluate the duties of public school physical education directors.
4. The need for this investigation is shown in the following ways:
- a. Statements of leaders in the field of physical education.
 - b. Recent developments and interests shown by certain professional organizations in the field of physical education.
 - c. Responses of state department officials assisting in the study and responses of the participants in the investigation.

CHAPTER II

REVIEW OF RELATED RESEARCH

Job analysis, the process of determining and reporting upon the pertinent information relating to the nature of specific jobs, is not new. As far back as 1619 a committee within the Virginia Colony of London was appointed to describe the duties of the several officers of the company.^{1/} However, job analysis as we know it today is relatively new and is largely a development of recent decades.^{2/}

It will be the purpose of this Chapter to explore some of the studies which may bear a relationship to the present study. In general these studies will fall into one of the following categories:

1. Job analysis studies in industry, business or professions which bear a relationship in regard to technique or purpose, but have little relationship as far as physical education is concerned.
2. Studies concerned specifically with the duties of physical educators, but differing in such aspects as technique, scope, or purpose.

Tool". ^{1/} D. H. Voorhies, "Job Analysis Is Organization's Library Journal, 73, (December 15, 1947) p. 33.

^{2/} Ibid. p. 34.

Job analysis studies in industry, business, and professions.--Leaders in industry and business have long been aware of the importance of the job analysis as a basis for deciding upon the type and extent of training necessary to prepare a person for certain jobs in the industrial and business world.

In industry, studies concerned with the pottery industry,^{1/} house carpenter's trade, ^{2/} plasterer's trade,^{3/} sheet-metal working,^{4/} garment cleaning,^{5/} and paper hanging^{6/} they were found to be useful in improving the work actually done.

In the business field studies regarding junior commer-

^{1/} A Survey and Analysis of the Pottery Industry, Federal Board for Vocational Education, Bulletin No 67, Trade and Industrial Series No 20, Washingt, D. C., June, 1920.

^{2/} L. G. Stier, Analysis of the House Carpenter's Trade, Division of Vocational Education, University of California Bulletin No 12, Trade and Industrial Series No 1, Berkeley, California, March, 1923.

^{3/} M. S. Lewis, Analysis of the Plasterer's Trade, Division of Vocational Education, University of California, Bulletin No 15, Trade and Industrial Series No 3, Berkeley, California, March, 1924.

^{4/} R. W. Selvidge and E. W. Christy, Instruction Manual for Sheet-Metal Workers, Peoria, Illinois: The Manual Arts Press, 1925.

^{5/} C. C. Hubbard, The Instructor in Garment Cleaning, National Association of Dyers and Cleaners, St. Louis, Missouri, 1924.

^{6/} Paper Hanging, Federal Board of Vocational Education, Bulletin No 102, Trade and Industrial Series No 29, Washington, D. C., May, 1925.

cial occupations,^{1/} juniors in banks,^{2/} secretarial work,^{3/} and selling^{4/} were used to advantage in setting up satisfactory courses in instruction.

Generally speaking most of the above studies proceed along the line of the standard pattern of the job analysis studies in these areas. This would include such things as listing the duties which are actually performed, classifying these duties into units, determining the instructional order, and determining the necessary information or knowledge. The final purpose of all of these studies was to find ways to improve the actual work on the job. This could be done in most instances by setting up courses of instruction conducive to desired results. One of the primary objectives of the early studies, therefore, was to use the information in setting up a training course or pattern of instruction.

The technique of job analysis has been borrowed from the industrial world by many of the professions, the field of educa-

1/ Survey of Junior Commercial Operations, Federal Board of Vocational Education, Bulletin No 54, Commercial Education Series No 4, June 1920.

2/ E. Jessup and C. Blanchard, An Analysis of the Work of Juniors in Banks, Division of Vocational Education, University of California, Bulletin No 4, Part-Time Education Series No 5, Berkely, California, May 1921.

3/ W. W. Charters and I. B. Whitley, Analysis of Secretarial Duties and Traits, Baltimore, Maryland: Williams and Wilkins Company, 1924.

4/ W. W. Charters, How to Sell at Retail, The Houghton Mifflin Company, New York, 1922.

tion experiencing some satisfying results.^{1/}

Probably one of the first job analysis studies in the educational field was one made by Koos and Woody.^{2/} In the spring of 1917 these two men launched an investigation with the intent of obtaining facts that would be of use in helping to determine the preparation to be given high school teachers in training. Two questionnaires were sent out, one to teachers asking them to report the actual preparation they had had for their work, and the other to superintendents asking them to indicate the minimum amount of training such teachers should have in order to adequately meet the needs of the school system. The purpose was to find out the number of subjects taught, subject combinations, and hours of preparation in subjects taught. Although this study showed to some extent what might be done with job analysis in the educational field, it did not investigate the duties of the participants.

Some years later Koos in discussing the above study attempted to show where there was a difference between the job analysis in industry and the educational field. His comments follow:

The report of our study of almost 500 teachers in the high schools of Washington made its appearance in the

^{1/} C. V. Good, How to Do Research in Education, Warwick and York, Inc., Baltimore, Maryland, 1929, p. 155.

^{2/} L. V. Koos and C. Woody, The Training of Teachers in the Accredited High Schools of the State of Washington, Eighteenth Yearbook of the National Society for the Study of Education, Public School Publishing Co., Bloomington, Illinois, 1919.

Eighteenth Yearbook of the National Society for the Study of Education. We subsequently recognized that we had made what in some important respects was a venture in job analysis.

Anything like a full consideration of the problem, however, makes clear the fact that we shall not get far without, in addition to modifying the training to fit the job, at the same time modifying the job. This is where we must break with the job analyst in industry. I find among the job analysts in industry no suggestion that the job may not be just as it should be. The assumption seems to be that whatever is in industry is right.^{1/}

Valentine^{2/} conducted an investigation of elementary school supervisors with the twofold purpose of ascertaining what supervisors do in the actual process of elementary school supervision, and securing the personal reactions of teachers in regard to those activities. Personal conferences were held with ten people of mature experience in general elementary supervision. These conferences were conducted as frank inquiries in which detailed notes were taken as a record of the specific activities performed. The notes were finally collated yielding a list of 36 specific items. This list was then sent to teachers familiar with teaching under supervision, who were instructed to consider the entire list and to signify those items which they approved and those which they believed to be most desirable. The entire study yielded the original list of activities performed, the list showing the order of teacher's approval, and the list show-

^{1/} L. V. Koos, "Some Aspects of the Job Analysis of High School Teaching," Journal of Educational Research, Vol. X, No 3, October 1924, p. 228.

^{2/} P. F. Valentine, "A Job Analysis of Elementary Supervision," Journal of Educational Methods, Vol. V, No 7, March 1926, pp. 279-282.

ing the order of judgments as to the most desirable activities.

This study is of interest because it not only uses the job analysis technique, but supplements it by securing the reactions of the teachers being supervised. This is possible because of the small number of participants involved in the study, whereas a study of greater scope would involve many problems if this supplement were attempted.

Falls^{1/} made a study of the state high school supervisors of the United States for the purpose of ascertaining the status of the office of the state high school supervisor and to make suggestions and offer recommendations for the improvement of the situation. Sources used in the investigation were statements of the supervisors, content of the visitation form used by the supervisors, and the state school codes. The study was restricted to the duties of officials under the supervision of the state departments of education. The investigator points out that it is not a study of the different plans and methods of supervision.

Kibbe^{2/} indicated the relative importance attached to supervisory techniques by summarizing the number of hours spent by rural school supervisors in the state of Wisconsin as reported by them in their replies to her questionnaire regarding the

^{1/} J. D. Falls, Job Analysis of State High School Supervisors in the United States, George Peabody College for Teachers, Contributions to Education, No 25, Nashville, Tennessee, 1926.

^{2/} D. Kibbe, "An Analysis of Activities of Rural-School Supervisors," Elementary School Journal, January 1928, pp. 346-52.

use of their time. Her summary of the findings is presented in terms of the total number of hours reported consumed by all of the supervisors in carrying on each activity. No attempt was made to discover the frequency or difficulty of the activities.

Fitch^{1/} studied the duties of laboratory school workers for the purpose of determining and analyzing the activities of the elementary school training supervisor in working with student teachers and the technique of the supervisors in carrying on these activities. The investigator prepared a check list of activities and submitted it to a number of training supervisors in normal schools and teachers colleges.

Training supervisors were asked to check the supervisory activities from the standpoint of the following three criteria:

1. Frequency of performance of activity in work with student teachers.
2. Need for training in activity before undertaking its performance in work with student teachers.
3. Value of the activity in the training of student teachers.

The results of this study showed that not only should training supervisors be a selected group, selected for personal qualities and for skill in teaching, but that they should have a year of graduate training with part of this training involving laboratory experience.

^{1/} H. N. Fitch, An Analysis of the Supervisory Activities and Techniques of the Elementary School Training Supervisor, Teachers College, Columbia University, Contributions to Education, No 476, New York, 1931.

Charters and Hindman^{1/} made a study of the duties of the Public-Health Commissioners of Ohio, the major purpose of this study to provide the basic information upon which a curriculum for the future training of public-health commissioners could be selected. The first stage in this study was to make a collection of the duties of the position, and this was done by a careful review of the professional literature. The authors pointed out that this method was used because the information was easy to locate and because articles appearing in the literature dealt by implication, not only with the activities of public-health commissioners, but with those which were believed by the persons who wrote upon the topics to be both important and difficult enough to be worthy of discussion.

Eleven hundred duties were gathered from the literature and were placed in both a structural and functional classification. The structural classification concerns the objects or nouns with which the commissioner works; the functional classification uses the verbs as major headings. A "cross-hatch" treatment of verbs and nouns revealed a total of 10,121 hypothetical possibilities of duties. Assuming theoretical completeness after the above treatment, an evaluation for range of performance was conducted. This was done by holding a mass interview of the Public-Health Commissioners of Ohio. Everyone present was asked to check the master list which meant making some 10,000 judgments

^{1/} W. W. Charters and D. A. Hindman, The Duties of Ohio Public-Health Commissioners, Bureau of Educational Research Monographs, No 17, Ohio State University, Columbus, Ohio, 1933.

in a period of three hours. In this connection the investigators mention that the participants, to have made superior judgments on the 10,000 items, should have worked six hours at intervals to safeguard against fatigue.

Although there are no doubt many distinct advantages in the mass interview, it would be impossible to use this technique in the present study because of its wide scope. However, there is a point of interest in the health-commissioner study which has a bearing upon the study under consideration. This concerns the fact that the present study may exert an influence in regard to professional preparation curriculum content. The authors point out that those duties which should have a preference in curriculum are those which occur most frequently, are most difficult, and are of greatest importance. These three criteria are considered in the present study.

Charters and Frye in studying the duties of recreation workers compiled the list of duties from the literature in the field and then submitted this list to the practitioners for supplementation. In regard to the use of this check list the investigators state that:

It is extremely difficult for any person to indicate the duties of a worker, desirable skills in performing jobs or similar assignments unless he can consult some sort of a check list to use as a guide. With such a list a more adequate expression of his opinion can be obtained.^{1/}

They further point out that:

^{1/} W. W. Charters and V. Frye, "Recreation Workers Curriculum Study," Unpublished Report, Ohio State University and Works Progress Administration in Ohio, Columbus, Ohio, August 1937, p. 14.

The activity analysis method provides a convenient process for resolving a complex situation into elements that may be synthesized in their relation to some definite objective. Once the elements or activities are determined, they provide a convenient instrument and objective method of utilizing consensus judgments, thereby discovering the most significant activities.^{1/}

The same authors in a study of recreation leadership training re-emphasize the significance of the three criteria - importance, frequency, and difficulty with the statements:

Such a procedure gives a basis for a curriculum builder which of the duties he will omit for lack of time or for other reasons. Obviously he will include an activity which is very important, very frequently used, and very difficult.^{2/}

Hoffer^{3/} made an activity analysis of the duties of recreation and informal education leaders and supervisors. This was done in two major stages, the first of which consisted of collecting approximately 8,000 items through a review of the literature and by studying daily activity diaries kept over a period of four to ten days by 1,300 youth leaders and supervisors. The unduplicated activities were combined and recombined until a list of 309 activities remained classifiable under twenty divisions.

Stage two consisted of supplementing the above list by means of other sources. The activity items obtained were class-

^{1/} Ibid., p. 14.

^{2/} W. W. Charters and V. Frye, The Ohio Study of Recreation Leadership Training, Bureau of Educational Research Monographs, No 2, Ohio State University, Columbus, Ohio, 1942, p. 7.

^{3/} J. R. Hoffer, "An Activity Analysis of the Duties of Recreation and Informal Education Leaders and Supervisors", (Unpublished Doctor's dissertation, Ohio State University, Columbus, Ohio, 1942.)

ified in tentative divisions and the items again combined and recombined. The resulting master list contained 69 activity items which were classified in ten divisions; this list was finally adopted as the accepted list of activities. This study shows the possibility of condensing a multitudinous list of activities into a manageable list for use in rating.

In 1945 a study of the functions of supervision was undertaken by the Association for Supervision and Curriculum Development of the National Education Association.^{1/} Evidence was gathered by means of questionnaires sent out to individuals in more than 260 communities, representing all states. In addition to the questionnaire, professional literature and curriculum materials from outstanding school systems were analyzed.

Recipients of the questionnaire were selected from the membership list of the Association for Supervision and Curriculum Development, and from school systems which had been reported in the professional literature as doing an outstanding job. The purpose here was to learn the thinking and practice of the most outstanding people in the country.

Functions frequently or regularly performed by supervisors were tabulated by per cent of the persons performing them, and conclusions were drawn on this basis.

An important element was the attempt made to get the opinions of the most outstanding people in the country in this

^{1/} 1946 Yearbook, Leadership Through Supervision, Association for Supervision and Curriculum Development of the National Education Association, pp. 27-39.

field of supervision. Participants in the present study were selected because they represent the group carrying on the best practices in the area under consideration. This will be described at greater length in Chapter III.

Bartlett and Boyd^{1/} analyzed the activities of the Young Men's Christian Association Executive Secretary for the purpose of obtaining factual material upon which to build programs of training. This study was conducted in Chicago, Illinois with an observer staying with 21 of the Chicago Executive Secretaries for approximately a week each and recording carefully the activities performed by them.

The validity of the observer method of analysis according to the authors is dependent upon the following factors:

1. The cooperation of the one observed.
2. The ability of the observer to identify and record accurately the activities of the observee.
3. The extent to which the person observed acts normally when his actions are being watched.

The authors also feel that the greatest limitation of the observer method is the length of time necessary to cover a number of cases, since only one person can be observed at a time. This particular technique also would be impossible to use in the present study because of its wide scope.

In a study which combines the time study and job analy-

^{1/} L. W. Bartlett and A. W. Boyd, The YMCA Executive Secretary, An Analysis of the Activities of the Secretary Who Is Responsible for the Administration of a Local YMCA, University of Chicago Press, Chicago, Illinois, October 1929.

sis technique, Ferguson^{1/} worked out a basis for a quick determination of the service load of a staff nurse. Variations of the formula also make it useable for the purposes of distribution of staff, expansion and development of a program and costs of service. This study involved the following of patients from admission to the end of one year, or until dismissed, with microfilming, study, and analysis of these data. The investigator employed the Hollerith Machine system, or punch card method. As a job analysis study the findings have significance for educational institutions concerned with the training of public health nurses.

Watson^{2/} made a study of the duties of school music teachers for the purpose of determining to what extent music teachers prepared by South Carolina teacher-training institutions were prepared for leadership of community musical organizations. In this study it was necessary to determine what activities were involved in the leadership of community musical organizations. The investigator used the method of documentary analysis exclusively. However, after a great deal of the literature had been canvassed, the list of activities was submitted to experienced music leaders for extension. This study is of particular interest because it takes into consideration one

^{1/} M. Ferguson, The Service Load of A Staff Nurse in One Official Public Health Agency, Contributions to Education, No 915, Teachers College, Columbia University, 1945.

^{2/} J. M. Watson, The Education of School Music Teachers for Community Music Leadership, Contributions to Education, No 948, Teachers College, Columbia University, 1948.

specific phase of the school music teacher's job; that is, his or her ability for leadership of community organizations. The findings of the study indicated that preparation for certain musical aspects of orientation to the community needed more careful consideration. Although this study may be termed a modified job analysis study, it points out rather conclusively the values of the job analysis in the field of education.

Rash^{1/} made a study of the duties of five different types of health educators for the purpose of securing a foundation for building the health curriculum. The first step in this study was to interview 75 health educators in order to determine the duties performed by them. The five types of health educators included in the study were school health educators, college health educators, health coordinators, health educators representing official health agencies, and health educators representing non-official health agencies.

After the health educators were interviewed a rating scale was prepared and they were asked to rate the duties for frequency of performance, importance, difficulty of the duties, time spent on each duty, and time recommended for each duty.

The results of this study indicated the duties performed by the various types of health educators along with the relationship of classes of duties of the types of health educators. The findings are significant in terms of training health educa-

^{1/} J. K. Rash, "An Analysis of the Duties of Selected Professional Health Educators," (Unpublished Doctor's dissertation, Indiana University, Bloomington, Indiana, 1949.)

tors for specific jobs in the field of health education.

Studies concerning the duties of physical educators.--

One of the first studies appearing in the literature which concerns the duties of physical educators is the work of Monroe^{1/} who studied the duties of physical directors and athletic coaches in high schools. This was a status study and 2,000 questionnaires were sent out to 725 cities with a total of 1,032 completed questionnaires included in the final tabulations. Seven questions out of the total of 16 were intended to secure information not related to actual duties. In making the study the author pointed out that there was no attempt to solve any problem but that the information collected might be useful to those planning curricula in schools or departments of athletic coaching. It was further mentioned in this connection that the information presented related to existing conditions and that it should not be assumed that it would be desirable to perpetuate these conditions. This bears out the statement of Koos,^{2/} referred to earlier in this Chapter, regarding the difference in the job analysis in industry and the job analysis in the field of education. That is, it might be necessary to modify the job, in addition to modifying the training to fit the job. Furthermore, it brings out the importance of working with selected participants who are carrying on the best practices in the field,

^{1/} W. S. Monroe, The Duties of Men Engaged as Physical Directors or Athletic Coaches in High Schools, Bureau of Education Research, University of Illinois, Urbana, Illinois, 1926.

^{2/} Koos, op. cit. p. 228.

rather than using a random sample of individuals without establishing criteria for their participation.

Neilson^{1/} conducted a study pertaining to the work of physical educators the first step of which was the convening of a seminar of 12 persons. The participants represented different types of teaching and administrative positions in boys' and girls' physical education in the two Californian cities, Berkeley and Oakland. The problem was explained to the seminar and the 12 members returned to their positions and kept a record for two days of everything they did in connection with their jobs.

The same group convened in a second seminar and analyzed and classified the reports into the following 18 types of duties:

1. Enrollment routine
2. Scheduling duties
3. Records
4. Tournaments
5. Advance preparation
6. Mechanical duties
7. Diagnosis
8. Social and moral guidance
9. Professional advice to superiors
10. Vocational
11. First aid
12. Student organization
13. Organization and activities
14. Faculty committees
15. Teaching physical education
16. Duties assigned by principal
17. General routine
18. Miscellaneous duties

The participants then kept a record of every duty performed for six teaching days and arranged these in frequency under the above classes of duties. These data were not included

^{1/} N. P. Neilson, "Job Analysis Should Be Applied to Physical Education," The Journal of Health and Physical Education, Vol. I, No 1, January 1930, p. 9.

in the report of the study. However, the author mentioned that the results revealed some interesting facts, and pointed out further that the study showed that job analysis applied to the field of physical education could be of value in solving many problems.

In a study of the duties of the Young Men's Christian Association Physical Director, Bartlett and Boyd^{1/} attempted to collect material which would be helpful in establishing a training program which would suit the needs of YMCA directors in the field.

The investigators employed the memory or "dragnet" method of discovering the duties. This consisted of issuing a data blank on which the people under study were requested to list all the activities they performed in their position. Recollection was stimulated by such leading questions as:

1. List everything that has to do with your work for one typical day.
2. List duties that you perform occasionally.
3. List duties you perform at a special time, holidays, etc.

There were 1,704 possible activities collected by the above method and they were composed into a master list. The master list was submitted to 574 physical directors and returns were received from 26 states representing different-sized associations, and included physical directors of different ages, training, and experience. The duties were rated with regard to fre-

^{1/} L. W. Bartlett and A. W. Boyd, The YMCA Physical Director, An Analysis of the Activities of the Secretary Who Is Responsible for Physical Education in the Local YMCA, University of Chicago Press, Chicago, Illinois, 1929

quency of performance, difficulty in learning, importance of the duty, and the need for school training in the duty. Although the master list was developed primarily for the purpose of securing a rating of the activities by physical directors in the field, the investigators point out that the master list contains extremely important values in itself. Some of these values include:

1. A description of the job
2. A useful guide for aspirants to the physical directorship
3. A checking list whereby physical directors may compare their operations with those of others in the same work
4. A means of explaining to volunteer workers the points at which their services may be effective

Shepard^{1/} conducted a study with the idea of making a modified job analysis of the department heads of boys' physical education departments in the senior high schools of the Los Angeles area. A check list was submitted to 27 department heads of schools ranging in enrollment from 400 to 3,600 pupils. The check list contained 40 items pertaining to professional training and experience, and 206 items dealing with administrative and supervisory duties in relation to both the general physical education and athletic programs.

In regard to professional education it was shown that there was a marked tendency to select physical education as a major study for undergraduate work. However, in graduate work, education was most frequently chosen as a major with physical

^{1/} J. B. Shepard, "Duties Commonly Performed by Boys' Physical Education Department Heads," Journal of Health and Physical Education, Vol. 5, April 1934, p. 30.

education continued as a minor. It was found also that the average individual belonged to four professional organizations, read four professional magazines, and had 34 or more volumes in his professional library.

Of the 206 items classified as duties pertaining to administration and supervision it was found that 175 or 85 per cent of the total number were performed by more than 51 per cent with sufficient frequency to be classified as common duties.

In attempting to determine the teacher activities which the graduates of the physical education curriculum must be able to perform in their teaching, Hindman^{1/} made a study of teaching activities concerned only with physical education.

The activities were selected by reviewing the literature and the following four sources were examined:

1. Teacher activities given in the Commonwealth Teacher-
Training study^{2/}
2. Bartlett and Boyd study of the YMCA Physical Direc-
tor^{3/}
3. Monroe study^{4/}
4. J. H. McCurdy bibliography^{5/}

^{1/} D. A. Hindman, "An Analysis of the Activities of Physical Education Teachers in High Schools," Research Quarterly of the American Association for Health, Physical Education and Recreation, Vol. 8, May 1937, pp. 117-131.

^{2/} W. W. Charters and D. Waples, The Commonwealth Teacher-Training Study, The University of Chicago Press, Chicago, Illinois, 1929.

^{3/} Bartlett and Boyd, op. cit.,

^{4/} Monroe, op. cit.

^{5/} J. H. McCurdy, A Bibliography of Physical Training, Springfield, Massachusetts, Physical Directors Society of Young Men's Christian Association, 1905.

A total of 710 items were collected and these were telescoped into 330 items and arranged under 35 headings. This list was submitted to teachers in the field so that they might add to it. Seventy-seven physical education teachers in the secondary schools of the state of Ohio were asked to check the list of 330 activities and to add to it. Of the 77 lists sent out, 62 were returned; these contained a number of suggestions for lengthening the list. In addition, five members of the physical education staff of Ohio State University checked the list, along with the secretary of the department, the athletic trainer and five graduate students. In all, 74 people examined the list for thoroughness. Two hundred and fifty-four suggestions for additions to the list were made but most of these proved on examination not to be new at all but were already represented in the list. In some cases the new statements were telescoped with the old. A new master list was developed and this list contained 341 items as compared with 330 items of the original list. The master list included 59 items which were different from the original list. However, only ten of these were new and 49 were restated.

At this point six members of the staff of Ohio State University department of physical education evaluated the activities with a view to deciding whether or not they should be included as specifications for the curriculum in physical education. Each person was asked to evaluate the activities with the following question in mind: "In attempting to achieve the objectives agreed upon, how important is it that a good teacher of

physical education in a high school of Ohio shall be able to perform this activity?" After an activity had been evaluated with the above question in mind, the person was asked to consider the same activity with the following question in mind: "In view of its range of performance and in view of my opinion of its importance how necessary is it that physical education teachers receive pre-service training in the performance of the activity, rather than depending on learning that activity on the job?" The six members of the faculty thus rated the activities in the above way in order to determine whether or not they should be included in the curriculum for the training of physical education teachers at the Ohio State University.

Jackson^{1/} made a study for the purpose of finding out the existing situation with respect to the activities engaged in by teachers of physical education in the high schools of the State of Illinois. The author wanted to secure information concerning the curriculum in physical education, the training of teachers, and self-evaluation of the adequacy of the training. In this study three inquiry blanks were used. The first was sent to all of the high school principals in the State of Illinois explaining the purpose of the study. The other two were

^{1/} C. O. Jackson, "Activities Engaged in by Teachers of Physical Education in the High Schools of Illinois," Part I, Research Quarterly of the American Association for Health, Physical Education and Recreation, Vol. 13, No 2, May 1942, pp. 242-251.

C. O. Jackson, "Activities Engaged in by Teachers of Physical Education in the High Schools of Illinois," Part II, Research Quarterly of the American Association for Health, Physical Education and Recreation, Vol. 14, No 1, March 1943, pp. 60-67.

sent to all of the men and women physical education teachers in the state. In all, 1,000 inquiry blanks were sent out to the high school physical education teachers in the state and 440 high schools or 45 per cent returned inquiry blanks which were considered usable for the study.

Some of the findings of this study are as follows:

1. Most high schools required two forty-minute periods of physical education a week every semester for credit.
2. The principals in almost all of the high schools felt that the facilities and equipment for physical education were adequate.
3. Physical education was the most frequent major study or one-fourth of the total responding. The balance of the majors fell under twenty-six different headings for men and forty for women.
4. The physical education teacher must be a "jack of all trades" and master of many.
5. Giving first aid to students was the most important single task for both men and women teachers.
6. Relatively few instructors indicated that they were carrying on a testing program.
7. Many instructors indicated their training was "adequate", but often qualified this by adding "for the present situation". The great majority who listed deficiencies, mentioned "safety", "health" and "physical education" as areas where they needed training.

Summary

1. It has been the purpose of this Chapter to review research which might have a relationship to the present study.
2. The related studies fell into two different categories: (a) studies employing the job analysis technique but not including the duties of physical educators and (b) studies concerned specifically with the work of physical educators but differing

in technique, scope, or purpose.

3. The job analysis technique had its beginning in the industrial field, and was later adopted by the educational field.
4. Very few studies have been made with reference to the duties of physical educators and in so far as the investigator has been able to determine, there have been no studies of the nature of the present investigation.

CHAPTER III

METHOD OF PROCEDURE

Job analysis as a method of research has long been recognized in the field of education. As indicated in Chapter II there are many different types of techniques which may be employed when job analysis is applied to educational research. However, it is evident that the techniques used must be compatible with the purpose of the investigation. Since it was the primary purpose of this analysis to provide data for curricular purposes, the procedures used were coincident with that enterprise.

From the outset the nature, scope, and purpose of the investigation under consideration implied that two substantial major phases would be necessary to carry out the study in its entirety. These two major phases included (1) The development of a valid list of duties of the public school physical education director and (2) The procurement of nation-wide professional support in rating the duties. The two major phases of the study are interdependent upon each other and certain aspects of each were carried on simultaneously throughout the investigation.

Development of the list of duties.--Since the initial step under the first major phase of the investigation was the collection of duties performed by the public school physical education director, some of the methods of collecting these duties were explored. In light of the purpose of the investigation,

it appeared that the following four means of collecting the duties were advisable:

1. Documentary analysis
2. Personal logs and diaries
3. Introspection
4. Interview with persons in the field

The documentary analysis was the primary technique used for the sources of duties with personal logs and diaries, introspection, and interviews with persons in the field used as supplementary techniques.

In using the documentary analysis technique certain factors should be considered, dependent upon the experience of the investigator in the profession being studied. It would be necessary for the inexperienced investigator to devise some means of selecting literature for the analysis, such as resorting to publishers for the titles of professional books that are bought in greatest numbers by members of the profession under investigation. Since the present investigator was familiar with the literature and since he had been engaged in the type of work under investigation, it seemed advisable that the investigator select the literature himself.

The literature selected for the documentary analysis consisted of:

1. The Journal of Health and Physical Education. (The title of this publication was changed in January 1949 to The Journal of the American Association for Health, Physical Education and Recreation). Issues from January 1930 to June 1950.
2. The Research Quarterly of the American Association

for Health, Physical Education and Recreation. Issues from January 1930 to March 1950.

3. Twelve books dealing in some respect with the duties of physical educators. These books are indicated in the bibliography with an asterisk (*).

In order to supplement the list of duties collected through the documentary analysis the investigator resorted to the three supplementary techniques mentioned above -- personal logs and diaries, introspection, and interview with persons in the field.

With respect to the use of personal diaries the investigator requested the co-operation of eight persons employed as public school physical education directors who were members of a graduate class in the department of physical education at the Boston University School of Education.^{1/} These people kept a record of their duties for a period of one week and then submitted this material to the investigator.

Since the writer has been engaged as a public school physical education director for a number of years it seemed advisable to resort to introspection to further enhance the list of duties. During the year 1947-48 the writer had kept an account of all of the activities engaged in during the course of the year and this material proved valuable in adding to the list of duties.

The fourth technique of collecting duties, that of interview of persons in the field, was not used as a formal technique.

^{1/} Graduate class in "Curriculum in Health and Physical Education" taught by Dr. Arthur G. Miller, Second Semester 1949-1950.

On the other hand, knowledge of duties was gained through casual conversation with persons engaged as public school physical education directors. This consisted of exchanging mutual ideas and was devoid of the probing which is sometimes evident in the formal interview technique.

All of the duties collected in the above ways were placed on 4x6 inch filing cards for sorting and classification. The 4x6 inch card was used in preference to the traditional 3x5 inch card so that there would be more room for condensing, telescoping, and modifying the duties.

After duplications were eliminated it was found that the above sources had yielded 432 duties which might be performed by the public school physical education director. It should be pointed out here that an attempt was made to locate specific duties which were peculiar to this particular position. If all of the duties were collected, it would no doubt have equaled the number of activities engaged in by anyone throughout a life time. For this reason duties which were thought to be infinitesimal were disregarded or perhaps in some instances included in other duties.

Classification of the duties.--After the 432 duties were noted on 4x6 inch filing cards, the next step was to place them in classifications, and to delimit the list by combining, recombining, condensing, and telescoping. In regard to classification of the duties the investigator resorted to introspection and classification was begun with the assumption that the duties of the public school physical education director would fall into the

following categories:

1. Duties pertaining to administrative aspects
2. Duties pertaining to personal professional growth, and professional contributions
3. Duties pertaining to supervisory procedures and devices
4. Duties pertaining to direct teaching and instructional activities
5. Duties pertaining to selection, development, and evaluation of instructional materials
6. Duties pertaining to the coordination and cooperation of other departments
7. Duties pertaining to plant, equipment, and supplies
8. Duties pertaining to research

In addition to the above eight categories there remained a number of duties which did not seem to fit into any of the above classifications. In view of this fact, and since some of the above classifications seemed too narrow, subsequent classifications seemed necessary. After a number of re-classifications, the following seven categories resulted:

1. Administrative duties
2. Duties pertaining to facilities, equipment, and supplies
3. Duties pertaining to instruction
4. Duties pertaining to special services and activities
 - a. Health and safety
 - b. Interscholastic athletics
 - c. Extra-curricular activities
5. Supervisory duties
6. Duties pertaining to community activities
7. Duties pertaining to personal professional growth

and professional contributions

Although no claims were made as to the perfection of classification, the duties seemed to fit into most of the various categories listed above. In some instances certain duties seemed to fit equally well into more than one category and a certain amount of overlapping also seemed unavoidable. It was decided to let the classification so developed stand the test of a try-out study. This will be described at greater length later.

After combining, recombining, condensing, and telescoping under the above seven classifications, there evolved a list of 135 duties, which was considered as the preliminary master list of duties. Before taking steps to develop the final master list of duties it seemed advisable to establish criteria for the construction of the final master list. In this connection the following criteria were devised:

1. The master list should be short enough to have practical value and yet long enough to include the pertinent duties.
2. The duties should reflect the many areas of the position under investigation.
3. The list of duties should be sufficiently specific so as to be applicable to public school physical education directors serving in various sized communities and under varying conditions.

Development of a tentative rating scale.--The next step was to develop the preliminary master list into a tentative rating scale to be used in a try-out study. This was begun with the idea in mind that once the duties are determined, they may be developed into a suitable instrument and provide an objective method of utilizing judgments, thereby discovering the most signi-

ficant duties. In view of this fact it seemed imperative to establish criteria for rating which would best meet the purpose of the study. Since the primary purpose of the study was to provide data for use for curricular purposes, FREQUENCY of performance, DIFFICULTY and IMPORTANCE seemed to be the criteria best adapted to the purpose of the study. Needless to say it would help immeasurably if those responsible for the training of personnel in physical education had available information from practitioners which would reveal how often a duty was performed, the difficulty in performing it and its importance as adjudged by the said practitioner. These judgments would be further enhanced if made by practitioners selected for their outstanding ability in the field.

In regard to the criterion DIFFICULTY, it should be pointed out here that it was not the premise of this study to determine why certain duties are more difficult to perform than others. On the other hand it was hoped the study would reveal duties which are most difficult and this might suggest further study with regard to why certain duties are more difficult to perform.

With respect to the criterion of IMPORTANCE, it should be considered that the importance of a duty should be determined by the application of carefully validated objectives. In this connection, the following comments made many years ago by Tyler are of interest:

Importance is only determined with reference to the objectives of the profession. Is activity "a" more important than activity "b"? Assuming such and such ob-

jectives, "a" may be more important, but if different objectives for the profession should be assumed, it is possible that "b" is more important.

Although the objectives of teaching have not been carefully defined and accepted, and although we do not know how to measure scientifically the value of an activity in promoting objectives, nevertheless, teachers have standards for importance, vague and undefined though they may be, and there is a fair degree of agreement in their judgments of the activities which are most important.^{1/}

After it was decided that the criteria FREQUENCY, DIFFICULTY, and IMPORTANCE would best meet the purpose of the study, the rating scale was then developed with each criterion having five possible ratings. The criteria and their various ratings for the rating scale for the try-out study follow:

FREQUENCY	IMPORTANCE	DIFFICULTY
5 daily	5 considerable	5 very hard
4 weekly	4 moderate	4 hard
3 monthly	3 some	3 average
2 semi-annually	2 slight	2 easy
1 annually	1 little or no	1 very easy

The duties were enumerated in their various classifications and the numbers 5-4-3-2-1 placed on a line opposite each duty with directions to encircle the number which best described the duty in each of the three criteria.

In addition to a page for identification data, space was provided for an estimate of the approximate percentage of time spent in each of the broad classifications of the duties. This was necessary in order to obtain a complete picture of the time spent on the various phases of the job. A copy of the tentative

^{1/} Ralph W. Tyler, "Statistical Methods for Utilizing Personal Judgments To Evaluate Activities for Teacher-Training Curricula," Unpublished Doctoral Dissertation, University of Chicago, 1927, p. 19.

rating scale is attached as Appendix I.

The try-out study.---The tentative rating scale was then submitted to 17 members of Summer Session graduate classes in physical education at the Boston University School of Education,^{1/} and to 20 men selected at random from the Directory of City Directors of Health, Physical Education and Recreation.^{2/} The purposes of the try-out study may be enumerated as follows:

1. To determine whether the duties had been stated in an understandable manner.
2. To determine the advisability of the various classifications of the duties.
3. To make additions or deletions with regard to the preliminary master list of duties.
4. To determine the reliability of the ratings.
5. To secure suggestions pertaining to any desirable or undesirable features of the rating scale.

Of the total number of 37 rating scales distributed for the try-out study, 31 were returned, 15 by the graduate students attending the Boston University Summer Session and 16 from the names selected at random from the Directory of City Directors of Health, Physical Education and Recreation. The large return from the latter group indicated more than a passing interest in the study. It is interesting to note also that the distribution of

1/ Graduate classes in "Organization and Administration of Health and Physical Education" and "Supervision of Health and Physical Education" taught by Dr. Arthur G. Miller, Summer Session 1950. Graduate class in "Psychology of Physical Education" and "Seminar in Physical Education" taught by Dr. John M. Harmon, Summer Session 1950.

2/ Richard F. Hayes, "City Directors of Health, Physical Education and Recreation," Journal of the American Association for Health, Physical Education and Recreation, Vol. 21, No. 1, January 1950, pp. 14-15.

the instrument to these directors during the month of July did not detract from the return, adding further to the evidence that there was a great deal of interest in the study. The geographical distribution of the participants in the try-out study covered ten states and large, medium, and small communities were represented. The try-out study was considered a success both from a standpoint of the number of returns received and the valuable suggestions contributed by those participating.

A total of ten new duties were suggested for addition to the preliminary master list. However, upon examination it was found that seven of these duties could be incorporated into the duties on the original list. For example, one of the new duties was "act as class advisor" and this was incorporated into the duty on the original list which was entitled "act as a sponsor for student organizations". It is interesting to note that the duties incorporated into those on the original list received identical ratings in each instance.

The three other duties which were added did not seem pertinent to the position of public school physical education director and hence they were not added to the original list. These duties included, "attendance officer", "take part in weekly naval reserve activity", and "census officer",

Since there was sufficient unanimity among the participants for better identification of the FREQUENCY ratings, steps were taken to correct this situation. In the tentative rating scale, ratings for the criterion of FREQUENCY had been designated as daily, weekly, monthly, semi-annually, and annually. It was

obvious that these ratings did not allow for sufficient continuity in rating for FREQUENCY. For example, no allowance is made for a duty performed more often than once a week and less often than once a day, and this situation would prevail throughout the ratings as designated in the tentative rating scale.

With regard to the classification of the duties, most of the participants in the try-out study seemed to feel that the duties had been well classified. This was true with one outstanding exception. The duty "coach interscholastic teams" had been classified under the category of "Duties Pertaining to Instruction" but a majority of the participants felt that this duty should be classified under the subclassification of "Interscholastic Athletics" in the category of "Duties Pertaining to Special Services and Activities". Hence, this reclassification was made when the final master list and rating scale was developed.

With the above suggestions a number of the participants submitted personal messages with regard to their interest in the study and its importance as a contribution to the field. A sampling of these comments follow:

"This list shows many things that could be done probably for the betterment of the job."

"A study such as this will probably confirm or disprove many ideas."

"The study will likely indicate that the average physical education teacher as he steps into directive work must be prepared to do a 1,001 jobs."

"A checking list such as this could change the philosophy of the person involved since the director is in a position to make his own job better as he desires."

Reliability of the ratings.--It was felt at this point that, if possible, some method of determining the reliability of the ratings should be undertaken. In this connection the investigator asked the cooperation of the 31 persons participating in the try-out study in filling out a second rating scale for the sole purpose of a check of reliability. Although this was somewhat of an imposition with respect to the time involved, 16 persons complied with the request and rated the duties for a second time. An examination of the second rating scales as compared with the original rating scales revealed a close degree of relationship, and in most instances if the ratings were not in complete agreement, there was not more than a one point variation.

On the basis of the total scores for the first and second rating scales the reliability of the first and second ratings was determined by computing the coefficient of correlation by the Pearson product moment method. The coefficient of correlation between the first and second ratings was $.858 \pm .04$. There is a marked degree of relationship between the first and second ratings in as much as a correlation from .70 to 1.00 "denotes high to very high relation."^{1/}

The revision of the rating scale.--Since the purposes of the try-out study had been fulfilled, the final revision of the master list and rating scale was undertaken. Major changes in the rating scale consisted of:

^{1/} Henry E. Garrett, Statistics in Psychology and Education, New York: 1939, Longmans, Green and Company, 2nd Edition, p. 342.

1. Better identification of the ratings for FREQUENCY
2. Use of more descriptive words for the degree of DIFFICULTY and IMPORTANCE
3. Refinement of the directions for rating
4. Further combining, recombining, condensing, and telescoping of the list of duties

It will be recalled that on the tentative rating scale the ratings for FREQUENCY failed to provide for continuity. This was remedied by defining the degrees of FREQUENCY as follows:

- Very Frequently -- A duty performed once or more a week
- Frequently -- A duty performed once or more in two weeks but not as often as once a week
- Occasionally -- A duty performed once or more a month but not as often as once in two weeks
- Infrequently -- A duty which is performed once or twice a year
- Not Performed -- A duty which you do not perform personally in your position

In regard to descriptions of the degree of DIFFICULTY and IMPORTANCE it was decided that these two criteria could best be described by the terms "extreme", "considerable", "moderate", "some", and "little or none". It was felt advisable that duties which were not performed should not be rated for DIFFICULTY. On the other hand, with respect to the criterion of IMPORTANCE, it was reasoned that even though the duty was not performed, the rater might attach some degree of importance to it and should give it a rating if he felt qualified to do so.

In regard to rating for the various criteria it was deemed advisable to have each of the criteria rated separately; that is, first, all duties rated for FREQUENCY; second, all

duties rated for DIFFICULTY, and last, all duties rated for IMPORTANCE. In this way it was not necessary for a rater to change his train of thought on each duty from FREQUENCY to DIFFICULTY to IMPORTANCE.

After completion of the above major changes, the final form of the instrument was varityped and printed by the offset-planograph method and made ready for distribution to participants in the study. The final revision of the master list resulted in a list of 127 duties classified into seven categories. A copy of the final rating scale is attached as Appendix II.

Procurement of professional support in rating the duties. --

It was mentioned at the beginning of this Chapter that in order to carry out an investigation of this type in its entirety, it was necessary to secure nation-wide professional support in rating the duties.

The first step in this direction was taken at the National Convention of the American Association for Health, Physical Education and Recreation held at Dallas, Texas in April 1950. At that time Dr. Leslie W. Irwin and Dr. Arthur G. Miller of the Graduate Staff of Health and Physical Education at Boston University presented the proposed study to the Society of State Directors of Health, Physical Education and Recreation. This presentation was made with the intent of having this organization give sponsorship to the study. The members of the Society indicated an interest in the study and suggested that they would be willing to assist in the promotion of this needed research. However, it was the consensus of opinion that they could be of greater assis-

tance on an individual basis rather than sponsoring the study as a body.

After the assurance of the Society of State Directors that they would be willing to assist in promoting the investigation, it was necessary to determine how this assistance could best be utilized. It was decided that each individual State Director could make a significant contribution to the study by recommending the outstanding public school physical education directors in their individual states for participation in the study.

An attempt was then made to secure a complete list of the personnel responsible for the administration of physical education in the various states. It was found that the Journal of the American Association for Health, Physical Education and Recreation had published a directory listing the names of 38 persons as members of the State Directors of Health, Physical Education and Recreation.^{1/}

In addition to this directory, a list from the U. S. Office of Education revealed the names of seven more persons responsible for the administration of state programs of physical education. This brought the total to 45 persons from whom possible recommendations might be received.

In the remaining three states the Head of the State Department was contacted in order to find out if anyone in their state had the responsibility for administering the program of

^{1/} "State Directors of Health, Physical Education and Recreation," Journal of the American Association for Health, Physical Education and Recreation, Vol. 21, No. 1, January 1950, p. 356.

physical education. It was found that 38 states maintained a State Director of Health and/or Physical Education and/or Recreation; the ten remaining states had someone in the department who had the responsibility of administering the program. Therefore, it seemed plausible that there would be a person in each state department who would be able to make satisfactory recommendations of public school physical education directors for participation in the study.

At this point the problem with regard to the number of recommendations to request from each state had to be taken into consideration. It did not seem wise to ask for the same number of participants from each of the states in view of the fact that there was a wide variation in the number of communities in each state. For this reason the states were divided arbitrarily into three different categories in terms of the population of the communities within the state. Information with regard to the population of the communities of the various states was obtained from The Information Please Almanac.^{1/} Eleven states were placed in the first category, 14 states were placed in the second category, and 23 states were placed in the third category. In the first category it was decided that 12 to 15 recommendations would be requested; in the second category 8 to 10 recommendations; and in the third category 4 to 6 recommendations. In the states

^{1/} John Kieran, Editor, "Number of Villages, Towns, and Cities in the United States 1947," Source: Buckley-Dement Advertising Corporation, Information Please Almanac 1948, Doubleday & Company, Inc. and Garden City Publishing Co., Inc. New York, 1948, p. 274.

where there was a wide variation in the community population range it was decided to request that public school physical education directors of large, medium, and small communities be represented. This was proposed as a contingency against recommendation of only the directors from the larger cities. This situation prevailed only among the states in the first category and consequently, it did not seem necessary to make this request in the states in the second and third categories.

The next step consisted of contacting the person in each State Department who was responsible for the administration of the physical education program. A letter explaining the purpose of the study and the action taken by the Society of State Directors at the Dallas Convention was sent to each of these persons. Copies of these letters are attached as Appendices III, IV, and V. A request was made for their assistance in recommending the outstanding public school physical education directors in their state. Requests for recommendations were made in accordance with the above mentioned categories. A copy of the form for recommendations submitted to State Department personnel is attached as Appendix VI.

These State Department personnel were asked to recommend the outstanding men in their state, who in their opinion, were carrying on the best practices in the field and who had demonstrated a highly professional attitude toward their work.

The interest of these officials was evidenced by the fact that 47 or almost 98 per cent complied with the request for assistance by submitting the names of the outstanding men in their

state for participation in the study. A list of the State Department personnel assisting in the study is attached as Appendix VII. In all, a total of 380 public school physical education directors were recommended.

Distribution of the rating scale to the public school physical education directors recommended for participation in the study.--After the recommendations were received, the rating scales were made ready for distribution to the selected participants. Each person recommended was sent a copy of the rating scale along with a letter informing him that he had been recommended by a competent authority for participation in the study. A copy of this letter is attached as Appendix VIII. A stamped, addressed envelope was provided for use in returning the rating scale.

After a waiting period of six weeks, 248 or approximately 66 per cent of the rating scales had been returned. Since the returns had begun to fall off substantially during the sixth week, it was felt that a follow-up was appropriate at this time.

The original procedure of distribution was repeated and the 132 persons who had not answered the first request were sent another rating scale and stamped addressed envelope. This material was accompanied by a follow-up letter further explaining the study. A copy of the follow-up letter is attached as Appendix IX. At the end of a waiting period of four weeks, 57 rating scales had been received from the 132 persons who had been contacted a second time. At this time it had been ten weeks since the original rating scales had been sent to persons recommended

for participation in the study. When no rating scales were received over a ten day period after the ten-week waiting period, the study was closed.

The additional 57 rating scales received after the follow-up brought the total to 305, or slightly over 80 per cent of the total number distributed. Of the 305 received, 15 were eliminated as not usable. Of the 15 eliminated four did not qualify because of the type of position held. For example, one person had just recently been promoted to the position of Superintendent of Schools and the other three held the position of County Coordinator of Physical Education. The remaining 11 either failed to follow directions or did not completely fill out the rating scale. There remained a total of 290 usable rating scales or approximately 76 per cent of the original number distributed. A list of the 290 public school physical education directors participating in the study is attached as Appendix X.

Additional duties submitted by the participants.--It will be recalled that in the try-out study space was provided on the tentative rating scale for the addition of duties which the participants did not feel were included in the list. It seemed advisable to follow this same procedure with the final rating scale rather than make the assumption of theoretical completeness as far as the list of duties was concerned. Consequently, space was provided on the final rating scale for the addition of duties which the participants did not feel were included in the original list. Forty-three additional duties were submitted by participants. As in the try-out study these duties were closely exam-

ined. It was found upon examination that 29 of the additions could not be considered as new duties since they could be incorporated into duties on the original list. Among these duties were several that were of a more specific nature than the duty as described on the original list. For example, a number of the participants listed offices held in professional organizations such as "President of State Association", and this was incorporated into the duty entitled "hold office in professional organizations". Of these 29 duties which could be incorporated into the original list, in all but two cases the ratings were identical with the duty in the original list. In the two instances where the ratings were different there was only a one point variation on the rating scale.

Of the 14 remaining duties submitted by the participants, 11 were considered as new duties and three were considered as not being pertinent to the position of public school physical education director. The latter all dealt with some phase of the military reserve but these did not seem pertinent to the position. Although the 11 duties submitted which might be classified as new duties, did not appear in numbers large enough for rating, it seems important that they be mentioned here. A list of these duties follows and the number in parenthesis indicates the number of times the duty was mentioned:

1. Charge of school savings program (1)
2. Administer homebound instruction program (1)
3. Radio program on safety (2)
4. Weekly health radio program (3)
5. Newspaper articles on health and safety (2)
6. Have television program (1)
7. School defense council (1)

8. First aid instruction chairman, community (1)
9. First aid for civilian defense (1)
10. Medical director, defense council (1)
11. Driver, transportation department American Red Cross (1)

Five of the duties in the above list are concerned in some measure with the Civilian Defense Program; these duties were submitted by directors who were among the last to send in the rating scales. This might be an indication that this duty would have occurred more frequently had the defense program been started sooner. In any event it seems logical to conclude that the public school physical education director will be called upon to take an important part in some phase of the defense program whenever the nation finds itself in a period of emergency.

On the whole it was felt that the final master list was sufficiently complete to cover the multitude of duties performed by the public school physical education director, especially since there were so few new duties added by participants. A number of comments made by participant bears out this conclusion to some extent. Some of these comments follow:

"Your list is the acme of thoroughness"

"I have never seen any material as complete as this form"

"I am sure you have covered all of the duties"

"Where did you ever find such a list of duties?"

Classification of the public school physical education directors.--Early in the investigation it became apparent that some means of classification of the public school physical education directors would be necessary. The importance of this fac-

tor is evidenced by the fact that the study was made on a nationwide basis and that public school physical education directors of various sized communities were being studied. Also it seemed significant that the grade level of pupils coming under direction would affect the duties of the director and, therefore, this factor was taken into consideration. Consequently, classification of the directors resolved itself into geographical location, size of community and grade level of pupils coming under direction. As a starting point 48 different classifications were considered. This gave consideration to six different community population ranges, four geographical areas and two different grade level classifications of pupils. The six different community population ranges considered were as follows:

- Over 100,000
- 50,000 to 100,000
- 25,000 to 50,000
- 15,000 to 25,000
- 5,000 to 15,000
- Under 5,000

The four geographical areas considered were the states in the Eastern, Southern, Western and North Central sections of the United States.

The two different grade level classifications of pupils coming under direction considered were both elementary and secondary school grades and secondary school grades only.

As the returns began to come in, certain patterns began to take shape. For example, there did not appear to be any differences as far as geographical locations were concerned. However, there was a great deal of variation with respect to community

size. This was shown to some extent by the approximate percentage of time spent by the directors on the various broad classifications of the job. After about one half of the rating scales had been returned and examined, it was possible to detect in most instances which community range was involved by merely examining this part of the data.

It was soon apparent that as far as community population range was concerned three groups would be sufficient. These included communities over 50,000 population, communities from 15,000 to 50,000 population and communities under 15,000 population. These were designated as large, medium and small communities respectively. These groupings are in keeping to a certain extent with information published by the Committee on Vocational Guidance of the American Association for Health, Physical Education and Recreation. They comment as follows:

Almost every one of the public high schools has a man, who in the small schools teaches physical education and coaches school teams. Many of the large high schools (over 1,000 enrollment) have special teachers of health and safety, as well as full-time coaches and directors of physical education, both men and women.

Almost all large cities (over 50,000) have city directors of physical education, and many special teachers of health and safety, as well as supervisors in all three of these areas.^{1/}

With regard to the grade level of pupils coming under direction there was a clear distinction between directors having

^{1/} A Report by the Committee on Vocational Guidance of the American Association for Health, Physical Education and Recreation, "Physical Education as a Profession," Research Quarterly of the American Association for Health, Physical Education and Recreation, Vol. 13, No. 2, May 1942, pp. 134-135.

pupils of all grades and those having secondary school pupils only. This was particularly obvious with respect to Supervisory Duties in terms of the time spent in this classification and the duties performed.

After taking all of the aforementioned factors into consideration, the following six classifications of public school physical education directors resulted from the original 48 classifications considered:

1. Public school physical education directors of large communities (Over 50,000) with elementary and secondary school grades coming under direction. There were 78 directors in this classification.
2. Public school physical education directors of medium sized communities (15,000 to 50,000) with elementary and secondary school grades coming under direction. There were 63 directors in this classification.
3. Public school physical education directors of small communities (Under 15,000) with elementary and secondary school grades coming under direction. There were 35 directors in this classification.
4. Public school physical education directors of large communities (Over 50,000) with secondary school grades only coming under direction. There were 32 directors in this classification.
5. Public school physical education directors of medium sized communities (15,000 to 50,000) with secondary school grades only coming under direction. There were 40 directors in this classification.
6. Public school physical education directors of small communities (Under 15,000) with secondary school grades only coming under direction. There were 42 directors in this classification.

Procedures used in tabulating the data.--All tabulations were done by hand and special type data sheets were devised for this purpose. The data sheets used were in the form of a 13-page booklet and a separate booklet was used for each classification

of public school physical education director. A copy of the type of data sheets used is attached as Appendix XI. Since there were such a large number of tabulations to be made it was felt that the booklet type data sheets would be easier to manage than the large wall chart type of data sheets. On the first page of the booklet space was provided for the names of the participants and across the top of this page and succeeding pages the numbers of the duties were placed. Under each number space was provided for the tabulation of the criteria, FREQUENCY, DIFFICULTY and IMPORTANCE. Lines were drawn vertically and horizontally thus providing 381 separate cells for the tabulations for each participant.

In tabulating, the numbers were read to an assistant who recorded them in their specified cells. To avoid the possibility of human error the numbers were read back and in instances where an error had occurred the numbers were checked a third time.

Summary

1. The following two major phases were involved in the procedures of this investigation:
 - a. Development of a valid list of duties of the public school physical education director.
 - b. Procurement of nation-wide professional support in rating the duties.
2. The procedures used in developing the list of duties were considered with regard to the purpose of the study. The list of duties was developed by:

- a. Documentary analysis
 - b. Personal logs and diaries
 - c. Introspection
 - d. Interview with persons in the field
3. After the duties were collected they were classified into the following categories:
 - a. Administrative duties
 - b. Duties pertaining to facilities, equipment, and supplies
 - c. Duties pertaining to instruction
 - d. Duties pertaining to special services and activities
 - (1) Health and safety
 - (2) Interscholastic athletics
 - (3) Extra-curricular activities
 - e. Supervisory duties
 - f. Duties pertaining to community activities
 - g. Duties pertaining to personal professional growth and professional contributions
4. A tentative rating scale was developed and used in a try-out study.
5. The rating scale was revised and made ready for distribution.
6. The three criteria used in rating were FREQUENCY of performance, DIFFICULTY and IMPORTANCE.
7. Professional support in rating the duties was secured through the Society of State Directors of Health, Physical Education and Recreation. People represent-

ing 47 State Departments of Education and/or Health assisted in the study.

8. A total of 380 public school physical education directors were recommended for participation in the study. Of this number, 305 or over 80 per cent returned the rating scales. It was found that 15 of the rating scales were not usable leaving a total of 290 participants or 76 per cent of the original number recommended.
9. The public school physical education directors were placed in six different classifications; each classification considered community size and grade level of pupil under direction.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

It will be the purpose of this Chapter to describe the treatment of the data and to present in detailed tabular form the findings of the investigation.

Treatment of the data.--It will be recalled that each of the duties were rated on the basis of the three criteria: FREQUENCY, DIFFICULTY and IMPORTANCE. Each of the criteria contained five degrees for rating and were weighted 5-4-3-2-1; the participants were asked to encircle the number which best described the duty under each of the three criteria. On this basis total scores were computed for each criterion in each of the six classifications of public school physical education directors. In the case of the criterion FREQUENCY there were only four ratings considered since the rating for "Not Performed" was not taken into consideration in the total scores. Therefore, the ratings for FREQUENCY taken for total scores were 4-3-2-1. However, the regular 5-point rating was not changed in the rating scale so that uniformity would prevail in all three of the criteria for rating.

Inasmuch as the participants were not asked to rate any of the duties for DIFFICULTY which they did not perform, and since most of the duties not performed were not rated for IMPORTANCE, there resulted varying numbers of ratings for the duties.

Because of this fact there had to be some method of reducing the ratings of the duties to a common basis and making them comparable. In a study of "Statistical Methods for Utilizing Personal Judgments to Evaluate Activities for Teacher-Training Curricula" Tyler^{1/} found that by multiplying the fraction.

$\frac{\text{the total number of raters}}{\text{the number rating the activity}}$ by the total score the ratings would be brought to a common basis and made comparable. This procedure was followed in making all ratings comparable.

After all of the total scores were computed they were placed in descending rank order for each criterion within each classification of public school physical education director. These scores were then transmuted into deciles for the purpose of facilitating the comparison of the criteria since there was a wide variation in the raw data due to the varying number of participants within a specified classification. Furthermore, this method of treating the data lent itself most readily to complete congruity with regard to the purpose of the study.

In this study a decile will be considered as "the range of scores covered by any single division of a serially ordered group which has been divided into ten equal parts."^{2/} Therefore, decile 10 is the range of duties included in the highest ten

^{1/} Ralph W. Tyler, "Statistical Methods for Utilizing Personal Judgments To Evaluate Activities for Teacher-Training Curricula," op. cit., p. 95.

^{2/} Florence L. Goodenough, Mental Testing, Rinehart and Company, Inc., New York, 1949, p. 548.

per cent of the total number of duties. Decile points are considered to be "the points marking off one decile group from another."^{1/} The decile points were determined by counting down one-tenth of the duties treating each criterion in each classification separately. In each instance the number of duties included within each decile were given the same decile rating.

These data are presented in tabular form in the six different classifications of public school physical education directors on the following pages. Tables 1 through 6 represent a classification of the public school physical education director as designated by the title of the table. The duties are listed in the same manner as on the final rating scale and decile ratings are designated for each of the criteria. The column with the heading of "F" indicates Frequency; the column with the heading of "D" indicates Difficulty, and the column with the heading of "I" indicates Importance.

For example, in the first table duty number one "Attend to office routine necessary to performance of duties including correspondence and clerical duties" has a decile rating of 10 for Frequency, a decile rating of 5 for Difficulty and a decile rating of 10 for Importance.

^{1/} Ibid. p. 548.

TABLE 1

DECILE RATINGS OF DUTIES FOR FREQUENCY, DIFFICULTY, AND IMPORTANCE
PERFORMED BY PUBLIC SCHOOL PHYSICAL EDUCATION DIRECTORS OF
LARGE COMMUNITIES (Over 50,000) WITH ELEMENTARY AND
SECONDARY SCHOOL GRADES COMING UNDER DIRECTION

Duties	F	D	I
<u>I Administrative Duties</u>			
1. Attend to office routine necessary to performance of duties including correspondence and clerical duties	10	5	10
2. Keep office hours for conferences or other activities	10	3	8
3. Prepare notices and announcements	10	2	7
4. Serve on numerous miscellaneous committees which concern school policies	10	8	8
5. Develop plan for budgeting and accounting	7	7	9
6. Coordinate program with other departments	9	8	9
7. Have conferences with and make reports to supervisors	10	2	10
8. Interview prospective staff members	6	1	10
9. Interview salesmen or other commercial people	8	1	1
10. Conduct staff meetings	10	4	10
11. Develop plan for adjusting teaching load and transfer of teachers	5	9	7
12. Work with curriculum consultants in analysis or development of curriculum	7	7	8
13. Organize and work with teacher groups in curriculum revision	8	8	9

TABLE 1 (continued)

Duties	F	D	I
14. Develop curriculum materials	9	7	9
15. Develop courses of study or syllabi	8	9	9
16. Organize classes	3	2	6
17. Prepare schedule for classes	2	6	6
18. Make class adjustments	2	6	5
19. Classify pupils	1	5	5
20. Excuse pupils from participation	2	5	4
21. Discipline pupils	1	2	2
22. Develop plan for determining pupils' marks	5	8	3
23. Orient new teachers in the school system	8	2	9
24. Orient new teachers in the community (assist in finding home, advise on leisure time etc.)	3	1	3
25. Develop program for evaluation (testing program, evaluating committees, or other)	6	10	7
26. Operate visual aids machine	3	1	1
II <u>Duties Pertaining to Facilities, Equipment, and Supplies</u>			
27. Participate in planning of new facilities	9	10	10
28. Evaluate facilities, equipment and supplies, including inspection for safety hazards and cleanliness	10	8	10
29. Evaluate and select all types of instructional materials including audio-visual aids	8	6	8
30. Supervise sanitary conditions of physical education and athletic facilities	10	6	10

TABLE 1 (continued)

Duties	F	D	I
31. Supervise sanitary conditions of buildings including lunch rooms, rest rooms, etc.	3	4	9
32. Develop plan for purchase of equipment and supplies	9	4	9
33. Provide plan for inventory of equipment including cleaning, storage, and identification such as stenciling	7	3	8
34. Provide plan for issue and return of equipment and supplies used by pupils	4	3	7
35. Develop plan for distribution of equipment, supplies and all types of instructional materials	7	4	8
36. Prepare directions on care and use of equipment	7	2	5
37. Provide plan for repair of facilities and equipment	7	3	6
38. Develop plan for construction of home made equipment	3	7	1
39. Develop plan for preparing various types of visual aids	3	6	1
<u>III Duties Pertaining to Instruction</u>			
40. Teach regular physical education classes	2	4	10
41. Teach corrective classes in physical education	1	6	5
42. Teach related subjects such as health and safety	2	4	8
43. Teach classes in other subjects	* x	x	x
44. Teach in adult education program	1	5	2

* Whenever an "x" occurs in the tables it signifies that the duty was not performed in that classification.

TABLE 1 (continued)

Duties	F	D	I
45. Substitute for teachers who are absent	x	x	x
46. Teach college courses on part time basis	2	3	2
47. Act as critic teacher for college or university student teachers	4	1	5
IV <u>Duties Pertaining to Special Services and Activities</u>			
<u>A. Health and Safety</u>			
48. Participate in physical examinations	4	1	5
49. Serve on health council	7	2	9
50. Act as health co-ordinator	8	7	8
51. Participate in driver education program	3	2	4
52. Participate in school safety program by keeping records of accidents, serving on safety council or other	7	4	7
53. Act as safety co-ordinator	6	4	7
54. Administer first aid	2	1	6
55. Counsel pupils on various problems and make referrals to proper persons	3	7	6
<u>B. Interscholastic Athletics</u>			
56. Coach interscholastic teams	1	3	5
57. Arrange for excuses for athletes for game participation	1	1	2
58. Check eligibility of athletes	3	2	6
59. Develop plan for classification of athletes	2	3	4

TABLE 1 (continued)

Duties	F	D	I
60. Prepare budget and receipt of expenditures of athletic teams	4	8	6
61. Handle ticket sales and gate receipts for athletic teams	2	6	3
62. Schedule contests for athletic teams	6	9	7
63. Prepare contracts for athletic contests	2	5	3
64. Arrange for transportation for athletic teams	2	2	8
65. Make preparations for interscholastic contests including preparation of facilities, advertising, etc.	5	5	7
66. Serve on athletic committee	9	4	8
67. Scout interscholastic contests	1	1	1
68. Prepare list of approved officials	4	7	4
<u>C. Extra Curricular Activities</u>			
69. Direct special events such as play days, demonstrations, exhibits, parades, etc.	7	8	5
70. Provide for modified program for handicapped	5	9	8
71. Attend school camps and assist with programs	1	8	3
72. Conduct field trips	1	7	1
73. Chaperone school affairs	1	1	1
74. Act as a sponsor for student organizations	1	10	2
75. Provide a plan for the development of student leaders	5	4	7
76. Establish an award system	5	5	2

TABLE 1 (continued)

Duties		F	D	I
77.	Supervise or conduct co-recreational program	5	6	6
78.	Supervise or conduct intramural program	8	5	10
V <u>Supervisory Duties</u>				
79.	Provide a plan for development of philosophy and objectives with teachers	9	10	10
80.	Interpret various phases of program for teachers, such as course of study, test data, etc.	10	8	10
81.	Read and comment on teachers' lesson plans	6	5	4
82.	Prepare bulletins for teachers	10	3	6
83.	Develop standards for use of others to supervise instruction	7	9	6
84.	Provide specialized resources upon which teachers may draw for meeting needs	8	9	7
85.	Rate teachers with a rating scale	4	10	1
86.	Assist teachers in development of skills and the use of all types of instructional materials including audio-visual aids	8	8	8
87.	Develop plan for self-analysis of teachers such as check list for teacher self-evaluation	4	9	3
88.	Provide for intervisitation of teachers	6	7	4
89.	Do demonstration teaching	6	1	3
90.	Work with teachers to help them do demonstration teaching	7	3	4
91.	Hold conferences with teachers	10	3	9

TABLE 1 (continued)

Duties	F	D	I
92. Visit teachers in teaching situation	10	3	10
93. Advise with teacher training institutions regarding pre-service training	5	5	6
94. Participate in planning of workshops or physical education clinics	7	5	7
95. Participate in planning teachers' institutes	6	3	6
96. Promote professional growth of teachers by encouraging them to participate in professional organizations, attend school, etc.	9	10	10
VI <u>Duties Pertaining to Community Activities</u>			
97. Direct community playgrounds (year around)	3	9	7
98. Direct community playgrounds (summer only)	4	10	8
99. Make home visits	1	7	2
100. Address numerous community organizations	9	5	5
101. Conduct recreation programs for community groups	3	6	2
102. Cooperate in programs of youth organizations (YMCA, CYO, BOY SCOUTS etc.)	8	4	5
103. Render voluntary community services such as cooperating in drives for various funds	7	7	3
104. Coordinate recreation for various community agencies	4	8	4
105. Promote joint school and community organizations such as booster clubs	2	4	1
106. Conduct physical education or recreation programs sponsored by commercial organizations such as newspapers, radio, industry, etc.	1	9	1

TABLE 1 (continued)

Duties	F	D	I
107. Attend numerous miscellaneous community civic meetings	9	5	3
108. Assist with community surveys	5	4	2
109. Serve on community health agency	6	3	4
110. Develop plan for participation of community professional people in school program i. e. physicians and dentists	6	10	7
111. Provide plan for public relations for your department	6	9	9
VII <u>Duties Pertaining to Personal Professional Growth and Professional Contributions</u>			
112. Write for professional journals or magazines	5	10	3
113. Write or collaborate in writing textbooks	1	10	4
114. Edit materials for publication	4	6	3
115. Do research	5	10	4
116. Report upon progress made in centers of research	2	7	3
117. Work with others in research such as filling out questionnaires etc.	9	8	5
118. Do advanced study at college or university	6	9	6
119. Do independent study for professional growth	9	6	9
120. Attend meetings of professional organizations	9	4	9
121. Hold office in professional organizations	8	5	4

TABLE 1 (concluded)

Duties	F	D	I
122. Attend professional conventions, clinics, etc.	9	6	8
123. Serve on national committees	5	9	4
124. Serve on state committees	8	7	6
125. Prepare exhibits for conventions	4	10	1
126. Keep diary or log of your own activities	6	6	2
127. Rate yourself on a rating scale	3	9	5

TABLE 2

DECILE RATINGS OF DUTIES FOR FREQUENCY, DIFFICULTY, AND IMPORTANCE
PERFORMED BY PUBLIC SCHOOL PHYSICAL EDUCATION DIRECTORS OF
MEDIUM SIZED COMMUNITIES (15,000 to 50,000) WITH
ELEMENTARY AND SECONDARY SCHOOL GRADES
COMING UNDER DIRECTION

Duties	F	D	I
I <u>Administrative Duties</u>			
1. Attend to office routine necessary to performance of duties including correspondence and clerical duties	10	6	9
2. Keep office hours for conferences or other activities	10	5	5
3. Prepare notices and announcements	10	3	5
4. Serve on numerous miscellaneous committees which concern school policies	10	4	7
5. Develop plan for budgeting and accounting	5	9	8
6. Coordinate program with other departments	10	10	9
7. Have conferences with and make reports to supervisors	10	3	9
8. Interview prospective staff members	5	1	7
9. Interview salesmen or other commercial people	8	1	1
10. Conduct staff meetings	8	5	10
11. Develop plan for adjusting teaching load and transfer of teachers	2	10	6
12. Work with curriculum consultants in analysis or development of curriculum	4	9	6
13. Organize and work with teacher groups in curriculum revision	5	10	7

TABLE 2 (continued)

Duties	F	D	I
14. Develop curriculum materials	8	9	10
15. Develop courses of study or syllabi	6	10	10
16. Organize classes	5	1	6
17. Prepare schedule for classes	4	5	7
18. Make class adjustments	3	6	5
19. Classify pupils	2	7	5
20. Excuse pupils from participation	4	2	2
21. Discipline pupils	4	1	1
22. Develop plan for determining pupils' marks	4	10	3
23. Orient new teachers in the school system	6	3	9
24. Orient new teachers in the community (assist in finding home, advise on leisure time etc.)	3	2	9
25. Develop program for evaluation (testing program, evaluating committees, or other)	5	10	8
26. Operate visual aids machine	3	1	1
II <u>Duties Pertaining to Facilities, Equipment, and Supplies</u>			
27. Participate in planning of new facilities	9	9	10
28. Evaluate facilities, equipment and supplies, including inspection for safety hazards and cleanliness	10	8	10
29. Evaluate and select all types of instructional materials including audio-visual aids	6	7	8
30. Supervise sanitary conditions of physical education and athletic facilities	10	8	10

TABLE 2 (continued)

Duties	F	D	I
31. Supervise sanitary conditions of buildings including lunch rooms, rest rooms, etc.	2	1	9
32. Develop plan for purchase of equipment and supplies	9	7	9
33. Provide plan for inventory of equipment including cleaning, storage, and identification such as stenciling	9	7	6
34. Provide plan for issue and return of equipment and supplies used by pupils	7	6	7
35. Develop plan for distribution of equipment, supplies and all types of instructional materials	8	3	6
36. Prepare directions on care and use of equipment	8	7	6
37. Provide plan for repair of facilities and equipment	8	4	6
38. Develop plan for construction of home made equipment	3	6	1
39. Develop plan for preparing various types of visual aids	3	2	1
<u>III Duties Pertaining to Instruction</u>			
40. Teach regular physical education classes	6	4	10
41. Teach corrective classes in physical education	1	9	6
42. Teach related subjects such as health and safety	3	5	7
43. Teach classes in other subjects	*	x	x
44. Teach in adult education program	1	3	3

* Whenever an "x" occurs in the tables it signifies that the duty was not performed in that classification

TABLE 2 (continued)

Duties	F	D	I
45. Substitute for teachers who are absent	1	2	1
46. Teach college courses on part time basis	1	6	1
47. Act as critic teacher for college or university student teachers	3	4	5
IV <u>Duties Pertaining to Special Services and Activities</u>			
<u>A. Health and Safety</u>			
48. Participate in physical examinations	5	7	5
49. Serve on health council	6	4	8
50. Act as health co-ordinator	6	4	8
51. Participate in driver education program	1	5	4
52. Participate in school safety program by keeping records of accidents, serving on safety council or other	4	2	4
53. Act as safety co-ordinator	2	3	4
54. Administer first aid	7	1	6
55. Counsel pupils on various problems and make referrals to proper persons	7	3	7
<u>B. Interscholastic Athletics</u>			
56. Coach interscholastic teams	6	8	6
57. Arrange for excuses for athletes for game participation	6	1	3
58. Check eligibility of athletes	7	2	10
59. Develop plan for classification of athletes	5	5	3

TABLE 2 (continued)

Duties	F	D	I
60. Prepare budget and receipt of expenditures of athletic teams	6	9	8
61. Handle ticket sales and gate receipts for athletic teams	3	8	4
62. Schedule contests for athletic teams	9	8	8
63. Prepare contracts for athletic contests	6	1	4
64. Arrange for transportation for athletic teams	9	4	7
65. Make preparations for interscholastic contests including preparation of facilities, advertising, etc.	8	4	7
66. Serve on athletic committee	9	2	10
67. Scout interscholastic contests	2	5	1
68. Prepare list of approved officials	7	4	7
<u>C. Extra Curricular Activities</u>			
69. Direct special events such as play days, demonstrations, exhibits, parades, etc.	7	9	6
70. Provide for modified program for handicapped	4	10	10
71. Attend school camps and assist with programs	1	6	3
72. Conduct field trips	1	6	1
73. Chaperone school affairs	4	1	1
74. Act as a sponsor for student organizations	3	9	2
75. Provide a plan for the development of student leaders	5	9	7
76. Establish an award system	7	7	3

TABLE 2 (continued)

Duties		F	D	I
77.	Supervise or conduct co-recreational program	7	8	6
78.	Supervise or conduct intramural program	10	7	10
V <u>Supervisory Duties</u>				
79.	Provide a plan for development of philosophy and objectives with teachers	7	10	10
80.	Interpret various phases of program for teachers, such as course of study, test data, etc.	9	7	8
81.	Read and comment on teachers' lesson plans	4	6	2
82.	Prepare bulletins for teachers	8	2	3
83.	Develop standards for use of others to supervise instruction	4	8	3
84.	Provide specialized resources upon which teachers may draw for meeting needs	7	7	7
85.	Rate teachers with a rating scale	1	6	1
86.	Assist teachers in development of skills and the use of all types of instructional materials including audio-visual aids	8	8	8
87.	Develop plan for self-analysis of teachers such as check list for teacher self-evaluation	1	8	3
88.	Provide for intervisitation of teachers	2	3	3
89.	Do demonstration teaching	8	4	6
90.	Work with teachers to help them do demonstration teaching	5	4	5
91.	Hold conferences with teachers	9	5	8

TABLE 2 (continued)

Duties	F	D	I
92. Visit teachers in teaching situation	10	3	8
93. Advise with teacher training institutions regarding pre-service training	3	5	4
94. Participate in planning of workshops or physical education clinics	4	8	5
95. Participate in planning teachers' institutes	2	7	4
96. Promote professional growth of teachers by encouraging them to participate in professional organizations, attend school, etc.	7	8	9
VI <u>Duties Pertaining to Community Activities</u>			
97. Direct community playgrounds (year around)	2	5	8
98. Direct community playgrounds (summer only)	5	6	9
99. Make home visits	2	4	5
100. Address numerous community organizations	8	5	7
101. Conduct recreation programs for community groups	6	4	4
102. Cooperate in programs of youth organizations (YMCA, CYO, Boy Scouts etc.)	8	2	4
103. Render voluntary community services such as cooperating in drives for various funds	8	5	2
104. Coordinate recreation for various community agencies	5	6	5
105. Promote joint school and community organizations such as booster clubs	4	6	2
106. Conduct physical education or recreation programs sponsored by commercial organizations such as newspapers, radio, industry, etc.	1	3	1

TABLE 2 (continued)

Duties	F	D	I
107. Attend numerous miscellaneous community civic meetings	10	6	3
108. Assist with community surveys	5	8	2
109. Serve on community health agency	3	3	4
110. Develop plan for participation of community professional people in school program i. e. physicians and dentists	4	9	8
111. Provide plan for public relations for your department	9	10	9
VII <u>Duties Pertaining to Personal Professional Growth and Professional Contributions</u>			
112. Write for professional journals or magazines	2	9	2
113. Write or collaborate in writing textbooks	x	x	x
114. Edit materials for publication	2	10	2
115. Do research	3	9	4
116. Report upon progress made in centers of research	1	9	2
117. Work with others in research such as filling out questionnaires etc.	7	10	5
118. Do advanced study at college or university	6	9	8
119. Do independent study for professional growth	9	7	9
120. Attend meetings of professional organizations	10	3	9
121. Hold office in professional organizations	7	5	5

TABLE 2 (concluded)

Duties	F	D	I
122. Attend professional conventions, clinics, etc.	9	2	7
123. Serve on national committees	1	8	2
124. Serve on state committees	6	6	4
125. Prepare exhibits for conventions	2	6	1
126. Keep diary or log of your own activities	5	8	2
127. Rate yourself on a rating scale	2	10	5

TABLE 3

DECILE RATINGS OF DUTIES FOR FREQUENCY, DIFFICULTY, AND IMPORTANCE
PERFORMED BY PUBLIC SCHOOL PHYSICAL EDUCATION DIRECTORS OF
SMALL COMMUNITIES (Under 15,000) WITH ELEMENTARY AND
SECONDARY SCHOOL GRADES COMING UNDER DIRECTION

Duties	F	D	I
I <u>Administrative Duties</u>			
1. Attend to office routine necessary to performance of duties including correspondence and clerical duties	10	7	9
2. Keep office hours for conferences or other activities	8	7	5
3. Prepare notices and announcements	10	2	6
4. Serve on numerous miscellaneous committees which concern school policies	8	7	5
5. Develop plan for budgeting and accounting	6	10	8
6. Coordinate program with other departments	9	10	10
7. Have conferences with and make reports to supervisors	10	5	7
8. Interview prospective staff members	3	3	6
9. Interview salesmen or other commercial people	9	2	1
10. Conduct staff meetings	6	3	7
11. Develop plan for adjusting teaching load and transfer of teachers	2	10	3
12. Work with curriculum consultants in analysis or development of curriculum	3	10	6
13. Organize and work with teacher groups in curriculum revision	5	8	6

TABLE 3 (continued)

Duties	F	D	I
14. Develop curriculum materials	8	9	6
15. Develop courses of study or syllabi	4	10	7
16. Organize classes	8	5	10
17. Prepare schedule for classes	6	3	7
18. Make class adjustments	7	6	6
19. Classify pupils	6	9	6
20. Excuse pupils from participation	9	7	4
21. Discipline pupils	8	2	8
22. Develop plan for determining pupils' marks	6	8	5
23. Orient new teachers in the school system	3	1	8
24. Orient new teachers in the community (assist in finding home, advise on leisure time etc.)	3	2	9
25. Develop program for evaluation (testing program, evaluating committees, or other)	5	10	6
26. Operate visual aids machine	6	1	2
II <u>Duties Pertaining to Facilities, Equipment, and Supplies</u>			
27. Participate in planning of new facilities	9	7	10
28. Evaluate facilities, equipment and supplies, including inspection for safety hazards and cleanliness	9	7	9
29. Evaluate and select all types of instructional materials including audio-visual aids	7	4	8
30. Supervise sanitary conditions of physical education and athletic facilities	10	9	10

TABLE 3 (continued)

Duties		F	D	I
31.	Supervise sanitary conditions of buildings including lunch rooms, rest rooms, etc.	3	2	9
32.	Develop plan for purchase of equipment and supplies	9	8	10
33.	Provide plan for inventory of equipment including cleaning, storage, and identification such as stenciling	9	8	10
34.	Provide plan for issue and return of equipment and supplies used by pupils	9	9	10
35.	Develop plan for distribution of equipment, supplies and all types of instructional materials	8	4	6
36.	Prepare directions on care and use of equipment	7	3	9
37.	Provide plan for repair of facilities and equipment	8	4	7
38.	Develop plan for construction of home made equipment	6	5	6
39.	Develop plan for preparing various types of visual aids	5	2	2
III <u>Duties Pertaining to Instruction</u>				
40.	Teach regular physical education classes	10	4	10
41.	Teach corrective classes in physical education	3	8	10
42.	Teach related subjects such as health and safety	8	6	10
43.	Teach classes in other subjects	2	8	1
44.	Teach in adult education program	1	1	1

TABLE 3 (continued)

Duties		F	D	I
45.	Substitute for teachers who are absent	2	2	1
46.	Teach college courses on part time basis	*	x	x
47.	Act as critic teacher for college or university student teachers	1	8	6
IV <u>Duties Pertaining to Special Services and Activities</u>				
<u>A. Health and Safety</u>				
48.	Participate in physical examinations	6	3	8
49.	Serve on health council	6	8	6
50.	Act as health co-ordinator	6	10	6
51.	Participate in driver education program	1	6	8
52.	Participate in school safety program by keeping records of accidents, serving on safety council or other	4	3	4
53.	Act as safety co-ordinator	3	6	3
54.	Administer first aid	10	1	9
55.	Counsel pupils on various problems and make referrals to proper persons	9	6	8
<u>B. Interscholastic Athletics</u>				
56.	Coach interscholastic teams	10	5	9
57.	Arrange for excuses for athletes for game participation	5	3	3
58.	Check eligibility of athletes	10	1	8
59.	Develop plan for classification of athletes	5	3	4

* Whenever an "x" occurs in the tables it signifies that the duty was not performed in that classification

TABLE 3 (continued)

Duties	F	D	I
60. Prepare budget and receipt of expenditures of athletic teams	7	10	9
61. Handle ticket sales and gate receipts for athletic teams	3	6	7
62. Schedule contests for athletic teams	10	8	8
63. Prepare contracts for athletic contests	9	3	8
64. Arrange for transportation for athletic teams	10	9	10
65. Make preparations for interscholastic contests including preparation of facilities, advertising, etc.	10	9	7
66. Serve on athletic committee	9	3	7
67. Scout interscholastic contests	7	4	2
68. Prepare list of approved officials	8	4	7
<u>C. Extra Curricular Activities</u>			
69. Direct special events such as play days, demonstrations, exhibits, parades, etc.	7	8	3
70. Provide for modified program for handicapped	3	9	9
71. Attend school camps and assist with programs	1	4	1
72. Conduct field trips	2	7	2
73. Chaperone school affairs	7	2	2
74. Act as a sponsor for student organizations	7	8	2
75. Provide a plan for the development of student leaders	7	9	7
76. Establish an award system	8	4	5

TABLE 3 (continued)

Duties		F	D	I
77.	Supervise or conduct co-recreational program	8	9	6
78.	Supervise or conduct intramural program	10	6	10
V <u>Supervisory Duties</u>				
79.	Provide a plan for development of philosophy and objectives with teachers	5	9	10
80.	Interpret various phases of program for teachers, such as course of study, test data, etc.	5	8	8
81.	Read and comment on teachers' lesson plans	2	6	1
82.	Prepare bulletins for teachers	4	4	3
83.	Develop standards for use of others to supervise instruction	3	4	2
84.	Provide specialized resources upon which teachers may draw for meeting needs	3	7	6
85.	Rate teachers with a rating scale	1	6	1
86.	Assist teachers in development of skills and the use of all types of instructional materials including audio-visual aids	5	7	8
87.	Develop plan for self-analysis of teachers such as check list for teacher self-evaluation	1	10	4
88.	Provide for intervisitation of teachers	1	5	2
89.	Do demonstration teaching	5	6	4
90.	Work with teachers to help them do demonstration teaching	2	6	3
91.	Hold conferences with teachers	6	4	5

TABLE 3 (continued)

Duties	F	D	I
92. Visit teachers in teaching situation	5	2	8
93. Advise with teacher training institutions regarding pre-service training	2	4	3
94. Participate in planning of workshops or physical education clinics	4	8	3
95. Participate in planning teachers' institutes	1	9	2
96. Promote professional growth of teachers by encouraging them to participate in professional organizations, attend school, etc.	4	7	8
VI <u>Duties Pertaining to Community Activities</u>			
97. Direct community playgrounds (year around)	1	10	9
98. Direct community playgrounds (summer only)	5	3	7
99. Make home visits	4	7	8
100. Address numerous community organizations	7	5	5
101. Conduct recreation programs for community groups	4	4	5
102. Cooperate in programs of youth organizations (YMCA, CYO, Boy Scouts etc.)	6	3	4
103. Render voluntary community services such as cooperating in drives for various funds	7	5	2
104. Coordinate recreation for various community agencies	4	6	4
105. Promote joint school and community organizations such as booster clubs	4	5	2
106. Conduct physical education or recreation programs sponsored by commercial organizations such as newspapers, radio, industry, etc.	2	4	1

TABLE 3 (continued)

Duties	F	D	I
107. Attend numerous miscellaneous community civic meetings	9	4	5
108. Assist with community surveys	4	6	2
109. Serve on community health agency	3	3	5
110. Develop plan for participation of community professional people in school program i.e. physicians and dentists	3	9	9
111. Provide plan for public relations for your department	7	9	9
VII <u>Duties Pertaining to Personal Professional Growth and Professional Contributions</u>			
112. Write for professional journals or magazines	2	8	3
113. Write or collaborate in writing textbooks	x	x	x
114. Edit materials for publication	1	7	2
115. Do research	2	10	5
116. Report upon progress made in centers of research	1	7	4
117. Work with others in research such as filling out questionnaires etc.	7	8	6
118. Do advanced study at college or university	5	7	6
119. Do independent study for professional growth	8	5	9
120. Attend meetings of professional organizations	9	7	7
121. Hold office in professional organizations	5	2	3

TABLE 3 (concluded)

Duties	F	D	I
122. Attend professional conventions, clinics, etc.	8	7	7
123. Serve on national committees	x	x	x
124. Serve on state committees	4	7	4
125. Prepare exhibits for conventions	1	10	1
126. Keep diary or log of your own activities	4	5	3
127. Rate yourself on a rating scale	2	10	3

TABLE 4

DECILE RATINGS OF DUTIES FOR FREQUENCY, DIFFICULTY, AND IMPORTANCE
PERFORMED BY PUBLIC SCHOOL PHYSICAL EDUCATION DIRECTORS OF
LARGE COMMUNITIES (Over 50,000) WITH SECONDARY SCHOOL
GRADES ONLY COMING UNDER DIRECTION

Duties		F	D	I
I <u>Administrative Duties</u>				
1.	Attend to office routine necessary to performance of duties including correspondence and clerical duties	10	8	9
2.	Keep office hours for conferences or other activities	10	4	7
3.	Prepare notices and announcements	10	2	5
4.	Serve on numerous miscellaneous committees which concern school policies	10	7	2
5.	Develop plan for budgeting and accounting	5	10	7
6.	Coordinate program with other departments	9	9	8
7.	Have conferences with and make reports to supervisors	9	2	8
8.	Interview prospective staff members	4	1	5
9.	Interview salesmen or other commercial people	7	2	1
10.	Conduct staff meetings	8	7	8
11.	Develop plan for adjusting teaching load and transfer of teachers	1	10	7
12.	Work with curriculum consultants in analysis or development of curriculum	5	7	8
13.	Organize and work with teacher groups in curriculum revision	4	10	6

TABLE 4 (continued)

Duties	F	D	I
14. Develop curriculum materials	5	9	7
15. Develop courses of study or syllabi	5	9	7
16. Organize classes	7	3	9
17. Prepare schedule for classes	4	4	8
18. Make class adjustments	7	5	5
19. Classify pupils	3	6	4
20. Excuse pupils from participation	8	4	5
21. Discipline pupils	8	5	7
22. Develop plan for determining pupils' marks	4	10	7
23. Orient new teachers in the school system	4	3	7
24. Orient new teachers in the community (assist in finding home, advise on leisure time etc.)	1	3	3
25. Develop program for evaluation (testing program, evaluating committees, or other)	6	10	6
26. Operate visual aids machine	6	1	1
II <u>Duties Pertaining to Facilities, Equipment, and Supplies</u>			
27. Participate in planning of new facilities	8	8	10
28. Evaluate facilities, equipment and supplies, including inspection for safety hazards and cleanliness	9	5	10
29. Evaluate and select all types of instructional materials including audio-visual aids	8	8	9
30. Supervise sanitary conditions of physical education and athletic facilities	10	8	10

TABLE 4 (continued)

Duties		F	D	I
31.	Supervise sanitary conditions of buildings including lunch rooms, rest rooms, etc.	3	4	7
32.	Develop plan for purchase of equipment and supplies	7	9	8
33.	Provide plan for inventory of equipment including cleaning, storage, and identification such as stenciling	9	8	9
34.	Provide plan for issue and return of equipment and supplies used by pupils	8	6	8
35.	Develop plan for distribution of equipment, supplies and all types of instructional materials	7	6	7
36.	Prepare directions on care and use of equipment	8	6	9
37.	Provide plan for repair of facilities and equipment	9	9	8
38.	Develop plan for construction of home made equipment	2	8	1
39.	Develop plan for preparing various types of visual aids	3	6	3
III <u>Duties Pertaining to Instruction</u>				
40.	Teach regular physical education classes	10	4	10
41.	Teach corrective classes in physical education	3	6	8
42.	Teach related subjects such as health and safety	7	3	9
43.	Teach classes in other subjects	2	8	1
44.	Teach in adult education program	2	1	2

TABLE 4 (continued)

Duties	F	D	I
45. Substitute for teachers who are absent	4	3	1
46. Teach college courses on part time basis	1	1	1
47. Act as critic teacher for college or university student teachers	5	2	8
<u>IV Duties Pertaining to Special Services and Activities</u>			
<u>A. Health and Safety</u>			
48. Participate in physical examinations	5	5	8
49. Serve on health council	5	6	5
50. Act as health co-ordinator	2	7	4
51. Participate in driver education program	* x	x	x
52. Participate in school safety program by keeping records of accidents, serving on safety council or other	4	8	3
53. Act as safety co-ordinator	1	7	2
54. Administer first aid	10	1	10
55. Counsel pupils on various problems and make referrals to proper persons	10	4	9
<u>B. Interscholastic Athletics</u>			
56. Coach interscholastic teams	9	10	8
57. Arrange for excuses for athletes for game participation	10	3	6
58. Check eligibility of athletes	9	2	9
59. Develop plan for classification of athletes	6	5	6

* Whenever an "x" occurs in the tables it signifies that the duty was not performed in that classification

TABLE 4 (continued)

Duties	F	D	I
60. Prepare budget and receipt of expenditures of athletic teams	7	8	10
61. Handle ticket sales and gate receipts for athletic teams	4	10	10
62. Schedule contests for athletic teams	9	9	10
63. Prepare contracts for athletic contests	9	5	9
64. Arrange for transportation for athletic teams	10	7	10
65. Make preparations for interscholastic contests including preparation of facilities, advertising, etc.	9	8	10
66. Serve on athletic committee	9	3	9
67. Scout interscholastic contests	6	6	3
68. Prepare list of approved officials	7	4	6
<u>C. Extra Curricular Activities</u>			
69. Direct special events such as play days, demonstrations, exhibits, parades, etc.	5	9	4
70. Provide for modified program for handicapped	3	9	7
71. Attend school camps and assist with programs	1	5	2
72. Conduct field trips	1	5	2
73. Chaperone school affairs	7	3	2
74. Act as a sponsor for student organizations	8	9	6
75. Provide a plan for the development of student leaders	7	9	9
76. Establish an award system	6	7	3

TABLE 4 (continued)

Duties		F	D	I
77.	Supervise or conduct co-reactional program	7	10	8
78.	Supervise or conduct intramural program	10	9	10
<u>V. Supervisory Duties</u>				
79.	Provide a plan for development of philosophy and objectives with teachers	5	7	7
80.	Interpret various phases of program for teachers, such as course of study, test date, etc.	5	6	5
81.	Read and comment on teachers' lesson plans	3	2	4
82.	Prepare bulletins for teachers	5	3	4
83.	Develop standards for use of others to supervise instruction	3	6	5
84.	Provide specialized resources upon which teachers may draw for meeting needs	3	4	8
85.	Rate teachers with a rating scale	2	10	3
86.	Assist teachers in development of skills and the use of all types of instructional materials including audio-visual aids	6	5	6
87.	Develop plan for self-analysis of teachers such as check list for teacher self-evaluation	2	10	4
88.	Provide for intervisitation of teachers	2	6	6
89.	Do demonstration teaching	6	3	4
90.	Work with teachers to help them do demonstration teaching	4	5	4
91.	Hold conferences with teachers	8	1	7

TABLE 4 (continued)

Duties	F	D	I
92. Visit teachers in teaching situation	6	6	7
93. Advise with teacher training institutions regarding pre-service training	4	6	6
94. Participate in planning of workshops or physical education clinics	5	7	6
95. Participate in planning teachers' institutes	2	5	2
96. Promote professional growth of teachers by encouraging them to participate in professional organizations, attend school, etc.	6	7	7
<u>VI Duties Pertaining to Community Activities</u>			
97. Direct community playgrounds (year around)	1	6	9
98. Direct community playgrounds (summer only)	2	5	3
99. Make home visits	3	4	2
100. Address numerous community organizations	6	2	3
101. Conduct recreation programs for community groups	1	4	2
102. Cooperate in programs of youth organizations (YMCA, CYO, Boy Scouts etc.)	6	2	5
103. Render voluntary community services such as cooperating in drives for various funds	8	3	3
104. Coordinate recreation for various community agencies	1	8	2
105. Promote joint school and community organizations such as booster clubs	2	9	4
106. Conduct physical education or recreation programs sponsored by commercial organizations such as newspapers, radio, industry, etc.	1	2	1

TABLE 4 (continued)

Duties	F	D	I
107. Attend numerous miscellaneous community civic meetings	8	3	4
108. Assist with community surveys	3	5	3
109. Serve on community health agency	1	2	5
110. Develop plan for participation of community professional people in school program i.e. physicians and dentists	3	7	8
111. Provide plan for public relations for your departments	9	8	6
VII <u>Duties Pertaining to Personal Professional Growth and Professional Contributions</u>			
112. Write for professional journals or magazines	3	10	1
113. Write or collaborate in writing textbooks	x	x	x
114. Edit materials for publication	1	7	3
115. Do research	4	10	2
116. Report upon progress made in centers of research	2	5	3
117. Work with others in research such as filling out questionnaires etc.	8	4	4
118. Do advanced study at college or university	8	7	6
119. Do independent study for professional growth	10	4	10
120. Attend meetings of professional organizations	10	3	9
121. Hold office in professional organizations	7	5	2

TABLE 4 (concluded)

Duties	F	D	I
122. Attend professional conventions, clinics, etc.	9	6	5
123. Serve on national committees	1	8	2
124. Serve on state committees	7	3	5
125. Prepare exhibits for conventions	2	8	1
126. Keep diary or log of your own activities	4	6	1
127. Rate yourself on a rating scale	5	8	3

TABLE 5

DECILE RATINGS OF DUTIES FOR FREQUENCY, DIFFICULTY, AND IMPORTANCE
PERFORMED BY PUBLIC SCHOOL PHYSICAL EDUCATION DIRECTORS OF
MEDIUM SIZED COMMUNITIES (15,000 to 50,000) WITH
SECONDARY SCHOOL GRADES ONLY COMING
UNDER DIRECTION

Duties	F	D	I
<u>I Administrative Duties</u>			
1. Attend to office routine necessary to performance of duties including correspondence and clerical duties	10	7	8
2. Keep office hours for conferences or other activities	9	6	5
3. Prepare notices and announcements	10	2	4
4. Serve on numerous miscellaneous committees which concern school policies	8	6	2
5. Develop plan for budgeting and accounting	6	10	8
6. Coordinate program with other departments	9	9	8
7. Have conferences with and make reports to supervisors	9	4	6
8. Interview prospective staff members	3	1	5
9. Interview salesmen or other commercial people	8	1	1
10. Conduct staff meetings	6	2	7
11. Develop plan for adjusting teaching load and transfer of teachers	* x	x	x
12. Work with curriculum consultants in analysis or development of curriculum	4	5	6
13. Organize and work with teacher groups in curriculum revision	2	7	5

* Whenever an "x" occurs in the tables it signifies that the duty was not performed in that classification

TABLE 5 (continued)

Duties	F	D	I
14. Develop curriculum materials	5	7	8
15. Develop courses of study or syllabi	4	10	7
16. Organize classes	8	7	9
17. Prepare schedule for classes	5	6	8
18. Make class adjustments	7	8	6
19. Classify pupils	5	9	7
20. Excuse pupils from participation	8	2	6
21. Discipline pupils	8	2	6
22. Develop plan for determining pupils' marks	6	10	7
23. Orient new teachers in the school system	2	3	6
24. Orient new teachers in the community (assist in finding home, advise on leisure time etc.)	1	8	7
25. Develop program for evaluation (testing program, evaluating committees, or other)	4	10	6
26. Operate visual aids machine	6	1	3
II <u>Duties Pertaining to Facilities, Equipment, and Supplies</u>			
27. Participate in planning of new facilities	7	9	9
28. Evaluate facilities, equipment and supplies, including inspection for safety hazards and cleanliness	9	7	10
29. Evaluate and select all types of instructional materials including audio-visual aids	7	9	7
30. Supervise sanitary conditions of physical education and athletic facilities	10	9	10

TABLE 5 (continued)

Duties	F	D	I
31. Supervise sanitary conditions of buildings including lunch rooms, rest rooms, etc.	2	6	6
32. Develop plan for purchase of equipment and supplies	5	6	9
33. Provide plan for inventory of equipment including cleaning, storage, and identification such as stenciling	9	9	9
34. Provide plan for issue and return of equipment and supplies used by pupils	10	8	10
35. Develop plan for distribution of equipment, supplies and all types of instructional materials	8	3	8
36. Prepare directions on care and use of equipment	9	4	8
37. Provide plan for repair of facilities and equipment	9	7	8
38. Develop plan for construction of home made equipment	4	2	1
39. Develop plan for preparing various types of visual aids	5	6	1
III <u>Duties Pertaining to Instruction</u>			
40. Teach regular physical education classes	10	5	10
41. Teach corrective classes in physical education	4	9	10
42. Teach related subjects such as health and safety	7	7	8
43. Teach classes in other subjects	1	9	1
44. Teach in adult education program	1	1	1

TABLE 5 (continued)

Duties	F	D	I
45. Substitute for teachers who are absent	1	1	2
46. Teach college courses on part time basis	x	x	x
47. Act as critic teacher for college or university student teachers	5	4	5
<u>IV Duties Pertaining to Special Services and Activities</u>			
<u>A. Health and Safety</u>			
48. Participate in physical examinations	6	3	9
49. Serve on health council	5	2	4
50. Act as health co-ordinator	4	8	3
51. Participate in driver education program	x	x	x
52. Participate in school safety program by keeping records of accidents, serving on safety council or other	3	8	8
53. Act as safety co-ordinator	x	x	x
54. Administer first aid	10	3	10
55. Counsel pupils on various problems and make referrals to proper persons	9	5	9
<u>B. Interscholastic Athletics</u>			
56. Coach interscholastic teams	10	9	10
57. Arrange for excuses for athletes for game participation	10	2	6
58. Check eligibility of athletes	9	1	10
59. Develop plan for classification of athletes	7	8	7

TABLE 5 (continued)

Duties		F	D	I
60.	Prepare budget and receipt of expenditures of athletic teams	7	9	9
61.	Handle ticket sales and gate receipts for athletic teams	3	5	10
62.	Schedule contests for athletic teams	10	10	10
63.	Prepare contracts for athletic contests	8	3	9
64.	Arrange for transportation for athletic teams	10	3	10
65.	Make preparations for interscholastic contests including preparation of facilities, advertising, etc.	9	7	8
66.	Serve on athletic committee	9	3	8
67.	Scout interscholastic contests	6	4	4
68.	Prepare list of approved officials	8	4	8
<u>C. Extra Curricular Activities</u>				
69.	Direct special events such as play days, demonstrations, exhibits, parades, etc.	5	10	5
70.	Provide for modified program for handicapped	4	10	9
71.	Attend school camps and assist with programs	1	4	3
72.	Conduct field trips	1	5	2
73.	Chaperone school affairs	6	2	3
74.	Act as a sponsor for student organizations	7	8	3
75.	Provide a plan for the development of student leaders	7	5	7
76.	Establish an award system	8	8	5

TABLE 5 (continued)

Duties	F	D	I
77. Supervise or conduct co-recreational program	6	5	5
78. Supervise or conduct intramural program	10	4	9
V <u>Supervisory Duties</u>			
79. Provide a plan for development of philosophy and objectives with teachers	4	9	7
80. Interpret various phases of program for teachers, such as course of study, test data, etc.	3	5	8
81. Read and comment on teachers' lesson plans	x	x	x
82. Prepare bulletins for teachers	2	1	2
83. Develop standards for use of others to supervise instruction	x	x	x
84. Provide specialized resources upon which teachers may draw for meeting needs	1	4	5
85. Rate teachers with a rating scale	x	x	x
86. Assist teachers in development of skills and the use of all types of instructional materials including audio-visual aids	3	5	5
87. Develop plan for self-analysis of teachers such as check list for teacher self-evaluation	x	x	x
88. Provide for intervisitation of teachers	x	x	x
89. Do demonstration teaching	3	3	2
90. Work with teachers to help them do demonstration teaching	x	x	x
91. Hold conferences with teachers	4	4	4

TABLE 5 (continued)

Duties	F	D	I
92. Visit teachers in teaching situation	3	2	7
93. Advise with teacher training institutions regarding pre-service training	2	2	5
94. Participate in planning of workshops or physical education clinics	4	7	2
95. Participate in planning teachers' institutes	x	x	x
96. Promote professional growth of teachers by encouraging them to participate in professional organizations, attend school, etc.	4	6	4
VI <u>Duties Pertaining to Community Activities</u>			
97. Direct community playgrounds (year around)	2	10	7
98. Direct community playgrounds (summer only)	6	6	8
99. Make home visits	2	3	3
100. Address numerous community organizations	6	5	4
101. Conduct recreation programs for community groups	5	8	3
102. Cooperate in programs of youth organizations (YMCA, CYO, Boy Scout etc.)	7	6	4
103. Render voluntary community services such as cooperating in drives for various funds	5	6	2
104. Coordinate recreation for various community agencies	3	6	2
105. Promote joint school and community organizations such as booster clubs	2	2	1
106. Conduct physical education or recreation programs sponsored by commercial organizations such as newspapers, radio, industry, etc.	2	4	1

TABLE 5 (continued)

Duties	F	D	I
107. Attend numerous miscellaneous community civic meetings	7	3	2
108. Assist with community surveys	2	4	1
109. Serve on community health agency	1	1	4
110. Develop plan for participation of community professional people in school program i. e. physicians and dentists	3	9	7
111. Provide plan for public relations for your department	8	7	7
VII <u>Duties Pertaining to Personal Professional Growth and Professional Contributions</u>			
112. Write for professional journals or magazines	3	8	2
113. Write or collaborate in writing textbooks	x	x	x
114. Edit materials for publication	1	7	3
115. Do research	4	10	4
116. Report upon progress made in centers of research	x	x	x
117. Work with others in research such as filling out questionnaires etc.	7	8	4
118. Do advanced study at college or university	6	10	6
119. Do independent study for professional growth	8	6	9
120. Attend meetings of professional organizations	9	8	6
121. Hold office in professional organizations	7	6	2

TABLE 5 (concluded)

Duties	F	D	I
122. Attend professional conventions, clinics, etc.	8	7	4
123. Serve on national committees	x	x	x
124. Serve on state committees	6	5	2
125. Prepare exhibits for conventions	x	x	x
126. Keep diary or log of your own activities	5	4	2
127. Rate yourself on a rating scale	2	7	3

TABLE 6

DECILE RATINGS OF DUTIES FOR FREQUENCY, DIFFICULTY, AND IMPORTANCE
PERFORMED BY PUBLIC SCHOOL PHYSICAL EDUCATION DIRECTORS OF
SMALL COMMUNITIES (Under 15,000) WITH SECONDARY
SCHOOL GRADES ONLY COMING UNDER DIRECTION

Duties	F	D	I
I <u>Administrative Duties</u>			
1. Attend to office routine necessary to performance of duties including correspondence and clerical duties	10	5	7
2. Keep office hours for conferences or other activities	8	3	5
3. Prepare notices and announcements	10	2	6
4. Serve on numerous miscellaneous committees which concern school policies	7	7	4
5. Develop plan for budgeting and accounting	4	10	10
6. Coordinate program with other departments	9	9	10
7. Have conferences with and make reports to supervisors	9	1	5
8. Interview prospective staff members	1	1	8
9. Interview salesmen or other commercial people	9	1	1
10. Conduct staff meetings	5	2	8
11. Develop plan for adjusting teaching load and transfer of teachers	* x	x	x
12. Work with curriculum consultants in analysis or development of curriculum	4	9	8
13. Organize and work with teacher groups in curriculum revision	3	6	6

* Whenever an "x" occurs in the tables it signifies that the duty was not performed in that classification

TABLE 6 (continued)

Duties	F	D	I
14. Develop curriculum materials	5	8	7
15. Develop courses of study or syllabi	4	10	8
16. Organize classes	6	4	6
17. Prepare schedule for classes	5	4	7
18. Make class adjustments	6	6	5
19. Classify pupils	5	10	5
20. Excuse pupils from participation	8	2	3
21. Discipline pupils	8	1	5
22. Develop plan for determining pupils' marks	6	7	5
23. Orient new teachers in the school system	1	1	7
24. Orient new teachers in the community (assist in finding home, advise on leisure time etc.)	x	x	x
25. Develop program for evaluation (testing program, evaluating committees, or other)	3	8	5
26. Operate visual aids machine	7	1	3
II <u>Duties Pertaining to Facilities, Equipment, and Supplies</u>			
27. Participate in planning of new facilities	6	8	10
28. Evaluate facilities, equipment and supplies, including inspection for safety hazards and cleanliness	10	5	10
29. Evaluate and select all types of instructional materials including audio-visual aids	7	9	7
30. Supervise sanitary conditions of physical education and athletic facilities	10	7	10

TABLE 6 (continued)

Duties		F	D	I
31.	Supervise sanitary conditions of buildings including lunch rooms, rest rooms, etc.	2	3	8
32.	Develop plan for purchase of equipment and supplies	7	8	9
33.	Provide plan for inventory of equipment including cleaning, storage, and identification such as stenciling	8	7	10
34.	Provide plan for issue and return of equipment and supplies used by pupils	9	4	9
35.	Develop plan for distribution of equipment, supplies and all types of instructional materials	7	4	7
36.	Prepare directions on care and use of equipment	8	4	8
37.	Provide plan for repair of facilities and equipment	7	8	10
38.	Develop plan for construction of home made equipment	4	10	6
39.	Develop plan for preparing various types of visual aids	3	8	3
<u>III Duties Pertaining to Instruction</u>				
40.	Teach regular physical education classes	10	7	10
41.	Teach corrective classes in physical education	4	10	9
42.	Teach related subjects such as health and safety	9	9	8
43.	Teach classes in other subjects	4	9	1
44.	Teach in adult education program	1	6	1

TABLE 6 (continued)

Duties	F	D	I
45. Substitute for teachers who are absent	2	3	1
46. Teach college courses on part time basis	x	x	x
47. Act as critic teacher for college or university student teachers	3	3	7
IV <u>Duties Pertaining to Special Services and Activities</u>			
<u>A. Health and Safety</u>			
48. Participate in physical examinations	6	3	9
49. Serve on health council	3	2	4
50. Act as health co-ordinator	3	8	4
51. Participate in driver education program	x	x	x
52. Participate in school safety program by keeping records of accidents, serving on safety council or other	1	7	2
53. Act as safety co-ordinator	x	x	x
54. Administer first aid	10	2	10
55. Counsel pupils on various problems and make referrals to proper persons	9	9	9
<u>B. Interscholastic Athletics</u>			
56. Coach interscholastic teams	10	8	9
57. Arrange for excuses for athletes for game participation	9	1	3
58. Check eligibility of athletes	10	2	8
59. Develop plan for classification of athletes	5	4	4

TABLE 6 (continued)

Duties		F	D	I
60.	Prepare budget and receipt of expenditures of athletic teams	7	8	8
61.	Handle ticket sales and gate receipts for athletic teams	1	5	2
62.	Schedule contests for athletic teams	10	10	9
63.	Prepare contracts for athletic contests	8	2	6
64.	Arrange for transportation for athletic teams	10	5	8
65.	Make preparations for interscholastic contests including preparation of facilities, advertising, etc.	9	10	9
66.	Serve on athletic committee	9	2	5
67.	Scout interscholastic contests	8	8	4
68.	Prepare list of approved officials	7	9	3
<u>C. Extra Curricular Activities</u>				
69.	Direct special events such as play days, demonstrations, exhibits, parades, etc.	4	10	4
70.	Provide for modified program for handicapped	2	10	8
71.	Attend school camps and assist with programs	1	6	2
72.	Conduct field trips	2	7	1
73.	Chaperone school affairs	6	1	1
74.	Act as a sponsor for student organizations	8	3	2
75.	Provide a plan for the development of student leaders	7	7	7
76.	Establish an award system	5	4	3

TABLE 6 (continued)

Duties		F	D	I
77.	Supervise or conduct co-recreational program	5	6	6
78.	Supervise or conduct intramural program	9	3	10
V <u>Supervisory Duties</u>				
79.	Provide a plan for development of philosophy and objectives with teachers	x	x	x
80.	Interpret various phases of program for teachers, such as course of study, test data, etc.	x	x	x
81.	Read and comment on teachers' lesson plans	x	x	x
82.	Prepare bulletins for teachers	x	x	x
83.	Develop standards for use of others to supervise instruction	x	x	x
84.	Provide specialized resources upon which teachers may draw for meeting needs	x	x	x
85.	Rate teachers with a rating scale	x	x	x
86.	Assist teachers in development of skills and the use of all types of instructional materials including audio-visual aids	x	x	x
87.	Develop plan for self-analysis of teachers such as check list for teacher self-evaluation	x	x	x
88.	Provide for intervisitation of teachers	x	x	x
89.	Do demonstration teaching	x	x	x
90.	Work with teachers to help them do demonstration teaching	x	x	x
91.	Hold conferences with teachers	x	x	x

TABLE 6 (continued)

Duties	F	D	I
92. Visit teachers in teaching situation	x	x	x
93. Advise with teacher training institutions regarding pre-service training	1	3	6
94. Participate in planning of workshops or physical education clinics	3	7	7
95. Participate in planning teachers' institutes	x	x	x
96. Promote professional growth of teachers by encouraging them to participate in professional organizations, attend school, etc.	3	6	4
VI <u>Duties Pertaining to Community Activities</u>			
97. Direct community playgrounds (year around)	1	3	6
98. Direct community playgrounds (summer only)	7	9	8
99. Make home visits	4	5	4
100. Address numerous community organizations	6	5	4
101. Conduct recreation programs for community groups	3	5	2
102. Cooperate in programs of youth organizations (YMCA, CYO, Boy Scouts etc.)	5	2	6
103. Render voluntary community services such as cooperating in drives for various funds	5	7	2
104. Coordinate recreation for various community agencies	2	5	4
105. Promote joint school and community organizations such as booster clubs	2	8	2
106. Conduct physical education or recreation programs sponsored by commercial organizations such as newspapers, radio, industry, etc.	1	4	2

TABLE 6 (continued)

Duties	F	D	I
107. Attend numerous miscellaneous community civic meetings	7	5	3
108. Assist with community surveys	2	6	2
109. Serve on community health agency	1	1	3
110. Develop plan for participation of community professional people in school program i. e. physicians and dentists	1	10	9
111. Provide plan for public relations for your department	6	9	9
VII <u>Duties Pertaining to Personal Professional Growth and Professional Contributions</u>			
112. Write for professional journals or magazines	1	8	2
113. Write or collaborate in writing textbooks	x	x	x
114. Edit materials for publication	x	x	x
115. Do research	2	9	4
116. Report upon progress made in centers of research	x	x	x
117. Work with others in research such as filling out questionnaires etc.	6	6	4
118. Do advanced study at college or university	5	10	7
119. Do independent study for professional growth	8	8	10
120. Attend meetings of professional organizations	8	2	7
121. Hold office in professional organizations	4	4	4

TABLE 6 (concluded)

Duties	F	D	I
122. Attend professional conventions, clinics, etc.	6	7	6
123. Serve on national committees	x	x	x
124. Serve on state committees	2	7	3
125. Prepare exhibits for conventions	x	x	x
126. Keep diary or log of your own activities	2	3	3
127. Rate yourself on a rating scale	1	5	7

Interpretation of the decile ratings.--From the data pre-

sented on the preceding pages one can readily make comparisons of the Frequency, Difficulty and Importance of each duty in each category in terms of a decile rating. However, since it could not be assumed that the distribution of scores derived from the original ratings would approximate a normal curve, it seemed essential that an interpretation of each decile rating be given. This was determined by taking the mid-decile score in each criterion in each category and dividing it by the number of participants in that category, thus deriving the mean of each mid-decile score. Since the mid-decile score would be representative of a decile range, a fairly exact interpretation would be derived for each decile rating. These data are presented in Table 7 in terms of the deciles in the six preceding tables. The mean of each mid-decile score represents the average rating given in terms of the rating scale. The value of the ratings are as follows:

<u>FREQUENCY</u>	<u>DIFFICULTY</u>	<u>IMPORTANCE</u>
4.00 Very frequently	5.00 Extreme	5.00 Extreme
3.00 Frequently	4.00 Considerable	4.00 Considerable
2.00 Occasionally	3.00 Moderate	3.00 Moderate
1.00 Infrequently	2.00 Some	2.00 Some
	1.00 Little or none	1.00 Little or none

Table 7 then would be used to interpret the deciles in the six preceding tables for exactness. For example, decile 10 for Frequency in Table 1 would have a mean mid-decile score of 3.34 or between frequently and very frequently. Decile 5 for Importance in Table 3 would have a mean mid-decile score of 3.67 or between moderate and considerable. Similarly, any decile could be checked for exactness in terms of rating.

TABLE 7

MEAN OF EACH MID-DECILE SCORE FOR DECILE RATINGS IN TABLES 1-6

Table 1

<u>Decile</u>	<u>F</u>	<u>D</u>	<u>I</u>
10	3.34	3.62	4.43
9	3.01	3.45	4.25
8	2.66	3.29	4.11
7	2.36	2.97	3.91
6	2.06	2.82	3.80
5	1.74	2.63	3.65
4	1.47	2.47	3.51
3	1.32	2.34	3.31
2	1.08	2.14	3.00
1	.84	1.66	2.72

Table 2

<u>Decile</u>	<u>F</u>	<u>D</u>	<u>I</u>
10	3.26	3.68	4.36
9	3.00	3.36	4.26
8	2.60	3.26	4.14
7	2.40	2.97	3.98
6	2.01	2.90	3.84
5	1.76	2.70	3.73
4	1.56	2.49	3.64
3	1.36	2.23	3.46
2	1.00	2.01	3.14
1	.91	1.81	2.86

Table 3

<u>Decile</u>	<u>F</u>	<u>D</u>	<u>I</u>
10	3.24	3.59	4.48
9	3.01	3.36	4.26
8	2.63	3.27	4.11
7	2.37	2.86	3.83
6	2.14	2.80	3.78
5	1.86	2.64	3.67
4	1.59	2.46	3.56
3	1.31	2.14	3.37
2	1.01	2.01	3.12
1	.96	1.83	2.91

Table 4

<u>Decile</u>	<u>F</u>	<u>D</u>	<u>I</u>
10	3.35	3.65	4.69
9	3.15	3.49	4.39
8	2.74	3.31	4.18
7	2.46	2.90	3.97
6	2.02	2.76	3.91
5	1.70	2.68	3.75
4	1.55	2.20	3.60
3	1.41	1.98	3.32
2	1.10	1.89	3.11
1	.95	1.69	2.75

Table 5

<u>Decile</u>	<u>F</u>	<u>D</u>	<u>I</u>
10	3.22	3.52	4.55
9	3.05	3.30	4.35
8	2.87	3.08	4.22
7	2.57	2.87	3.98
6	2.13	2.72	3.93
5	1.95	2.55	3.75
4	1.63	2.25	3.63
3	1.30	2.07	3.50
2	1.15	1.86	3.25
1	.99	1.60	2.84

Table 6

<u>Decile</u>	<u>F</u>	<u>D</u>	<u>I</u>
10	3.54	3.57	4.49
9	3.07	3.36	4.32
8	2.95	3.13	4.21
7	2.76	2.90	3.94
6	2.42	2.74	3.83
5	1.97	2.48	3.77
4	1.71	2.31	3.56
3	1.46	2.01	3.31
2	1.17	1.74	3.04
1	.93	1.54	2.72

Time spent on various broad classifications of duties.--

In order to get as complete a picture as possible of the job of the public school physical education director, it was felt that some estimate should be made of the time spent on various phases of the job. Since it would have been next to impossible for the participants to estimate the approximate amount of total time spent on each duty, it was decided that they be asked to give the approximate percentage of their total time spent in the various broad classifications of the duties. This was desirable in that it would give a more complete picture of the director's job in terms of the amount of time it was necessary for him to spend on each phase of the job. For example, many of the Administrative Duties are performed very frequently, but this does not give a sufficient indication as to time spent. In other words, a director could perform Administrative Duties every day and spend one-half hour or one-half day on them. Hence, the approximate percentage of time gives a more complete description of the job.

These data are presented in Table 8 and the figures represent the mean percentage of approximate time spent by the directors in each of the six categories. The figures on the last line of the table represent the approximate number of hours per week spent on the job. The words "large", "medium" and "small" refer to community size; the term "All" means all grades under direction and the term "Sec." means secondary grades only under direction. For example, the public school physical education director in a large community (Over 50,000) with all grades under direction

TABLE 8

MEAN PERCENTAGE OF TIME SPENT IN THE BROAD
CLASSIFICATIONS OF THE DUTIES

Classifications of Duties	Large All	Medium All	Small All	Large Sec.	Medium Sec.	Small Sec.
Administrative Duties	30	22	14	14	13	8
Duties Pertaining to Facilities, Equipment and Supplies	10	10	9	9	9	8
Duties Pertaining to Instruction	7	23	42	39	45	59
Duties Pertaining to Special Services and Activities	11	12	13	16	16	15
Supervisory Duties	28	20	10	11	7	2
Duties Pertaining to Community Activities	8	7	6	5	5	5
Duties Pertaining to Personal Professional Growth and Professional Contributions	6	6	6	6	5	3
Hours Per Week Spent on the Job	52	52	53	51	53	52

spends approximately 30 per cent of his time on Administrative Duties, 10 per cent of his time on Duties Pertaining to Facilities, Equipment and Supplies, and so on.

An interesting feature with regard to this particular set of data is that one may determine the approximate number of hours the director spends per week in each broad classification of the duties. For example, the amount of time spent on Instruction per week by the public school physical education director in a small community with secondary school grades only coming under direction would amount to approximately 30 hours. This would be computed by taking 59 per cent of the total 52 hours per week spent on the job. Similarly, the approximate number of hours per week could be determined with respect to any of the classifications of duties in any of the categories.

Analysis of the data.--The many ramifications of the data as presented would preclude a thorough analysis with regard to all factors involved. Moreover, those persons using the results of this study may want to interpret the data in terms of their own individual needs. Nevertheless, out of the multitude of duties there are certain of them which may be regarded as most essential with respect to a training program. It will be the purpose of this analysis to point out those duties which might be given primary consideration in curriculum re-evaluation.

It seems logical to assume that those responsible for the training of physical education personnel would be particularly interested in duties which are performed most frequently, are the most difficult and the most important as adjudged by the out-

standing practitioners in the field. Therefore, duties rating high in all criteria were given first consideration in terms of essentiality. In addition, many duties would be performed less frequently, but would rate high in difficulty and importance and therefore these duties were given consideration in terms of being essential.

In establishing standards for essentiality it seemed wise to resort to the mean mid-decile scores. For FREQUENCY, duties which fell in the decile with a mean mid-decile score from 3.00 to 3.54 (frequently to very frequently) were considered to be most essential. For DIFFICULTY, duties which fell in the decile with a mean mid-decile score from 3.08 to 3.68 (moderate to considerable) were considered to be most essential. For IMPORTANCE, duties which fell in the decile with a mean mid-decile score from 4.11 to 4.69 (considerable to extreme) were considered to be most essential.

The following list of duties pertains to the specific classifications of public school physical education directors on the basis of high ratings in all criteria with respect to the above standards. (The number at the left is the number of the duty on the final master list):

Public school physical education directors of large communities with all grades under direction:

4. Serve on numerous miscellaneous committees which concern school policies.
6. Coordinate program with other departments.
27. Participate in planning of new facilities.

- 28. Evaluate facilities, equipment and supplies, including inspection for safety hazards and cleanliness.
- 79. Provide a plan for development of philosophy and objectives with teachers.
- 80. Interpret various phases of program for teachers, such as course of study, test data etc.
- 86. Assist teachers in development of skills and the use of all types of instructional materials including audio-visual aids.
- 96. Promote professional growth of teachers by encouraging them to participate in professional organizations, attend school etc.

Public school physical education directors of medium sized communities with all grades under direction:

- 6. Coordinate program with other departments.
- 27. Participate in planning of new facilities.
- 28. Evaluate facilities, equipment and supplies, including inspection for safety hazards and cleanliness.
- 30. Supervise sanitary conditions of physical education and athletic facilities.
- 111. Provide plan for public relations for your department.

Public school physical education directors of small communities with all grades under direction:

- 6. Coordinate program with other departments.
- 30. Supervise sanitary conditions of physical education and athletic facilities.
- 32. Develop plan for purchase of equipment and supplies.
- 33. Provide plan for inventory of equipment including cleaning, storage, and identification such as stenciling.
- 62. Schedule contests for interscholastic teams.

64. Arrange for transportation for athletic teams.

Public school physical education directors of large communities with secondary school grades only under direction:

1. Attend to office routine necessary to performance of duties including correspondence and clerical duties.
6. Coordinate program with other departments.
30. Supervise sanitary conditions of physical education and athletic facilities.
33. Provide plan for inventory of equipment including cleaning, storage, and identification such as stenciling.
37. Provide plan for repair of facilities and equipment.
56. Coach interscholastic teams.
62. Schedule contests for athletic teams.
65. Make preparations for interscholastic contests including preparations of facilities, advertising, etc.
78. Supervise or conduct intramural program.

Public school physical education directors of medium sized communities with secondary grades only under direction:

6. Coordinate program with other departments.
30. Supervise sanitary conditions of physical education and athletic facilities.
33. Provide plan for inventory of equipment including cleaning, storage, and identification such as stenciling.
34. Provide plan for issue and return of equipment and supplies used by pupils.
56. Coach interscholastic teams.
62. Schedule contests for athletic teams.

Public school physical education directors of small communities with secondary grade only under direction:

- 6. Coordinate program with other departments.
- 42. Teach related subjects such as health and safety.
- 55. Counsel pupils on various problems and make referrals when necessary to proper persons.
- 56. Coach interscholastic teams.
- 62. Schedule contests for athletic teams.

Whereas the above list pertains to duties in terms of high ratings in all criteria, the following list considers those duties which had high ratings for DIFFICULTY and IMPORTANCE only:

Public school physical education directors of large communities with all grades under direction:

- 13. Organize and work with teacher groups in curriculum revision.
- 15. Develop courses of study or syllabi.
- 70. Provide for modified program for handicapped.
- 111. Provide plan for public relations for your department.

Public school physical education directors of medium sized communities with all grades under direction:

- 5. Develop plan for budgeting and accounting.
- 14. Develop curriculum materials.
- 15. Develop courses of study or syllabi.
- 25. Develop program for evaluation (testing program, evaluating committees, or other)
- 60. Prepare budget and receipt of expenditures of athletic teams.
- 62. Schedule contests for athletic teams.

- 70. Provide for modified program for handicapped.
- 79. Provide a plan for development of philosophy and objectives with teachers.
- 86. Assist teachers in development of skills and the use of all types of instructional materials including audio-visual aids.
- 96. Promote professional growth of teachers by encouraging them to participate in professional organizations, attend school etc.
- 110. Develop plan for participation of community professional people in school program i. e. physicians and dentists.
- 118. Do advanced study at college or university.

Public school physical education directors of small communities with all grades under direction:

- 5. Develop plan for budgeting and accounting.
- 34. Provide plan for issue and return of equipment and supplies used by pupils.
- 41. Teach corrective classes in physical education.
- 60. Prepare budget and receipt of expenditures of athletic teams.
- 70. Provide for modified program for handicapped.
- 79. Provide a plan for development of philosophy and objectives with teachers.
- 80. Interpret various phases of program for teachers, such as course of study, test data, etc.
- 97. Direct community playgrounds (year around).
- 110. Develop plan for participation of community professional people in school program i. e. physicians and dentists.
- 111. Provide plan for public relations for your department.

Public school physical education directors of large communities with secondary grades only under direction:

- 27. Participate in planning of new facilities.
- 29. Evaluate and select all types of instructional materials including audio-visual aids.
- 61. Handle ticket sales and gate receipts for athletic teams.
- 75. Provide a plan for the development of student leaders.
- 77. Supervise or conduct co-recreational program.

Public school physical education directors in medium sized communities with secondary grades only under direction:

- 5. Develop plan for budgeting and accounting.
- 27. Participate in planning of new facilities.
- 41. Teach corrective classes in physical education.
- 52. Participate in school safety program by keeping records of accidents, serving on safety council or other.
- 60. Prepare budget and receipt of expenditures of athletic teams.
- 70. Provide for modified program for handicapped.

Public school physical education directors of small communities with secondary grades only under direction:

- 5. Develop plan for budgeting and accounting.
- 15. Develop courses of study or syllabi.
- 27. Participate in planning of new facilities.
- 32. Develop plan for purchase of equipment and supplies.
- 37. Provide plan for repair of facilities and equipment.
- 41. Teach corrective classes in physical education.
- 60. Prepare budget and receipt of expenditures for athletic teams.

- 65. Make preparations for interscholastic contests including preparation of facilities, advertising, etc.
- 70. Provide for modified program for handicapped.
- 98. Direct community playgrounds (summer only).
- 110. Develop plan for participation of community professional people in school program i. e. physicians and dentists.
- 111. Provide plan for public relations for your department.

Summary

1. It has been the purpose of this Chapter to present the data in detail along with an analysis of the data in terms of what may be considered the most essential duties.
2. Total scores were computed for each criterion in each category and transmuted to deciles for the purpose of facilitating the comparison of the criteria.
3. An interpretation of each decile rating was made by taking the mid-decile score and dividing it by the number of participants in that category.
4. In order to get as complete a picture as possible of the job of the public school physical education director, the mean of the approximate percentages of time spent in the broad classifications of the duties were determined.
5. Standards were arbitrarily set for essentiality of duties by resorting to the mean mid-decile scores. For FREQUENCY, duties which fell in the deciles with

a mean mid-decile score from 3.00 to 3.54 (frequently to very frequently) were considered to be most essential. For DIFFICULTY, duties which fell in the decile with a mean mid-decile score from 3.08 to 3.68 (moderate to considerable) were considered to be most essential. For IMPORTANCE, duties which fell in the decile with a mean mid-decile score from 4.11 to 4.69 (considerable to extreme) were considered to be most essential.

6. Duties which met the above standards in all criteria and those which met the standards for DIFFICULTY and IMPORTANCE only, were considered to be the most essential.

CHAPTER V

SUMMARY AND CONCLUSIONS

It has been the purpose of this investigation to make available the following information:

1. To provide a master list of duties performed by the public school physical education director and evaluated by selected practitioners in the field. Thereby providing data for the use of training institutions for the re-evaluation of the physical education curricula on both the undergraduate and graduate levels.
2. To provide a check list whereby persons in the field might compare their work with others in the same work, thus expanding their knowledge and interests, and improving their practices.
3. To provide a list of duties which may be useful to persons desiring to enter the field of physical education.
4. To determine more accurately some of the current trends in public school physical education.
5. To develop standards which may be used to evaluate the duties of public school physical education directors.

Two substantial major phases were necessary to accom-

plish the purpose of the study. The first phase consisted of the development of a list of duties performed by the public school physical education director and the second phase consisted of securing professional support in rating the duties.

The list of duties was developed through documentary analysis, personal logs and diaries, introspection and interview with persons in the field. After the duties were collected they were classified and developed into a tentative rating scale.

The tentative rating scale was used in a try-out study with 31 persons participating. On the basis of the try-out study the rating scale was revised and submitted in final form to 380 public school physical education directors throughout the United States. These directors had been recommended by the personnel of 47 State Departments who were responsible for the administration of the public school physical education program in their state. The directors selected were adjudged by their State Departments as men who were the most outstanding in the state and who had maintained a highly professional attitude toward their work.

Of the 380 public school physical education directors recommended for participation in the study, 305 or slightly over 80 per cent rated the duties for FREQUENCY, DIFFICULTY and IMPORTANCE as set forth on the final rating scale. Two hundred and ninety or approximately 76 per cent of the rating scales were deemed usable for the study.

The 290 public school physical education directors were separated into six different classifications with regard to size

of community and grade level of pupils coming under direction.

Total scores were computed in each classification of public school physical education director for the three criteria for rating: FREQUENCY, DIFFICULTY, and IMPORTANCE. The total scores were transmuted into deciles for the purpose of facilitating comparison of the three criteria.

In terms of time spent on the various phases of the job, mean percentages were computed with regard to the approximate percentage of time spent on the broad classifications of the duties.

The writer set an arbitrary standard as a basis for considering the most essential duties, or those which should perhaps receive immediate attention.

The following conclusions may be drawn from this study:

1. The master list may be considered sufficiently comprehensive with regard to the multitude of duties performed by the public school physical education director; this is substantiated by the fact that so few new duties were suggested by the participants.
2. The final master list of duties might well be used for the following guidance purposes:
 - a. A check list for persons interested in physical education as a career.
 - b. It might be used by teacher training institutions as a check list for determining the needs of students on both the undergraduate and graduate levels.

- c. It might be used as a self-analysis check list for those in the field to expand their knowledge and interest and improve their practices.
 - d. It might be useful to state departments of education as a means of developing standards to evaluate the duties of public school physical education directors.
3. Since most beginning jobs are in small communities, it might be well to consider the duties rating high in these classifications primarily for undergraduate training. On the other hand the duties rating high in the classifications of larger communities might be deferred for advanced training.
4. There are certain duties which are common to all public school physical education directors regardless of community size or grade level of pupils under direction. For this reason perhaps these items should be given continuous attention throughout undergraduate and graduate training. On the basis of high ratings in all of the criteria the following duties stand out as being the most common problems to all classifications of public school physical education directors:
- a. Coordinate program with other departments.
 - b. Develop plan for budgeting and accounting.
 - c. Participate in planning of new facilities.
 - d. Provide for modified program for handicapped.

- e. Develop plan for participation of community professional people in school program i. e. physicians and dentists.
 - f. Provide plan for public relations for your department.
5. Those public school physical education directors with all grades under direction have the greatest number of supervisory responsibilities. Frequency of performance of Supervisory Duties becomes less as size of community becomes smaller, but their difficulty and importance remain constant.
6. Since there were a number of Supervisory Duties which rated high in all criteria by public school physical education directors of large communities with all grades under direction, there probably is a need for greater emphasis on the graduate level for courses pertaining to supervision. Perhaps current offerings of supervision courses at the graduate level should be reorganized to meet the needs of the practitioner. This is especially significant since directors in large communities spend almost 30 per cent of their time on Supervisory Duties.
7. Courses involving Supervisory Duties might well be considered on the undergraduate level since many of them are performed by the director in the small community with all grades under direction. Even though he does not perform these duties as often as the director in the large community, he considers them very

important and difficult to perform.

8. In the three classifications of public school physical education directors with all grades under direction the duty, "Provide a plan for development of philosophy and objectives with teachers" constantly rated high. This might imply that this duty is more of a problem with elementary classroom teachers since it did not prevail in any of those classifications with secondary grades only under direction, even in large communities. This would perhaps indicate the need for more training in physical education for persons preparing to teach in the elementary school.
9. The frequency of performance of a duty will not always signify its importance. This is brought out by the fact that a number of the duties had a low decile rating for frequency and a high decile rating for importance.
10. Any person who aspires to become a public school physical education director can expect to spend approximately 50 hours per week on all phases of the job.
11. With regard to time spent on the job, all directors regardless of community size or grade level of pupils under direction, spend approximately the same percentage of time on Duties Pertaining to Facilities, Equipment and Supplies. The amount of time varies with the classification of directors in the other types of duties with the greatest variation occurring

in Administrative Duties, Duties Pertaining to Instruction, and Supervisory Duties.

12. A greater amount of time is spent in Duties Pertaining to Special Services and Activities by the directors with secondary grade only under direction. This is perhaps due to the fact that these directors have greater responsibilities in the area of Interscholastic Athletics.

These conclusions would seem to be in agreement with the purpose of the study as well as the need for the study as set forth in Chapter I. However, there are certain related problems which may be suggested for further study which have not been dealt with in this investigation.

This study has identified the duties of the public school physical education director as well as a rating of those duties for frequency, difficulty and importance. It has been pointed out elsewhere that it was not the premise of this study to determine why certain duties are more difficult to perform than others. This cannot be solved even by the speculation of the most experienced physical educator, since there are so many factors involved which would make a duty difficult to perform. For this reason it is suggested that those duties which have been identified in this study as rating high in difficulty be further studied in an attempt to discover why they are difficult to perform. Methods used in performing these duties would be an important adjunct to the present investigation.

Since personality has been considered by many to be an

important factor with regard to success on the job, a trait analysis might be made using some of the same participants. Since the public school physical education directors participating in this study represent the outstanding men in the field, a study of their personality traits would perhaps reveal some of the reasons why they have been successful on the job.

In conclusion, it may be stated that this study should not be considered a panacea for all of the ills of professional preparation in the area of physical education. However, it does represent an approach to a heretofore unexplored pathway in this particular area; that is, an analysis of the work of the successful practitioner on the job.

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* Denotes books used in documentary analysis as a part of the literature analyzed in developing the list of duties.

APPENDIX I

Tentative Rating Scale Used

In Try-out Study

JOB ANALYSIS OF THE PUBLIC SCHOOL PHYSICAL EDUCATION DIRECTOR

An attempt is being made to analyze the duties of the Public School Physical Education Director. In order to develop a suitable job analysis check list it is necessary to submit a preliminary instrument to a selected group of Physical Education Directors in a pilot study. Your participation in this pilot study is being solicited with the idea of developing an instrument for use in making a job analysis on a nation wide basis. Your willingness to participate will be very much appreciated.

DIRECTIONS

1. On the following pages there are listed approximately 130 duties thought to be performed by Public School Physical Education Directors.
2. There are three criteria for rating the duties, i. e., FREQUENCY of performance; IMPORTANCE of the duty; and DIFFICULTY of the duty in terms of obtaining desired results.
3. The key to the numbers used in the scale will be found at the heading of each column.
4. Please use the following procedure in rating the duties:
 - First Read the item through very carefully
 - Second Encircle the number in the FREQUENCY column which best describes the frequency with which the duty is performed
 - Third Encircle the number in the IMPORTANCE column which best describes the importance of the duty
 - Fourth Encircle the number in the DIFFICULTY column which best describes the difficulty of the duty in terms of obtaining desired results
5. Be sure to rate only the duties which you actually perform. You will notice that the duties have been classified into various units such as administrative duties, instructional duties etc. Please designate the approximate per cent of time you spend in each of the broad classifications in the space provided on the last page.

Your Name _____ Date _____
 Address _____
 City _____ State _____
 Your Official Title _____

Check population of the community:

☐ Over 100,000 ☐ 25,000 to 50,000 ☐ 5,000 to 10,000
☐ 50,000 to 100,000 ☐ 10,000 to 25,000 ☐ Under 5,000

Indicate Educational Background by checking appropriate degrees:

Bachelors	Masters	Others	Write in the number of hours beyond present degree if not holding next degree Beyond Bachelors _____ Beyond Masters _____
<input type="checkbox"/> AB	<input type="checkbox"/> AM	<input type="checkbox"/> Certificate	
<input type="checkbox"/> BS	<input type="checkbox"/> MS	<input type="checkbox"/> Ph D	
<input type="checkbox"/> BS in Ed	<input type="checkbox"/> Ed M	<input type="checkbox"/> Ed D	

Major Subjects _____

Minor Subjects _____

Please list all previous positions before taking present position
 (By title only)

<u>TITLE</u>	<u>DATES</u>
_____	_____
_____	_____
_____	_____
_____	_____

Indicate the total amount of time you spent on this check list _____

Encircle the number in each column which best describes the duty in your position. Rate only the duties which you perform	FREQUENCY					IMPORTANCE					DIFFICULTY				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
1. ADMINISTRATIVE DUTIES															
1. Attend to office routine necessary to performance of duties including correspondence and clerical duties	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
2. Keep office hours for conferences or other activities	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
3. Prepare notices and announcements	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
4. Serve on numerous miscellaneous committees which concern various school policies	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
5. Develop plan for budgeting and accounting	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
6. Coordinate program with other departments	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
7. Have conferences with and make reports to superiors	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
8. Interview prospective staff members	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
9. Interview salesmen or other commercial people	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
10. Conduct staff meetings	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
11. Develop plan for adjusting teaching load and transfer of teachers	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
12. Work with curriculum consultants in analysis or development of curriculum	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
13. Organize and work with teacher groups in curriculum revision	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
14. Develop curriculum materials	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
15. Develop courses of study or syllabi	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
16. Organize classes	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
17. Prepare schedule for classes	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
18. Make grade adjustments	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
19. Develop pupil accounting system	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
20. Classify pupils	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
21. Excuse pupils from participation	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
22. Discipline pupils	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
23. Develop plan for determining pupils' marks	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
24. Orient new teachers in the school system	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
25. Orient new teachers in the community (assist in finding homes, advising on leisure time etc.)	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
26. Develop program for evaluation (testing program, evaluating committees, or other)	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
27. Operate visual aids machine	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
28. Operate duplicating machine	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

Encircle the number in each column which best describes the duty in your position. Rate only the duties which you perform.	FREQUENCY	IMPORTANCE	DIFFICULTY
	5 daily	5 considerable	5 very hard
	4 weekly	4 moderate	4 hard
	3 monthly	3 some	3 average
	2 semi-annually	2 slight	2 easy
	1 annually	1 little or no	1 very easy

II. DUTIES PERTAINING TO FACILITIES, EQUIPMENT, AND SUPPLIES

29. Participate in planning of new facilities	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
30. Evaluate facilities, equipment, and supplies, including inspection for safety hazards and cleanliness	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
31. Evaluate and select all types of instructional materials including audio-visual aids	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
32. Supervise sanitary conditions of physical education and athletic facilities	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
33. Supervise sanitary conditions of buildings including lunch rooms, rest rooms etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
34. Develop plan for purchase of equipment and supplies	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
35. Provide plan for inventory of equipment including cleaning and storage and identification such as stenciling	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
36. Provide plan for issue and return of equipment and supplies used by pupils	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
37. Develop plan for distribution of equipment, supplies, and all types of instructional materials	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
38. Prepare directions on care and use of equipment and supplies	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
39. Provide plan for repair of facilities and equipment	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
40. Develop plan for construction of home made equipment	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
41. Develop plan for preparing various types of visual aids	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

DUTIES PERTAINING TO INSTRUCTION

42. Teach regular physical education classes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
43. Teach corrective classes in physical education	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
44. Teach related subjects such as health or safety	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
45. Teach classes in other subjects	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
46. Coach interscholastic athletic teams	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
47. Teach in adult education program	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
48. Substitute for teachers who are absent	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Encircle the number in each column which best describes the duty in your position. Rate only the duties which you perform.

FREQUENCY	IMPORTANCE	DIFFICULTY
5 daily	5 considerable	5 very hard
4 weekly	4 moderate	4 hard
3 monthly	3 some	3 average
2 semi-annual	2 slight	2 easy
1 annually	1 little or no	1 very easy

DUTIES PERTAINING TO INSTRUCTION (Continued)

49. Teach college extension courses	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
50. Act as critic teacher for college or university	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

IV. DUTIES PERTAINING TO SPECIAL SERVICES AND ACTIVITIES

A. HEALTH AND SAFETY

51. Participate in physical examinations	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
52. Serve on health council	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
53. Act as health coordinator	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
54. Participate in driver education program	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
55. Participate in school safety program by keeping records of accidents, serving on safety council or other	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
56. Act as safety coordinator	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
57. Administer first aid	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
58. Counsel pupils on various problems and make referrals when necessary to proper persons	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

B. INTERSCHOLASTIC ATHLETICS

59. Arrange for excuses for athletes for participation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
60. Check eligibility of athletes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
61. Develop plan for classification of athletes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
62. Prepare budget and receipt of expenditures of athletic teams	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
63. Handle ticket sales and gate receipts for athletic teams	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
64. Prepare contracts for athletic contests	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
65. Arrange for transportation of athletic teams	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
66. Make preparations for interscholastic contests including preparation of facilities, advertising etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
67. Serve on athletic committee	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
68. Scout interscholastic athletic contests	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
69. Prepare list of approved athletic officials	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
70. Officiate at athletic contests	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Encircle the number in each column which best describes the duty in your position. Rate only the duties which you perform.

FREQUENCY	IMPORTANCE	DIFFICULTY
5 daily	5 considerable	5 very hard
4 weekly	4 moderate	4 hard
3 monthly	3 some	3 average
2 semi-annually	2 slight	2 easy
1 annually	1 little or no	1 very easy

DUTIES PERTAINING TO SPECIAL SERVICES AND ACTIVITIES (Continued)

5. CO-CURRICULAR OR EXTRA CLASS

71. Direct special events including play days, demonstrations, exhibits, parades etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
72. Provide for modified program for the handicapped	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
73. Attend school camps and assist with programs	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
74. Conduct field trips	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
75. Chaperone school affairs	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
76. Act as a sponsor for student organizations	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
77. Provide a plan for the development of student leaders	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
78. Establish an award system	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
79. Supervise co-recreation program	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
80. Supervise intra-school program	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

6. SUPERVISORY DUTIES

81. Provide a plan for development of philosophy and objectives with teachers	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
82. Interpret various phases of program for teachers including course of study, test data etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
83. Read and comment on teachers' lesson plans	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
84. Prepare bulletins for teachers	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
85. Develop standards for use of principals or others to supervise instruction	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
86. Provide specialized resources upon which teachers may draw for meeting needs	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
87. Rate teachers with rating scale	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
88. Assist teachers in development of skills and the use of all types of instructional materials including audio-visual aids	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
89. Develop plan for self-analysis of teachers such as check list or teacher self-evaluation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
90. Provide for inter-visitations of teachers	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Describe the number in each column which best describes the duty in your position. Rate only the duties which you perform.	FREQUENCY	IMPORTANCE	DIFFICULTY
	5 daily	5 considerable	5 very hard
	4 weekly	4 moderate	4 hard
	3 monthly	3 some	3 average
	2 semi-annually	2 slight	2 easy
	1 annually	1 little or no	1 very easy

SUPERVISORY DUTIES (Continued)

1. Do demonstration teaching	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Work with teachers to help them do demonstration teaching	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Hold conferences with teachers	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. Visit teachers in teaching situation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Advise with teacher training institutions regarding pre-service training	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. Conduct studio courses for purpose of helping teachers develop skills	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. Participate in planning of workshops or physical education clinics	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. Meet with teachers at summer camp	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
9. Direct teachers' research studies	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
10. Participate in planning teachers' institutes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
11. Participate in planning excursions for teachers	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
12. Promote professional growth of teachers by encouraging them to participate in professional organizations, attend school etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

DUTIES PERTAINING TO COMMUNITY ACTIVITIES

13. Direct community playgrounds (year around)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
14. Direct community playground (summer only)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
15. Act as Joint Director of School and Community Physical Education and Recreation Program	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
16. Make home visits	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
17. Address numerous community organizations (service clubs etc.)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
18. Conduct recreation program for community groups (service clubs etc.)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
19. Cooperate in programs of youth organizations (Boy Scouts, YMCA, CYO, etc.)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
20. Render voluntary community services such as cooperating in drives for various funds	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
21. Coordinate recreation for various community agencies	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Encircle the number in each column which best describes the duty in your position. Rate only the duties which you perform.

	FREQUENCY	IMPORTANCE	DIFFICULTY
	5 daily	5 considerable	5 very hard
	4 weekly	4 moderate	4 hard
	3 monthly	3 some	3 average
	2 semi-annually	2 slight	2 easy
	1 annually	1 little or no	1 very easy

DUTIES PERTAINING TO COMMUNITY ACTIVITIES (Continued)

12. Promote joint school and community organizations such as booster clubs	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
13. Conduct physical education or recreation programs sponsored by commercial organizations such as newspapers, radio, industry	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
14. Attend numerous miscellaneous community civic meetings	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
15. Assist with community surveys	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
16. Serve on community health agency	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
17. Develop plan for participation of community professional people in school program viz., physicians and dentists	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
18. Provide plan for public relations for our department	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
19. Engage in summer camp work	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

II. DUTIES PERTAINING TO PERSONAL PROFESSIONAL GROWTH AND PROFESSIONAL CONTRIBUTIONS

20. Write for professional journals or magazines	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
21. Write or collaborate in writing textbooks	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
22. Edit materials for publication	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
23. Do Research	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
24. Report upon progress made in centers of research	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
25. Work with others in research (filling out questionnaires etc.)	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
26. Take extension work or attend summer school	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
27. Do independent study for professional growth	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
28. Attend meetings of professional organizations	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
29. Hold office in professional organizations	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
30. Attend professional conventions, clinics, etc.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
31. Serve on national committees	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
32. Serve on state committees	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

Encircle the number in each column which best describes the duty in your position. Rate only the duties which you perform.	FREQUENCY	IMPORTANCE	DIFFICULTY
	5 daily	5 considerable	5 very hard
	4 weekly	4 moderate	4 hard
	3 monthly	3 some	3 average
	2 semi-annually	2 slight	2 easy
	1 annually	1 little or no	1 very easy

DUTIES PERTAINING TO PERSONAL PROFESSIONAL GROWTH AND PROFESSIONAL CONTRIBUTIONS (Continued)

133. Prepare exhibits for conventions	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
134. Keep diary or log of your own activities	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
135. Rate yourself on a rating scale	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

PLEASE LIST AND RATE ANY OTHER DUTIES PERFORMED BY YOU WHICH YOU FEEL ARE NOT COVERED IN THIS LIST

136.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
137.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
138.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
139.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
140.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

PLEASE INDICATE THE APPROXIMATE PER CENT OF YOUR TOTAL TIME SPENT IN THE VARIOUS BROAD CLASSIFICATIONS OF THE DUTIES

CLASSIFICATION	PER CENT
I. ADMINISTRATIVE DUTIES.....	_____
II. DUTIES PERTAINING TO FACILITIES, EQUIPMENT, AND SUPPLIES.....	_____
III. DUTIES PERTAINING TO INSTRUCTION.....	_____
IV. DUTIES PERTAINING TO SPECIAL SERVICES AND ACTIVITIES	
A. HEALTH AND SAFETY.....	_____
B. INTERSCHOLASTIC ATHLETICS.....	_____
C. CO-CURRICULAR OR EXTRA CLASS.....	_____
V. SUPERVISORY DUTIES.....	_____
VI. DUTIES PERTAINING TO COMMUNITY ACTIVITIES.....	_____
VII. DUTIES PERTAINING TO PERSONAL PROFESSIONAL GROWTH AND PROFESSIONAL CONTRIBUTIONS.....	_____
TOTAL (100%)	_____

NOTE: Please indicate the total amount of time spent on this check list in the space provided on the first page

APPENDIX II

Final Rating Scale

A JOB ANALYSIS OF SELECTED PUBLIC SCHOOL PHYSICAL EDUCATION DIRECTORS

IDENTIFICATION DATA

Date _____

SS _____

State _____

Official Title _____

community population:

Over 100,000	<input type="checkbox"/> 25,000 to 50,000	<input type="checkbox"/> 5,000 to 15,000
50,000 to 100,000	<input type="checkbox"/> 15,000 to 25,000	<input type="checkbox"/> Under 5,000

the grade levels of pupils which come under your direction: _____

Elementary
Junior High
Senior High
Junior College

whether Both Boys and Girls or Boys Only come under your direction:

Both Boys and Girls
Boys Only

the educational background by checking appropriate degrees:

ors	Masters	Others	Write in the number of hours
AB	<input type="checkbox"/> AM	<input type="checkbox"/> Certificate	beyond present degree if not
BS	<input type="checkbox"/> MS	<input type="checkbox"/> Ph D	holding next degree:
BS in Ed	<input type="checkbox"/> Ed M	<input type="checkbox"/> Ed D	Beyond Bachelors _____
	<input type="checkbox"/>	<input type="checkbox"/>	Beyond Masters _____

graduate Major Subjects _____

graduate Minor Subjects _____

te Major Subjects _____

te Minor Subjects _____

list all previous positions before taking present position:
(By title only)

Dates

in number of years in present position _____

DIRECTIONS FOR RATING THE DUTIES

1. There are three criteria for rating the duties:

- A. FREQUENCY of performance of the duty
- B. Degree of DIFFICULTY of the duty in terms of obtaining desired results
- C. Degree of IMPORTANCE of the duty

2. PLEASE USE THE FOLLOWING PROCEDURE IN RATING THE DUTIES:

Rate First All of the duties for FREQUENCY by encircling the number in the frequency column which best describes the frequency with which the duty is performed by you personally. The degrees of frequency are defined as follows:

Very Frequently -- A duty performed once or more a week

Frequently ----- A duty performed once or more in two weeks but as often as once a week

Occasionally ---- A duty performed once or more a month but not often as once in two weeks

Infrequently ----- A duty which is performed once or twice a year

Not Performed ---- A duty which you do not personally perform in your position.

Rate Second Those duties for DIFFICULTY which you perform by encircling the number in the difficulty column which best describes the degree of difficulty in terms of obtaining desired results. Be sure to rate **only** the duties for difficulty which you perform.

Rate Third All of the duties for IMPORTANCE by encircling the number in the importance column which best describes the degree of importance which you attach to the duty. Even though you do not perform a duty you attach some degree of importance to it, and in this event you want to rate the duty for degree of importance. Perhaps you may perform the duty yourself but may delegate it to another. In any case you will want to rate the duty for importance since it is being performed in your school system. If you do not feel qualified to rate a duty for importance which you do not perform, please indicate by encircling the x in the importance column.

3. You will notice that the duties have been classified into various units such as administrative duties, instructional duties etc. Please indicate the approximate per cent of time you spend in each of the broad classifications in the space provided on the last page.

SAMPLE RATING

Encircle the number in each column which best describes the duty in your position. Go through each column separately. FIRST the frequency column, SECOND the difficulty column, THIRD the importance column.	Frequency					Difficulty					Importance				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Organize classes	5	4	3	②	1	5	4	③	2	1	⑤	4	3	2	1
Classify pupils	5	4	3	②	1	⑤	4	3	2	1	5	④	3	2	1
Teach regular physical education classes	⑤	4	3	2	1	5	4	3	②	1	⑤	4	3	2	1
Administer first aid	5	4	③	2	1	5	4	3	2	①	5	④	3	2	1
Orient new teachers in school system	5	4	3	2	①	5	4	3	2	1	5	4	3	2	1

	Frequency	Difficulty	Importance
e the number in each column est describes the duty in sition. Go through each separately.	5 very frequently 4 frequently 3 occasionally 2 infrequently 1 not performed	5 extreme 4 considerable 3 moderate 2 some 1 little or none	5 extreme 4 considerable 3 moderate 2 some 1 little or none x not qualified to rate
he frequency column the difficulty column he importance column			

ADMINISTRATIVE DUTIES

ad to office routine necessary to ormance of duties including corres- ndence and clerical duties	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
office hours for conferences or activities	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
are notices and announcements	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
e on numerous miscellaneous com- ees which concern school policies	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
op plan for budgeting and nting	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
minate program with other tments	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
conferences with and make reports uperiors	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
view prospective staff members	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
view salesmen or other commercial le	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
ict staff meetings	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
op plan for adjusting teaching and transfer of teachers	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
with curriculum consultants in ysis or development of curriculum	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
nize and work with teacher groups urriculum revision	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
op curriculum materials	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
op courses of study or syllabi	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
nize classes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
are schedule for classes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
class adjustments	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
sify pupils	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
se pupils from participation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
ipline pupils	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
op plan for determining pupils' s	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
at new teachers in the ol system	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
at new teachers in the community ist in finding home, advise on ire time etc.)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
op program for evaluation ting program, evaluating com- ees, or other)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
ate visual aids machine	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x

DUTIES PERTAINING TO FACILITIES, EQUIPMENT, AND SUPPLIES

icipate in planning of new ilities	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
uate facilities, equipment and lies, including inspection for ty hazards and cleanliness	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
uate and select all types of ructional materials including o-visual aids	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
rwise sanitary conditions of ical education and athletic ilities	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
rwise sanitary conditions of dings including lunch rooms, rooms etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
op plan for purchases of pment and supplies	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
ide plan for inventory of equipment ding cleaning, storage, and identi- tication such as stenciling	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x

Encircle the number in each column which best describes the duty in your position.

5 very frequently
4 frequently
3 occasionally
2 infrequently
1 not performed

5 extreme
4 considerable
3 moderate
2 some
1 little or none

5 extreme
4 considerable
3 moderate
2 some
1 little or
x not qualified to rate

II. DUTIES PERTAINING TO FACILITIES, EQUIPMENT, AND SUPPLIES (Continued)

34. Provide plan for issue and return of equipment and supplies used by pupils	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
35. Develop plan for distribution of equipment, supplies and all types of instructional materials	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
36. Prepare directions on care and use of equipment	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
37. Provide plan for repair of facilities and equipment	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
38. Develop plan for construction of home made equipment	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
39. Develop plan for preparing various types of visual aids	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

III. DUTIES PERTAINING TO INSTRUCTION

40. Teach regular physical education classes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
41. Teach corrective classes in physical education	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
42. Teach related subjects such as health or safety	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
43. Teach classes in other subjects	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
44. Teach in adult education program	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
45. Substitute for teachers who are absent	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
46. Teach college courses on part time basis	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
47. Act as critic teacher for college or university student teachers	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

IV. DUTIES PERTAINING TO SPECIAL SERVICES AND ACTIVITIES

A. Health and Safety

48. Participate in physical examinations	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
49. Serve on health council	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
50. Act as health co-ordinator	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
51. Participate in driver education program	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
52. Participate in school safety program by keeping records of accidents, serving on safety council or other	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
53. Act as safety coordinator	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
54. Administer first aid	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
55. Counsel pupils on various problems and make referrals when necessary to proper persons	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

B. Interscholastic Athletics

56. Coach interscholastic teams	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
57. Arrange for excuses for athletes for game participation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
58. Check eligibility of athletes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
59. Develop plan for classification of athletes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
60. Prepare budget and receipt of expenditures of athletic teams	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
61. Handle ticket sales and gate receipts for athletic teams	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
62. Schedule contests for athletic teams	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
63. Prepare contracts for athletic contests	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
64. Arrange for transportation for athletic teams	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
65. Make preparations for interscholastic contests including preparation of facilities, advertising, etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

est describes the duty in sition.	4 frequently 3 occasionally 2 infrequently 1 not performed	3 moderate 2 some 1 little or none	3 moderate 2 some 1 little or none x not qualified to rate
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DUTIES PERTAINING TO SPECIAL SERVICES AND ACTIVITIES (Continued)

Scholastic Athletics (Continued)			
on athletic committee	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
interscholastic contests	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
are list of approved officials	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
Curricular Activities			
ct special events such as play , demonstrations, exhibits, es, etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
ide for modified program for icapped	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
nd school camps and assist with rams	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
ct field trips	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
erone school affairs	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
as a sponsor for student izations	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
ide a plan for the development tudent leaders	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
ublish an award system	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
rvice or conduct co-recreational ram	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
rvice or conduct intramural program	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x

ADVISORY DUTIES

ide a plan for development of osophy and objectives with teachers	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
rpret various phases of program for ers, such as course of study, data etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
and comment on teachers' lesson s	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
are bulletins for teachers	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
op standards for use of others	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
upervise instruction			
ide specialized resources upon teachers may draw for meeting	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
teachers with a rating scale	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
st teachers in development of ls and the use of all types of unctional materials including -visual aids	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
op plan for self-analysis of ers such as check list for er self-evaluation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
ide for intervisitation of ers	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
monstration teaching	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
with teachers to help them do stration teaching	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
conferences with teachers	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
teachers in teaching situation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
e with teacher training institu- regarding pre-service training	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
icipate in planning of workshops	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
ysical education clinics	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
icipate in planning teachers' tutes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
te professional growth of ers by encouraging them to icipate in professional or- ations, attend school etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x

your position.

3 frequently
2 occasionally
1 infrequently
1 not performed

4 considerable
3 moderate
2 some
1 little or none

4 considerable
3 moderate
2 some
1 little or
x not qualif
to rate

VI. DUTIES PERTAINING TO COMMUNITY ACTIVITIES

97. Direct community playgrounds (year around)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
98. Direct community playgrounds (summer only)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
99. Make home visits	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
100. Address numerous community organizations	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
101. Conduct recreation programs for community groups	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
102. Cooperate in programs of youth organizations (YMCA, CYO, Boy Scouts etc.)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
103. Render voluntary community services such as cooperating in drives for various funds	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
104. Coordinate recreation for various community agencies	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
105. Promote joint school and community organizations such as booster clubs	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
106. Conduct physical education or recreation programs sponsored by commercial organizations such as newspapers, radio, industry, etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
107. Attend numerous miscellaneous community civic meetings	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
108. Assist with community surveys	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
109. Serve on community health agency	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
110. Develop plan for participation of community professional people in school program i.e. physicians and dentists	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
111. Provide plan for public relations for your department	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

VII. DUTIES PERTAINING TO PERSONAL PROFESSIONAL GROWTH AND PROFESSIONAL CONTRIBUTIONS

112. Write for professional journals or magazines	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
113. Write or collaborate in writing textbooks	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
114. Edit materials for publication	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
115. Do research	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
116. Report upon progress made in centers of research	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
117. Work with others in research such as filling out questionnaires etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
118. Do advanced study at college or university	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
119. Do independent study for professional growth	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
120. Attend meetings of professional organizations	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
121. Hold office in professional organizations	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
122. Attend professional conventions, clinics, etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
123. Serve on national committees	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
124. Serve on state committees	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
125. Prepare exhibits for conventions	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
126. Keep diary or log of your own activities	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
127. Rate yourself on a rating scale	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

	Frequency	Difficulty	Importance
Write the number in each column which best describes the duty in this position.	5 very frequently 4 frequently 3 occasionally 2 infrequently 1 not performed	5 extreme 4 considerable 3 occasionally 2 some 1 little or none	5 extreme 4 considerable 3 moderate 2 some 1 little or none x not qualified to rate

ADD LIST AND RATE ANY DUTIES PERFORMED BY YOU WHICH YOU FEEL ARE NOT LISTED IN THIS LIST

	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 x

INDICATE THE APPROXIMATE PER CENT OF YOUR TOTAL TIME SPENT IN THE FOLLOWING BROAD CLASSIFICATIONS OF THE DUTIES

Classification	Per Cent
ADMINISTRATIVE DUTIES	_____
DUTIES PERTAINING TO FACILITIES, EQUIPMENT, AND SUPPLIES.....	_____
DUTIES PERTAINING TO INSTRUCTION	_____
DUTIES PERTAINING TO SPECIAL ACTIVITIES	_____
SUPERVISORY DUTIES	_____
DUTIES PERTAINING TO COMMUNITY ACTIVITIES	_____
DUTIES PERTAINING TO PERSONAL PROFESSIONAL GROWTH AND PROFESSIONAL CONTRIBUTIONS.....	_____
TOTAL (100%)	_____

Indicate the approximate number of hours you spend each week on your job _____

Please return to:

James H. Humphrey
Boston University
School of Education
332 Bay State Road
Boston 15, Mass.

APPENDIX III

Letter To State Department Personnel
In The Eleven States In
The First Category

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
332 Bay State Road
Boston 15, Mass.

Mr. Verne S. Landreth, Chief
Bureau of Health, Physical Education and Recreation
State Department of Education
918½ J Street
Sacramento 14, California

Dear Mr. Landreth:

I am interested in a study which concerns a Job Analysis of the Public School Physical Education Director, and I should like to enlist your assistance in furthering this research.

At the convention of the American Association for Health, Physical Education and Recreation at Dallas last spring, Dr. Leslie W. Irwin and Dr. Arthur G. Miller of Boston University presented the proposed study to the Society of State Directors. At that time the members present indicated an interest in the study and suggested that they would be willing to assist in promoting this needed research.

Will you be willing to assist by submitting to me the names of the 12 or 15 outstanding men in your state who are engaged as full time public school physical education directors. I am particularly interested in those men who, in your opinion, are carrying on the best practices in this area and who have demonstrated a highly professional attitude toward their work. Since the study is not restricted to any specific community population or school system enrollment, it would be well to select men who represent large, medium, and small communities in your state.

Their contribution to this research project would consist of filling out and returning to me a prepared rating scale which I will submit to them after receiving your recommendations. Your selections will be kept in strict confidence.

This research made on a nation wide basis should indicate the frequency, importance, and difficulty of the many duties performed by the public school physical education director. It should be of value to college teacher training departments and state directors of physical education.

A copy of the results of the study will be sent to you if you desire.

If you are willing to assist in this research, will you please send me as soon as possible a list of the men in your state whom you would recommend for participation in the study.

Sincerely yours,

James H. Humphrey
Department of Physical
Education

Committee on Doctorate Study:

Dr. Arthur G. Miller
Dr. John M. Harmon
Dr. J. Wendell Yeo

APPENDIX IV

Letter To State Department Personnel
In The Fourteen States In
The Second Category

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
332 Bay State Road
Boston 15, Mass.

Dr. Thomas C. Ferguson, Supervisor
Health, Physical Education and Recreation
State Department of Education
Baltimore 2, Maryland

Dear Doctor Ferguson:

I am interested in a study which concerns a Job Analysis of the Public School Physical Education Director, and I should like to enlist your assistance in furthering this research.

At the convention of the American Association for Health, Physical Education and Recreation at Dallas last spring, Dr. Leslie W. Irwin and Dr. Arthur G. Miller of Boston University presented the proposed study to the Society of State Directors. At that time the members present indicated an interest in the study and suggested that they would be willing to assist in promoting this needed research.

Will you be willing to assist by submitting to me the names of the eight or ten outstanding men in your state who are engaged as full time public school physical education directors. I am particularly interested in those men who, in your opinion, are carrying on the best practices in this area and who have demonstrated a highly professional attitude toward their work.

Their contribution to this research project would consist of filling out and returning to me a prepared rating scale which I will submit to them after receiving your recommendations. Your selections will be kept in strict confidence.

This research made on a nation wide basis should indicate the frequency, importance, and difficulty of the many duties performed by the public school physical education director. It would be of value to college teacher training departments and state directors of physical education. A copy of the results of the study will be sent to you if you desire.

If you are willing to assist in this research, will you please send me as soon as possible a list of the men in your state whom you would recommend for participation in the study.

Sincerely yours,

James H. Humphrey
Department of Physical
Education

Committee on Doctorate Study:

Dr. Arthur G. Miller
Dr. John M. Harmon
Dr. J. Wendell Yeo

APPENDIX V

Letter To State Department Personnel
In The Twenty-three States
In The Third Category

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
332 Bay State Road
Boston 15, Mass.

Mr. Vaughn L. Hall, Director
Health, Physical Education and Recreation
Department of Public Instruction
Room 223 State Capitol
Salt Lake City, Utah

Dear Mr. Hall:

I am interested in a study which concerns a Job Analysis of the Public School Physical Education Director, and I should like to enlist your assistance in furthering this research.

At the convention of the American Association for Health, Physical Education and Recreation at Dallas last spring, Dr. Leslie W. Irwin and Dr. Arthur G. Miller of Boston University presented the proposed study to the Society of State Directors. At that time the members present indicated an interest in the study and suggested that they would be willing to assist in promoting this needed research.

Will you be willing to assist by submitting to me the names of the four or six outstanding men in your state who are engaged as full time public school physical education directors. I am particularly interested in those men who, in your opinion, are carrying on the best practices in this area and who have demonstrated a highly professional attitude toward their work.

Their contribution to this research project would consist of filling out and returning to me a prepared rating scale which I will submit to them after receiving your recommendations. Your selections will be kept in strict confidence.

This research made on a nation wide basis should indicate the frequency, importance and difficulty of the many duties performed by the public school physical education director. It should be of value to college teacher training departments and state directors of physical education. A copy of the results of the study will be

sent to you if you desire.

If you are willing to assist in this research, will you please send me as soon as possible a list of the men in your state whom you would recommend for participation in the study.

Sincerely yours,

James H. Humphrey
Department of Physical
Education

Committee on Doctorate Study:

Dr. Arthur G. Miller
Dr. John M. Harmon
Dr. J. Wendell Yeo

APPENDIX VI

Form Submitted To State Department Personnel
For Use In Recommending Public School
Physical Education Directors For
Participation In The Study

TO: James H. Humphrey
Boston University
School of Education
332 Bay State Road
Boston 15, Mass.

FROM: Name _____
Title _____
Address _____

The following men engaged as Public School Physical Education Directors in this state are recommended for participation in the research project entitled "A Job Analysis of the Public School Physical Education Director".

NAME

CITY OR TOWN

do ___ do not ___ desire a copy of the results of the study

APPENDIX VII

State Department Personnel Assisting
In This Investigation

Jessie G. Mehling, Supervisor
Health and Physical Education
State Department of Education
Montgomery, Alabama

Frank R. Williams, Director
Division of Health Education
State Department of Health
Phoenix, Arizona

Jefferson Farris, Acting Director
Health and Physical Education for Arkansas
State Teachers College
Conway, Arkansas

Verne S. Landreth, Chief
Bureau of Health, Physical Education, and Recreation
State Department of Education
Sacramento, California

Helen H. Downing, Deputy
State Department of Education
Denver, Colorado

Charles J. Prohaska, Consultant
Health and Physical Education
State Department of Education
Hartford, Connecticut

George W. Ayars, Director
Health and Physical Education
State Department of Public Instruction
Dover, Delaware

Louise Smith, Consultant
Health and Safety Education
State Department of Education
Tallahassee, Florida

James M. Gooden
Coordinator of Health Education
State Department of Education
Atlanta, Georgia

Allen P. Jeffries, Director
Health and Physical Education
State Department of Education
Boise, Idaho

Ray O. Duncan, Director
Health, Physical Education, and Safety
State Department of Public Instruction
Springfield, Illinois

Robert Yoho, Director
Health and Physical Education
State Board of Health
Indianapolis, Indiana

Karl C. Smith, Supervisor
State Department of Public Instruction
Des Moines, Iowa

May Hare
Health Education Coordinator
State Board of Health
Topeka, Kansas

Eugene B. Whalin, Director
Health Education
State Department of Education
Frankfort, Kentucky

Guy W. Nesom, Acting Director
Health and Physical Education for Louisiana
Northwestern State College
Natchitoches, Louisiana

Howard G. Richardson, Director
Physical Education, Health, and Recreation
State Department of Education
Augusta, Maine

Thomas C. Ferguson, Supervisor
Health, Physical Education, and Recreation
State Department of Education
Baltimore, Maryland

Daniel J. Kelly, Supervisor
Physical Education
State Department of Education
Boston, Massachusetts

Julian W. Smith, Chief
Health, Physical Education, School Camping, and
Outdoor Education
State Department of Public Instruction
Lansing, Michigan

Perry J. Sandell, Supervisor
Health, Physical Education, Recreation, and Safety
State Department of Education
St. Paul, Minnesota

Oral W. Spurgeon, General Supervisor
State Department of Education
Jefferson City, Missouri

Jane Duffalo, Supervisor
Health, Physical Education, and Recreation
State Department of Public Instruction
Helena, Montana

Vernon E. Hungate, Supervisor
Secondary and Health Education
State Department of Public Instruction
Lincoln, Nebraska

Dorcas P. Wilson, Secretary
State Department of Education
Carson City, Nevada

Russell H. Leavitt, Chief
Division of Instruction
State Department of Education
Concord, New Hampshire

Everett L. Hebel
Assistant in Physical Education
State Department of Education
Trenton, New Jersey

R. P. Sweeney, Director
Division of Secondary Education
State Department of Education
Santa Fe, New Mexico

Caswell M. Miles, Chief
Bureau of Physical Education
The State Education Department
Albany, New York

Charles E. Spencer, Director
School Health Coordinating Service
State Department of Health and Education
Raleigh, North Carolina

Richard K. Klein, Director
Division of Secondary Education
State Department of Public Instruction
Bismarck, North Dakota

Paul E. Landis, Supervisor
Health, Physical Education, Recreation, and Safety
State Department of Education
Columbus, Ohio

Orion Jennings, Director
Health, Safety, and Physical Education
State Department of Public Instruction
Oklahoma City, Oklahoma

George J. Sirnio, Supervisor
Health and Physical Education
State Department of Education
Salem, Oregon

Elmer B. Cottrell, Chief
Health and Physical Education
Bureau of Instruction
Department of Public Instruction
Harrisburg, Pennsylvania

Charles B. Lewis, Consultant
Health and Physical Education
State Health and Education Departments
Providence, Rhode Island

Dode Phillips
Supervisor of Physical Education
State Department of Education
Columbia, South Carolina

W. Marvin Kemp
Secondary School Supervisor
State Department of Public Instruction
Pierre, South Dakota

Charles F. Kerr, Supervisor
Physical Education
State Department of Education
Nashville, Tennessee

Lewis Spears, Consultant
Health and Physical Education
State Department of Education
Austin, Texas

Vaughn L. Hall, Director
Health, Physical Education, and Recreation
State Department of Public Instruction
Salt Lake City, Utah

Raymond B. Magwire, Director
Division of Health and Physical Education
State Department of Education
Montpelier, Vermont

G. L. Quirk, Assistant Supervisor
Health and Physical Education
State Department of Education
Richmond, Virginia

Harley L. Robertson, Director
Health, Physical Education, and Recreation
State Department of Public Instruction
Olympia, Washington

A. J. Gibson,
State Supervisor of High Schools
State Department of Education
Charleston, West Virginia

Orlo W. Miller, Coordinator
Health, Physical Education, and Safety
State Department of Public Instruction
Madison, Wisconsin

Ray E. Robertson
Commissioner of Education
State Department of Education
Cheyenne, Wyoming

APPENDIX VIII

Letter To Public School Physical Education
Directors Recommended For Participation
In The Study

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
332 Bay State Road
Boston 15, Mass.

Mr. Frank Broad
Director of Physical Education
Bethlehem Public Schools
Bethlehem, Pennsylvania

Dear Mr. Broad:

A national study is being conducted for the purpose of determining and evaluating the duties of the public school physical education director. You will be interested to learn that you have been recommended by a competent authority as one of the fifteen outstanding public school physical education directors in the State of Pennsylvania for participation in this research project. This recommendation is a reflection upon your ability and professional standing in the field of physical education.

Your contribution to this research would consist of carefully evaluating the duties as set forth in the enclosed rating scale. In as much as you are considered one of the outstanding men in this field, your contribution is of extreme importance, and I invite your participation in this nation wide study. I hope that you will give this matter your serious consideration and thus provide the benefit of your experience as a public school physical education director.

I would appreciate your rating of the duties on the enclosed form and its return as soon as possible. A self addressed envelope is enclosed for your convenience. Thank you for your consideration in this matter.

Sincerely yours,

James H. Humphrey
Department of Physical
Education

APPENDIX IX

Follow-up Letter To Public School Physical
Education Directors Recommended For
Participation In The Study

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
332 Bay State Road
Boston 15, Mass.

Mr. John Keel
Director of Physical Education
Austin Public Schools
Austin, Texas

Dear Mr. Keel:

Recently I wrote to you with regard to your nomination as one of the outstanding men in your state for participation in the nation wide study, "Job Analysis of Selected Public School Physical Education Directors." To date a majority of the participants have returned the rating scale. Perhaps you have not returned your ratings due to the pressure of other duties, or perhaps you would like to know a little more about the study.

The results of this study should be useful to college teacher training departments in that it should help them to re-evaluate the physical education curriculum so as to gear professional preparation more closely to the needs of people in the field. Your judgments are extremely important because you are one of a selected group of men in the country from whom this information can be obtained. These are the men whom authorities consider to be carrying on the best practices in the field and who maintain a highly professional attitude toward their work. This is the basis upon which they were selected for participation.

Only your ratings will be used in the study and no personal information about you will be divulged. This study does not concern the average director and consequently the selected participants, chosen by the above mentioned criteria, are the only source of this valuable information.

In case you have misplaced the original form I am enclosing another along with a stamped addressed envelope for

your convenience. May I hear from you soon.

Sincerely yours,

James H. Humphrey
Department of Physical
Education

P. S. All of those persons participating in the study
will receive a summary of the results.

APPENDIX X

Public School Physical Education Directors

Participating In This Investigation

Alabama

W. H. Bancroft	Anniston
Hal Wyatt	Brewton
Russell L. Inman	Fairfield
J. H. Etheredge	Opp
Travis Black	Sylacauga
William Clipson	Troy

Arizona

John Barringer	Tucson
----------------	--------

Arkansas

Lynn Yarborough	Crossett
Glen Stokenbury	Fayetteville
James Charles	Ft. Smith
Charles McGibbony	Hot Springs
F. E. Rothchild	Little Rock
Jefferson Farris, Jr.	Pine Bluff

California

Walter L. Scott	Long Beach
Lawrence E. Houston	Los Angeles
David P. Snyder	Oakland
Cecil F. Martin	Pasadena
Frank Griffin	Redwood City
H. A. Applequist	Sacramento
Lloyd Fallgren	San Diego
E. Y. Johnson	Van Nuys

Colorado

Garry L. Berry	Colorado Springs
Eugene Hansen	Grand Junction
Paul Tate	La Junta
Leo G. Fisher	Pueblo
Paul Briggs	Rocky Ford

Connecticut

Joseph Burns	Bridgeport
Raymond Donnell	Darien
George Taylor	Fairfield
Joseph Gargan	Hartford
Albert Pilvelis	New Haven
Carl Veith	North Haven
Robert E. Schneider	Waterbury

Delaware

W. Calvin Wood	Camden
George S. Schollenberger	Laurel
Robert F. Dowd	Seaford

Florida

Andrew Pittman	Brandon
Edward Stack	Cocoa
Andrew Kruze	Ft. Lauderdale
William Rutland	Sarasota
Gerald Hendricks	St. Petersburg
L. Jack Smith	West Palm Beach
J. P. Smith	Tampa

Georgia

Cecil Moon	Atlanta
Norman Faircloth	Ft. Valley
James Cavin	Griffin
Selby Buck	Macon
John Lindsey	Norman Park
John Davis	Rome

Idaho

Robert Gibb	Boise
Sterling MacFarlane	Blackfoot
Elmer Jordan	Coeur d'Alene
J. A. Brown	Nampa

Illinois

Arthur G. Herman	Belleville
Howard Saar	Bloomington
A. E. Firebaugh	Danville
Levi Craig	East St. Louis
W. W. Fulkerson	Freeport
Joseph Bradley	Glencoe
Al Danakas	Highland Park
John S. Ludlam	Maywood
Herbert C. Klier	Moline
Harold Weldin	Peoria
John L. Page	Winnetka

Indiana

John Brongeaux	Bloomington
John W. Patrick	East Chicago
Elmer Weber	Evansville
Clarence Beidenweig	Fort Wayne
Clyde Lyle	Hammond
George Farkas	Indianapolis
Chester Hill	Kokomo
Floyd Raisor	Muncie
David McCode	New Albany
Richard Tiernan	Richmond
Forest Wood	South Bend
Earl Pike	Terre Haute

Iowa

Howard W. Rabey	Cedar Falls
Fred Winter	Cedar Rapids
A. J. Stolfa	Davenport
John A. Johnson	Des Moines
Charles Bainbridge	Oskaloosa
Finn B. Erickson	Waterloo

Kansas

Merle R. Henre	Kansas City
R. H. McAlister	Wichita

Kentucky

Robert Forsythe	Central City
Hugh Crowdus	Franklin
W. J. Haskins	Lexington
Thomas B. Godfrey	Louisville
M. J. Cavana	Newport
Herbert Lewis	Valley Station

Louisiana

Woodrow Turner	Columbia
Claude Stoutamire	Marthaville

Maine

Norman Perkins	Bangor
Richmond Roderick	Bethel
Freeman Brewer	Caribou
George Wentworth	Millinocket
Henry LaVallee	South Portland

Maryland

Elmon Vernier	Baltimore
Warren Evans	Frederick
Edward Finzel	Frostburg
Crescent Bride	Rockville
Vincent Holochwest	Upper Marlboro

Massachusetts

Donald D. Dunn	Andover
Lewis S. Harris	Belmont

Massachusetts (Continued)

William E. Lang	Medford
Frank Simmons	Newton
James Carter	Quincy
Robert T. Berry	Springfield
Karl Elerin	Stoneham
Earle Crompton	Wakefield
Henry Knowlton	Winchester

Michigan

L. H. Hollway	Ann Arbor
LeRoy Sparks	Battle Creek
V. A. Blanchard	Detroit
John Bos	Grand Rapids
Joe Moran	Holland
James Barclay	Midland
Karl Randels	Lakeview
R. J. McMurry	Saginaw
Howard Blake	Sault Ste. Marie

Minnesota

Kermit Aase	Brainerd
Victor Dunder	Duluth
Howard J. McNish	Rochester
Gene Aldrich	St. Paul
Victor Gislason	Vinona

Missouri

George Stuber	Clayton
Ernest Lyons	Kirkwood
Fred N. Moseley	Maplewood
C. E. Potter	Normandy
Louis W. Kittlaus	St. Louis
William L. Kloppe	Webster Groves

Montana

Michael L. McCormick	Belgrade
Maurice J. Hickey	Ennia
Fred Rooley	Fort Benton
Henry E. Meyer	Missoula

Nebraska

E. C. Littler	Beatrice
Robert K. Faris	Fremont
Jerry J. Lee	Grand Island
Harold J. Krizan	Hastings
Gerald G. Jacupke	Norfolk
William McCowin	North Platte

Nevada

Noel Hansen	Boulder City
Melvin Cowperthwaite	Carson City
Floyd Edsall	Elko
Bud L. Beasley	Reno

New Hampshire

Clarence Parker	Claremont
Gordon Hathaway	Exeter
John Peterson	Hampton
John Barry	Newport
Harry Lehmann	Plymouth

New Jersey

Willard Quirk	Dumont
Walter Gardell	Elizabeth
John Steinhilber	Hackensack
Russell Neide	Irvington
Arthur Humphrey	Jersey City
Joseph Liddy	Newark
Morris Deutsch	Paterson
Herbert Stine	Plainfield
William Brown	Springfield

New Mexico

F. W. Wilson	Albuquerque
Ralph Bowyer	Carlsbad
William Stockton	Clovis
Glenn Moses	Deming
Fred Hinger	Portales

New York

Ray Glunz	Buffalo
Carroll H. Smith	Garden City

New York (Continued)

Arthur L. Smith	Great Neck
Alfred Nilsson	Hempstead
Howard Wiquist	Jamestown
Gerald Donnelly	New Rochelle
Harold Herkimer	Niagara Falls
Charles A. Stover	Syracuse

North Carolina

E. P. Faulkner	Charlotte
D. H. Huss	Cliffside
Ivan Stafford	Crossnore
Julian Smith	Greensboro
Arthur Ditt	Marion
Harry L. Lemon	Newton
J. C. Hoyle	Roanoke Rapids

North Dakota

Robert Peskey	Grand Forks
Ernest H. Gates	Jamestown

Ohio

Albert Fendrick	Ashland
Robert H. Harper	Akron
W. K. Streit	Cincinnati
Floyd A. Rowe	Cleveland
M. D. Sheatsley	Columbus
P. B. Welcome	Dayton

Ohio (Continued)

James W. Grimm	Hamilton
Harold Roettger	Lockland
George Daniel	Lorain
Harry E. Mehock	Mansfield
Elmo Lingrel	Middletown
Manuel Kuechle	Shaker Heights
John F. Remsberg	Springfield
Ted Keller	Toledo

Oklahoma

George Holloway	Ardmore
Otis Delaporte	Clinton
Edgar Brady	Enid
W. C. Wooten	McAlester
William Haller	Oklahoma City
Byrdene Bomgardner	Sapulpa
Grady Skillern	Tulsa
Melvin Potts	Wayne

Oregon

Claude Cook	Bend
Ray Hendrickson	Eugene
Eldon Jenne	Portland
Vernon Gilmore	Salem
Paul Johnston	Springfield

Pennsylvania

Roger D. Jones	Aliquippa
Elmer H. Roedel	Allentown
Frank Broad	Bethlehem
Thomas C. Cockill, Jr.	Chester
Lowell C. Drake	Erie
A. O. Brittain	Hershey
Ben DeLello	Johnstown
Arnold F. Fink	Lancaster
Preston Ditty	Meadville
Murino DeAngelio	Monessen
Leroy Pete Lewis	Norristown
C. Lawrence Walsh	Pittsburgh
George W. Jones	Wilkes-Barre
Rupert C. Morgan	Williamsport
Peter P. Carter	York

Rhode Island

Henry Reeves	Cranston
Joseph G. Nevins	Newport
John H. Osterberg	Providence
George Morrison	Woonsocket

South Carolina

E. T. Borders	Columbia
James E. Welch	Darlington
Thomas Oates	York

South Dakota

Melvin Minton	Deadwood
William Hauge	Madison
E. N. Cobb	Rapid City
B. W. Woodle	Sturgis

Tennessee

Frank Ditmore	Clarksville
Malcolm Quillen	Columbia
Leonard Staggs	Lawrenceburg
Brice Hall	Lebanon
Joe Nussley	McMinnville
Robert Dunkerly	Nashville
Enloe N. Pugh	Tullahoma

Texas

P. E. Shotwell	Abilene
Jess Cearley	Amarillo
John Keel	Austin
Raymond Moyer	Beaumont
A. A. Bushman	Dallas
Oran Spears	Denton
James Nicoll	El Paso
Cy LeMaster	Highland Park
Marlin Hayhurst	Lubbock
Thomas S. Hancock	Pasadena
Earl H. English	San Angelo

Utah

Earl Ferguson	Brigham City
Glen Worthington	Logan
Ken Farrell	Murray
Alma Hue Jewkes	Kamas

Vermont

Leon R. Harvey	Montpelier
George Ratcliffe	Poultney
Erkki W. Mackey	Springfield
Robert Sampson	Windsor
P. Douglas Huntington	Woodstock

Virginia

John Fenlon	Fredericksburg
J. M. Eason	Hampton
W. H. Connolly	Lynchburg
George Ramsey	Newport News
Harry Paxson	Norfolk
C. R. Rohrdanz	Roanoke

Washington

Lee A. Rankin	Bellingham
Jim Ennis	Everett
William J. McLaughlin	Lake Washington
A. C. Pelton	Seattle
George I. Werner	Spokane
John J. Klumb	Walla Walla

West Virginia

Paul B. Hodges	Berkeley Springs
Carroll Michael	Fairmont
Lawrence Spodafore	Grafton

Wisconsin

William Pickett	Appleton
Arnold Christenson	Beloit
F. G. Keisler	Fond du Lac
Joseph Skuhra	Green Bay
Pat Dawson	Janesville
Glenn Holmes	Madison
Edwin Hoppe	Milwaukee
Roy Moore	Oshkosh
Harold Corrigan	Waukesha
A. C. Wangerin	Whitefish Bay

Wyoming

Donald E. Creese	Cheyenne
Floyd Hart	Lusk
Quincy L. Tarter	Casper
Charles Roberts	Worland

APPENDIX XI

Booklet Used For Tabulation Of Data

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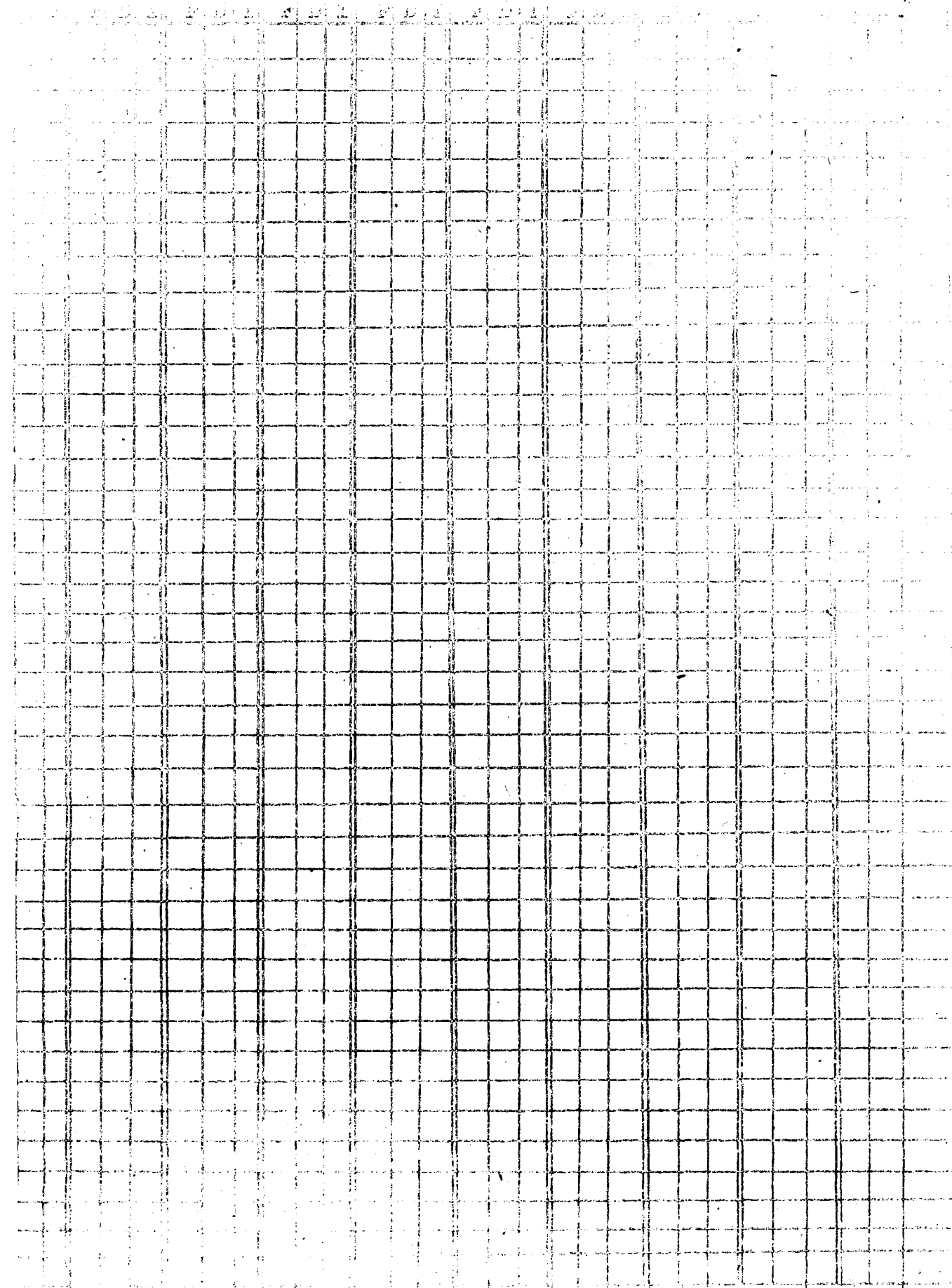
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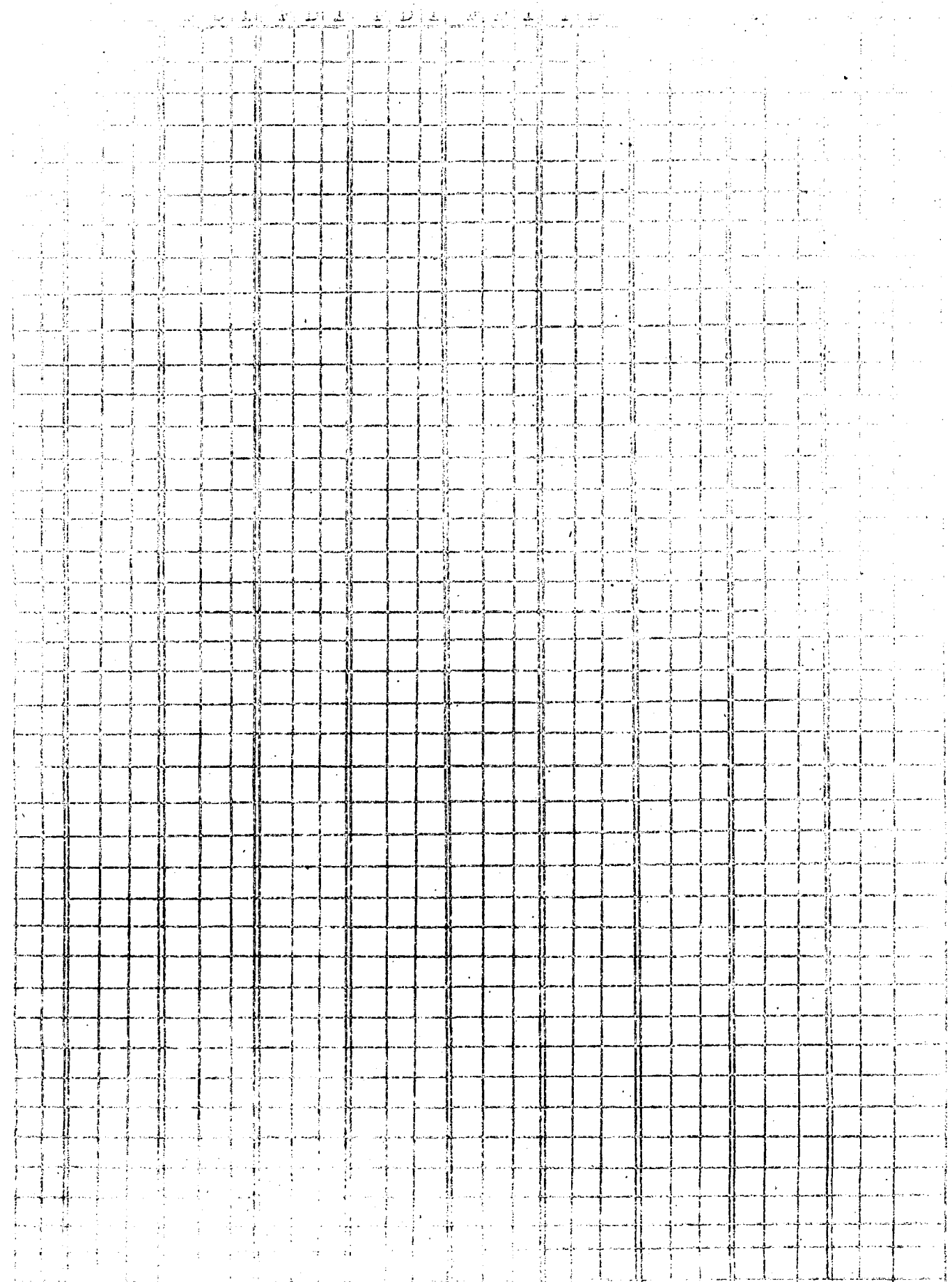
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FDI FDI FDI FDI FDI FDI FDI FDI FDI FDI

21 122 123 124 125 126 127

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