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A study of the duties of women supervisors of physical education in the public schools of Massachusetts (high school level).

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A STUDY OF THE DUTIES OF WOMEN SUPERVISORS OF
PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS OF
MASSACHUSETTS (HIGH SCHOOL LEVEL)

Submitted by

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of Physical Education, 1946)

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

1956

Boston University
School of Education
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First Reader: Dr. Leslie W. Irwin,
Professor of Education

Second Reader: Dr. Clem W. Thompson,
Associate Professor of
Education

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INTRODUCTION

In this age of specialization in the field of education, harmony and efficiency in any system can be achieved only when the duties of department heads are clearly defined. In academic fields, it is relatively easy to define the duties of department heads. But this is not true in the field of physical education. No one would expect the head of an English department to supervise the departments of school nursing or first aid. But the head of a physical education department, for example, is often expected to be a coach, and a director of first aid courses--two fields only superficially related to physical education.

While the duties of department heads in the academic field become more restrictive, it has been the tendency over the years to unload upon the physical education department all non-academic duties which cannot be conveniently given over to any other department.

In an attempt to set forth more clearly the duties of a supervisor in the department of physical education, and, more specifically, the duties of a woman supervisor, this paper has been undertaken.

Based on questionnaires sent to supervisors of physical education, on personal interviews, and personal experience, this thesis will attempt to set forth what the duties of a

woman supervisor in physical education at the high school level ought to be.

This paper attempts to achieve--not the broad plateau of unchanging definitive duties, but rather to take a single step toward arriving at an understanding of the limits within which a supervisor can properly and profitably function.

CHAPTER I

NEED FOR REDEFINITION OF TERM
AND SOME CONCEPTS OF SUPERVISION

Authorities in the field of physical education, notably Irwin,¹ feel that the term 'supervision' needs redefining "to bring into sharper focus a clearer understanding of the aims of modern education." It is only by fully and clearly understanding the end of modern education that we may properly evaluate the means taken to achieve that end. In other words, we must understand the purpose of physical education in its relation to the total aim of education if we are to appraise what ought to be the duties of a supervisor in that branch of the curriculum.

Experience has brought me to the same mind as Dr. Irwin. I feel strongly that unless the function of the supervisor of physical education is understood by school administrative authorities as well as by the supervisors themselves, physical education will fail to contribute as much as it ought to the complete education of the student.

While this thesis is limited to a study of the duties of women physical education supervisors at the high school

1. Leslie W. Irwin, Principles and Techniques of Supervision in Physical Education. C. V. Mosely Co., St. Louis, 1954.

level, I think that it will point up sharply the need for redefining the word 'supervisor' in terms of the duties supervisor ought to perform if they are to become, as they should properly be, an integral part of secondary education of youth.

The words 'supervision' and 'supervisor' are technical terms in Education, and like most technical terms, their meanings differed at different times. Literally, the word 'supervision' is derived from two Latin words--'super' meaning 'over' and 'video,' 'to see.' The word is equivalent to the Anglo-Saxon - Middle English compound--'oversee. A supervisor, then, was 'an overseer.'

The word 'supervision' first appeared in relation to certain educational functions in the early 'seventies of the last century, according to Coffman.¹

When physical education was first introduced into public school curricula over half a century ago, the word 'supervisor' was used to designate special teachers who taught regular classroom teachers the rudiments of physical education which these teachers, in turn, used in conducting their own physical education classes.

Later, as a logical growth, the 'supervisor' became an 'inspector'--observing how well or ill his 'teaching'

1. Louis D. Coffman, The Control of Educational Progress through School Supervisors.

was being carried out.

Until World War I, physical education in many schools was regarded as a 'fad.' Physical education teachers themselves possessed only rudimentary knowledge of their subject, and few had the background or the vision to see physical education as a necessary part of the complete education of the child. There were few or no schools which offered specific training in the field of physical education. It is to the credit of Boston that the first two physical education normal schools were established here.¹

The poor physical condition of millions of draftees in World War I drew a rather frightening picture of the general health of the nation. It was this, perhaps, more than any other single factor which made educators critically examine the existing courses and facilities in physical education in the light of the nation's needs.

Beginning about that time, physical education became no longer a 'fad.' Men and women with muscles, but with little or no formal education, began to disappear from the roster of schools. In their places, men and women, young and vigorous mentally as well as physically, began to take over the job of physical education in the public schools.

1. Posse-Nissen School and the Sargent College of Physical Education.

These young men and women were pioneers. They were trained well academically and in the field of physical education. Their acceptance as true teachers, on equal professional footing with teachers of academic subjects, was slow but certain. Today, teachers of physical education are as well trained in their field, and as qualified to contribute to the general educational process as any teacher in the academic field.

In the field of supervision, however, professional growth was not as rapid. The duties of supervisors were increased and multiplied. Supervisors faced professional prejudice and political opposition. Their evolution was from a 'necessary evil' to that which it appears to be today, a 'necessary catch-all' for all school activities remotely related to physical development which cannot be conveniently imposed on academic teachers.

The general aim of this thesis is to discuss the present duties of women supervisors in physical education at the high school level; to show how the many and varied duties she is called upon to perform tend to frustrate her and eliminate her as a dynamic factor in education; and to suggest a limit to her duties to the end that she may take her proper place and make her peculiar and necessary contribution to the general education of America's youth.

The scope of this paper is necessarily limited. Argu-

ments are drawn from three sources:

1. An analysis of answers to questionnaires by 55 supervisors of physical education in Massachusetts public schools;
2. Personal interviews with public school supervisors;
3. Personal experience.

CHAPTER II

MODERN CONCEPTS OF SUPERVISION AND
'SPIRITUAL' DUTIES OF SUPERVISORS

Coffman¹ defined 'supervision' as "taking a broad view, the general view, and seeing the back- and middle grounds as well as the foreground with all its details... it is the vision in the real and beautiful sense of seeing things invisible."

Educators generally today understand supervision as "the direction and critical evaluation of instruction, especially in the public schools."²

To give direction to any course of studies implies authority. Superior knowledge is essential for critical evaluation. Thus, there arise two duties or obligations on the part of supervisors which we may term 'spiritual duties.'

The first duty of the supervisor is to possess himself of all necessary knowledge pertaining to the act of supervision. This implies not only an intimate knowledge of the subject, but a clear understanding of the manner in which physical education must be integrated into the general system of education.

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1. Louis D. Coffman, *op. cit.*
 2. Webster's International Dictionary.

Evans¹ puts it this way:

A more desirable approach to supervision places the supervisor in the role of consultant, especially between principal and supervisor. The supervisor must attempt to learn the objectives, procedures and outcomes in all areas of secondary schools. Observation in, and knowledge of work in English, Science and other areas, are essential to the alert supervisor of physical education. Through such knowledge, physical educators can relate their work and activities to total program offerings. Indications of willingness to learn about the school on the part of the supervisor go a long way in convincing the principal that supervision tends to be helpful. The alert supervisor is challenged to equip herself and the teachers so that the opportunity for professional participation will not be lost.

The second duty pertains to the supervisor's exercise of authority. While the concept of authority is inherent in the concept of directing courses of instruction, authority on the part of the supervisor is never absolute, but always limited to the extent such authority may be delegated by the principal.

"Under no conditions," says Evans,² should the supervisor assume authority over the teacher of physical education in the sense that authority involves giving orders or assignments. In all relationships with the teacher, the supervisor must keep in mind that the major concern of supervision is improvement in instruction."

1. Ruth Evans, Supervision of Physical Education. McGraw-Hill, 1950.

2. Ibid., pp. 155-157.

Coffman and Evans, it seems to me, set the ideal position of the supervisor. Coffman sees the supervisor as one capable of seeing the total picture of a particular course of studies as it is related to education in general.

Evans points out two necessary qualities of a good supervisor--a person who understands the position of physical education in relation to the entire curriculum, and understands his own position in relation to those above and below him in authority.

It is well to re-read and to contemplate the words of these leaders, and to understand their implications. For only in the light of such concepts can we properly appraise the duties of a supervisor, and understand the need for clarifying his duties.

CHAPTER III

GENERAL OBJECTIVE OF EDUCATION,
RELATION OF SUPERVISION THERETO, AND
PRESENT DUTIES OF SUPERVISORS

The objective of education is the maximum development of the individual into the most socially efficient person he or she is capable of becoming at all times during life. This maximum development involves necessarily the development of health and bodily growth--the general field of the department of physical education.

The supervisor of physical education must perform such duties in relation to this objective as will fulfill the function of physical education. The duties of a supervisor must be the necessary means adopted and put into practice to achieve the desired end.

Believing, as I stated in the Introduction, that some of the duties now imposed on supervisors have little or no bearing on the true function of the supervisor, I mailed out 120 questionnaires to women supervisors of physical education at the high school level. I received 55 replies.

Here are the most important duties assigned to supervisors in communities of from 5,000 to 15,000 population, and the maximum hours per week the proper performance of such duties would require:

1. Administrative duties 10 hours
2. Duties pertaining to plant,
equipment and supplies. 15 "

3. Instructional duties (Health and Physical Education)	32	hours
4. Duties pertaining to community activities (PTA, Recreation).	8	"
5. Co-curricular and extra-curricular duties (School social activities, supervision of intra-mural activities)	10	"
6. Special activities and services (assisting in physical examinations; administering first aid)	10	"
7. Interscholastic athletics (coaching teams, officiating at games, service on athletic boards)	12	"
8. Supervisory duties (class visits; personal conferences with teachers; conducting demonstration classes; preparing bulletins and notices).	6	"

Not all supervisors, of course, perform all these duties. But it is conceivable that one supervisor could be called upon to perform them all.¹ And in this case, it would take a supervisor 103 hours a week, or better than 20 hours a day to perform all these duties conscientiously.

Clearly, there is no understanding on the part of school superintendents and principals of the true function of a supervisor of physical education if this is what they demand of a supervisor.

Even if we admit the validity of imposing all these duties on a physical education supervisor, which we emphatically do not, the time element alone would make their proper performance utterly impossible.

A supervisor assigned all these duties no longer occupies a place of 'eminence' from which she can look down

1. See chapter IV.

over the whole field of physical education and see how it is functioning as an integral part of the general education process.

She is reduced to a position of trying, and always failing, to do the impossible; of giving only casual attention to essentials, or is reduced to becoming a hypocrite and a liar in pretending to perform the duties assigned.

The fault lies not entirely with principals. It is true that they must have a foggy notion of the true functions of a supervisor. But the supervisors themselves should become more articulate in objecting to the imposition of impossible burdens.

Such a load of duties must eventually demean the supervisor and adversely affect her professional standing and dignity.

CHAPTER IV

CLASSIFICATION OF THE DATA AND THE FINDINGS

A study of the following charts shows that supervisors spend their time as follows:

1. Administrative duties - 26 out of 55, or 47.27 per cent, spend a minimum of 2 hours a week; 2, or 3.63 per cent, spend only one hour a week while the same number spend 10 hours a week.

2. Duties pertaining to plant facilities, equipment and supplies: 26, or 47.27 per cent, spend 2 hours; 2, or 3.63 per cent, spend 1 hour; 2, or 3.63 per cent, spend 15 hours.

3. Instructional duties, such as health, physical education: 26, or 47.27 per cent, spend 25 hours; 2, or 3.63 per cent, spend 2 hours; 2, or 3.63 per cent, spend 30 hours.

4. Duties pertaining to community activities: 26, or 47.27 per cent, spend 1 hour; two spend no hours; 2, or 3.63 per cent, spend 8 hours.

5. Co-curricular or extra-class duties: 26, or 47.27 per cent, spend 4 hours; 17, no hours; 6, or 10.90 per cent, spend 10 hours.

6. Duties pertaining to special activities and services: 26, or 47.27 per cent, spend 2 hours; 17, or 30.90 per cent, spend 4 hours; 2, or 3.63 per cent, spend 7 hours.

7. Interscholastic athletics: 26 spend 10 hours, or 47.27 per cent; 6, or 10.90 per cent, spend 3 hours; 17, or 30.90 per cent, spend 12 hours.

8. Supervisory duties: 26, or 47.27 per cent, spend 6 hours; 2, or 3.63 per cent, spend no hours.

A study of the figures will show that nearly half of the teachers who replied--47.27 per cent--spend 52 hours a week on all functions.

With the same percentage of teachers spending only 6 hours on supervisory duties, this means that 47.27 per cent of supervisors spend 46 hours a week in performing functions which are not directly and properly related to the work of supervision.

The same figures show that 2 supervisors, or 3.63 per cent of the supervisors, must spend 63 hours a week on all functions, or 57 hours on duties not immediately and directly connected with the work of supervision.

Only 2 supervisors spend as little as 3 hours on non-supervisory duties.

17, or 30.90 per cent, spend 24 hours on non-supervisory duties.

CHAPTER V

ANALYSIS OF DATA

Functions that a Supervisor Performs	Number of Teachers	Hours Spent per week	Percentage*
1. Administra- tive Duties	2	1	3.63 %
	26	2	47.27
	17	3	30.90
	6	5	10.90
	2	8	3.63
	2	10	3.63
Total	55	29	99.96
2. Duties pertain- ing to plant, equipment, fa- cilities & supplies	2	1	3.63
	26	2	47.27
	15	3	27.27
	2	4	3.63
	3	5	5.45
	2	7	3.63
	3	8	5.45
	2	15	3.63
Total	55	45	99.96
3. Instructional duties (health & physical education)	2	3	3.63
	3	4	5.45
	4	6	7.27
	10	8	18.01
	8	9	14.54
	26	25	47.27
	2	30	3.63
Total	55	85	99.83
4. Duties per- taining to community activities	2	2	3.63
	26	1	47.27
	17	3	30.90
	6	0	10.90
	2	0	3.63
	2	8	3.63
Total	55	14	99.99

* Approximate.

Functions	No. Teachers	Hrs. per wk.	Percentage*
5. Co-curricular or extra- class duties	26 6 2 2 17 2	4 10 2 1 0 3	47.27 % 10.90 3.63 3.63 30.90 3.63
Total	55	20	100.00
6. Duties per- taining to special ac- tivities & services	26 17 5 2 3 2	2 4 10 6 5 7	47.27 30.90 9.09 3.63 5.45 3.63
Total	55	34	99.97
7. Inter- scholastic athletics	26 17 6 6	10 12 3 7	47.27 30.90 10.90 10.90
Total	55	32	99.97
8. Supervisory duties	26 3 17 2 7	6 0 2 0 1	47.27 5.45 30.90 12.73 0.00
Total	55	9	96.35

* Approximate.

CHAPTER VI

SOME PRESENT DUTIES SUPERVISORS
DESIRE TO BE RID OF

Supervisors interviewed were asked specifically which of the duties now imposed on them they feel are not properly part of their work. Here is a list of the duties supervisors feel belong elsewhere:

1. Coaching and officiating.
2. Conducting health courses and courses in first aid.
3. Assisting at physical examinations.
4. Administering first aid.
5. Directing school social activities, such as dances and record-hops.
6. Directing community social or athletic activities.
7. Teaching physical education classes, except in emergencies.

Objection to the above-listed duties is not based on supervisors' unwillingness to cooperate in school functions, nor altogether on the basis of time involved. It is based on the sincere conviction that the supervisor cannot do these things and still fulfill her true function as a supervisor.

The objections to these duties are a matter of such importance to the future status of the supervisor that I discuss them in some detail.

1. Coaching and officiating.--The aims of physical education can largely be achieved outside of inter-scholastic sports. Particular sports, football, baseball,

hockey, field hockey, and all organized sports require particular knowledge which cannot be thought of as necessary on the part of physical education supervisors any more than a teacher of English should be compelled to train a handful of students in journalism or short-story writing outside of regular English classes.

2. Conducting health and first aid courses.--Health and first aid course teaching are not properly functions of a physical education supervisor, but of school doctors, health educators, or school nurses. To oblige physical education supervisors to teach such courses violates one of the primary principles of modern education--that teachers qualified in a particular subject should be obliged to undertake the teaching of subjects in which, no matter how learned they may be, they lack the authority to teach.

3. Assisting at physical examinations.--Supervisors, as such, are neither competent to give such assistance, and if such assistance is limited only to maintenance of order, this is properly the duty of the assistant principal or whoever else is in charge of discipline.

4. Administering first aid.--Except in grave emergency, giving first aid is the business of the school nurse. It is no more the function of a physical education supervisor than it is the function of a nurse to direct physical education.

5. Directing dances or record-hops.--Here again we find activities, however remotely they may be concerned with formal education, which is the essential business of schools, which are for some reason placed in charge of physical education supervisors. This is just another example of unloading on the physical education department of an activity which principals arbitrarily classify as related to physical education.

6. Directing community social or athletic activities.--Most supervisors regard this as an outrageous imposition, with less excuse for being imposed on them than most of the other activities mentioned.

7. Teaching, except in emergencies.--Supervisors are not teachers. To assign them teaching functions is to defeat the whole purpose of supervision.

From the foregoing objections to certain duties, it might appear that supervisors would, if they could, absolutely refuse to perform any of these duties. This is not the case. Supervisors merely insist that some limit be placed on the kind of duties they are obliged to perform. To maintain their position and dignity, and to efficiently fulfill the functions of a supervisor, they feel limits should be set and understood.

Supervisors would then feel that any concessions they

made in accepting other duties would be entirely voluntary, and they would expect, except in certain circumstances, to be paid for extra services.

In some smaller communities, it may be financially impossible to employ a supervisor and, for example, coaches for athletic teams. A supervisor could, in such circumstances, agree to perform certain specific coaching duties, not as a matter of professional obligation, but as a matter of convenience to the school system which employs her.

CHAPTER VII

DUTIES WHICH A SUPERVISOR OUGHT TO PERFORM
AND SOME OBSTACLES TO SUCH PERFORMANCE

What duties properly belong to a supervisor?

Before answering this question, we must bear in mind that the essential business of a supervisor is to "critically evaluate and give direction to courses of instruction."

The 55 supervisors who answered my questionnaire are generally agreed on the following 10 points as setting fair limits to supervisory duties.

1. To provide a plan which clearly outlines the philosophy and the objectives of physical education.
2. To interpret the program to teachers.
3. To read and appraise the teachers' lesson plans.
4. To prepare bulletins for teachers.
5. To rate teachers according to approved rating scales.
6. To assist teachers in developing skills and in the use of all types of instructional materials.
7. To hold frequent conferences with teachers.
8. To visit teachers as they conduct classes and offer critical comment.
9. To promote the professional growth of teachers by encouraging them to participate in professional

1. For other concepts of supervisors' duties, see Leslie W. Irwin, Principles and Techniques of Supervision in Physical Education, C. V. Mosely Co., St. Louis, 1954; Ruth Evans and Leo Crane, Supervision of Physical Education, McGraw-Hill Book Co., Inc., New York, 1950.

organizations.

10. To do demonstration teaching.

Almost all of the 55 supervisors who returned the questionnaire observed that instead of carrying out the above duties, their time was almost completely taken up by teaching, coaching, or other tasks not essentially related to physical education, much less to the proper duties of a supervisor.

Perhaps more destructive of supervisor morale are two practices of school authorities mentioned by some of the supervisors. The first was the custom of hiring a "big name" football coach and conferring on him the title of "director of physical education." The second practice is that of designating certain physical education teachers as "supervisors" for no other reason than to grant them pay increases.

To give a teacher the title of 'supervisor' only for the sake of justifying a raise in pay, or to place a competent supervisor under the authority of a 'physical education director' almost immediately destroys the professional dignity and responsibility of the supervisory position.

A supervisor who lacks the proper knowledge of physical education, or the authority to "give direction" to the program, quickly loses the respect of those nominally in her charge. Her suggestions are ignored with impunity.

Her own self-respect is bound to suffer.

What must be the reaction of a supervisor to a situation which results when a 'star college athlete,' with little or no training in physical education, is placed in charge of the physical education program of a high school?

Judging from the reaction of supervisors with whom I have discussed this matter, most of them are emphatic in declaring that no increase in salary can ever compensate for the loss of dignity which they suffer when they are either placed under the authority of an incompetent 'director of physical education,' or when their title is purely nominal.

Like members of the academic departments, physical education teachers and supervisors must feel that they are actually contributing to the education of youth, not merely filling a job which school department rules or community demands have created.

Worse than losing the respect of their teachers, physical education supervisors fear the loss of respect on the part of the student body. And anyone who has ever had any experience in dealing with students knows that students are the first to discover the weakness of a teacher's or a supervisor's position.

It would be a serious blow to the entire secondary school educational system if supervisors of physical education were to permit themselves to be degraded from their

professional status by political opportunism or political favoritism.

It has taken nearly half a century for physical education to become recognized as a necessary element in the total education of our youth. Necessity may force supervisors to temporarily accept such degradation, but in the long run they must protest or abandon any pretense that they are 'educators.'

CHAPTER VIII

TEACHER-GUIDANCE AS THE MOST IMPORTANT
FUNCTION OF A SUPERVISOR

Organization is the soul of efficiency in education as well as in industry. To integrate a teaching staff into an efficiently functioning unit is the principal business of the supervisor. In a sense, the supervisor today must perform the original functions ascribed to supervisors ... she must be "a teacher of teachers" and she must be "an inspector" of teaching methods.

The reason for this is found in the professional background of new teachers. Teachers who enter the field with a background of major studies in physical education need guidance in the beginning due to the difficulties inherent in any attempt to standardize physical education methods. Teachers who have taken physical education as a minor study need considerable 'education' before they can properly direct classes. Finally, teachers who are employed solely because they have starred in athletics at college need the continuing advice and guidance of supervisors.

The supervisor is constantly torn between the ideal, which demands she be a true educator, and the reality of present school committee policies, which often sacrifice the substance of competence to the shadow of reputation in

hiring physical education teachers.

The supervisor must be a realist in a realistic world, and must put up with those policies she cannot change. A supervisor must accept the teachers hired by school committees, but it still remains her inescapable duty to see that such teachers are trained in right methods.

It is the duty of the supervisor to interpret the philosophy and the objectives of the school physical education program to new teachers. In spite of difficulties that arise from the new teacher's lack of background, or, in the case of political appointees, no background at all, the supervisor is responsible for the efficiency of her teaching staff.

This task alone is time-consuming. In fact, there are occasions in the life of a supervisor, for example, when several new teachers are taken into the service, when the supervisor could spend most of her time in teacher orientation and guidance.

I maintain that if a supervisor did this alone, even to the partial neglect of other duties, she would be accomplishing the principal function of her position as an educator.

I say this because the more it echoes in my mind, the more essential it seems: that "supervision is concerned with the improvement of teachers and with teaching."

In spite of circumstances, the supervisor of physical

education must be a leader, capable of inspiring even the non-cooperative to a performance of conscientious work. Supervisors must never lose their enthusiasm for their work. They must never fail to try to arouse enthusiasm in others.

Continuous 'inspection' of teachers during their class hours, and conferences following such inspection with an aim to improve methods, are of the utmost importance, especially where new teachers are concerned.

The supervisor, as an educator, must never permit personal feelings to cloud her perspective. She must never lose sight of her ideal.

CHAPTER XIX

CONCLUSIONS AND RECOMMENDATIONS

Schools, like the communities of which they are an integral part, are subject to changing economic, social and political pressures. But while the means adopted may change, the end of education is always the same--the greatest possible development of a child into a responsible social unit.

So it is with physical education. Although it must be regarded today as an essential means of developing the child, the means by which it is accomplished will often vary. Economic conditions are responsible for the expansion or the contraction of the school curriculum. So are social conditions. New demands of the community mean new courses.¹ And since school committees are elected by the people of a community, politics may be said to be a controlling factor in determining educational policy.

But no matter what the policy of the moment may be, the end of education remains unchanged. And as long as it does, so must the function of supervisors. Whether we take one definition or another, matters little. The consensus of educational authorities is that supervision is immediate

1. For example, the recent introduction of the study of Italian in some public schools.

ly and directly "related to the improvement of the teaching art and the improvement of teachers in service."¹

Only those duties which pertain to this major purpose of supervision should be imposed upon a supervisor. And those present duties which interfere with the accomplishment of this end should be eliminated.

The purpose of this thesis was to point out, first, the multiple duties now imposed on supervisors, some of them not even directly connected with the physical education program, let alone with supervision.

It seems to me that a distinction must be made between the content of a physical education program, and collateral subjects. It is not my intention to suggest a framework of supervisory duties which is rigid and unchangeable. It was my intention to examine present duties of supervisor with the thought that my conclusions would suggest some more exact definition of the word 'supervisor,' leaving all extraneous matters as an area open to individual discussion and agreement between school authorities and the potential supervisor.

It is hard to understand how school authorities, who forbid a school nurse to even give an aspirin to a pupil with a headache, still think nothing of assigning to a physical education supervisor some of the duties of a school nurse.

¹ I. W. H. Benton, Supervision and the Improvement of Teaching.
Op. i. Appleton-Century Co., New York, 1922.

Competence of the supervisor is not pertinent to the assignment of duties, I insist. Even if a supervisor has the knowledge and the competence to carry out some of the functions of a school nurse, it is not justifiable reason for assigning such duties.

The professional dignity and development of supervisors demand that supervision concern itself with the ends and aims of supervision.

And the primary end of supervision is the "improvement of the teaching art, and the improvement of teachers in service."

I would set down the following duties as the general limits of duties which should be required of a supervisor of physical education:

Administrative duties which pertain to the organization of classes; the visitations and conferences essential to teacher efficiency; teacher orientation; assisting teachers in adapting methods of instruction; demonstration teaching; general supervision of sports, exclusive of coaching; supervision over equipment and facilities.

I think that supervisors of physical education should insist that they be treated as standing on the same level as the heads of academic departments and that they actively protest against the performance of duties unrelated to their own professional activity.

I am convinced that only by redefining the terms supervision and supervisor in terms of proper duties can greater efficiency and harmony be achieved in the total field of secondary school education.

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APPENDIX A

264 Grove Street
West Medford, Mass.
April 18, 1956

Dear

The enclosed questionnaire is to be used in partial fulfillment of the requirements for a Master's Thesis at the Boston University School of Education entitled "A Survey of the Duties of Women Supervisors of Physical Education in the Public Schools of Massachusetts."

Please check the area in each section which applies to your particular program.

Thank you for your co-operation.

Sincerely,

(Miss) Ruth R. McCarthy

Study of the Duties of Women Supervisors of Physical Education in the
Public Schools of Massachusetts High School Level.

NAME: _____ DATE _____

SCHOOL ADDRESS: _____

CITY _____ STATE _____

YOUR OFFICIAL TITLE: _____

AM CLASSIFIED AS A _____ SUPERVISOR.
(City or Town)

APPROXIMATE NUMBERS UNDER MY SUPERVISION:

Assistant Supervisors _____
Teachers _____
Students _____
Others (describe) _____

Check COMMUNITY AND SCHOOL POPULATION:

Over 100,000 _____
50,000-100,000 _____
25,000-50,000 _____
15,000-25,000 _____
5,000-15,000 _____
under 5,000 _____

Check the GRADE LEVELS of pupils that come under your directions:

Senior High _____ Grade level 9 - 10 - 11 - 12

whether BOYS AND GIRLS or GIRLS ONLY come under your supervision
Boys and girls _____
Girls only _____

The following are some of the FUNCTIONS that a Supervisor performs; of these eight what is the TIME which you spend per week on each?

<u>Function</u>	<u>No. of hours</u>
1. Administrative Duties (i.e. arranging teachers' programs.)	
2. Duties pertaining to plant, equipment, facilities, and supplies.	
<ul style="list-style-type: none"> a. Participate in planning new facilities. b. Supervise sanitary conditions of physical education and athletic facilities. c. Determine equipment and supplies needed to be purchased. 	
3. Instructional duties (health, physical education, etc.)	
<ul style="list-style-type: none"> A. Measure physical abilities and skills of students b. Select all types of instructional materials, including text books, audio visual aids. c. Teach health education course d. Teach safety education course e. Teach first aid f. Teach regular physical education classes. 	
4. Duties pertaining to community activities.	
<ul style="list-style-type: none"> a. Address community organizations-- P.T.A. b. Serve on community health agency c. Conduct recreation program for community groups. 	
5. Co-curricular or extra-class duties:	
<ul style="list-style-type: none"> a. Provide a plan for the development of student leaders. b. Take vital part in the social activities in your school c. Supervise intra-mural program 	
6. Duties pertaining to special activities and services.	
<ul style="list-style-type: none"> a. Assist in physical examinations b. Administer first aid at the school building and gymnasium 	

- 7. Inter-scholastic athletics
 - a. Officiate at athletic contests
 - b. Coach athletic teams for inter-school competition
 - c. Serve on athletic committee
 - d. Check eligibility of athletes
 - e. Excuse students from participation

- 8. Supervisory duties
 - a. Have a definite schedule of class visitation
 - b. Follow each class visit by a personal conference
 - c. Discuss methods with teachers
 - d. Conduct demonstration classes
 - e. Prepare bulletins for teachers

These are some of the FUNCTIONS that a Supervisor performs.

These are some of the FACTORS that negatively affect your job performance.

___a. Administrative policy

___b. Space and facilities

___c. Inadequate training

___d. Financial

1. Money for equipment - adequate or inadequate etc.

___e. Time limitations

___f. Other staff member

___g. Lack of understanding by parents and pupils

___h. Pressure for inter-school competition

___i. Others

Specify -

1.

4.

2.

5.

3.

6.