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SUPERVISION OF PHYSICAL EDUCATION

(TITLE)

BY

ROBERT PARRISH

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

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CHARLESTON, ILLINOIS *M O'Brien*

1964

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

3 August 1964
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INTRODUCTION

In keeping with tradition, a paper of this type begins with a definition of the subject. However, after much research, the writer believes that the term "supervision" means different things to different people relating to their past experiences, needs, and purposes. Since there can be no explicit definition of the term, the writer will explain briefly and discuss the subject as he feels it is most commonly used.

The theory of supervision is changing rapidly. Not too many years ago supervision was a directing and judging activity.¹ Then, in the 1930's, some respectable educators adopted the laissez-faire doctrine in the supervision of their teachers.² Some writers describe supervision in the 1940's as a cooperative enterprise. In this era teachers and supervisors began to help one another. Today supervision has become a constructive program or activity for the improvement of teaching through cooperative efforts of teachers, supervisors, and parents.³

These few concepts of supervision show that even many

¹Kimball Wiles, Supervision for Better Schools (Englewood Cliffs, N. J., Prentice-Hall Inc., 1956), p. 5.

²John A. Bartky, Supervision As Human Relations (Boston: D. C. Heath & Co., 1953), p. 4.

³Wiles, op. cit., p. 6.

years ago there was a need for supervision, and all concepts worked toward the goal of improved teaching though each in a different way. Supervision is a "guiding" or "overseeing" activity. According to Bartky, "Supervision is teaching teachers on the job to improve their instruction."¹

The concept of supervision as educational leadership has gained wide acceptance in recent years. Many attempts have been made to state the ideas involved in educational leadership. This writer believes the statement by the Minnesota Association of Secondary School Principals is an appropriate one:

1. Supervision is based upon a common understanding faith on the part of the entire staff in the philosophy and principle of democracy and in the use of this philosophy as a way of supervision.
2. Democratic supervision recognizes the supervisor as an educational leader and imposes upon him the responsibilities of leadership rather than of authoritarian direction.
3. Democratic supervision is concerned with the maximum development of each individual and of the whole group to the end that pupils may receive the most effective preparation for participation in a democratic society.
4. Democratic supervision recognizes the intellectual, educational, and personal worth of each individual and provides for free participation of each individual in all decisions, issues, or problems.
5. Democratic supervision respects differences of opinion on issues and recognizes the intellectual integrity and the right of individuals to have different opinions.
6. Democratic supervision is cooperative and uses the funded intelligence of all individuals affected in shaping policies, plans, and purposes.

¹Bartky, op. cit., p. 26.

7. Democratic supervision recognizes individual differences and utilizes the services of different individuals in those areas in which each is most competent.
8. Democratic supervision begins at the level the staff has attained and develops more democratic procedures as rapidly as the staff may be led to accept the democratic way.
9. Democratic supervision uses sound evidence, scientific method, and experimentation to solve educational problems or issues and to increase the educational knowledge and growth of the staff.
10. Democratic supervision encourages continual evaluation of educational objectives, processes, and outcomes and of the purposes, procedures, and outcomes of supervision by the staff and the community.¹

To talk about supervision in any way other than as educational leadership and democratic in nature is detrimental in our society today. This concept of supervision has been made articulate by William H. Burton:

It is to be emphasized that supervisory functions are to be operated under the principles of democracy. Respect for personality and courteous reception of contributors of varying worth to the common task must be dominant. The utmost facility for participation by all must be provided. Authority will be the authority of the group over itself exercised for the good of the group. It will be delegated by the group to a person or persons and withdrawn if not exercised toward the achievement of commonly determined objectives. The evolutionary experimental attitude will permeate the total activity. The philosophy and organization under which supervision should operate should be democratic and cooperative in the truest sense of the word.²

¹Charles W. Boardman, Harl R. Douglass, and Rudyard K. Bent, Democratic Supervision in Secondary Schools, (Chicago Illinois: Houghton Mifflin Company, 1953), p. 43-44.

²Educational Method, October, 1938, p. 6, quoted in Ibid., p. 28.

Educational leadership adopts the best aspects of earlier concepts of supervision. These concepts of supervision, which have gained wide acceptance, are neither autocratic nor inspeccitorial. It is democratic for practical as well as psychological reasons. It fosters an objective point of view, utilizing scientific methods and principles as tools for the improvement of teaching. It is creative in that it encourages teaching talent and initiative and stimulates teachers to grow and contribute to their own improvement.

Certain members of the staff are labeled supervisors, and they are given the job of supporting, assisting, and sharing rather than directing the teachers' activities. To some extent they should make the teacher's job easier. One might ask the question: "If the supervisors are to do all these things, have they lost their authority?" The answer is definitely, "NO". The supervisors enable teachers to attain importance by giving them a real share in the responsibility for the program, even though final responsibility rests with the supervisors. However, they are used to promote growth rather than to create dependency and conformity.

In order to promote growth and be more effective, a supervisor should possess certain skills or qualities that will enable him to conduct himself in a manner becoming to his position. The skill of leadership is among the most important, if not the most important, of these. Of course, a supervisor like his teachers, must continue to grow in service and to keep an open mind to the future.

The lack of material available on the subject of supervision in physical education has caused the writer to discuss supervision in general which is closely related to the supervision of physical education.

CHAPTER I

DISCUSSION ON LEADERSHIP

The supervisor must have definite ethical and moral values that determine which courses he will take. He is in a position of power and responsibility and will have many decisions to make. These decisions will depend largely on his principles and the techniques he employs. Principles are guides by which an individual proceeds from one situation to another, and techniques are the specific ways of doing things.¹ In the past supervision has consisted largely of handing out techniques, but our modern educational system is stressing teacher participation.

The participation of others is known as the democratic process. The democratic process according to Barr, Burton, and Brueckner is:

1. Democracy is made untenable the older relationships between the leader and the led. Direction has been discredited.
2. Leadership and creativity appear upon all levels among all types of persons.
3. Cooperative techniques replace those of central determination and direction.
4. Authority is derived from analysis of needs and possibilities of a situation.²

¹A. S. Barr, and others, Supervision, (New York: Appleton-Century - Crofts, Inc., 1947), p. 44.

²Ibid., p. 55.

The democratic process will not be achieved overnight, but with effort and courage in leadership it can be effected. Democracy implies fair dealing with all persons concerned.

If teachers are to provide a democratic setting for their students, the physical education supervisor must support such democratic concepts. One of the greatest challenges that faces the physical education supervisor today is for him to lead in a way that supports democratic ideals. What works in one case may not work in another, and he must take it upon himself to seek democratic solutions.

Here are some of the qualities of a good democratic leader. According to Tripp some of these characteristics are:

1. Successful teaching experience.
2. Friendliness, pleasantness, and ability to get along with others.
3. Sensitivity to the dignity and worth of every parent, teachers, and pupil.
4. An awareness of the manner in which learning best takes place - among teachers as well as pupils.
5. A proper perspective of self in relation to others; an easy sense of humor.
6. An awareness of research materials and techniques in the area of instruction which seem worth while.
7. An awareness of the inter-relationships among subject areas and of possibilities for bringing about desirable correlations.
8. An awareness of the world of science, politics, economics, government, and creative expression.
9. A willingness to plan and evaluate cooperatively.

10. A desire to grow in personal worth and social responsibility.¹

Leadership is a trait that gets things done in the proper way at the proper time.² Possession of high intelligence and good scholarship does not necessarily make the best leader; but the best leader is one who is interested in the world and the people who inhabit it.³ One who is emotionally sound and has intelligent vitality could be among the best leaders. The outstanding physical education supervisor then will be a person who supports basic democratic principles, makes optimum use of all available facilities, is patient, and displays enthusiasm, friendliness, and a good sense of humor.

A quotation taken from Wiles book on supervision sums up the discussion of leadership as a whole:

A leader is best
 When people barely know that he exists,
 Not so good when people obey and acclaim him,
 Worst when they despise him,
 "Fail to honor people
 They fail to honor you";
 But of a good leader, who talks little,
 When his work is done, his aim fulfilled,
 They will all say, "We did this ourselves."⁴

HUMAN RELATIONS

Each teacher, just as each child, in the classroom differs greatly. Some enjoy their work; others are disagreeable; and

¹Madeline Tripp, "Does Supervision Pay" Education Leadership May 1959, p. 491-2.

²Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Co., 1951), p.22.

³Charles R. Spain, and others, Educational Leadership and Elementary School Principal, (New York: Rinehart and Co., Inc., 1956), p. 19.

⁴Wiles, op. cit., p. 22.

many are indifferent. The job of the supervisor is to set the stage for good relationships among all. The basic way for the supervisor to solve this problem is to develop respect for all types of personalities.¹

The social position of each teacher in the community differs. If he has a good status in the community, his treatment of the children will vary from that of a teacher not so prominent. He will act with more confidence and assurance.

His treatment of the children will also depend upon his personality. Bartky has listed five of the more basic types of personalities:

1. Self-directive
Not always pleased with himself, but does not appreciate supervision unless of an admiring sort.
2. The Adaptive
He likes everyone. Everyone likes him
He fits into any situation.
3. The Submissive
Easily led and needs constant supervision to keep going.
4. The Defiant
Hostile toward staff, parents, children, and supervision. Acts as if they were enemies.
5. The Unadjusted
Insecure, frustrated and feels he cannot do any job well.²

A supervisor must encourage and promote activities to stimulate the teachers and see that their growth continues. He must accept the fact that each teacher is different, and must try to create a wholesome emotional background for helping the staff.

¹Ibid., p. 20.

²Bartky, op. cit., p. 69.

The American Management Association has set up some basic principles of sound human relations to guide supervisors in their management of personnel. Some of these principles are:

1. All of us resent domination.
2. We all enjoy a good fair fight - we feel we are just as good as the next one, and are ready to fight if necessary to prove otherwise.
3. We agree with those we like personally.
4. We are inherent sentimentalists.
5. We want to feel important.
6. We want to be "in the know".
7. We want to win over our obstacles.
8. We are all different.
9. We resent being rushed.
10. We want all we can get.¹

Of course, it would be impossible for anyone to maintain these principles every day. However, these are only guides to helping us understand why some of the teachers act as they do.

All teachers share certain basic drives. They all want to get ahead, and they all want security and recognition. To ignore these facts is to invite discontent and frustration.

Dealing equally with all demands such great skill, so much knowledge, and such fine judgment that perhaps it will never be attained. However, with everyone working together, much harmony can result and many benefits can be accomplished.

¹American Management Association, The Supervisor's Management Guide, (New York: 1949), pp. 11-17.

GROUP PROCESS

A supervisor must develop a situation where people work cooperatively. Persons grow as they share with others.¹ Sometimes group supervision presents problems quite different from those of individual supervision. Group personality, according to Mary Henle on Gestalt psychology, is no more the sum total of the personalities of the individuals that constitute the group than a piece of music is a collection of individual tones.²

The group setting may help to provide security in that the presence of the supervisor is not so disturbing when there are others of one's own kind around. Workers may be freer, and more nearly themselves in a group. The group provides a more protected place to do things - the individual is not so spotlighted.³

Being a member of a group has value for its members. There is a certain amount of security in the group because it gives one the feeling of belonging. A common need to know about certain things welds the group together. In some schools the staff meetings are dreaded, but they need not be a dry and dull routine. Elsbree and McNally list seven important conditions to be kept in mind for improving meetings. They are:

1. The problems to be discussed should be important to the group, and should be chosen by the entire staff.

¹Wiles, op. cit., p. 22.

²Mary Henle, Documents of Gestalt Psychology, (Berkeley and Los Angeles: Univ. of Calif. Press, 1961), p. 238, 239.

³Margaret Williamson, Supervision-Principles and Methods, (New York: Woman's Press, 1950), p. 141.

2. Meetings should not be much less than one hour.
3. The frequency of such staff meetings should be decided upon by the staff.
4. The meeting place should be as pleasant, comfortable, and informal as possible.
5. Teachers should participate in the planning and organization of the meetings, and the wishes of the staff should govern the decisions made.
6. Insofar as possible, members should be so seated that they can see one another without neck-craning.
7. In very large schools, the staff should be broken into smaller discussion groups; the large meetings should then be reserved for making staff decisions, as a forum for committee proposals and for all-school planning.¹

As the supervisor decides which method or methods can be put to the best use in his group, he must always strive to devise better ways of working with his teachers and of helping them see better and more effective ways of working with each other.

¹Willard S. Elsbree, and Harold J. McNally, Elementary School Administration and Supervision, (New York: Prentice-Hall, Inc., 1951), p. 209.

PERSONNEL ADMINISTRATION

The personnel of the school includes not only the teachers, but the custodians, lunchroom employees, the school nurse, and the maintenance personnel. It is the writer's opinion, that the supervisor's role consists largely of teaching teachers. He must endeavor to build up his school and to make it a functioning institution. There are many ways in which he can do this. Some of these will be discussed in the following paragraphs.

The staff must develop and maintain a high morale. Morale is difficult to define because it is intangible. But, one might say it is the way one feels about something. At any rate, the supervisor knows the quality and quantity of work done is much greater if morale is good. Educators believe that low morale can be raised by supervision.¹ If the supervisor merely recognizes the work of a teacher or offers a word of praise for a job well done, much will be accomplished toward raising the morale of the staff. If the supervisor will only take a minute to listen to a teacher's problems, or to maintain a friendly, calm attitude, he will find his time well spent. Realizing that supervisors are only human and unable to live up to all these things all the time, one must remember that these are only suggestions for raising morale.

Formulating physical education policies and developing an effective physical education program should be the job of each supervisor and member of the physical education staff. Assuming that every teacher wants to take part in making decisions, the

¹John M. Pfiffner, The Supervision of Personnel, (New York: Prentice-Hall, Inc., 1951), p. 209.

supervisor must encourage the staff to do so. He must promote a free and frank discussion of the facts and perhaps lay the ground rules for possible lines of action.¹ If the arguments become "heated," actions can be postponed until another time. It may be difficult, but the staff must be kept in an evaluating frame of mind.² They should constantly ask themselves how well they are doing.

No matter how well the members of the staff get along, there will be times when conflicts arise. Differences of opinion are very desirable, but to let emotional arguments interfere with progress can lead to undesirable results. In a case such as this, the supervisor can do various things. He must try to be patient and diplomatic; he may adjourn the meeting; or in some cases he will try to keep the discussions on such issues that personal conflicts will be minimized. When the supervisor knows the staff and they know him, the friendship he offers may also help minimize the difficulties.

In personnel administration one of the greatest areas to be covered is that of initiating individual growth and study. Inservice growth is being discussed to a great extent lately. Since teachers, supervisors, and pupils all work together for purposes of education, it seems only natural that they should want to continue learning. This includes not only further schooling, but also several improvement techniques as listed by Barr, Burton and Brueckner:

¹Spain, op. cit., p. 77.

²Ibid., p. 78.

1. Organizing teachers into committees to study problems.
2. Organized study of special topics in general staff meetings.
3. Providing a professional library and browsing room for teachers.
4. Having teachers give reviews of articles in current educational magazines.
5. Attending summer workshops.
6. Visiting teachers in one's own school or in other schools.¹

Obviously, a supervisor who encourages teacher growth must grow professionally himself. He must make an effort to keep informed on current events - local and world-wide.

There must be a balance between work and relaxation. It is an American custom to take a "coffee break," and it is a good custom as far as teachers are concerned. It gives them a chance to relax and be relieved of the responsibilities of the children. The supervisor should see that each teacher has a period of relaxation during the day.

No supervisor is completely satisfied with the staff unless it continues to grow and seek new ideas. Some of these ideas may be good and some not so good; some may work, and then again they may not. Records should be kept and studies carefully made on these experimental procedures.

The supervisor will undoubtedly be given a chance to observe the teachers in action. Such observation will provide an opportunity for him to give individual help in areas in which the teacher may need special attention. He must use tact

¹Barr, op. cit., p. 706.

in this phase of supervision. But, if a supervisor is to do his job of teaching teachers, many times his suggestions and comments after supervision can be used to a great advantage.

ORGANIZATION

Every school is governed to some degree by the community. In order for the supervisor to do a more efficient job, he must become acquainted with these community standards, and he must plan or organize the school so that these standards will be achieved.

In the past few years, the American Public has altered its objective of the schools. Everyone has heard of the three "r's" which are definitely out-moded in the present era. Many communities are establishing specific curriculums for their schools. California is one state that has done this.

Frequently changes in curriculum are not well received by teachers and pupils. Therefore, the supervisor must explain the reasons for the changes and show why the proposed organization of the curriculum is for the best.

A supervisor must be skillful in the organization of the school plant. No school can function properly without efficient organization on the part of all staff members. When each member has a specific job and does it well, the results are invariably good.¹

Any successful organization is well disciplined, highly

¹Harold Spears, Curriculum Planning Through In-Service Programs (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957), p. 11.

flexible, and thoroughly efficient.¹ To accomplish all these things, the supervisor must know the community, the teachers, and the children, and must be well acquainted with the curriculum. He must have a definite modus operandi which is characterized by:

1. A willingness on the part of the membership in the organization to cooperate.
2. A common purpose for this cooperation.
3. A structuring of the organizational membership into whatever specializations are necessary to achieve this purpose.²

A supervisor who has no definite organization will find himself accomplishing little and wasting much time. The staff will be organized efficiently and effectively for the realization of many different kinds of educational purposes. The function of the supervisor is to stimulate and encourage such a joint effort and to promote the achieving of common purposes. Well organized school systems often find themselves joined with different community groups which will, in turn, help to promote better educational systems for all.

¹Bartky, op. cit., p. 279.

²Ibid., p. 46.

GUIDES

All physical education supervisors are encouraged to join appropriate professional organizations, attend conferences of such organizations, and subscribe to professional publications. Supervisors are encouraged to attend institutes of general nature in education fields closely related to health, physical education, and recreation.

The writer believes the list of suggestions for supervisor effectiveness compiled by Halley Ashcraft is an appropriate one to use as a guide:

1. Take a positive and friendly approach, looking for something good being done.
2. Take an interest in the welfare of the teacher and his family - new members of the family, new home, vocation plans, etcetera.
3. If some phase of the program is not going too well ask, "Have you ever tried this?"
4. Give responsibility for some phase of work and give all credit due when the job is carried out. People "arise to the occasion" when called upon and growth takes phase. Especially good for hesitant people.
5. If the teacher has a problem, analyze it with him and make clear suggestions or, if there is some research to be done, do it at an early date and report what you have done.
6. Be fair, honest, frank, and consistent.
7. Be quick to give recognition to all jobs well done.
8. Be tolerant, patient, tactful, and calm and exhibit and enthusiasm are contagious.
9. When requests come for assistance respond to them quickly. It is today the help is needed, not a month from today.

10. Inform immediate supervisors of good work you have noted.
11. Activities or programs that are planned by all are usually made effective by all.
12. "How do you think we could improve this?" is always a good approach.
13. Always keep channels of communication between teacher and supervisor open at all times.
14. Keep informed on what is going on in all schools.
15. Use local people, doing good work, in workshops, demonstrations, etcetera.
16. Work for the teachers' welfare at all times.
17. There are many ways of "finding" your way into places where there may be a way you can help.
18. Get well acquainted with all people with whom you work. If you know and understand a person well, you will certainly know better the proper approach.
19. Fundamentally teachers want to do the right thing. Approaching them with this attitude is helpful to both the teacher and the supervisor.
20. Encourage the expression of ideas by all. If presented in a group note the response of others.
21. Try to put yourself in the position of the teacher. What would you expect of a supervisor if you were the teacher?
22. Seek information: "How do you do this at your school?". This type of question helps the teacher to analyze his own method and often encourages him to improve.
23. The supervisor can achieve teacher confidence by doing an efficient and helpful job.
24. Encourage people with a common interest to work together.

25. Do everything possible to eliminate the feeling of the teachers that you are coming to "inspect" but radiate every evidence that you are coming to encourage and help.¹

A good supervisor will find some type of guides to use, and he will evaluate them as the years pass and then find new ones as he sees fit.

¹Charles A. Bucher, Administration of School Health and Physical Education Programs, (St. Louis, Mo.: C. V. Mosby Company, 1958), p. 19.

CHAPTER II

DIRECTION OF SUPERVISION

What lies ahead for the young man or woman who is going into the field of supervision? Will he or she be a success as a supervisor? What policies and issues will be maintained? What changes in organization will be necessary? Many more questions could be added to this list, but only the future can give us the correct answers.

Every teacher, in his own personal experience, probably has known several different kinds of supervisors. Basically there are three types: the autocratic, the laissez-faire, and the democratic. The most respected supervisor and the one whose school will show the most progress is the leader who works constantly to better himself, the staff and the school. The teachers participate in making decisions, and they are encouraged to offer differences of opinion. Since no one can be expected to agree on all issues, the teachers are encouraged to live up to their standard of values and to speak up concerning their convictions. When the situation demands, this leader stands in support of his teachers and is loyal to his colleagues as well as to his profession. Supervisors, like teachers, often make mistakes, but basically his will be a well organized staff.

As to the success of new supervisors, it must be remembered success is rarely achieved overnight. Supervisors achieve most of their success by their actions and not by the title they hold.

People will naturally show more respect to those who try to earn it rather than to those who demand it. New supervisors must learn to consider their own feelings as well as those with whom they work. They must constantly analyze themselves and try to put themselves in the teacher's place, asking themselves the question: "How would I feel if it were I?".

Changing of policy and issue usually comes about after much research and after trial and error. Naturally there will be changes, but the supervisor should not try to have "power over" these changes. Sharing these decisions in changing policy is much more effective. Cornell's study indicates that better teachers are unwilling to surrender their professional judgment.¹ It would be impossible for the program to remain static. People change day by day; so schools must change, and the curriculums must change. A good leader works for these changes whether they be a return to the past or a move to a new development.²

Teachers must learn to be democratic and be shown that working together produces better results. Telling them is not enough - they must see the advantages. Many things could be said concerning the future of supervision, but actually nothing takes the place of putting these principles into practice.

Teachers and supervisors are constantly seeking better working conditions. Through organization and education, working conditions are gradually improving. However, there is still and always will be a need for improvement.

In a book by Kimball Wiles entitled Supervision for Better

¹Wiles, op. cit., p. 335.

²Ibid., p. 336.

Schools he lists some qualities of a situation in which a supervisor can hope to improve instruction:

1. Each member values himself and others.
2. A deep concern for the welfare and feeling of each individual exists.
3. Each member of the staff feels that he belongs to the group.
4. People trust each other.
5. The administration shares the decisions within its authority.
6. All who will be vitally affected by a policy participate in its formation.
7. Each person can maintain his integrity.
8. Increased self-direction by each staff member is sought.
9. Individuals gain a sense of direction by participating in establishing group goals.
10. Information is available to all.
11. Loyalty is to ideas and values and not persons.
12. Decision by consensus is sought.
13. The staff accepts responsibility for decisions consequences.¹

Every supervisor has a stake in the future of supervision of physical education. They must recognize that supervision is a service and that the retention and expansion of supervision depends upon the effectiveness of the program and the degree to which such effectiveness is understood by the community.

Supervision has an all-important role in helping teachers, administrators, pupils, parents, and other community members understand democratic principles in action and work toward the develop-

¹Ibid., p. 337-342.

ment of, boys and girls fully prepared for today's world, as well as, the future.

The following quotation from Burton and Brueckner shows the direction supervision should strive towards:

FROM TRADITIONAL

To Modern

- | | | |
|------|--|---|
| well | 1. Inspection | 1. Study and analysis |
| | 2. Teacher-focused | 2. Focused on aim, material, method, teacher, pupil, and environment. |
| the | 3. Visitation and conference | 3. Many diverse functions. |
| FROM | 4. Random and haphazard or a meager, formal plan | 4. Definitely organized and planned |
| | 5. Imposed and authoritarian | 5. Derived and cooperative |
| | 6. One person usually. | 6. Many persons. ¹ |

¹W. J. Burton and L. J. Brueckner, Supervision a Social Process, (New York: Appleton-Century-Crofts, Inc., 1955), p. 13.

CHAPTER III

RESEARCH IS NEEDED?

Supervisors must constantly seek better ways of releasing leadership to communities, teachers, and students. Improve the programs through the development of the people. They must provide a method of evaluation of the effect of supervision. This may be done by appraising one phase of the program or the total program. This appraisal may be done by the supervisors or by the teachers. Further study of the frontiers of supervision can provide for a sense of direction for both long-range goals and immediate objectives. Much more research is needed in this field. To mention all the important problems in the field of supervision would be impossible. After extensive reading the writer has come to the conclusion some of the more important points are:

1. Exploration of behavior patterns followed by the official leader.
2. The relationship between the supervisor's behavior and the way pupils react.
3. Advanced knowledge on more effective supervision.
4. The type personality best suited to an official leader.
5. The degree of diversity among the staff.¹

Many questions remain unanswered in the field of supervision. Much investigation is still needed, and the future of supervision

¹Wiles, op. cit., p. 344.

rests on the success in securing adequate answers to the problems such as the preceding ones.

Money is needed to finance research in these areas of supervision. Industries spend five or ten percent of their budgets on research and development. In education we spend about one tenth of one percent. The Federal Government is now doing more but not enough and expenditures in this area should be stepped up at both state and local levels.¹ Trained personnel are needed to help carry on this research. The Research Division of the National Education Association is helping to provide some of the answers to the questions; but because of the complexity of some of the questions, only experiences, experimentation and research will provide the answers.

There is no one pattern to which an individual may conform with security. The new procedures that have emerged from past failures are only better ways for leadership to operate. More insight and more certainty about the results obtained by new procedures must be secured by further formal and informal investigations.²

¹Robert H. Wyatt, "Critical Issues and problems in Education," Journal Health Physical Education Recreation, (June 1964), 15.

²Ibid., p. 347.

CHAPTER IV

CONCLUSION

This paper is an attempt to discuss the supervisor's job from the standpoint of his becoming a better supervisor and of some of the methods that can be used. Many believe supervision to be an art. Its development calls for the mastery of certain basic techniques and the constant search for more knowledge. There is no such thing as a perfect supervisor, but the "good" supervisor is a continuous learner.

The "good" supervisor, must have full knowledge of his job, and he must exert leadership rather than "drivership." These are the two basic qualities or attributes of supervision.

In the introduction are listed four skills necessary for effective leadership. These are by no means all the skills needed, but they are among the most important. Throughout this paper the writer has stressed that these are only "guides" and cannot be followed exactly.

Supervision is an adventure in human relationships; it can be rewarding, or it can be distressing. The individual must decide which it will be. One of the greatest satisfactions of supervision would come from the relationships one establishes with his fellow man. There should be both comfort and support in the realization that supervisors are a part of a large professional group; and because of this attitude, they are instrumental in

furthering the advancement of the status of the teaching profession.

The field of supervision is undoubtedly one of the greatest areas to be explored in the field of education; however, until better answers are secured by research, the way to better schools lies within the decisions of the official leaders of our schools.

The supervisors of the future must exert professional leadership, be better trained and better equipped to enhance the quality of living that is expected in the world of tomorrow.

The question asked today is, "Does supervision pay for itself?" There is only one answer to this question, as teachers, administrators, and parents in large numbers attest to the improvements which daily occur when supervisors are given opportunity to exercise their leadership abilities.

In the final analysis, the future of supervision of physical education depends upon the contributions that each supervisor makes toward the fulfillment of educational goals.

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