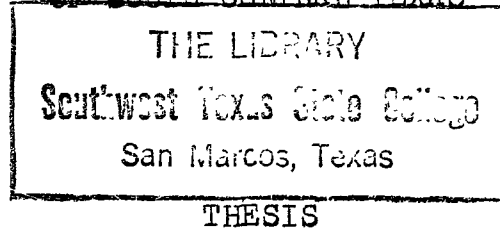


THE STATUS OF THE ASSISTANT PRINCIPAL IN SECONDARY SCHOOLS
OF SOUTH CENTRAL TEXAS



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Southwest Texas State College
in Partial Fulfillment of
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By

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CHAPTER I

INTRODUCTION

Statement of the Problem

The position of the assistant principal¹ is one that has become prominent during the period of time since World War II. It is, to say the least, difficult to define the general role that is assumed by the assistant principal in the public schools. Corbally, Jensen, and Staub explain in their book, Educational Administration: The Secondary School:

In one school he [the assistant principal] is a positive integer in the administrative staff, with specific delegated authorities and responsibilities. In another² school, he is just a leg boy for the principal.

Purpose of the Study

The purpose of the study was to test the hypothesis that secondary schools of South Central Texas, with one thousand or more students, employ an assistant principal as part of the administrative staff. Further, it was the purpose to define

¹The term "assistant principal" will be used throughout this paper. Other synonymous terms are "vice-principal" and "administrative assistant."

²John E. Corbally, Jr., T. J. Jensen, and W. Frederick Staub, Educational Administration: The Secondary School, p. 139.

the duties and responsibilities of the assistant principals in these schools.

It was also the purpose to examine the literature and related studies concerning the assistant principalship and to make a comparison of policies pertaining to the assistant principalship of the schools of South Central Texas and other schools throughout the United States.

Method of Approach to the Problem

Primary investigations.--A questionnaire (see Appendix) was sent to two hundred fifty school administrators in the South Central Texas area. The Texas area used in making the survey extended as far north as Waco, as far south as Corpus Christi, as far east as Bryan, and as far west as San Angelo. Although not all schools in this region were surveyed, any school district that had five hundred or more students in the secondary schools was included.

A more detailed explanation of the questionnaire and the responses to it will be presented in Chapter III.

Secondary investigations.--An examination of some of the recently published literature in the area of school administration was made. This exploration revealed, among other things, that very little as yet has been written in explanation of the status of the assistant principal.

It was found, however, that some studies have been made in an attempt to define the position of the assistant principal within the framework of the administrative staff of many schools.

Authors readily refer to the assistant principalship in their analysis of the organization of school administration, but most of them leave the subject quickly for lack of information to substantiate any definite finding to attribute to the position of this particular office.

As an indirect result of the questionnaire used in this study, it was found that two school districts, Waco and Austin, had done investigations within their own districts in an attempt to clarify the position of the assistant principalship. In the Austin schools this survey was part of the principal's workshop prior to the opening of school in 1962. Waco's study was also part of administrative in-service training, but it was done during the school year. The results of these two investigations will also be included in this paper.

Limitations of the Study

The major limitation of the study lies in the limited area that was surveyed. Also, from the 250 questionnaires sent out, only 156 of the 172 returned were usable for interpretation.

Of the 156 usable questionnaires, 54 were from assistant principals. This, in itself, limited the gathered information on the assistant principalship.

It was noted that at least five of the responding superintendents reacted differently to the questionnaire than the principal or assistant principal within the same school district did. Thus, in some cases, there was not consistency of responses to the questionnaire.

CHAPTER II

SURVEY OF THE LITERATURE AND SIMILAR INVESTIGATIONS IN THE FIELD

The Need for the Assistant Principalship

The need for the assistant principalship in secondary schools has arisen because of a variety of reasons. The role of the administrative staff within a school has expanded so greatly that more administrative assistants have become justified. Wayne W. Laughery explains:

The growth in physical size and scope of activities of societal institutions in our country has led to a corresponding growth in the need for direction. Institutions have continued to increase managerial or administrative positions and functions in order to provide for the necessary direction.¹

Thomas K. Barratt gives four primary reasons for the need of an assistant principal within a school. They are:

1. To relieve the principal of certain duties which will provide him with additional time for such activities as supervision and educational leadership.
2. To provide additional facilities and personnel for counseling with both teachers and students and parents regarding problems and possible solutions.

¹Wayne W. Laughery, "Expedience or Vision in the Assignment of the Assistant Principal's Duties," Bulletin of the National Association of Secondary School Principals, XLIII (September, 1959), 112.

3. To aid in the conservation of school funds through insuring proper supervision of the problems of supplies and equipment.
4. To increase the scope and thoroughness of the activities which can be properly motivated, guided, and explored by the administrative group.²

Increasing size of schools has also created a need for more administrative positions.³ With the increase in size of the modern secondary school, there has also been an increase in the offerings and services of the school. This provides a definite need for a stronger administrative staff since, as is stated in American High School Administration by Austin, French, and Hull, "few, if any, individuals are equally able in all fields. Hence, it is reasonable for the principal to choose an assistant who works with great effectiveness in areas where he himself is least skillful."⁴

Closely associated with the foregoing need is the need to allow the principal the time to expand his own services to the school. French, Hull, and Dodds state:

²Thomas K. Barratt, "Work and Worth of the Assistant Principal," The American School Board Journal, CXXX (April, 1955), 56.

³Rudyard K. Bent and Lloyd E. McCann, Administration of Secondary Schools, p. 31.

⁴David B. Austin, Will French, and J. Dan Hull, American High School Administration, p. 165.

Even in the smallest schools it is desirable to have an assistant-principal. He may be only a regular teacher who has been appointed to carry on in the absence of the principal, but such an arrangement provides for stability and allows the principal to multiply his activities and broaden the areas in which he works.⁵

Although the need for close association between the administration and faculty for the purpose of working harmoniously together has been a problem for many school principals, the assistant principal can serve to narrow this ever-widening gap. Samuel G. Gilbert says, "The assistant is much closer in rank to the teacher than is the principal."⁶

Another of the urgent needs of educational administration has been that of securing adequately trained personnel. Many authors agree that there has been a need for an internship program for future principals. With the advent of the position of the assistant principalship, this need can be fulfilled. As Barratt explains, "This would insure continuous professional leadership for the educational program of the school."⁷

⁵Will French, J. Dan Hull, and B. L. Dodds, American High School Administration: Policy and Practice, p. 173.

⁶Samuel G. Gilbert, "On Being an Assistant Principal," The Clearing House, III (March, 1957), 423.

⁷Barratt, op. cit., p. 56.

The Qualifications for the Assistant Principalship

Various studies have revealed that the qualifications for the assistant principalship parallel closely those for the principalship. In a survey of 116 vice-principals in Los Angeles, California, it was found that the requirements for eligibility to the assistant principalship included the following: (a) successful teaching experience, and also (b) possession of a master's degree.⁸

Barratt, a junior high assistant principal, states:

Employment of properly qualified personnel in the capacity of assistant principal . . . helps to solve the problem of providing adequate leadership and supervision, while not neglecting the administration of the school, and vice versa.⁹

One qualification with which at least two authors agree is that the assistant principal should be relatively young. To insure a full return for the investment made in training, the person should be comparatively young and possess growth potentials.¹⁰

⁸Richard W. Jarratt, "The Activities of the Assistant Principal in Secondary Schools," Bulletin of the National Association of Secondary School Principals, XLII (September, 1958), 30.

⁹Barratt, op. cit., p. 30.

¹⁰Ibid.

In a study of 355 vice-principals in New York State in 1955 by Charles M. Long, it was found that most school administrators believed that the position of vice-principal could best be handled by a man. Of the 355 reporting, 87.6 per cent of the entire group were men.¹¹

This same survey revealed that 98 per cent had a bachelor's degree; 83.9 per cent had a master's degree; and 9.6 per cent either were completing or had received a doctor's degree.¹²

In the realm of administrative experience, 41.7 per cent of the 355 vice-principals were novices of one year or less experience. About one fourth had served six to ten years, and one eighth had served from eleven to fifteen years. The median of experience was 8.4 years.¹³

Long's survey revealed that more than 70 per cent of the vice-principals listed the following duties as requiring extra training other than teaching experience:

1. Develop school philosophy.
2. Analyze curriculum needs.

¹¹Charles M. Long, "Duties of the Secondary-School Vice-Principal," Bulletin of the National Association of Secondary School Principals, XLI (February, 1957), 27.

¹²Ibid., p. 28.

¹³Ibid.

3. Schedule classes.
4. Principal in absentia.
5. Staff meetings of teachers.
6. Student assemblies.
7. Guidance.
8. Pupil misconduct.
9. Pupil complaints.
10. Teacher complaints.
11. Parent complaints.
12. Orient new teachers.
13. Teacher-pupil relationships.¹⁴

Barratt gave three other categories of qualifications for the assistant principalship. They were:

1. Attitude. Professional competence and interest are usually associated with success in the field of administration. It is usually assumed that a considerable amount of patience, self-restraint, and tact is very helpful. A cheerful outlook will also be useful.
2. Philosophy. The educational philosophy of the assistant should be largely in agreement with the philosophy of the principal and other administrative personnel. Discussion will lead to growth, but constant friction may lead to conflagration. It would be well to remember, too, that the personality of the assistant principal should be acceptable to the principal and the principal's opinion concerning his assistant should receive every consideration.

¹⁴Ibid., p. 31.

3. Salary. Offering a salary in excess of the salary paid the classroom teachers having comparable service and training will probably have two desirable results: (a) it will tend to induce better qualified personnel to apply, and (b) it will tend to make faculty members think of the assistant principalship as a true professional position and not as a dumping ground for unwanted or unpleasant duties.¹⁵

In an article written by Harold E. Bauer concerning the qualifications for the assistant principalship in the Los Angeles City Schools, he stated that the preliminary eligibility requirements were these: (1) must have taught in the city five years, (2) must hold the master's degree, and (3) must hold the secondary administrators' credential.¹⁶

The candidate who meets the foregoing qualifications, wrote Bauer, is then eligible for the following: (1) a written test, (2) an evaluation of training and experience, and (3) an interview before a committee.¹⁷

In Texas schools, the qualifications for the assistant principalship are undefined by the Minimum Foundation Program under which schools operate. The qualifications of the assistant principal might be considered the same as those for

¹⁵Barratt, op. cit., p. 56.

¹⁶Harold E. Bauer, "What Is a Vice-Principal in the Los Angeles City Schools?" California Journal of Secondary Education, XXXII (November, 1957), 408-409.

¹⁷Ibid., p. 410.

the principal. The Texas Education Agency lists the following requirements for certification in the field of secondary administration (principal):

1. Three years of teaching experience.
2. Completion of at least 30 semester hours of graduate work, including graduate preparation in the field of special assignment.
3. Final recommendation for certification is left to the college where the graduate work has been done.¹⁸

The Duties of the Assistant Principal

In 1926 the first study of the duties and activities of the assistant principal was done by C. R. Van Ewan. This study, done in fifty-two Ohio communities, revealed that the chief responsibilities of the assistant principal had to do with clerical duties and extracurricular activities.¹⁹ Since that time the role assumed by the assistant principal has become one in which there are more responsibilities in both administrative and supervisory fields.²⁰

¹⁸Texas Education Agency, Handbook for Local School Officials, Bulletin No. 638, Austin, Texas, 1963, p. 56.

¹⁹Charles R. Van Ewan, "The Functions of the Assistant High School Principal and Other Assistant Executives," Educational Research Bulletin, V (March, 1926), 148-150.

²⁰French, Hull, and Dodds, op. cit., p. 173.

Anderson, Grim, and Gruhn stated that the job of the assistant principal can be summed up as threefold in nature. He is responsible for (a) discipline, (b) attendance, and (c) daily schedules in most schools.²¹

In 1953, George A. W. Weiss made a study of sixty-six assistant principals in the area of the Middle Atlantic States. Weiss's questionnaire consisted of fifty-six proposed duties of the assistant principal. Those duties regularly performed personally by more than 50 per cent of the assistant principals were three in number as follows:

1. Parent conferences regarding pupil discipline, 55.6 per cent.
2. Running the school in the absence of the principal, 83.3 per cent.
3. Representing the school at community functions in lieu of the principal, 60.6 per cent.²²

The following list of duties was shared with other administrators by more than 50 per cent of the assistant principals:

²¹Vernon E. Anderson, Paul R. Grim, and William T. Gruhn, Principles and Practices of Secondary Education, p. 359.

²²George A. W. Weiss, "The Duties of the Secondary School Vice-Principal," Bulletin of the National Association of Secondary School Principals, XL (December, 1956), 111.

1. Developing the school philosophy, 93.9 per cent.
2. Developing school standards, 86.4 per cent.
3. Conducting teachers' meetings, 80.3 per cent.
4. Preparing administrative bulletins, 74.2 per cent.
5. Organization of curricula, 74.2 per cent.
6. Setting and supervising instructional experiments,
74.2 per cent.
7. Counseling with pupils, 64.2 per cent.
8. Parent conferences regarding pupil adjustment,
74.2 per cent.
9. Inspection of building and grounds, 71.2 per cent.
10. Classroom supervisory visitation, 69.7 per cent.
11. Other parent conferences regarding the pupil,
69.0 per cent.
12. Routine office or clerical work, 68.2 per cent.
13. Preparation of school reports, 68.2 per cent.
14. Recommendations concerning teacher demotion or
transfer, 65.2 per cent.
15. Developing courses of study, 65.2 per cent.
16. Parent conferences regarding pupil course selection,
63.6 per cent.
17. Recommendations concerning teacher promotion,
62.1 per cent.

18. Administrative work concerning special supervisors, 62.1 per cent.
19. Selection of school equipment, 62.1 per cent.
20. Supervision of the office force, 62.1 per cent.
21. Teacher conferences, 59.1 per cent.
22. Pupil promotion, 59.1 per cent.
23. Control of custodial force, 57.5 per cent.
24. Supervision of commencement, 56.1 per cent.
25. Directing school social activities (pupil), 56.1 per cent.
26. Pupil discipline, 56.1 per cent.
27. Supervision of extracurricular activities, 54.6 per cent.
28. Parent conferences regarding other activities (PTA, etc.), 54.2 per cent.
29. Handling school publicity, 51.5 per cent.
30. Processing requisitions for supplies and equipment, 51.5 per cent.²³

A study similar to the Weiss investigation was done by Edward I. Pfeffer in 1954. Pfeffer surveyed the schools of New Jersey to ascertain the status, duties, responsibilities, and rights of vice-principals, or assistant principals, in that state.

²³Ibid., pp. 113-114.

The survey used consisted of 281 specific professional duties grouped into the following six major categories: (1) duties of supervision, (2) duties relating to pupil personnel, (3) public relations, (4) teaching duties, (5) clerical duties, and (6) duties of organization and administration.²⁴

The vice-principals were asked to respond to each duty as "major," "equal," "minor," or "none" in order that the amount of responsibility for each could be determined.²⁵

A majority of supervising vice-principals listed six duties that were their "major" responsibility. These were as follows:

1. To supervise pupils' conduct outside rooms.
2. To interview, study, and adjust pupils for absence and tardiness.
3. To interview, study, and adjust pupils for misconduct.
4. To confer with parents about pupils.
5. To confer with school personnel about pupils.
6. To excuse children from class.²⁶

²⁴Edward I. Pfeffer, "Duties of Vice-Principals in New Jersey," Bulletin of the National Association of Secondary School Principals, XXXIX (May, 1955), 58.

²⁵Ibid.

²⁶Ibid.

The following list consists of those duties that were checked as being of "equal" responsibility with the principal:

1. To read educational literature.
2. To attend departmental or committee meetings.
3. To attend faculty meetings.
4. To attend professional meetings.
5. To assist substitute teachers.
6. To confer with pupils about problems of school studies.
7. To interview, study, adjust pupils for failure in academic work.
8. To develop desirable "esprit de corps."
9. To prepare school notices.
10. To develop school policies and plans.
11. To evaluate school policies and programs.
12. To confer with educational personnel.
13. To enforce school rules and regulations.
14. To interview school visitors.
15. To assign new pupils at the beginning of the year.
16. To prepare next year's tentative organization at the closing of the school year.²⁷

²⁷ Ibid., p. 60.

Of the duties of greatest consequence and significance listed under special services and activities, a majority of supervising vice-principals stated that they carried "major" or "equal" responsibility with the principal for only three activities: (1) supervising assembly periods, (2) scheduling assemblies, and (3) planning yearly schedules.²⁸

Pfeffer found that teaching vice-principals had "major" or "equal" responsibility with the principal in the following areas:

1. To attend faculty meetings.
2. To select books, periodicals, and instructional materials.
3. To assist substitute teachers.
4. To supervise pupils' conduct outside rooms.
5. To confer with parents about pupils.
6. To excuse pupils from class.²⁹

Of the six duties listed above, the first five activities were usually performed also by teachers. Only the last duty, "to excuse pupils from class," might be considered above a teacher's level.³⁰

²⁸Ibid., p. 63.

²⁹Ibid., p. 63.

³⁰Ibid., p. 67.

B. J. Novak described his duties as vice-principal of Frankford High School in Philadelphia, Pennsylvania, by giving five major categories under which they fall. The categories and the duties under each category were:

1. Instruction:
 - (a) Procuring books and instructional supplies.
 - (b) Encourage experimentation in curriculum.
 - (c) Supervision of medical services of the school.
2. Staff relations:
 - (a) Orientation of new teachers.
 - (b) Supervision of substitute teachers.
 - (c) Act as arbiter in intrafaculty disputes.
3. Guidance and pupil behavior:
 - (a) Vocational counseling.
 - (b) Supervision of attendance, transfers, and drop-outs of students.
 - (c) Discipline of students.
 - (d) Excusing students from classes.
4. Organization and scheduling:
 - (a) Prepare the school schedule.
 - (b) Study-hall organization.
 - (c) Supervision of lunchroom.
 - (d) Planning of fire drills.
5. Activities:
 - (a) Preparation of assembly schedules.
 - (b) Supervision of student government.
 - (c) Act as consultant on senior activities.
 - (d) Supervision of alumni association.³¹

Novak stated that the primary duty of the vice-principal is to serve in the absence of the principal.³²

³¹B. J. Novak, "Examining the Role of the Vice-Principal," American School Board Journal, CXLVI (May, 1963), 15-16.

³²Ibid., p. 16.

Jarratt listed the following seventeen duties, in order of frequency of performance, as those given by 116 Los Angeles vice-principals:

1. Pupil adjustment.
2. Pupils who vary from the norm.
3. General supervision of departments.
4. Professional in-service training.
5. Special school activities.
6. School safety program.
7. Supervision of instruction.
8. Administrative functions.
9. Social and special interest activities.
10. Developing morale of the staff.
11. Parent group activities.
12. Individual differences among pupils.
13. Pupil services.
14. School functions.
15. School development.
16. Special services.
17. Athletic program.³³

Conversely, the duty areas of least vice-principal involvement were:

³³Jarratt, op. cit., p. 29.

1. Administration of classified personnel.
2. Plant management.
3. Curriculum adaptation.
4. School supplies and equipment.
5. Instructional materials.
6. School district activities.
7. Supervision of specific departments.
8. School-wide activities.
9. Membership in community organizations.
10. Educational services.
11. Facilities of instruction.³⁴

Laughery stated that the duties of the assistant principal should be categorized in six ways: (1) pupil personnel, (2) certified and noncertified personnel services, (3) curriculum, (4) plant management, (5) community relations, and (6) general administration or educational leadership.³⁵

Laughery did not list any specific duties under each of these categories, but rather he stated that the principal and his assistant should alternate from year to year their particular assigned duties.³⁶

³⁴Ibid., p. 29.

³⁵Laughery, op. cit., p. 114.

³⁶Ibid.

Harold F. Bolden did a survey in 1956 on the attitudes of assistant principals toward their duties and responsibilities. The following is a list of duties pertaining to administration and school management. Fifty per cent or more of the assistant principals thought these duties should be allocated to them as a major responsibility. They are listed in order of frequency of response:

1. Administration of the school in the absence of the principal.
2. Responsibility for pupil control.
3. Representative for the principal at professional meetings.
4. Development of school standards.
5. Administration of co-curricular activities.
6. Preparation of the master schedule.
7. Responsibility for fire and civil defense drills.
8. Preparation of administrative bulletins.
9. Recommendations concerning teacher selection.
10. Inspection of buildings and grounds.
11. Recommendations concerning teacher promotion, demotion, or transfer.
12. Pupil classification and promotions.
13. Administration of the office staff.

14. Administration of health services.

15. Administration of other pupil services.³⁷

In the area of supervision, 50 per cent or more of the responding assistant principals felt that the following duties should be assigned to them:

1. Classroom supervision.
2. Post-visitational conferences with teachers.
3. Rating the teachers after visitation.
4. Developing the school philosophy.
5. Supervision of study halls.
6. Supervision of the guidance program.
7. Conducting teachers' meetings.³⁸

In the category of pupil welfare, 50 per cent or more of the responding assistant principals believed that the following duties should be theirs:

1. Parent conferences regarding pupil discipline.
2. Adjusting teacher-pupil problems.
3. Parent conferences regarding pupil adjustment.
4. Pupil discipline involving suspension.
5. Pupil attendance.

³⁷Harold F. Bolden, "Attitudes of High School Assistant Principals toward Their Duties and Responsibilities," Bulletin of the National Association of Secondary School Principals, XL (November, 1956), 20-21.

³⁸Ibid., p. 21.

6. Counseling with pupils.
7. Pupil discipline involving expulsion.
8. Parent conferences regarding the educational guidance of pupils.
9. Adjusting programs of pupils.
10. Supervision of pupil social activities.
11. Parent conferences regarding the health of the pupil.
12. Supervision of commencements and/or activities.
13. Supervision of pupils in cafeteria.
14. Supervision of the detention room.³⁹

Fifty per cent or more of the respondents considered the following duties relating to routine office or clerical work as those that should be part of their job:

1. Issuing permits to leave the building.
2. Issuing building passes.
3. Effecting the transfer of pupils to other schools.
4. Registering new pupils.
5. Issuing excuses for pupil absence.
6. Checking records for admission.
7. Issuing excuses for pupil tardiness.⁴⁰

³⁹Ibid., p. 22.

⁴⁰Ibid., p. 23.

The last category of duties given by Bolden for response on his questionnaire pertained to school-community activities. There were but four major duties that 50 per cent or more of the assistant principals thought should be their responsibility: (1) representative of the school at community functions, (2) membership on the Parent-Teacher Association executive council, (3) parent conferences relating to community affairs, and (4) membership on Parent-Teacher Association committees.⁴¹

Two Texas Surveys

The Austin survey.--In the spring of 1962, a committee was appointed by Irby B. Carruth, Superintendent of Schools of the Austin Independent School District, for the purpose of studying current literature and practices concerning the duties and responsibilities of the assistant principal. The committee made a preliminary report to the 1962 principals' workshop and presented a final report, including several recommendations, at a meeting of secondary school principals of the Austin District on December 18, 1962.⁴²

⁴¹Ibid., p. 24.

⁴²Taken from a memorandum to all principals and assistant principals of the Austin Independent School District from Irby B. Carruth, Superintendent, concerning the role of the assistant principal in junior and senior high schools of Austin.

A check list (see Appendix) was prepared by the appointed committee to be filled out by the principals and assistant principals of the district to be used in determining the role of the assistant principal in the Austin schools.

Based on the work of the special committee and the resulting discussions, the following statements of general policy were prepared:

1. The secondary school principal is directly responsible to the superintendent of schools for the administration of the total school program in his building. The assistant principal is responsible directly to the principal in carrying out administrative duties and responsibilities delegated by the principal for the efficient operation of the school. Even though patterns of delegation may vary from building to building, several basic principles should apply in all buildings.
2. As many administrative duties as feasible should be delegated to the assistant principal to enable the principal to spend a major portion of his time as leader and supervisor of the instructional program. Responsibilities delegated to the assistant principals in the various schools include attendance, discipline, textbooks, extra-class activities, preparation of the schedule of classes, building and grounds supervision, and the program of in-service training.
3. When delegating responsibilities to the assistant principal, the principal should also delegate the authority commensurate with those responsibilities. This delegation of both responsibility and authority should be made as clear as possible to the assistant principal, other members of the staff, and the student body.
4. It is advisable to provide for the rotation of certain responsibilities to insure opportunity for maximum professional growth and to enable the assistant

principal to perform efficiently in all areas when the principal is absent from his building for an extended period of time.

5. Good communication is the cornerstone of good administration. It follows then that a relationship of closest cooperation and exchange of information must exist between the principal and the assistant principal. The principal should keep the assistant principal continually informed concerning policies and procedures. In turn, the assistant should keep the principal informed concerning problems and developments that come to his attention.
6. The assistant principal should have a concern for and should be involved in as much as possible the administration of the total program of the school. Such involvement is necessary if the assistant is to function efficiently either as a career administrator in the role of the assistant principal or as an intern preparing to assume full responsibility later as a principal in an Austin school.
7. In the interest of good faculty, student, and community morale, the working relationship between the principal and the assistant principal must be characterized by harmony, respect, and mutual support. Any misunderstanding concerning responsibilities, procedures, or policies should be resolved privately--never in the presence of faculty, students, or patrons.
8. In order to be consistent, the position of the assistant is to be referred to as the assistant principal rather than the vice-principal.⁴³

The memorandum concluded with the following statement from Carruth: "One of the most effective guarantees for the maintenance of effective working relationships is a clear

⁴³Ibid.

understanding concerning responsibilities for administrative duties."⁴⁴

The Waco survey.--In 1959, the Administrative Personnel of the Waco Independent School District, after careful study of the philosophy of the staff and community, drew up the following list of duties for the assistant principal in the high school:

1. Supervise the attendance office.
2. Supervise the study halls, cafeteria, boys' rest rooms, corridors, assembly programs, school-sponsored dances, school grounds.
3. Supervise the visual education program, and train the student operators used in the program.
4. Serve as chairman of the graduation committee.
5. Supervise the use of special equipment, such as the embosograph, the television set, and all public address systems used in the building.
6. Present and distribute to qualified students the N.R.O. to C. program.
7. Supervise the high school fire drills.
8. Supervise all open bulletin boards throughout the building.
9. Assign lockers to homeroom teachers.
10. Serve as acting principal during the absence of the principal.

⁴⁴Ibid.

11. Assist in the adjustment of all boys not in high school and keep a special file for junior high newcomers on: special problem cases, all physical disabilities, fast and slow learners, special leadership qualities, etc.
12. Assist in securing employment for boys who need to work part time, cooperating with D.E. program.
13. Adjust school schedules for working boys and make periodic check-ups on their employment.
14. Check the credits of all eleventh grade boys and counsel with them on their senior program to meet future needs.
15. Counsel with boys reported by teachers and contribute toward better teacher-child-parent relations.
16. Keep a card index file on all cases referred by the teaching staff.
17. Check on all tardy and absent boys and contact their parents when advisable.
18. Check out all boys withdrawing from the school and keep a record of reasons for withdrawal.
19. Sign all special permits for boys and all slips requesting permission to leave the school grounds.
20. Assist in the supervision of school-sponsored trips.
21. Assist with recommendation for the P.T.A. Scholarships.
22. Assist in giving recognition of students who have made outstanding contributions.⁴⁵

The foregoing list was compiled when the official title of the assistant principal was "Assistant Principal and Boys"

⁴⁵Taken from a list of policies concerning the duties of the assistant principal in Waco High School, as of 1960.

Advisor." When, in 1962, this job was divided between two individuals, the Waco district made a revised list of duties for the assistant principal. The duties then delegated to the assistant principal were as follows:

1. Co-operate with the principal in the organization and administration of the school.
2. Assist the principal in the execution of the policies, regulations, and procedures of the school system.
3. Assist the principal in interpreting the total school program to school personnel and to the community.
4. Serve as acting principal during the absence of the principal.
5. Co-operate with the principal in handling boys' minor disciplinary cases and be responsible for those girls' disciplinary cases referred to him by the counselor, if the principal is absent.
6. Assist the principal in the supervision of the cafeteria, assembly programs, boys' rest rooms, school grounds, and school parking areas.
7. Supervise noon playground activities.
8. Assign students to the detention hall and supervise its operation.
9. Assist class and club sponsors and athletic coaches in arranging and conducting contests, trips, games, projects, plays, etc.
10. Conduct such parent conferences, student conferences, and special service conferences as may be deemed necessary for the general good of the school and the individual students.
11. Assist with administration of the entire testing program.

12. Make a school calendar including social affairs.
13. Screen requests for students to use the telephone or to be called to the telephone.
14. Issue special permits for boys to leave the school grounds.
15. Counsel with boys for either discipline or educational guidance reported by teachers.
16. Issue reinstatement slips for all boys absent and tardy and contact their parents when advisable.
17. Accept any additional duties as delegated by the principal for the smooth operation of the school.⁴⁶

Summary

The position of the assistant principalship has come about because of a definite need to supply additional administrators to the staff of the public schools. This need has arisen because of (1) the increase in size of the schools, (2) the necessity to relieve the principal of certain duties in order to provide him with more time for supervision and educational leadership of the school, (3) the necessity to provide extra personnel for the purpose of counseling with teachers, students, and parents, (4) the need to increase the scope and thoroughness of the school administrative staff, (5) the need to provide continuity of administrative function

⁴⁶Taken from the Policy Handbook of the Waco Independent School District, 1962, p. 10.

in the absence of the principal, and (6) the necessity to establish a means of training future principals.

The first study done on the duties of the assistant principal, by C. R. Van Ewan, revealed that the duties of the assistant principal were mostly clerical in nature. The more recent studies by Long, Bolden, Weiss, Laughery, Novak, and others cited that the major duties and responsibilities of the assistant principal were as follows: (1) the handling of disciplinary problems, (2) supervision of attendance and pupil accounting, (3) the scheduling of classes, (4) care of textbooks, and (5) administration of the school in the absence of the principal. The assistant principal shares responsibility with the principal in such school duties as these: (1) establishing school standards, (2) supervising student activities and services, (3) arranging parent conferences concerning the welfare of the pupil, and (4) maintaining school morale.

The two Texas districts, Austin and Waco, agree that the major areas of responsibility of the assistant principal are as follows: (1) discipline of students, (2) pupil accounting, and (3) the handling of student affairs, both academic and social.

CHAPTER III

ANALYSIS OF THE ROLE OF THE ASSISTANT PRINCIPAL IN SOUTH CENTRAL TEXAS SCHOOLS

As was explained in Chapter I, a questionnaire was sent to 250 school administrators in the South Central Texas area. Of the 250 questionnaires, 172 were returned. Sixteen of the questionnaires returned were incomplete and were not used in the analysis. This chapter will consist of an interpretation of the remaining usable questionnaires of the fifty-four assistant principals, the seventy-nine principals, and the twenty-three superintendents.

The questionnaire was designed to find three basic things: first, some particular statistics regarding each of the schools being surveyed and its assistant principal, if the school had one; second, the duties and responsibilities of the assistant principal in that school; and third, the opinion of the responding administrators as to certain ideas connected with the position of the assistant principalship.

The questionnaire was filled out by some administrators who did not have an assistant principal in their school district. They were thus instructed to respond as to how they thought the position would be handled if it were to be created in their school.

A discussion of the individual statistics of the assistant principals will be presented first, followed by an analysis of the responses in regard to the duties of the assistant principal and his role in the secondary schools.

Individual Statistics

Of the fifty-four respondents, thirty-eight, or 70.3 per cent, indicated that their official title was "assistant principal." Fifteen, or 27.8 per cent, said that "vice-principal" was the title given to them. Only one respondent gave a title other than assistant principal or vice-principal as that delegated to him. His was "Business Manager for Internal Accounts and Dean of Boys."

The average or mean age of the fifty-four responding assistant principals was 42.2 years. The median age was forty-two years. The oldest assistant principal was fifty-eight, and the youngest was twenty-four years of age.

Under the category of educational background, the assistant principals were asked to give the highest degree they held. Several of the respondents also indicated work they had done in addition to the highest degree obtained. Forty-five, or 83.3 per cent, indicated the master's degree as the highest degree held. Four others stated master's degree but further indicated they had work above the master's degree.

One indicated thirty hours and another fifty hours above the master's degree. Of the fifty-four respondents, only five, or 9.3 per cent, indicated the bachelor's degree as the highest degree they had obtained. It might be noted that all respondents had at least the bachelor's degree.

Forty-seven of the fifty-four assistant principals possessed the secondary administrator's certificate. This represents 87 per cent. One additional person stated that his application had been submitted, but that he had not received his certificate. Six of the respondents, or 11.1 per cent, stated that they did not hold an administrator's certificate.

The average salary being paid to the assistant principals was \$7,692 annually with \$10,300 being the highest and \$5,000 being the lowest. Fifty-one of the fifty-four, or 94.5 per cent, were receiving a salary in excess of \$6,000 per year.

Each respondent was asked to state his previous role in the school. If he had come to the school district as the assistant principal, he was to reply "none." One third of the respondents said they were formerly classroom teachers within the school district. Several indicated they had taught subjects such as mathematics, chemistry, agriculture, and commercial subjects, and one had been an R.O.T.C. instructor. Thirteen, or 24.1 per cent, stated that their previous role

in the school had been that of coaching. Twenty of the respondents, or 37 per cent, stated that they had come to the system as assistant principal. Two of the men had been counselors in the district prior to becoming an assistant principal, and one respondent had held another administrative position in the district.

The assistant principals were asked to state the amount of secretarial help they had in their office. It was found that one third of the respondents had a full-time secretary. Twenty of the fifty-four, or 37.1 per cent, had a part-time secretary. Four, or 7.4 per cent, had more than one full-time secretary, or a combination of full-time and part-time help. Twelve of the respondents, who represent 22.2 per cent, had no secretarial help.

A question was also asked in regard to the use of student assistants in the office. Eighty-five per cent replied that they used students for various kinds of clerical work in their office. Of the twelve men who had indicated that they had no secretarial help, three fourths did, however, reply that they used student assistants. This leaves only four of the fifty-four assistant principals, or 7.4 per cent, who had no secretarial, clerical, or student aid in their office.

It might be noted at this point that the responding assistant principals worked in schools that had an average

of 1,226 students each. The largest school reporting had an enrollment of 3,000, and the smallest had 450 students.

The Duties of the Assistant Principal

The second phase of the questionnaire that was sent to the 250 school administrators consisted of twenty-two proposed duties that might be performed by assistant principals. Those answering the questionnaire could respond to a particular duty in four ways. They were to decide whether the given duty was (1) one of the major duties delegated as a responsibility, primarily, of the assistant principal, (2) one of the delegated duties of the assistant principal, but in a secondary role, (3) not one of the delegated duties, but occasionally is performed by him, or (4) a duty that seldom receives his attention. The proposed duties shall thus be referred to as being either "a primary duty," "a secondary duty," "an occasional duty," or "seldom a duty."

The respondents were further instructed to respond as to the actual practices of duty assignment of the assistant principal in their school. If there was no assistant principal, then the respondent was to check what he thought would be his primary or secondary duties if the position of the assistant principalship was to be created at the secondary level in the school district. Sixty of the seventy-nine principals and

eighteen of the twenty-three superintendents responding, which represents 76 per cent and 78.2 per cent respectively, had at least one assistant principal in their school system. It was found that little difference occurred in the responses of those who had assistant principals and those who did not.

From Table I, which gives the responses of the 156 assistant principals, principals, and superintendents, it is noted that there are four proposed duties that 50 per cent or more of the responding administrators checked as being a primary delegated duty of the assistant principal. These are: (1) handling of disciplinary problems, (2) supervision of attendance, (3) care of textbooks, and (4) preregistration. "Handling of disciplinary problems" was checked as being "primary" by 84 per cent of the respondents and "supervision of attendance" by 82.1 per cent. "Care of textbooks" received 64.8 per cent of the checks as "primary," and the fourth primary duty, "preregistration," was checked by 59.2 per cent of the respondents.

Those duties that were checked as being "secondary" by 30 per cent or more of all the respondents, not listed above, were: (1) preside at faculty meetings, (2) handle school public relations, (3) schedule classes, (4) handle teacher orientation, (5) supervise plant maintenance, (6) manage office personnel, and (7) arrange school social activities.

TABLE I
NUMBERS AND PERCENTAGES OF RESPONSES TO THE PROPOSED DUTY
LIST OF THE ASSISTANT PRINCIPAL BY THE 156 RESPONDING
SUPERINTENDENTS, PRINCIPALS, AND ASSISTANT PRINCIPALS

Proposed Duty	Responses							
	A Primary Duty		A Secondary Duty		An Occasional Duty		Seldom A Duty	
	No.	%	No.	%	No.	%	No.	%
A. Care of Textbooks (Custodial Duties), Either in Individual School or for the District	101	64.8	15	9.6	15	9.6	25	16.0
B. Curriculum Supervision	6	3.8	42	26.8	58	37.1	50	32.1
C. Supervision of Teacher Growth Such as Direction of In-Service Training Programs	2	1.3	41	26.2	57	36.5	56	35.9
D. Handling of Disciplinary Problems	131	84.0	16	10.2	7	4.5	2	1.3
E. Arrangement of Social Activities of Clubs, Organi- zations, etc.	55	35.1	48	30.8	35	22.4	18	11.6
F. Sponsorship of Clubs, Organi- zations, etc.	19	12.2	29	18.6	29	18.6	79	50.5
G. Supervision of Senior Class Activities Such as Senior Day, Graduation, etc.	38	24.3	33	21.1	32	20.5	53	34.0

TABLE I (continued)

NUMBERS AND PERCENTAGES OF RESPONSES TO THE PROPOSED DUTY
LIST OF THE ASSISTANT PRINCIPAL BY THE 156 RESPONDING
SUPERINTENDENTS, PRINCIPALS, AND ASSISTANT PRINCIPALS

Proposed Duty	Responses							
	A		A		An		Seldom	
	Primary Duty No.	%	Secondary Duty No.	%	Occasional Duty No.	%	a Duty No.	%
H. Supervision of Student Government	41	36.2	33	21.1	32	20.5	50	32.1
I. Aid Principal in the Selection and Placement of Teachers	13	8.4	37	23.7	49	31.5	57	36.5
J. Assistance in Preschool Planning:								
(1) Pre- registration	78	50.0	55	35.2	16	10.2	7	4.5
(2) Scheduling of Classes	48	30.7	58	37.1	29	18.6	21	13.4
(3) Teacher Orientation	29	18.6	58	37.1	45	28.9	24	15.4
K. Aid Principal in the Planning of Budget and Expenditures	19	12.2	43	27.6	44	28.1	50	32.1
L. Management of Office Personnel	23	17.6	51	32.7	53	34.0	29	18.6
M. Preside at Least in Part at Faculty Meetings	12	7.7	73	46.7	51	32.7	20	13.8

TABLE I (continued)

NUMBERS AND PERCENTAGES OF RESPONSES TO THE PROPOSED DUTY
LIST OF THE ASSISTANT PRINCIPAL BY THE 156 RESPONDING
SUPERINTENDENTS, PRINCIPALS, AND ASSISTANT PRINCIPALS

Proposed Duty	Response							
	A		A		An		Seldom	
	Primary Duty No.	%	Secondary Duty No.	%	Occasional Duty No.	%	a Duty No.	%
N. Supervision of Attendance (Records, Truancies, Tardies, etc.)	128	82.1	19	12.2	7	4.5	2	1.3
O. Keeping of Records Involving Pupil Progress	27	17.3	19	12.2	7	4.5	2	1.3
P. Periodic Reports to Parents on Pupil Progress	33	21.2	45	28.8	44	28.1	34	21.8
Q. Transportation Facilities (Bus Routing, Scheduling, etc.)	12	7.7	16	10.2	21	13.4	105	67.2
R. Supervision of Library Facilities	3	1.9	19	12.2	33	21.1	101	64.9
S. School Public Relations	16	10.2	69	44.2	44	28.2	27	17.3
T. Supervision of Plant Maintenance	25	16.0	55	35.2	46	29.5	30	19.2

"Curriculum supervision" and "aid the principal in the selection and placement of teachers" were the only two duties that 30 per cent or more of the respondents checked as being an "occasional duty."

Sixty-four per cent, or more, of the respondents responded that "transportation facilities" and "supervision of library facilities" were "seldom a duty."

Table II displays the numbers and percentages of responses of the fifty-four assistant principals to the proposed duty list. Column 1 reveals four duties that were checked as being "primary": (1) handling of disciplinary problems, 87 per cent, (2) supervision of attendance, 81 per cent, (3) pre-registration, 59.2 per cent, and (4) care of textbooks, 57.2 per cent.

Thirty per cent or more of the responding assistant principals checked the following duties as being "secondary": (1) curriculum supervision, (2) arrangement of school social activities, (3) scheduling of classes, (4) teacher orientation, (5) management of office personnel, (6) presiding at faculty meetings, (7) school public relations, and (8) supervision of plant maintenance.

The duties that were checked as being "an occasional duty" by 30 per cent or more of the responding assistant principals were as follows: (1) supervision of teacher growth,

TABLE II
NUMBERS AND PERCENTAGES OF RESPONSES TO THE PROPOSED DUTY
LIST OF THE ASSISTANT PRINCIPAL BY THE FIFTY-FOUR
RESPONDING ASSISTANT PRINCIPALS

Proposed Duty	Response							
	A		A		An		Seldom	
	Primary Duty No.	%	Secondary Duty No.	%	Occasional Duty No.	%	a Duty No.	%
A. Care of Textbooks (Custodial Duties) Either in Individual School or for the District	31	57.3	5	9.2	7	13.0	11	20.5
B. Curriculum Supervision	2	3.7	17	31.5	20	37.0	15	27.8
C. Supervision of Teacher Growth Such as Direction of In-Service Training Programs	1	1.9	12	22.2	24	44.4	17	31.5
D. Handling of Disciplinary Problems	47	87.0	4	7.4	2	3.7	1	1.9
E. Arrangement of Social Activities of Clubs, Organizations, etc.	16	29.5	17	31.5	11	20.5	10	19.0
F. Sponsorship of Clubs, Organiza- tions, etc.	5	9.2	7	13.0	11	20.5	31	57.3

TABLE II (continued)
 NUMBERS AND PERCENTAGES OF RESPONSES TO THE PROPOSED DUTY
 LIST OF THE ASSISTANT PRINCIPAL BY THE FIFTY-FOUR
 RESPONDING ASSISTANT PRINCIPALS

Proposed Duty	Response							
	A		A		An		Seldom	
	Primary Duty No.	%	Secondary Duty No.	%	Occasional Duty No.	%	a Duty No.	%
G. Supervision of Senior Class Activities Such as Senior Day, Graduation, etc.	15	27.8	11	20.5	14	26.0	14	26.0
H. Supervision of Student Govern- ment	10	19.0	11	20.5	12	22.2	21	39.0
I. Aid Principal in the Selection and Placement of Teachers	2	3.7	16	29.6	18	33.4	18	33.4
J. Assistance in Preschool Planning:								
(1) Pre- registration	32	59.2	16	29.6	4	29.6	2	3.7
(2) Scheduling of Classes	20	37.0	19	35.2	11	20.4	4	7.4
(3) Teacher Orientation	13	24.1	19	35.2	15	27.8	7	13.0
K. Aid Principal in the Planning of Budget and Expenditures	5	9.2	10	18.5	21	39.0	18	33.4
L. Management of Office Personnel	10	18.5	18	33.4	19	35.2	7	13.0

TABLE II (continued)
 NUMBERS AND PERCENTAGES OF RESPONSES TO THE PROPOSED DUTY
 LIST OF THE ASSISTANT PRINCIPAL BY THE FIFTY-FOUR
 RESPONDING ASSISTANT PRINCIPALS

Proposed Duty	Response							
	A		A		An		Seldom	
	Primary Duty No.	%	Secondary Duty No.	%	Occasional Duty No.	%	a Duty No.	%
M. Preside, at Least in Part, at Faculty Meetings	8	14.8	24	44.5	19	35.2	3	5.6
N. Supervision of Attendance (Records, Truancies, Tardies, etc.)	44	81.0	7	13.0	3	5.6	0	0
O. Keeping of Records Involving Pupil Progress	9	16.7	13	24.1	18	33.4	14	26.0
P. Periodic Reports to Parents on Pupil Progress	12	16.6	16	29.7	16	29.7	10	18.5
Q. Transportation Facilities (Bus Routing, Scheduling, etc.)	6	11.1	5	9.3	12	22.2	30	55.5
R. Supervision of Library Facilities	1	1.9	5	9.3	9	16.4	39	72.1
S. School Public Relations	11	20.5	22	40.6	15	27.8	6	11.1
T. Supervision of Plant Maintenance	10	18.5	21	39.0	15	27.8	8	14.8

(2) aid the principal in the selection and placement of teachers, (3) aid the principal in the planning of budget and expenditures, and (4) keeping records involving pupil progress. These duties are the ones that were not mentioned previously in the listing of possible "primary" or "secondary" duties.

Supervision of "transportation facilities" and "supervision of library facilities" were checked by the majority of the assistant principals as being "seldom a duty."

From Table III, which shows the results of the responses of the seventy-nine responding principals, one finds only three of the proposed duties which 50 per cent or more of the principals believed to be a primary delegated duty of the assistant principal. These duties, and the corresponding percentages of those who checked them as being "primary," are: (1) supervision of attendance, 80 per cent, (2) handling of disciplinary problems, 79.8 per cent, and (3) care of textbooks, 71 per cent.

Those duties that were checked as being "a secondary duty" by 30 per cent, or more, of the responding principals were: (1) arrangement of school social activities, (2) pre-registration, (3) scheduling of classes, (4) teacher orientation, (5) aid principal in the planning of budget and expenditures,

TABLE III
NUMBERS AND PERCENTAGES OF RESPONSES TO THE PROPOSED DUTY
LIST OF THE ASSISTANT PRINCIPAL BY THE SEVENTY-NINE
RESPONDING PRINCIPALS

Proposed Duty	Response							
	A		A		An		Seldom	
	Primary Duty No.	%	Secondary Duty No.	%	Occasional Duty No.	%	a Duty No.	%
A. Care of Textbooks (Custodial Duties) Either in Indi- vidual School or for the District	56	71.0	8	10.1	4	5.1	11	13.8
B. Curriculum Supervision	2	2.5	18	22.8	30	38.8	29	36.7
C. Supervision of Teacher Growth Such as Direction of In-Service Training Programs	0	0	19	24.1	26	32.9	34	43.1
D. Handling of Disciplinary Problems	64	79.8	11	13.8	5	6.3	0	0
E. Arrangement of Social Activities of Clubs, Organiza- tions, etc.	22	27.8	26	32.9	24	30.4	7	8.9
F. Sponsorship of Clubs, Organiza- tions, etc.	8	10.1	17	21.5	13	16.5	41	51.9
G. Supervision of Senior Class Activities Such as Senior Day, Graduation, etc.	14	17.8	16	20.2	12	15.2	37	46.8

TABLE III (continued)
 NUMBERS AND PERCENTAGES OF RESPONSES TO THE PROPOSED DUTY
 LIST OF THE ASSISTANT PRINCIPAL BY THE SEVENTY-NINE
 RESPONDING PRINCIPALS

Proposed Duty	Response							
	A		A		An		Seldom	
	Primary	Duty	Secondary	Duty	Occasional	Duty	a	Duty
	No.	%	No.	%	No.	%	No.	%
H. Supervision of Student Government	23	29.1	18	22.7	14	17.7	24	30.4
I. Aid Principal in the Selection and Placement of Teachers	7	8.7	16	20.2	23	29.1	33	41.8
J. Assistance in Preschool Planning:								
(1) Pre- registration	33	41.8	31	39.2	11	13.9	4	5.1
(2) Scheduling of Classes	22	27.8	28	35.5	15	19.0	14	17.8
(3) Teacher Orientation	13	16.4	33	41.8	21	26.6	12	15.2
K. Aid Principal in the Planning of Budget and Expenditures	9	11.4	24	30.4	29	36.7	17	21.5
L. Management of Office Personnel	9	11.4	24	30.4	29	36.7	17	21.5
M. Preside, at Least in Part, at Faculty Meetings	2	2.5	42	53.1	26	32.9	9	11.4

TABLE III (continued)
 NUMBERS AND PERCENTAGES OF RESPONSES TO THE PROPOSED DUTY
 LIST OF THE ASSISTANT PRINCIPAL BY THE SEVENTY-NINE
 RESPONDING PRINCIPALS

Proposed Duty	Response							
	A		A		An		Seldom	
	Primary Duty No.	%	Secondary Duty No.	%	Occasional Duty No.	%	Duty No.	%
N. Supervision of Attendance (Records, Truancies, Tardies, etc.)	63	80.0	11	13.9	3	3.8	2	2.5
O. Keeping of Records Involving Pupil Progress	10	12.6	23	29.1	18	22.8	28	35.1
P. Periodic Reports to Parents on Pupil Progress	14	17.7	21	26.6	24	30.4	20	25.3
Q. Transportation Facilities (Bus Routing, Scheduling, etc.)	3	3.8	8	10.1	8	10.1	60	76.0
R. Supervision of Library Facilities	0	0	10	12.6	19	24.1	50	63.2
S. School Public Relations	4	5.1	39	49.4	21	26.6	15	19.0
T. Supervision of Plant Maintenance	13	16.4	26	22.9	26	22.9	14	17.7

(6) management of office personnel, (7) preside at faculty meetings, and (8) school public relations.

Only three other proposed duties, "curriculum supervision," "supervision of teacher growth," and "periodic reports to parents on pupil progress," were checked as being "an occasional duty" by 30 per cent or more of the responding principals.

The same two duties mentioned before, "transportation facilities" and "supervision of library facilities," were checked as being "seldom a duty" by the principals.

According to Table IV, there were five duties that 50 per cent or more of the superintendents checked as being "primary": (1) care of textbooks, (2) handling of disciplinary problems, (3) preregistration, (4) supervision of attendance, and (5) arrangement of social activities of clubs and organizations. The first four duties of the above list are the same as the four that were checked as being "primary" by the responding principals and assistant principals.

Those duties checked as being "secondary" by 30 per cent, or more, of the superintendents were: (1) curriculum supervision, (2) supervision of teacher growth, (3) scheduling of classes, (4) aid principal in the planning of budget and expenditures, (5) management of office personnel, (6) preside at faculty meetings, (7) periodic reports to parents on pupil

TABLE IV
 NUMBERS AND PERCENTAGES OF RESPONSES TO THE PROPOSED DUTY
 LIST OF THE ASSISTANT PRINCIPAL BY THE TWENTY-THREE
 RESPONDING SUPERINTENDENTS

Proposed Duty	Response							
	A		A		An		Seldom	
	Primary Duty No.	%	Secondary Duty No.	%	Occasional Duty No.	%	a Duty No.	%
A. Care of Textbooks (Custodial Duties) Either in Indi- vidual School or for the District	14	61.0	2	8.9	4	17.3	3	13.0
B. Curriculum Supervision	2	8.7	7	30.4	8	34.8	6	26.1
C. Supervision of Teacher Growth Such as Direction of In-Service Training Programs	1	4.4	10	43.5	7	30.4	5	21.7
D. Handling of Disciplinary Problems	21	91.2	1	4.4	0	0	1	4.4
E. Arrangement of Social Activities of Clubs, Organi- zations, etc.	17	74.0	5	21.7	0	0	1	4.4
F. Sponsorship of Clubs, Organizations, etc.	6	26.1	5	21.7	5	21.7	7	30.4
G. Supervision of Senior Class Activities Such as Senior Day, Graduation, etc.	9	39.0	6	26.1	6	26.1	2	8.7

TABLE IV (continued)
 NUMBERS AND PERCENTAGES OF RESPONSES TO THE PROPOSED DUTY
 LIST OF THE ASSISTANT PRINCIPAL BY THE TWENTY-THREE
 RESPONDING SUPERINTENDENTS

Proposed Duty	Response			
	A	A	An	Seldom
	Primary Duty No. %	Secondary Duty No. %	Occasional Duty No. %	a Duty No. %
H. Supervision of Student Government	8 34.8	4 17.3	6 26.1	5 21.8
I. Aid Principal in the Selection and Placement of Teachers	4 17.3	5 21.8	8 34.8	6 26.1
J. Assistance in Preschool Planning:				
(1) Pre- registration	13 56.2	8 34.8	1 4.4	1 4.4
(2) Scheduling of Classes	6 26.1	11 48.7	3 13.1	3 13.1
(3) Teacher Orientation	3 13.1	6 26.1	9 39.1	5 21.7
K. Aid Principal in the Planning of Budget and Expenditures	5 21.8	9 39.1	4 17.4	5 21.8
L. Management of Office Personnel	4 17.4	9 39.1	5 21.8	5 21.8

TABLE IV (continued)
 NUMBERS AND PERCENTAGES OF RESPONSES TO THE PROPOSED DUTY
 LIST OF THE ASSISTANT PRINCIPAL BY THE TWENTY-THREE
 RESPONDING SUPERINTENDENTS

Proposed Duty	Response							
	A		A		An		Seldom	
	Primary Duty No.	%	Secondary Duty No.	%	Occasional Duty No.	%	a Duty No.	%
M. Preside, at Least in Part, at Faculty Meetings	2	8.7	7	30.4	6	26.1	8	34.8
N. Supervision of Attendance (Records, Truancies, Tardies, etc.)	21	91.2	1	4.4	1	4.4	0	0
O. Keeping of Records Involving Pupil Progress	8	34.8	5	21.7	4	17.4	0	0
P. Periodic Reports to Parents on Pupil Progress	7	30.4	8	34.8	4	17.4	5	21.8
Q. Transportation Facilities (Bus Routing, Scheduling, etc.)	3	13.1	3	13.1	1	4.4	16	69.5
R. Supervision of Library Facilities	2	8.7	4	17.4	5	21.7	12	52.2
S. School Public Relations	1	4.4	8	34.7	8	34.7	6	26.1
T. Supervision of Plant Maintenance	2	8.7	8	34.7	5	21.8	8	34.7

progress, (8) school public relations, and (9) supervision of plant maintenance.

Only two duties, not previously mentioned, were checked by 30 per cent, or more, of the superintendents as being "an occasional duty." These were "aid principal in the selection and placement of teachers" and "teacher orientation."

The two duties of "transportation facilities" and "supervision of library facilities" were checked as being "seldom a duty" of the assistant principal by more than 50 per cent of the responding superintendents.

Each of the respondents was asked to list the three or four broad areas which he considered to be the principal duties of the assistant principal. Table V gives the duties that were listed by the fifty-four assistant principals.

From Table V one notes that the duty of "handling of disciplinary problems" was listed by forty-nine of the fifty-four assistant principals as being a principal duty. "Care of textbooks" and "supervision of attendance" were listed by twenty-nine and twenty-seven of the assistant principals, respectively. These three duties are three of the four that were considered to be "primary" by 50 per cent or more of the assistant principals from the check list as given in Table II.

Table VI displays a list of principal duties that were submitted by the responding assistant principals in addition

TABLE V
 PRINCIPAL DUTIES OF THE ASSISTANT PRINCIPAL AS INDICATED
 BY THE FIFTY-FOUR RESPONDING ASSISTANT PRINCIPALS
 AND THE NUMBER OF TIMES EACH WAS LISTED

Duty	Frequency
Handling of disciplinary problems	49
Care of textbooks	29
Supervision of attendance	27
Supervision of student activities	13
Supervision of plant maintenance	10
Scheduling of classes	10
Preregistration	7
Public relations	5
Curriculum supervision	5
Principal in absentia	5
Permanent record maintenance	5
Aid counselor in grouping of students	2
School spending	2
Keeping of financial records of athletic accounts	2
In-service training of teachers	1
Supervision of student government	1

TABLE VI

ADDITIONAL DUTIES OF THE ASSISTANT PRINCIPAL, NOT MENTIONED
IN THE PROPOSED LIST OF THE QUESTIONNAIRE, AS INDICATED
BY THE FIFTY-FOUR RESPONDING ASSISTANT PRINCIPALS AND
THE NUMBER OF TIMES EACH WAS LISTED

Duty	Frequency
School parking facilities	3
Supervision of "night activities"	3
Supervision of student lockers and locks	3
Supervision of ticket sales for athletic events	2
Supervision of health services	2
Handling of finances for clubs	2
Supervision of sale of school insurance	2
Assignment of teacher duty roster	1
Surveys and reports to the superintendent	1
Making of the school calendar	1
Issue passes to visitors	1
Coordination of summer school program	1
Act as chairman of all scholarship committees	1
Supervision of fire drills	1

to those appearing on the check list. Only three of the duties from Table VI were listed by as many as three of the assistant principals: (1) supervision of night activities, such as dances and banquets, (2) supervision of student lockers and locks, and (3) school parking facilities for students.

Four of the duties listed in Table VI were mentioned by two of the assistant principals. They were as follows: (1) supervision of ticket sales for athletic events, (2) handling of finances for clubs, (3) supervision of school health services, and (4) supervision of sale of school insurance. All other duties listed were mentioned only by one of the respondents in each case.

Table VII displays a listing of those duties that the seventy-nine responding principals considered to be one of the three or four principal duties of the assistant principal. This table reveals three duties which 50 per cent or more of the principals presented: (1) handling of disciplinary problems, (2) textbook custodial duties, and (3) supervision of attendance and pupil accounting. These are the same three duties that 50 per cent or more of the principals checked as being "primary." This listing also corresponds to the listing given by the assistant principals.

It may also be significant to note that the fourth and fifth duties listed, in order of frequency, were given the

TABLE VII
 PRINCIPAL DUTIES OF THE ASSISTANT PRINCIPAL AS INDICATED
 BY THE SEVENTY-NINE RESPONDING PRINCIPALS AND THE
 NUMBER OF TIMES EACH WAS LISTED

Duty	Frequency
Handling of disciplinary problems	69
Textbook custodial duties	44
Supervision of attendance	42
Supervision of student activities	22
Supervision of plant maintenance	16
Preschool planning	12
Principal in absentia	11
Handling of finances for clubs and organizations	5
Serving in capacity of principal where necessary	4
Keeping of permanent records	4
Public relations	4
Supervision of audio-visual aids	3
Curriculum supervision	3
Making of daily and monthly calendar	2
Supervision of cafeteria	2
Supervision of teacher in-service training	1
Care of lockers and locks for students	1

same rating by both assistant principals and principals. The duty of "supervision of student activities" was listed by 27.8 per cent of the principals and 24.1 per cent of the assistant principals. The duty of "supervision of plant maintenance" was submitted by 20.3 per cent of the principals and 18.5 per cent of the assistant principals.

Table VIII displays a list of the thirteen duties that were considered to be the principal duties of the assistant principal by the twenty-three responding superintendents. Four duties appear more frequently than others. "Handling of disciplinary problems" and "supervision of attendance" are listed by 74 per cent and 69.5 per cent, respectively, of the superintendents. "Care of textbooks" and "supervision of student activities" were each listed by 39.1 per cent of the superintendents.

Three other duties, "preschool planning," "plant maintenance," and "supervision of student government" were listed by three of the superintendents. No other duty was mentioned by more than one of the responding superintendents.

There were eight additional duties listed by the responding superintendents that had not been mentioned in the questionnaire. None of the duties was listed by more than one of the responding superintendents. These were:

TABLE VIII
 PRINCIPAL DUTIES OF THE ASSISTANT PRINCIPAL AS INDICATED
 BY THE TWENTY-THREE RESPONDING SUPERINTENDENTS AND THE
 NUMBER OF TIMES EACH WAS LISTED

Duty	Frequency
Handling of disciplinary problems	17
Supervision of attendance	16
Supervision of student activities	9
Care of textbooks	9
Preschool planning	3
Supervision of plant maintenance	3
Supervision of student government	3
Reports to parents	1
Handling of funds for extracurricular activities	1
Supervision of student equipment	1
Supervision of senior class activities	1
Aid principal in the selection and placement of teachers	1
Curriculum supervision	1

1. Function as the principal in his absence.
2. Perform in any area where he may have special capabilities.
3. Work with school booster groups such as PTA, quarterback club, and band booster club.
4. Handling of night school for students or adults.
5. Supervise funds for student activities.
6. Assign extra-duty schedules for teachers.
7. Supervise cafeteria.
8. Supervise athletic events.

The assignment of duties of the assistant principal may depend upon the size of the school. Whether or not a school has an assistant principal may also depend on the size of the school. As was reported previously, the average size of schools in which the fifty-four responding assistant principals worked was over 1,200 students. Each of the respondents was asked to check whether a school should have an assistant principal as soon as there are 500, 750, 1,000, or more than 1,000 students. Of the fifty-four responding assistant principals, the answers were as follows:

1. 500-----26 or 48.2 per cent
2. 750-----23 or 42.6 per cent
3. 1,000----- 4 or 7.4 per cent
4. Over 1,000-- 1 or 1.9 per cent

The seventy-nine responding principals answered the same question as follows:

1. 500-----49 or 63.0 per cent
2. 750-----28 or 35.5 per cent
3. 1,000----- 5 or 6.3 per cent
4. Over 1,000----- 2 or 2.4 per cent

The responses of the twenty-three responding superintendents were as follows:

1. 500-----11 or 47.8 per cent
2. 750-----11 or 47.8 per cent
3. 1,000----- 1 or 4.4 per cent
4. Over 1,000----- 0 or 0 per cent

A question was then asked in regard to who should describe the duties of the assistant principal. The choices were these: (a) the principal, with superintendent approval, (b) the superintendent, (c) the school board, or (d) left completely flexible. The respondents indicated, for the most part, "the principal," with 92.6 per cent of the assistant principals, 81 per cent of the principals, and 87 per cent of the superintendents giving "the principal" as their choice. This represented 86 per cent of all respondents.

A second question was then asked pertaining to who should set up the manner or procedure to follow in performing the prescribed duties. The choices that were given were these:

(a) the assistant principal, (b) the principal, or (c) the superintendent. Thirty-five per cent of the assistant principals, 15.2 per cent of the principals, and 21.6 per cent of the superintendents or a combined total of 36 per cent indicated that this should be left to the assistant principal. Forty-eight per cent of the assistant principals, 59.5 per cent of the principals, and 74 per cent of the superintendents responded that this should be done by the principal. There were, however, 16.6 per cent of the assistant principals, 22.8 per cent of the principals, and 4.4 per cent of the superintendents who indicated that a joint effort by the principal and his assistant should be used in determining how the assistant principal is to perform his duties.

Summary

From an analysis of the individual statistics on the assistant principals of the secondary schools of South Central Texas, it was found that the average age of the men serving in the position was forty-two years. Eighty-five per cent of the responding assistant principals held the master's degree. The average salary being paid to the assistant principals responding was \$7,692 per year, and 95 per cent were receiving in excess of \$6,000 annually. Two thirds of

the responding assistant principals were former teachers or coaches in the schools where they were employed.

The duty assignment of the assistant principal appears to vary from one school to another, although it does seem that the assistant principals are delegated several primary and secondary duties.

The assistant principals themselves seem to think that their primary duties are (1) handling of disciplinary problems, (2) supervision of attendance, (3) care of textbooks, and (4) preregistration of students. The three principal secondary duties given by the assistant principals are (1) scheduling of classes, (2) school public relations, and (3) arrangement of social activities of clubs, organizations, and other extra-class functions.

It would appear also that the principals agree with the assistant principals as to what is being practiced or what should be practiced in regard to duty assignment of the assistant principal.

The responses from the superintendents indicate that the duty of "arrangement of social activities of clubs, organizations, and other similar activities" is a "primary" duty of the assistant principal, not a secondary one. The list of secondary duties by the superintendents varies from the lists given by the responses of the principals and assistant principals.

More than 90 per cent of the respondents believed that a school that has 750 students needs an assistant principal, according to the responses as to the size school that should employ an assistant principal.

When asked who should describe the duties to be delegated to the assistant principal, 86 per cent of all the respondents indicated the "principal." The manner or procedure he follows in performing his duties should be designated by the principal or worked out jointly by the principal and his assistant.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Examination of the literature revealed that the need for the assistant principalship has arisen because of the increase in size, scope, and offerings of the secondary schools throughout the United States.

The role of the assistant principal in South Central Texas schools seems to be approximately the same as the role of the assistant principal of schools in other states across the country. He, for the most part, handles disciplinary problems, supervises attendance and pupil accounting, and cares for textbooks.

Conclusions

From the findings in this study, the following conclusions may be drawn:

1. The men serving in the capacity of the assistant principalship of the South Central Texas area are certified administrators who meet the state requirements for serving in the principalship.

2. Secondary schools that employ an assistant principal presently have an average of over 1,200 students.
3. When the role of the assistant principal was first studied in the 1920's, the duties delegated to him were mostly clerical in nature. This situation has apparently changed. He now has responsibilities delegated to him that are more administrative and supervisory in nature.
4. The primary or major duties of the assistant principals in the South Central Texas area are (1) handling of disciplinary problems, (2) supervision of attendance, and (3) care of textbooks. He further assumes a share of the responsibility in (1) student activities, (2) preregistration, and (3) scheduling of classes. The additional duties and responsibilities he has vary from school to school.

Recommendations

The findings in the literature and the primary investigation seem to suggest the following recommendations:

1. The opinion of most responding superintendents, principals, and assistant principals in the South Central Texas area is that schools should have an assistant principal by the time there are from 500

to 750 students in a school. It is thus recommended that school districts give serious consideration to the possibility of creating the position of the assistant principalship before the enrollment reaches 1,000 students in a particular secondary school within the district.

2. Since there is evidence that many schools create the position of the assistant principalship without sufficient care in defining his role, it is recommended that the duties of the assistant principal be defined by policy and the authority commensurate with these duties be delegated to him.
3. The Texas Education Agency should recognize the position of the assistant principalship as a part of the administrative body of many Texas schools and give the men serving in this capacity the same recognition that is presently given to other administrative assistants, such as supervisors and counselors.
4. Since the Minimum Foundation Program of the State of Texas does not include provisions for the assistant principalship, it should be revised in order that funds would be supplied to schools which qualify for an assistant principal. This would then

encourage more schools to create the position of the assistant principalship when there is a need.

5. Finally, it is recommended that additional state-wide studies be conducted to discover more adequately a sound and defensible role for the assistant principal in Texas schools. The findings from these investigations should then be used to establish the assistant principalship as a recognized part of the administrative staff in many Texas schools.

APPENDIX

AUSTIN SURVEY

CHECK LIST ON THE DUTIES OF THE ASSISTANT PRINCIPAL

The Workshop Committee on the Role of the Assistant Principal has prepared the following list of duties of assistant principals in the secondary schools in Austin.

Please mark this check list as follows:

- (1) No responsibility delegated to assistant principal
- (2) Partial responsibility delegated to assistant principal
- (3) Total responsibility delegated to assistant principal

Space is provided for additional listings.

I. Pupil Personnel Services

- () A. Attendance problems
- () B. Attendance accounting
- () C. Discipline
- () D. Pupil welfare (school lunches, medical care, clothing)
- () E. Health and Safety
 - () 1. First aid
 - () 2. Sick room
 - () 3. Emergency Safety measures (fire drills, civil defense)
- () F. Guidance
 - () 1. Testing program
 - () 2. Pupil-counselor relationships
- () G. Scheduling
 - () 1. Registration
 - () 2. Grouping for classes
 - () 3. Program making
- () H. Supervision of students in cafetorium
- () I. _____

II. The Instructional Program

- () A. Teacher supervision and evaluation
- () B. In-service training
- () C. Student teachers
- () D. Supervisory services
- () E. Audio-visual aids

- ☐ F. Textbooks (accounting and distribution)
- ☐ G. Distribution and storage of instructional materials
- ☐ H. Preparation of schedule of classes
- ☐ I. Assignment of extra duties to teachers
- ☐ J. Orientation of new teachers
- ☐ K. _____

III. The Activity Program (Extra-Class Activities)

- ☐ A. Student Council
- ☐ B. Honor club or society
- ☐ C. Clubs
- ☐ D. Evening functions and activities
- ☐ E. Intramural program
- ☐ F. Interscholastic League activities
- ☐ G. Incidental arrangements for interscholastic athletic games
- ☐ H. _____

IV. Business Management

- ☐ A. Instructional budget
- ☐ B. School accounting
- ☐ C. Equipment and supplies
- ☐ D. Student accident insurance
- ☐ E. Care of school monies
- ☐ F. Routine office and clerical tasks
- ☐ G. _____

V. Plant Management

- ☐ A. Supervision and evaluation of custodians
- ☐ B. Service requests
- ☐ C. Parking
- ☐ D. Assignment of teaching stations
- ☐ E. Locker assignments
- ☐ F. Issuance of building keys
- ☐ G. Scheduling of building use by community groups
- ☐ H. Maintenance of building and grounds (supervisory capacity)
- ☐ I. Campus beautification
- ☐ J. _____

VI. School Community Relations

- () A. Parent conferences
- () B. Parent-teacher organizations
- () C. Community drives
- () D. Visitors--parents, other members of the community,
teachers from other school systems
- E. Other community contacts
 - () 1. _____
 - () 2. _____
 - () 3. _____

Used in Principal's Workshop, June 21, 1962

INDIVIDUAL STATISTICS

1. Name _____
2. Official title _____
3. Name of school district _____
4. Name of school _____
5. Size of school district (approximate ADA) _____
6. Size of school in which you work _____
7. Does your school have an assistant principal? _____

Answer the following only if you are an assistant principal:

8. Your age _____
9. Give highest degree you hold (M.A., B.S., etc.) _____
10. Do you hold an administrator's certificate? _____
11. What is your present salary per year? _____
12. What was your previous role in the school (teacher, coach, etc. If you came to this school as the assistant principal, answer none) _____
13. How much secretarial help do you have?
____ Full-time secretary ____ Part-time secretary ____ None
14. Do you have student assistants in your office? _____

The following check list is an effort to determine the duties and responsibilities of the assistant principal. Please check the category that fits the role of the assistant principal in your school or the role you think he would assume if you had an assistant principal.

Consider the following four categories in your decision:

1. One of the major duties delegated as a responsibility, primarily, of the assistant principal.
2. One of the delegated duties of the assistant principal, but in a secondary role.
3. Not one of the delegated duties, but occasionally is performed by him.
4. A duty that seldom receives his attention.

-
- | | |
|---|-------------------------|
| A. Care of textbooks (custodial duties, either in individual school or for the district). | 1. __ 2. __ 3. __ 4. __ |
| B. Curriculum supervision. | 1. __ 2. __ 3. __ 4. __ |
| C. Supervision of teacher growth, such as direction of in-service training programs. | 1. __ 2. __ 3. __ 4. __ |
| D. Handling of disciplinary problems. | 1. __ 2. __ 3. __ 4. __ |
| E. Arrangement of social activities of clubs, organizations, etc. | 1. __ 2. __ 3. __ 4. __ |
| F. Sponsorship of school clubs (NHS, FTA, etc.) | 1. __ 2. __ 3. __ 4. __ |
| G. Supervision of senior class activities, such as Senior Day, graduation exercises, etc. | 1. __ 2. __ 3. __ 4. __ |
| H. Supervision of student government. | 1. __ 2. __ 3. __ 4. __ |
| I. Aid principal in the selection and placement of teachers. | 1. __ 2. __ 3. __ 4. __ |

J. Assistance in preschool planning:

- | | | | | |
|----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| (1) Preregistration. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| (2) Scheduling of classes. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |
| (3) Teacher orientation. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> |

K. Aid principal in the planning of budget and expenditures. 1. ☐ 2. ☐ 3. ☐ 4. ☐

L. Management of office personnel (secretaries, clerks, etc.). 1. ☐ 2. ☐ 3. ☐ 4. ☐

M. Preside, at least in part, at faculty meetings. 1. ☐ 2. ☐ 3. ☐ 4. ☐

N. Supervision of attendance (records, truancies, tardies, etc.). 1. ☐ 2. ☐ 3. ☐ 4. ☐

O. Keeping of records involving pupil progress. 1. ☐ 2. ☐ 3. ☐ 4. ☐

P. Periodic reports to parents on pupil progress. 1. ☐ 2. ☐ 3. ☐ 4. ☐

Q. Transportation facilities (bus scheduling, routine, etc.). 1. ☐ 2. ☐ 3. ☐ 4. ☐

R. Supervision of library facilities. 1. ☐ 2. ☐ 3. ☐ 4. ☐

S. School public relations. 1. ☐ 2. ☐ 3. ☐ 4. ☐

T. Supervision of plant maintenance. 1. ☐ 2. ☐ 3. ☐ 4. ☐

List the three or four broad areas which you think are the principal duties and/or responsibilities of the assistant principal.

1. _____
2. _____
3. _____
4. _____

Give any other duty or responsibility that has not been mentioned in the check list that you think should be included as part of the assistant principal's job.

OPINION POLL

1. A school should have an assistant principal as soon as there are ☐ 500 ☐ 750 ☐ 1000 ☐ more than 1000 students.
2. The duties of the assistant principal should be described by
☐ the principal with superintendent approval.
☐ the superintendent.
☐ the school board.
☐ left completely flexible.
3. The manner or procedure that the assistant principal follows in performing his prescribed duties should be decided by
☐ the assistant principal.
☐ the principal.
☐ the superintendent.
4. The Minimum Foundation Program should include provisions for the assistant principalship. ☐ Yes ☐ No
5. The assistant principal should teach at least one course in order to maintain contact with the students. ☐ Yes ☐ No
6. Secretarial or clerical help can be handled in some cases by student assistants. ☐ Yes ☐ No
7. Corporal punishment should be handled by administrators and not teachers. ☐ Always ☐ In Most Cases
☐ Only in Rare Cases

8. Would you like the results of this survey sent to you,
if possible? ☐ Yes ☐ No

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