

1959

A study and analysis of the position of the assistant principal in the secondary schools of New Hampshire.

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1959

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A STUDY AND ANALYSIS OF THE POSITION OF THE ASSISTANT
PRINCIPAL IN THE SECONDARY SCHOOLS OF NEW HAMPSHIRE

Submitted by

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(A.B., Dartmouth, 1950)

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

1959

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CHAPTER I
THE PROBLEM

Introduction.--The writer's first year as assistant principal was a very interesting and gratifying experience. However, it gave rise to a myriad of questions and doubts concerning the duties and responsibilities of the position.

1. What do other assistants do?
2. How much personal responsibility do they have?
3. How much responsibility do they share with the principal?
4. Is the position of assistant principal the logical internship for the principalship?

The desire to find answers to these and many other such questions gave much of the impetus needed to start this investigation.

The purpose.--The purpose of this study is to discover what professional identity the position of assistant principal may have in the state of New Hampshire. It is also an attempt to discover any trends that may be developing in respect to that position.

The scope.--The data for this investigation were gathered by a questionnaire prepared in the form of a checklist. This form was sent to 102 principals and assistant principals of the 51 schools listed in the 1958-9 New Hampshire State Department of Education directory as having assistant principals. The areas included in the questionnaire were designed to determine:-

1. the extent to which the educational and experiential background of the assistant principal prepares him to meet and fulfill the administrative and supervisory duties which may be his responsibility.

2. for what duties this official is personally responsible.

3. for what duties he may delegate responsibility to others.

4. for what duties he may share responsibility.

5. and for what duties he has no responsibility.

Besides checking the duties that they are presently doing, the recipients of the questionnaire were also asked to check the areas that they felt should or might well be areas of responsibility of the assistant principal in the foreseeable future in the school.

Previous New Hampshire Study.—The only other formal study of a similar nature in New Hampshire was made in 1951. ^{1/} This study was mainly con-

cerned with the duties and responsibilities of secondary principals, but the author reports the following information in respect to assistants:

^{2/} "40 per-cent of the principals have administrative assistants. These assistants are called submasters, or assistant principals. Over one half the number are available in the schools of 201-500 and 501 or more. In general, the larger the school, the greater the probability that the principal will be provided with an assistant administrator, either full or part-time." In this report, which covered 75 of the 91 high schools in the state at that time, Meleones reported 30 assistants.

^{1/} N. J. Meleones, A Study of how the Secondary School Principals of New Hampshire distribute their school time, Unpublished Master's Thesis, Boston University, 1951.

^{2/} Ibid., p. 29.

Need for study.--One of the conclusions of a recent study by Jarrett contained the following;--^{1/} "There is need for clarification of the role of assistant principal, his status, qualifications, and exact function." Boardman further states,^{2/} "There is altogether too little objective evidence concerning his (the assistant's) duties and responsibilities, most of the evidence being concerned with the frequency of his appearance and similar matters." In addition to this, Brandes' says,^{3/} "it is apparent that there is no agreement of what the positions (assistants to principal) are; there are no standards of preparation." As the state of New Hampshire moves forward in the next few years toward the maintenance of the new minimum standards for secondary education established by the State Department of Education, there will be need for the 'objective' evidence and 'clarification' of duties and responsibilities to which Boardman and Jarrett refer. There will be a need for an evaluation of a new type of administration as the schools:-

1. increase their size, through consolidation, thus effecting the complexity of the school and the problem of management,
2. expand the scope of their programs of secondary education, and
3. change the nature of the high-school student body.

^{1/} Richard W. Jarrett, "The Activities of the Assistant Principal in Secondary Schools," NASSP Bulletin (September, 1958), 42; 28-32.

^{2/} Charles W. Boardman, John M. Grau, and Agnes E. Holt, "The Duties and Responsibilities of the Assistant Principal in the Secondary School," NASSP Bulletin (March 1946), 132; 3-11.

^{3/} Louis G. Brandes, "The Position of the Subordinate Administrator in the Secondary School", NASSP Bulletin (May 1956), 40; 46-52.

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Other developments contributing to the need for the above evaluation are mentioned by Douglass as being;^{1/} "the increased stock of professional information and techniques of school administration, and; the changed attitude toward specialization."

It is steadily becoming apparent that the principal of the near future will be the head of an administrative team instead of the sole administrator of the school. If more and more principals are going to have assistants to whom they may delegate duties and responsibilities, they ought to be able to do it with a more consistent policy than they have been able to do it in the past.

1/ Harl R. Douglass, Modern Administration of Secondary Schools, Ginn and Company, Boston, 1954, p. 20.

CHAPTER II

REVIEW OF LITERATURE

Introduction.--The position of assistant principal evolved much in the same way as that of the principal. The principalship started as a position of a head teacher a little more skillful in handling boys, girls, and their parents, and charged with keeping records and attending to more unruly children. It now is a position that requires considerable technical skill and training. A trend toward specialization, accompanied by larger enrollments and new administrative duties, has taken the principal away from the primary function of improving the instructional effectiveness of the school. As the principal's job has become more and more complex, there has been greater need for the delegation or the sharing of some of his responsibilities. Because this position of assistant principal has evolved so recently, there is very little written about it prior to 1940, the most significant study being one by Charles Van Ewan in 1926.^{1/} For this reason, the writer has concentrated most of his review of literature upon the subject to the years since 1945. It is during these years that the position has had its greatest growth, has grown in stature until now it has become, in many schools, a vital, indispensable part of administration.

The title.--Assistant principals have gone by numerous titles through the years; namely, assistant principal, vice-principal, assistant headmaster,

^{1/} Charles R. Van Ewan, The Function of the Assistant High School Principal and other Assistant Executive, Educational Research Bulletin, Ohio State University, March 31, 1926.

submaster, assistant to the principal, and others. Most recent literature refers to the subordinate administrator as the 'assistant principal'.

Some recent studies still cling to the title of 'vice-principal'. A study recently carried on in New York uses this term in the title of the article.^{1/} Wahlquist^{2/} feels that the title of vice principal is out-of-date particularly with the emphasis on vice as being interpreted that he is essentially there for 'bawling out' the pupils. Jarrett's study reveals that the most frequent title is 'assistant principal'.^{3/}

Qualifications for position.--The place of any individual in the scheme of organization for administration and supervision must be determined in part by his natural talents, training, and experience. Edmondson states,^{4/} "Often, the best assistant principal is one who is particularly strong in certain fields of work. A number of administrative duties require a nicety of management, and accuracy of detail, and a mechanical skill that are natural to the specialist. Such assistants are often among teachers of mathematics and science." The number of duties which the assistant principal may expect to be called upon to perform are great and vary in nature. Therefore, in order to fill the position, a man with a broad background, both in teaching and administration, as well as in psychology and

^{1/} C. M. Long, "Duties of Secondary School Vice-Principals," NASSP Bulletin (February 1957), 41; pp. 26-37.

^{2/} G. L. Wahlquist, "Vice-principals; Are they Out-of-date?" Clearing House (October 1953), 28; pp. 78-9.

^{3/} Richard W. Jarrett, "The Activities of the Assistant Principal in Secondary Schools", NASSP Bulletin (September), 1958, 42; pp. 28-32.

^{4/} J. B. Edmondson, Joseph Roemer, Francis L. Bacon, The Administration of the Modern Secondary School, The MacMillan Company, New York, 1941, p. 93.

guidance, is needed. Barratt ^{1/} and Wright ^{2/} spell out more specifically the qualifications necessary for the assistant principalship. For instance, Barratt indicates:-

1. that the assistant must be part of the administrative group.
2. that his educational background must approximate the requirements of the principalship.
3. that his age should be comparatively young so that he will have potential for growth.
4. that his attitude be cheerful, patient, self restrained, tactful, and professionally competent.
5. that his philosophy be largely in agreement with that of the administration.
6. his salary should be above that of the teachers.

Wright feels that it is desirable for the assistant to have a master's degree and teaching experience.

Worth and need of the position.--Lists of areas in which an administrator has responsibility would indicate that he must be a student of school finance, accounting, achievement and mental measurement, guidance services, extracurricular activities, supervision, curriculum construction, building and housing problems, grouping, measurement of student growth, community relations, schedule-making, and other technical activities con-

1/ Thomas K. Barratt, "Work and Worth of Assistant Principals", American School Board Journal (April 1955), 130; p. 56.

2/W. A. E. Wright, "Educational and Vocational Histories of Vice or Assistant Principals in Senior High Schools," School and Society (April 1939), pp. 553-6.

nected with modern administration. With this complexity of things facing the modern administrator, it would appear the assistants would be needed, if only to fortify the areas in which the principal was least proficient. Harl R. Douglass says,^{1/} "In all but the smaller schools, let us say schools of less than two hundred students, there should be at least one assistant principal or assistant to the principal."

Definition of duties.--Van Ewan wrote as early as 1926;^{2/} "in majority of cases, the duties of the assistant principals are defined entirely by the principal of the school." This fact was borne out in the more recent studies, as the assistant appears to be tied very closely to the principal. Douglass states,^{3/} "Even though certain special aspects of high-school administration and management may be farmed out to the assistant principal, it should be recognized that the assistant principal is never completely independent of his superior officer." Seyfurt goes on to say that the^{4/} "assistant principal may be partly responsible for many things but not completely responsible for anything-----his life is a mad whirl of tentative decisions."

Classification of duties.--Each study classified the administrator's duties in a different manner. Some were very general and others were more specific.

^{1/} Harl R. Douglass, Modern Administration of Secondary Schools, Ginn and Company, Boston, 1954, p. 29.

^{2/} Van Ewan, op. cit., p. 148.

^{3/} Douglass, op. cit., p. 30.

^{4/} W. C. Seyfurt, "Please ask Mr. Smith to come in", The School Review, (February 1954), pp. 70-71.

Finney writes,^{1/} "The school administrator's work may be roughly analyzed into two major parts; executive details, and the formulation of policy. The first is mere school shopkeeping; the second is educational statesmanship." Jacobson, Reavis, and Logsdon widen the classifications to six as follows;^{2/} "(1) general administration, (2) clerical work, (3) personnel management, (4) supervision, (5) extracurricular activities, (6) and community responsibilities." In a study reported in 1957,^{3/} Long broadens the classifications to eleven as follows: "(1) attendance, (2) buildings and grounds, (3) curriculum, (4) finance, (5) general control, (6) instructional supplies, (7) professional growth, (8) public relations, (9) pupil personnel, (10) teacher personnel, (11) test and records.

Lists of duties.--Some of the studies gave long lists of specific duties and responsibilities that assistant principals have. George A. W. Weiss made a study of 66 assistant principals in the middle Atlantic states. Following is a list of the duties he found being done by more than fifty percent of the assistants.^{4/}

Those duties performed personally:

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

^{1/} Ross L. Finney, A Sociological Philosophy of Education, The MacMillan Company, New York, 1928, pp. 539-40.

^{2/} Paul B. Jacobsen, William C. Reavis, James D. Logsdon, The Effective School Principal, Prentice Hall Inc., New York, 1954, p. 8.

^{3/} Long, op. cit., pp. 35.

^{4/} George A. W. Weiss, "The Duties of the Secondary School Vice-principal," NASSP Bulletin (December 1953), p. 109.

Those duties shared:

1. Developing the school philosophy (93.9)
2. Developing school standards (86.4)
3. Conducting teachers' meetings (80.3)
4. Preparing administrative bulletins (74.2)
5. Organization of curricula (74.2)
6. Setting and supervising instructional experiments (74.2)
7. Counseling with pupils (74.2)
8. Parent conferences regarding pupil adjustment (74.2)
9. Inspection of buildings and grounds (71.2)
10. Classroom supervisory visitation (69.7)
11. Other parent conferences regarding the pupil (69.0)
12. Routine office or clerical work (68.2)
13. Preparation of school reports to the superintendent (68.2)
14. Recommendations concerning teacher demotion or transfer (65.2)
15. Developing courses of study (65.2)
16. Parent conferences regarding pupil course selections (63.6)
17. Recommendations concerning teacher promotion (62.1)
18. Administrative work concerning special supervisors (62.1)
19. Selection of school equipment (62.1)
20. Supervision of the office force (62.1)
21. Teacher's conference after visitation (59.1)
22. Rating the teacher after visitation (59.1)
23. Pupil promotion-classification (59.1)
24. Control of custodial force (57.5)
25. Supervision of commencement (56.1)
26. Directing school social activities (pupil) (56.1)
27. Parent conferences regarding pupil discipline (56.1)
28. Pupil discipline (56.1)
29. Supervising extra-curricular activities (54.6)
30. Parent conferences regarding other activities (PTA, etc.) (54.6)
31. Handling school publicity (51.5)
32. Processing requisitions for supplies and equipment (51.5)

Harl R. Douglass has compiled a list of assistant's duties that he has collected that appears to have less emphasis upon the assistant's relationships with teachers but more on his relationship with tasks more closely connected with the pupils. These duties are not necessarily placed in order of importance.^{1/}

1. Manage athletics.
2. Manage finances of student activities.

^{1/} Douglass, op. cit., p. 30.

3. Direct the general program of student activities.
4. Assume leadership in a program of curriculum development.
5. Solve local research problems.
6. Administer the measurement and testing program.
7. Plan homeroom programs.
8. Direct the assembly program.
9. Supervise the program of educational and vocational guidance.
10. Act as dean of boys or of girls.
11. Visit homes.
12. Check attendance and punctuality.
13. Supervise collection of records for the registrar's office.
14. Administer the public-relations program.
15. Provide for professional improvement of the staff.
16. Take care of maladjustment and problem cases, special classes, and the psychological service.
17. Supervise health education and activities.
18. Supervise charitable services, such as junior red cross, tuberculosis seals, etc.
19. Manage interscholastic and local prize contests.
20. Make and adjust the daily schedule.
21. Supervise lockers or cloakrooms.
22. Handle traffic problems, safety education, corridors, streets, and assemblies.
23. Manage the cafeteria.
24. Inspect buildings and grounds.
25. Manage free textbooks, school store, or school bank.

Harold E. Bauer's study of the vice-principals in the Los Angeles schools reveals a general, comprehensive list of assistant's duties.^{1/}

1. Complete responsibility in absence of principal.
2. Provides educational leadership, through sharing in the formulation and interpretation of administrative policies, supervising assigned areas of instruction, encouraging and developing curriculum experiments, and conducting in-service training and orientation programs.
3. Makes or contributes to making master program.
4. Major responsibility for administering educational services, such as library, audio-visual, and text-books.
5. Plans activities to develop esprit-de-corps among faculty and students.
6. Works with the principal in selection, evaluation, and rating of staff personnel; works with teachers in improving classroom instruction and teacher-pupil relationships.

^{1/} Harold E. Bauer, "What is a Vice-principal in the Los Angeles Schools?" California Journal of Secondary Education (November 1957), 32; pp. 408-10.

7. Assigns and equalizes additional responsibilities for teachers.
8. Has major responsibility for the counseling, evaluation, attendance, and health services.
9. Has prime responsibility for pupil discipline, holds parent and teacher conferences to promote maximum development of pupils; initiates psychiatric referrals and inter-school placements.
10. Coordinates and gives direction to the work of law enforcement agencies.
11. Organizes and directs plant protection activities, including problems pertaining to vandalism; plans and conducts fire, earthquake, and civil defense drills.
12. Prepares and maintains the master calendar and prepares the daily bulletin.
13. Plans and administers the extra-curricular program, including social activities and athletic events.
14. Plans and coordinates relations with other levels-elementary, junior college, trade school, college.
15. Shares in management responsibilities such as plant supervision, cafeteria, plant maintenance, supplies and equipment, and transportation.
16. Shares in administration of communication activities, such as bulletins, handbooks, annuals, newspapers, and counseling guides.
17. Serves as leader in community meetings and groups.
18. Performs other duties as assigned.

John M. Grau, in a study of high schools of Wisconsin, lists the duties in order of importance and, in some cases, indicates the degree of responsibility which the assistant has.^{1/}

1. Pupil accounting-more than 50 per-cent of assistant principals were personally responsible.
2. Curriculum-cooperatively responsible.
3. School control-cooperatively responsible.
4. Guidance-not too extensive.
5. Extra-class-activities-Cooperatively responsible.
6. Records and reports-not too extensive.
7. Intra-school finance-none to speak of.
8. Administering staff personnel-none to speak of.
9. Administering supplies and equipment.
10. School plant.
11. Public relations.

1/ Charles W. Boardman, John M. Grau, and Agnes E. Holt, "The Duties and Responsibilities of the Assistant Principal in the Secondary School," NASSP Bulletin (March 1946), 132; pp. 3-11.

12. Developing a supervisory program-cooperative and considerable responsibility.
13. Improving curriculum-cooperative responsibility.
14. Improving instruction.
15. Improving special services.
16. Developing research.
17. Stimulating professional growth.
18. Evaluation of supervision.

Jarrett's study of assistants in Los Angeles and twenty-three of the largest cities reports the areas in order of the frequency of participation. This report again illustrates the fact that the assistant's duties are primarily ones that are concerned directly with the pupils.^{1/}

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 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.

Howard F. Bolden's doctoral dissertation at Pittsburg asked the question, "What duties should be assigned to assistant principals?" This question was asked of assistants in selected cities of the United States. The following seven points were seen to be duties by over ninety per-cent of the assistant principals.^{2/}

^{1/} Jarrett, op. cit., pp. 28-32.

^{2/} Howard F. Bolden, "Attitudes of High School Assistant Principals toward their duties and responsibilities," (Summary of unpublished doctoral dissertation-University of Pittsburg, 1957)

1. Administering the school in absence of the principal.
2. Responsibility for pupil control.
3. Representing principal at professional meetings.
4. Parent conferences regarding pupil discipline.
5. Adjusting teacher-pupil problems.
6. Parent conferences regarding pupil adjustment.
7. Issuing permits to leave the building.

The following six points were felt to be duties by less than 90 per-cent but more than 80 per-cent of the assistants.^{1/}

8. Developing school standards.
9. Pupil discipline involving suspension.
10. Pupil attendance.
11. Counseling with pupils.
12. Issuing building passes.
13. Representing the school at community functions.

A committee of administrators in St. Paul, Minnesota, made a study of the assistant principalship and made a list of recommendations for duties of the assistant. This was presented for the purpose of helping standardize the position in that area, and is in outline form as follows:^{2/}

I. The Program

1. Participate in construction and revision of curriculum.
2. Prepare daily class schedules. Program made by assistant principal. Assignment of teachers by consultation.
3. Be responsible for planning and administering testing program (with counselor).

II. General administration.

1. Participate in planning and directing commencement activities.
2. Establish and supervise procedure for handling absences.
 - a. Telephone calls to homes of absentees.
 - b. Parent contacts, other than telephone.
 - c. Home calls.
 - d. School interviews with parents.
 - e. Readmission after absences.
 - f. Records of absence.

^{1/} Bolden, op. cit.,

^{2/} F. L. Blume, A. W. Diehl, J. A. Norton, G. F. Varner, and J. E. Marshall, "Duties and Responsibilities of High School Principals and Assistant Principals", NASSP Bulletin (December 1946), 30; pp. 9-12.

3. Establish and supervise procedures for preventing drop-outs.
 - a. Keep a record for each drop-out.
 - b. Make annual summary of drop-outs and reasons for leaving.
 - c. Develop preventative procedures, such as interviewing failing students and
 1. transfer to remedial classes.
 2. make program adjustments.
 3. hold some conferences with parents.
 4. change pupils' teachers.
 - d. Have final interview with student and parent also, if possible.
 4. Discipline.
 - a. Handle all routine cases.
 - b. Assign teachers to detention.
 - c. Assign punishments.
 - d. Refer major cases to principal.
- III. The Staff
1. Help supervise classroom instruction.
 2. Help direct in-service training.
 3. Assistance to new teachers in adjusting themselves.
 4. Supervise substitute and practice teachers.
- IV. The Pupils
1. Direct pupil registration.
 2. Be responsible for guidance, counseling, and placement program. Full responsibility in absence of principal.

The following list of duties and responsibilities was taken from a textbook concerning administration which was written around 1940. These duties appear to be more of a general administrative nature not particularly conducive to the development of leadership qualities necessary for the step into the principalship.^{1/}

1. General disciplinary control.
2. Locker management.
3. Daily schedule.
4. Pupil program adjustments.
5. Office management and records.
6. Traffic and assembly management.
7. Acting as boy's advisor.
8. Management of athletics.
9. Direction of student activities.
10. Business management.
11. Acting principal when principal is away.

^{1/} Edmonson, op. cit., p. 93.

Dr. Pfeffer's study of Vice principals in New Jersey revealed that supervising vice-principals listed six duties that were their major responsibilities.^{1/}

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 school personnel about pupils.
5. To confer with parents about pupils.
6. To excuse children from class.

He also indicates that other duties were shared with the principal either equally or on a lesser basis.

Conclusions and recommendations suggested by the literature.--In 1946, Boardman^{2/} writes that the assistant principalship "is poor training for the principalship in many instances because most duties are clerical." More recent studies have some interesting conclusions, and recommendations for making the position a more professional one. Weiss' study gives the following recommendations:-^{3/}

1. Principal is primarily responsible for quality of instruction, philosophy, and character of the school. Therefore, needs assistance in other areas.
2. Should be training ground for future principals.
3. Should have, or be working for an advanced degree.
4. Should be person who has taught. Guidance and counseling experience is valuable.
5. Definite administrative training and education should be acquired by vice-principal, as this is the area of main responsibility.

^{1/} Edward I. Pfeffer, "Duties of Vice Principals in New Jersey", (Summary of Doctor's Dissertation: Rutgers 1954), NASSP Bulletin (May 1955), 39; pp. 57-67.

^{2/} Boardman, et al, op. cit., p. 4.

^{3/} Weiss, op. cit., p. 116.

Pfeffer ^{1/} concludes in his study "that supervising vice-principals in secondary schools held major responsibility mainly for duties relating to pupil personnel."

Seyfurt ^{2/} has the following comments and recommendations in respect to the assistant principalship.

One may wonder whether there may not be ways in which the handyman aspects of the position could be reduced, with benefit to all concerned.--(1) reduce the extensive range of his activities and increase the level of responsibility in these. (2) Would be an excellent contribution to the profession if principals would feel the same responsibility for the development of their assistants that critic teachers feel for practice teachers.

Long's study ^{3/} in New York concerned itself with two types of assistant principal--the supervising, or non-teaching assistant, and the teaching vice-principal. He has the following conclusions to make about these two positions.

The position of teaching vice-principal is a nominal one rather than an actual administrative office, and, as such, provides little opportunity for gaining administrative experience in preparation for higher educational posts.--The position of supervising vice-principal is an active administrative office which provides valuable administrative experience and training for higher educational posts.

Jarrett's recent study ^{4/} had some specific findings and conclusions:

other findings:

1. most frequent title, assistant principal.
2. assistants assigned where more teachers and students.
3. master's degree and training experience required.
4. median time for hire-10 months--some hired for 11.

1/ Pfeffer, op. cit., p. 65.

2/ Seyfurt, op. cit., p. 71.

3/ Long, op. cit., p. 37.

4/ Jarrett, op. cit., p. 31.

5. in majority of cities, next promotion was to principal.
6. no job description or official duty or responsibility statement issued.
7. a trend was noted in the direction of greater emphasis on participation in the instructional program by assistant principals.

some conclusions:

1. need for clarification of the role of assistant principal, his status, qualifications, and exact function.
2. the adoption of an official duty and responsibility statement for the position of assistant principal would aid in the solution of the problem of overlapping jurisdictions and assignments.
3. Need for adoption of a single title, assistant principal.
4. proper internship for the position of principal of a secondary school.
5. need for norm for assignment of assistants based primarily upon student enrollments.
6. ten months' assignment not adequate for demands of the position.
7. greater participation by assistant needed in supervision of departments, and over-all supervision of instruction.

Bolden's conclusions were general ones.^{1/}

The majority of the assistant principals feel that supervisory duties and responsibilities relating to professional and pupil personnel, instruction, and guidance are the types of supervisory activities most appropriate for allocation to the high school assistant principal.---The assistant principals, as a group, feel that the pupil is the center of the educational enterprise.

1/ Bolden, op. cit.

CHAPTER III
RESEARCH PROCEDURES

Construction of the questionnaire.--Early in the study, it was felt that some type of questionnaire was needed in order to get the desired information. The survey of available literature about the position of assistant principal indicates little agreement concerning the activities and duties of the assistant in various areas of the country. However, 106 supervisory and administrative duties most commonly found to be those of an assistant principal were selected for use in the questionnaire. The checklist items were gathered from several lists of such items found in textbooks concerned with secondary school administration, and studies similar to this one. Each duty and responsibility was written on a three-by-five card. In the beginning, there were in the vicinity of five hundred of these cards. They were first sorted into groups according to nine different classifications as follows: A. The Pupils, B. Personnel Management, C. Clerical Work, D. The Staff, E. Community Responsibilities, F. Extracurricular activities, G. Supervision, H. The Program, I. General Administration. The cards were then checked for duplications and were narrowed down to 184 items. After several revisions, the list was narrowed down to 106.

The list of checklist items is the main body of the questionnaire. The questionnaire has three other parts. The first part seeks information of a personal nature, such as; name, title, educational background, and experience of the assistant principal. The second section asks for data con-

cerning the school, its size, organization, and number of teachers. The remaining part contains the instructions for filling out the checklist. The recipients were asked to check those items for which the assistant principal was personally, partly, or never responsible. They were also asked to check the items that they felt should be part of the assistant's job.

The first draft of the questionnaire was submitted to the writer's advisor and to his principal for comments and criticism. After their perusal, it was once again revised with their suggestions incorporated, and submitted for re-appraisal. A copy of this revision was also sent to the Chief of the Division of Instruction in the New Hampshire State Department of Education for his criticism and comment. The questionnaire was then put in its present form. A copy of the final form is to be found in the appendix.

Distribution of the questionnaire.--As has already been indicated earlier, the questionnaire was sent to the principals and their assistants of the fifty-one schools listed by the New Hampshire State Department Directory as having assistant principals. The questionnaire was accompanied by a letter explaining the purpose of the study. A follow-up card was sent out two weeks later to those who had not sent back the checklist. Copies of the letter and the card are contained in the appendix.

Evaluation of the questionnaire.--Using Koos' ^{1/} criteria for the evaluation of questionnaires as a basis, it is the writer's opinion that this questionnaire is an acceptable one.

1/ Leonard V. Koos, The Questionnaire in Education, A Manual and Critique, The MacMillan Company, New York, 1928, p. 99.

a. "Is the questionnaire adequately sponsored?"

The questionnaire was sent with the approval of the writer's advisor, and with the approval of the New Hampshire State Department of Education.

b. "Is the purpose of the study frankly stated and is it one which calls for a reply under the policies dealing with the questionnaire?"

An examination of the letter which accompanied the checklist will indicate that the purpose of the study is frankly stated.

c. "Is the questionnaire on a worthy topic?"

Earlier, in chapter one, the writer quoted Boardman's ^{1/} statement concerning the fact that there is not enough objective evidence about the assistant principal's duties and responsibilities. If this is true, then it appears that the topic is a worthy one.

d. "Is the questionnaire well organized?" Yes, it is believed that it is. It was prepared in outline form, and divided into subdivisions in order to facilitate the compilation of data, and to assist the person who filled it out.

e. "Are the questions briefly and clearly worded?"

The checklist items were revised several times in order that they would be as briefly and simply stated as possible.

f. "Can most of the answers be briefly answered with a checkmark or a figure and is the number of questions requiring extensive replies kept to a minimum?"

The answer to the first part of this question is yes. There were no

^{1/} Charles W. Boardman, John M. Grau, and Agnes E. Holt, "The Duties and Responsibilities of the Assistant Principal in the Secondary School," NASSP Bulletin (March 1946), 132; p. 3.

questions requiring extensive replies. However, the recipients were encouraged to make general comments at the end of the questionnaire.

g. "Is the information requested not available elsewhere and obtainable only through the questionnaire?" There are no items that could be obtained in any other way.

h. "Is the questionnaire set up in a proper mechanical form?" Yes.

i. "Is the summary of results of the questionnaire or other proper return promised the recipients?" Provision was made at the end of the questionnaire for the respondent to check if he wanted a summary of the results.

CHAPTER IV
REPORT OF FINDINGS

Questionnaire returns.--Questionnaires were returned by forty-four assistant principals and thirty-nine principals representing fifty of the fifty-one schools to which the forms were sent. Only forty-one of the replies from the assistant principals were considered to be usable ones. The report of findings which follows is based upon the returns from the assistant principals only.

Title.--Thirty-one, or 76 per-cent, of the group carry the title of 'assistant principal'. Eight, or 18 per-cent, are called 'vice-principal', and the remaining two are called 'assistant headmaster' and 'administrative assistant'.

Educational background.--The educational backgrounds of the forty-one assistants reporting are quite varied. Twenty-three, more than a majority, hold a Bachelor of Education degree or a Bachelor of Science degree in Education from a teacher's college. Of the remainder, ten have A. B. degrees, six have B. S. degrees, one has a Ph.B. degree, and one has no degree. Eighteen of the assistants have some work completed beyond the Bachelor's degree. Eleven have Ed.M. degrees; eight have no other work; three have M.A. degrees in their own teaching fields; and one has a B. D. degree as well as his B. Ed. degree.

Education courses taken.--The forty-one assistant principals indicated that they had taken several courses which might be considered in the area

of professional education courses. An average of over eight courses per assistant principal have been taken. The number and per-cent of assistants taking courses are listed in Table 1 in order of their frequency. Educational Psychology has the largest number of participants. It is significant to note that only sixty-one per-cent of the respondents have taken courses in the area of administration and supervision.

Table 1. The Number and Per-cent of Assistant Principals who have taken certain courses in Education.

Education Courses	Number	Per-cent
(1)	(2)	(3)
1. Educational Psychology.....	36	87
2. Principles of Sencondary Education.	33	81
3. History of Education.....	31	76
4. Educational Measurement.....	29	71
5. Methods of Teaching in the Second- ary School.....	28	68
6. Secondary School Curriculum.....	28	68
7. Principles of Guidance.....	26	63
8. Organization and Administration of Secondary Schools.....	25	61
9. Supervision in the Secondary School	25	61
10. Student Teaching.....	22	54
11. Organization and Administration of Guidance Programs.....	11	27
12. School Financial Support and Bus- iness Management.....	11	27
13. Methods of Educational Research....	11	27
14. Counseling.....	10	24
15. Staff Personnel Problems.....	7	17
16. Audio-Visual Aids.....	2	5
17. Junior High Administration.....	1	2
18. Individual Testing.....	1	2
19. Philosophy.....	1	2
20. Public Relations.....	1	2

Experience and Assignment.--Nineteen of the forty-one assistant principals have worked in positions not school related. They have worked a range of one to ten years in these other positions, with a mean working time of 4.7 years, and a median working time of 5 years.

The number of years in teaching only for the forty-one respondents range from zero years to forty-two. Three men have been teaching several years, thereby making the mean teaching time 12.4 years. However, the median amount of experience in teaching only is 7.5 years.

The range of experience completed as a part-time or full-time administrator is also zero years to forty-two, with a mean experience of 6.4 years. The median experience is only two years, because there are nine men with one year's experience, eight with two years, and five with none.

Only nine of the assistant principals are not teaching. The thirty-two teaching assistants have an average teaching load of 4.1 classes, with a median and mode of 5 classes each. They have an average of 1.7 periods per day for administrative duties. Eleven of the assistants teach in the Social Studies field, seven in mathematics, and the remainder are evenly distributed in the fields of science, physical education, industrial arts, business, and English. Twenty-four have from zero to two periods for administrative duties and eight have three to six periods.

Data concerning the school.--Thirty-eight of the schools reported their enrollments. These enrollments ranged from 81 to 1943, with a median enrollment of 452, and a mean of 573. There were thirteen schools below a population of three hundred pupils; nine between 301 and 500; four between 501 and 700; five between 701-1000; and seven between 1001 and 1943.

The numbers of teachers in these schools tended to increase with the numbers of pupils. It should also be noted that the amount of time available to the assistant principal for administrative duties tended to increase similarly. The numbers of teachers in the schools reporting is six to eighty, with a median of twenty and a mean of 28. There are some interesting oddities in this area. For instance, there are three schools with thirty-four teachers each. The enrollments of these three schools are 450, 650, and 725. At the same time, there is a school with an enrollment of 454 with a staff of seventeen teachers, which is just half of the number in the school of 450.

The type of organization reported by the schools varied considerably with eleven reporting a 6-2-4 system; seven a 6-3-3 system; eight a 6-6 system; twelve an 8-4 system; and one a 5-3-4 system.

Duties and responsibilities.--Tables two through ten indicate the numbers and percentages of assistants doing each duty and their relative responsibility for each duty. The area in which the assistants have their greatest personal responsibility is in respect to duties relating to pupils' attendance and discipline. Table 2 indicates that even in these areas, the largest percentage cooperate in these duties with the principal.

In respect to duties relating to personnel management, the majority of the assistants have no responsibility. They have their greatest amount of responsibility personally in assigning teachers to cafeteria and detention duty. Even here, less than one quarter of the assistants have responsibility. It can be noted, however, that 44 per-cent of the assistants cooperate with the principal in making teacher extra-curricular assignments.

The assistant principals have no power to delegate responsibility in this area.

Table 2. The Number and Percent of Assistant Principals performing duties Relating to The Pupils.

Duties (1)	Responsibility							
	Person-ally		Dele-gate		coop-erate		none	
	no.	%	no.	%	no.	%	no.	%
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Have general disciplinary control	15	37	0	0	21	51	5	12
2. Handle all routine discipline....	14	34	1	2	18	44	8	20
3. Investigate disciplinary cases...	13	32	0	0	20	49	8	20
4. Refer major disciplinary cases to principal.....	18	44	0	0	14	34	9	22
5. Counsel pupils referred by teachers for disciplinary reasons.....	19	46	0	0	15	37	7	17
6. Assign punishments.....	16	39	1	2	14	34	10	24
7. Refer delinquency to court.....	2	5	2	5	13	32	24	59
8. Counsel maladjustment and problem cases.....	5	12	4	10	19	46	13	32
9. Develop preventive procedures....	7	17	4	10	14	34	16	39
10. Establish and supervise procedure for handling absences.....	17	41	3	7	10	24	11	27
11. Keep records of attendance and punctuality.....	14	34	11	27	5	12	11	27
12. Make telephone calls to absentees	8	20	9	22	8	20	16	39
13. Admit after absence.....	12	29	9	22	10	24	10	24
14. Counsel pupils about attendance..	20	49	2	5	9	22	10	24
15. Advise male students.....	12	29	1	2	19	46	9	22
16. Visit homes about attendance.....	1	2	4	10	7	17	29	71
17. Supervise study hall.....	11	27	1	2	4	10	25	61

Table 4 shows that most of the assistant principals have very little clerical work for which they must be responsible. They do personally or cooperatively record student grades in permanent records and make out report cards. 54 per-cent of them assist in some way with the maintenance of the register. Although very few assistant principals have power to

delegate responsibilities to others, it is in this area of clerical work that they have most power to do so.

Table 3. The Number and Per-cent of Assistant Principals performing Duties Relating to Personnel Management.

Duties (1)	Responsibility							
	Person-ally		Dele-gate		coop-erate		none	
	no.	%	no.	%	no.	%	no.	%
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Prepare daily class schedule.....	4	10	0	0	11	27	26	63
2. Make teacher teaching assignments.	4	10	0	0	7	17	30	73
3. Make teacher extra-curricular assignments.....	7	17	1	2	18	44	15	37
4. Assign teachers to detention duty.	10	24	0	0	3	7	28	68
5. Assign teachers to cafeteria duty.	9	22	0	0	8	20	24	59
6. Conduct meetings with teachers, deans, or department chairmen to discuss the above administrative assignments.....	3	7	0	0	15	37	23	56
7. Administer other staff personnel such as:								
a. school nurses and physician....	0	0	0	0	7	17	34	83
b. custodians.....	1	2	0	0	8	20	32	78
c. cafeteria staff.....	0	0	0	0	4	10	37	90
d. clerical staff.....	1	2	0	0	9	22	31	76

A glance at Table 5 will indicate to the reader that assistant principals in New Hampshire have very little personal responsibility in areas relating to the Staff, and they delegate no responsibility. 39 per-cent do have some cooperative responsibility for conducting teachers' meetings.

Table 6 gives the picture of the assistant principals' participation in the Community. It appears that eighty-eight per-cent of the assistants do participate in the social life of the community. The remainder of the duties relating to community responsibilities have less than one-half of the assistants' attention.

Table 4. The Number and Per-cent of Assistant Principals performing Duties Relating to Clerical Work.

Duties (1)	Responsibility							
	Person-ally		Dele-gate		Coop-erate		none	
	no.	%	no.	%	no.	%	no.	%
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Fill out state required forms....	0	0	6	15	11	27	24	59
2. Maintain the register.....	8	20	10	24	4	10	19	46
3. Check goods and supplies received	1	2	6	15	12	29	22	54
4. Receive, read, and forward mail..	1	2	6	15	10	24	24	59
5. Dictate letters to clerks.....	9	22	1	2	11	27	20	49
6. Prepare transcripts to be sent to other schools.....	2	5	5	12	9	22	25	61
7. Prepare and check department orders and requisitions.....	4	10	1	2	11	27	25	61
8. Prepare bulletins for teachers...	4	10	1	2	15	37	21	51
9. Keep school bulletin board up to date.....	2	5	6	15	12	29	21	51
10. Check and record results of achievement and aptitude tests...	2	5	7	17	9	22	23	56
11. Record student grades on permanent records.....	3	7	12	29	14	34	12	29
12. Make out report cards.....	5	12	11	27	14	34	11	27

Table 7 illustrates the area of extra-curricular activities. This appears to be the second most important area in which these assistants take part. Fifteen, or 37 per-cent, of the respondents coach at least one sport.

According to Table 8, it appears that few assistant principals have responsibility for duties of a supervisory nature. Table 8 also shows that there are very few who cooperate with the principal in the area of supervision. Helping new teachers adjust themselves to the school, and assisting teachers with their teaching problems are the only areas in which the majority of assistants cooperatively or personally participate.

Table 5. The Number and Per-cent of Assistant Principals performing Duties Relating to The Staff.

Duties (1)	Responsibility							
	Person-ally		Dele-gate		Coop-erate		none	
	no.	%	no.	%	no.	%	no.	%
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Confer with applicants for teaching positions.....	0	0	0	0	9	22	32	78
2. Confer with applicants for custodian or cafeteria positions.....	0	0	0	0	4	10	37	90
3. Obtain and assign substitute teachers.....	0	0	0	0	12	29	29	71
4. Conduct teachers' meetings.....	1	2	0	0	16	39	24	59
5. Provide opportunities for professional improvement of the staff through workshops, etc.....	1	2	0	0	6	15	34	83
6. Study and make recommendations concerning teacher salary schedule and other problems of teacher welfare.....	4	10	0	0	11	27	26	63
7. Attend meetings with Superintendent and Board of Education.....	5	12	0	0	7	17	29	71

Table 6. The Number and Per-cent of Assistant Principals performing Duties Relating to Community Responsibilities.

Duties (1)	Responsibility							
	Person-ally		Dele-gate		Coop-erate		none	
	no.	%	no.	%	no.	%	no.	%
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Work on local research problems...	6	15	0	0	10	24	25	61
2. Administer the public relations...	3	7	1	2	15	37	22	54
3. Supervise the dissemination of school publicity.....	4	10	0	0	16	39	21	51
4. Supervise the charitable services, such as Red Cross, tuberculosis...	3	7	3	7	7	17	28	68
5. Participate in the social life of the community.....	26	63	0	0	10	24	5	12

Table 7. The Number and Per-cent of Assistant Principals performing Duties Relating to Extra-curricular Activities.

Duties (1)	Responsibility							
	Person-ally		Dele-gate		Coop-erate		none	
	no.	%	no.	%	no.	%	no.	%
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Direct student activities.....	14	34	3	7	16	39	8	20
2. Attend and observe student activities.....	23	56	0	0	11	27	7	17
3. Manage athletics.....	9	22	3	7	6	15	23	56
4. Attend and observe athletic activities.....	27	66	0	0	8	20	6	15
5. Plan and conduct assemblies.....	9	22	3	7	13	32	16	39
6. Sponsor student council and clubs.	15	37	4	10	6	15	16	39
7. Officiate games (basketball etc.).	7	17	0	0	1	2	33	81
8. Manage interscholastic and local prize contests.....	5	12	0	0	6	15	30	73
9. Manage finances of student activities.....	7	17	1	2	4	10	29	71
10. Plan and direct commencement activities.....	7	17	0	0	16	39	18	44
11. Coach a sport.....	15	37	0	0	0	0	26	63

Table 9 indicates that over 50 per-cent of the assistant principals cooperate in planning school program of studies, establishing and administering school policies, and participate in construction and revision of the program. In other areas relating to the program, they have almost no personal responsibility, and very little cooperative responsibility.

Table 10 is concerned with general administrative areas. 95 per-cent of the assistants take full responsibility in absence of the principal. It is of interest to note that there are two schools in which they do not take over full responsibility. Having school interviews and devoting time to visitors are areas in which the assistants do cooperate with the principal quite extensively.

Table 8. The Number and Per-cent of Assistant Principals performing Duties Relating to Supervision.

Duties (1)	Responsibility							
	Person-ally		Dele-gate		Coop-erate		none	
	no.	%	no.	%	no.	%	no.	%
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Develop a supervisory program...	2	5	0	0	5	12	34	83
2. Supervise classroom instruction.	3	7	1	2	10	24	27	66
3. Direct in-service training.....	2	5	0	0	8	20	32	76
4. Help new teachers in adjusting themselves to the school.....	8	20	0	0	27	66	6	15
5. Supervise substitute and practice teachers.....	4	10	0	0	13	32	24	59
6. Supervise health education and activities.....	3	7	2	5	9	22	27	66
7. Observe teaching.....	2	5	0	0	10	24	29	71
8. Examine lesson plans.....	2	5	1	2	1	2	37	90
9. Assist teacher with their teaching problems.....	8	20	0	0	17	41	16	39
10. Do demonstration teaching.....	0	0	2	5	0	0	39	95
11. Hold meetings with department heads regarding instruction.....	3	7	0	0	12	29	26	63
12. Review texts.....	5	12	0	0	13	32	23	56
13. Confer with teachers regarding instruction.....	4	10	0	0	12	29	25	61
14. Evaluate the supervisory program.....	1	2	0	0	8	20	32	78

Table 9. The Number and Per-cent of Assistant Principals performing Duties Relating to the Program.

Duties (1)	Responsibility							
	Person-ally		Dele-gate		Coop-erate		none	
	no.	%	no.	%	no.	%	no.	%
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Plan school program of studies...	1	2	0	0	25	61	15	37
2. Establish and administer school policies.....	2	5	0	0	24	59	15	37
3. Administer special services.....	4	10	0	0	18	44	19	46
4. Develop research.....	2	5	0	0	9	22	30	73
5. Participate in construction and revision of the curriculum.....	3	7	0	0	23	56	15	37
6. Assume leadership in a program of curriculum development.....	3	7	0	0	10	24	28	68
7. Hold meetings with faculty concerning curriculum development...	3	7	0	0	17	41	21	51
8. Be responsible for guidance, counseling and placement program.	2	5	1	2	17	41	21	51
9. Plan and administer the testing program.....	2	5	2	5	9	22	28	68
10. Plan homeroom programs.....	3	7	2	5	5	12	31	76
11. Confer with students regarding test results.....	3	7	2	5	10	24	26	63
12. Make pupil program adjustments...	4	10	4	10	13	32	20	49
13. Supervise the program of educational and vocational guidance...	1	2	1	2	9	22	30	73
14. Make and adjust the daily schedule.....	5	12	1	2	16	39	19	46
15. Manage free textbooks, school store, or school bank.....	0	0	1	2	1	2	39	95
16. Plan school exhibits.....	1	2	3	7	10	24	27	66

Table 10. The Number and Per-cent of Assistant Principals performing Duties Relating to General Administration.

Duties	Responsibility							
	Person-ally		Dele-gate		Coop-erate		none	
	no.	%	no.	%	no.	%	no.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Devote time to visitors.....	7	17	0	0	26	63	8	20
2. Manage the school plant.....	0	0	0	0	16	39	25	61
3. Establish and supervise proced-ures for preventing drop-outs.....	3	7	0	0	16	39	22	54
4. Make annual summary of drop-outs and reasons for leaving.....	3	7	3	7	9	22	26	63
5. Direct pupil registration.....	5	12	4	10	20	49	12	29
6. Take full responsibility in ab-sence of the principal.....	39	95	0	0	1	2	1	2
7. Supervise lockers and cloakrooms..	5	12	2	5	14	34	20	49
8. Handle traffic problems, safety education, corridors, streets.....	8	20	2	5	23	56	8	20
9. Manage the cafeteria.....	4	10	0	0	7	17	30	73
10. Have school interviews with parents.....	7	17	0	0	25	61	9	22
11. Inspect buildings and grounds.....	1	2	1	2	23	56	16	39
12. Attend principals' meetings.....	13	32	0	0	12	29	26	39
13. Assist with building plans.....	5	12	0	0	13	32	23	56
14. Interview book-men and salesmen..	6	15	0	0	12	29	23	56
15. Manage assignment of lockers.....	7	17	5	12	6	15	23	56
16. Direct visual aids program.....	6	15	3	7	5	12	27	66
17. Handle school accounts.....	4	10	2	5	4	10	31	76

Comparison of large and small schools.--The data from the twelve largest schools and the twelve smallest schools are compared in Table 11. The data were grouped into the nine general areas outlined in the check-list. It appears that there is very little difference in the degree of responsibility between small school assistants and large school assistants. More large school assistant principals have personal responsibility for duties relating to pupils than their small school counterparts have. In the area of clerical work, the assistants of small schools have negligible

opportunity to delegate, whereas the assistants of large schools do have some responsibility to delegate work.

Table 11. A Comparison between twelve selected large schools and twelve selected small schools in respect to the per-cent of assistants performing duties in nine general duty areas.

Duty	Responsibility							
	Person-ally		Dele-gate		Coop-erate		none	
	L	S	L	S	L	S	L	S
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. The Pupils.....	41.7	19.1	14.7	1.0	29.4	39.7	13.7	40.2
2. Personnel Management....	16.7	3.3	.8	0.0	28.3	12.5	53.4	84.2
3. Clerical Work.....	10.4	6.3	26.8	1.4	16.4	42.3	46.5	50.0
4. The Staff.....	3.6	2.4	0.0	0.0	25.0	21.4	71.5	76.2
5. Community Responsibility	21.7	21.7	5.0	0.0	30.0	26.7	43.4	50.0
6. Extra-curricular act- ivities.....	31.8	37.9	6.1	0.0	19.7	21.2	41.6	40.9
7. Supervision.....	8.9	3.6	3.0	0.0	26.2	23.2	62.0	73.2
8. The Program.....	1.6	1.0	1.8	0.0	34.9	34.4	55.8	64.6
9. General Administration..	30.4	12.7	5.9	0.5	32.8	41.2	35.8	46.6

Comparison of duties assistants have with those duties they think they should have.---The respondents were asked to check the duties for which they had some or no responsibility. They were then asked to check those duties which they felt should be or should not be a part of the assistant principal's responsibility. Only sixteen assistant principals did the latter. A comparison of the duties they have and the duties they feel they should have appears to reveal nothing of any significance. It appears that they feel that they are doing just what should be done in their respective positions.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary.--The purpose of this study was to discover what professional identity the assistant principal of New Hampshire has, and to discover any trends that may be developing in respect to the position. After some survey of literature concerned with this problem, a checklist of administrative duties was devised and sent to the assistant principals and principals in 51 New Hampshire high schools. These administrators were asked to check the degree of responsibility that each assistant principal had for each duty. They were also asked to check the duties that they felt should be duties of the assistant principal.

Conclusions.--

1. The title most commonly used for this administrative position is 'assistant principal'.
2. The majority of the assistant principals have a broad background in professional education courses.
3. With only nine exceptions, the assistant principal of New Hampshire is a teacher first, and an administrator second.
4. The amount of time the assistant principal has for administrative duties tends to increase as the numbers of teachers and students in the school increase. The nine full-time assistant principals are in schools with a population over 700.

5. The assistant principal of New Hampshire has very little personal responsibility for performing administrative duties.

6. The personal responsibility for administrative duties increases in schools of large populations, but mostly in areas concerned with duties relating to pupils' discipline and attendance.

7. The assistant principals' duties vary greatly from school to school. There is no set pattern of duties.

8. Most of the duties that assistant principals do have are done in cooperation with the principals.

9. The assistant principals have very little responsibility in the areas of supervision, personnel management, and other duties relating to staff.

10. Several assistant principals and principals expressed the opinion that the position of assistant principal is the logical internship for the position of principal.

11. The assistant principal takes full responsibility in the absence of the principal.

Limitations of the study.--The questionnaire checklist method of acquiring data has some limitations. The individual respondent may vary in his interpretation of instructions, questions, and checklist items from each of the other respondents.

It is also realized that statistical data becomes more reliable and valid as the amount of data increases. Therefore, the number of returns used in this study must certainly be considered as a limiting factor.

Suggestions for further research.--There is need for a study of many high schools enjoying a more than local reputation for being good schools in order to determine the proper administrator-pupil ratio. It seems logical to recommend that the administrators in each school district assume the responsibility of a continuous evaluation of their secondary school programs in terms of numbers of administrative personnel. Only when it can be demonstrated that an increased administrative staff results in a better program can the increased expenditures for such a staff be justified.

There is a need for a study of the educational and experiential backgrounds of successful high school principals in order to assist in the clarification of the qualifications and training needed for future principals.

APPENDICES

"A STUDY AND ANALYSIS OF THE POSITION OF THE ASSISTANT
PRINCIPAL IN THE SECONDARY SCHOOLS OF NEW HAMPSHIRE"

I. Personal Information:

A. 1. Name _____ 2. School _____

3. Title (Please check) a. Principal _____
 b. Vice Principal _____
 c. Assistant Principal _____
 d. Assistant to the Principal _____
 e. Other _____

B. Educational Background:

	Degree	Major
1. Undergraduate college _____	_____	_____
2. Graduate work _____	_____	_____
_____	_____	_____
_____	_____	_____
3. Other training _____	_____	_____

C. Education Courses taken (Please check (✓) the areas in which you have had one or more courses)

1. History of Education _____
 2. Educational Psychology _____
 3. Principles of Secondary Education _____
 4. Principles of Guidance _____
 5. Org. and Adm. of Guidance Programs _____
 6. Educational Measurement _____
 7. Student teaching _____
 8. Org. and Adm. of Secondary Schools _____
 9. Supervision in the Secondary Schools _____
 10. Methods of teaching in the Secondary School _____
 11. Counseling _____
 12. Secondary school curriculum (Trends) _____
 13. Staff personnel problems _____
 14. School financial support and business management _____
 15. Methods of educational research _____
 16. Others _____

D. Experience and Assignment

1. Number of years completed of work not school related _____
 2. Number of years completed as teacher only _____
 3. Number of years completed as part-time or full-time administrator _____
 4. If you are presently teaching, how many periods per day do you teach? _____
 5. What subjects do you teach? _____

 6. If teaching, how many periods do you have daily for administrative duties? _____

II. Data concerning school

- A. Total enrollment _____
- B. Number of full-time teachers _____
 Full-time equivalent of part-time teachers _____
- C. Type of organization: (Please check)
 - 1. 6-2-4 _____
 - 2. 6-3-3 _____
 - 3. 6-6 _____
 - 4. 8-4 _____
 - 5. Other _____

III. Instructions for filling in questionnaire. Check the items under "Duties" as follows:

- A. First, place an (X) under the numbers according to the following classifications:
 - Under (1) if you, the assistant principal, personally are responsible for this duty.
 - Under (2) if you, the assistant principal, delegate the responsibility for doing the duty to someone else (to secretary or teacher).
 - Under (3) if you, the assistant principal, cooperate with the principal in doing the duty.
 - Under (4) if you, the assistant principal, have no responsibility for the duty.
- B. Then, as a second mark, place an (0) in the column to indicate your opinion as to the relationship the assistant principal should have to the duty.

IV. The Duties:	<u>Responsibility</u>			
	1	2	3	4
	Person- ally	Dele- gate	Coop- erate	None
A. The Pupils				
1. Have general disciplinary control _____				
2. Handle all routine discipline cases _____				
3. Investigate disciplinary cases _____				
4. Refer major disciplinary cases to Principal - - - - - _____				
5. Counsel pupils referred by teachers for disciplinary reasons - - - - - _____				
6. Assign punishments - - - - - _____				
7. Refer delinquency to court - - - - - _____				
8. Counsel maladjustment and problem cases - - - - - _____				

Responsibility			
1	2	3	4
Person-ally	Dele-gate	Coop-erate	None

- 9. Develop preventive procedures, such as interviewing failing students- _____
- 10. Establish and supervise procedure for handling absences - - - - - _____
- 11. Keep records of attendance and punctuality - - - - - _____
- 12. Make telephone calls to homes of absentees - - - - - _____
- 13. Admit after absence - - - - - _____
- 14. Counsel pupils regarding attendance _____
- 15. Advise male students - - - - - _____
- 16. Visit homes of pupils regarding discipline or attendance problems _____
- 17. Supervise study hall - - - - - _____

B. Personnel Management

- 1. Prepare daily class schedule - - _____
- 2. Make teachers' teaching assignments _____
- 3. Make teacher extra-curricular assignments - - - - - _____
- 4. Assign teachers to detention duty _____
- 5. Assign teachers to cafeteria duty _____
- 6. Conduct meetings with teachers, deans, or department chairmen to discuss the above administrative assignments - - - - - _____
- 7. Administer other staff personnel such as:
 - a. school nurses and physician _____
 - b. custodians - - - - - _____
 - c. cafeteria staff - - - - - _____
 - d. clerical staff - - - - - _____

C. Clerical Work

- 1. Fill out state required forms - - _____

Responsibility			
1	2	3	4
Person-ally	Dele-gate	Coop-erate	None

- 2. Maintain the register - - - - - _____
- 3. Check goods and supplies received _____
- 4. Receive, read, and forward mail - _____
- 5. Dictate letters to clerks - - - - - _____
- 6. Prepare transcripts to be sent to other schools - - - - - _____
- 7. Prepare and check department orders and requisitions - - - - - _____
- 8. Prepare bulletins for teachers - _____
- 9. Keep school bulletin board up to date - - - - - _____
- 10. Check and record results of achievement and aptitude tests - _____
- 11. Record student grades on permanent records - - - - - _____
- 12. Make out report cards - - - - - _____

D. The Staff

- 1. Confer with applicants for teaching positions - - - - - _____
- 2. Confer with applicants for custodian or cafeteria positions - - _____
- 3. Obtain and assign substitute teachers - - - - - _____
- 4. Conduct teachers' meetings - - - _____
- 5. Provide opportunities for professional improvement of the staff through workshops, etc. - - - - - _____
- 6. Study and make recommendations concerning teacher salary schedules and other problems of teacher welfare - - - - - _____
- 7. Attend meetings with Superintendent and Board of Education - - - - - _____

<u>Responsibility</u>			
1	2	3	4
Person-ally	Dele-gate	Coop-erate	None

E. Community Responsibilities

- 1. Work on local research problems - - - _____
- 2. Administer the public relations program _____
- 3. Supervise the dissemination of school publicity - - - - - _____
- 4. Supervise the charitable services, such as Jr. Red Cross, tuberculosis seals- _____
- 5. Participate in the social life of the community - - - - - _____

F. Extracurricular Activities

- 1. Direct student activities - - - - - _____
- 2. Attend and observe student activities _____
- 3. Manage athletics - - - - - _____
- 4. Attend and observe athletic activities _____
- 5. Plan and conduct assemblies- - - - - _____
- 6. Sponsor student council and clubs - - _____
- 7. Officiate games (basketball, etc.)- - _____
- 8. Manage interscholastic and local prize contests - - - - - _____
- 9. Manage finances of student activities _____
- 10. Plan and direct commencement activities _____
- 11. Coach a sport - - - - - _____

G. Supervision

- 1. Develop a supervisory program - - - - - _____
- 2. Supervise classroom instruction - - - _____
- 3. Direct in-service training - - - - - _____
- 4. Help new teachers in adjusting themselves to the school - - - - - _____
- 5. Supervise substitute and practice teachers - - - - - _____

Responsibility

1 Person- ally	2 Dele- gate	3 Coop- erate	4 None
----------------------	--------------------	---------------------	-----------

- 6. Supervise health education and activities - - - - - _____
- 7. Observe teaching - - - - - _____
- 8. Examine lesson plans - - - - - _____
- 9. Assist teachers with their teaching problems - - - - - _____
- 10. Do demonstration teaching - - - - - _____
- 11. Hold meetings with department heads regarding instruction - - - - - _____
- 12. Review texts - - - - - _____
- 13. Confer with teachers regarding instruction _____
- 14. Evaluate the supervisory program - - _____

H. The Program

- 1. Plan school program of studies - - - _____
- 2. Establish and administer school policies - - - - - _____
- 3. Administer special services - - - - - _____
- 4. Develop research - - - - - _____
- 5. Participate in construction and revision of the curriculum - - - - - _____
- 6. Assume leadership in a program of curriculum development - - - - - _____
- 7. Hold meetings with faculty concerning curriculum development - - - - - _____
- 8. Be responsible for guidance, counseling and placement program - - - - - _____
- 9. Plan and administer the testing program _____
- 10. Plan home room programs - - - - - _____
- 11. Confer with students regarding test results - - - - - _____
- 12. Make pupil program adjustments - - - _____
- 13. Supervise the program of educational and vocational guidance - - - - - _____

Responsibility			
1	2	3	4
Person-ally	Dele-gate	Coop-erate	None

- 14. Make and adjust the daily schedule - - _____
- 15. Manage free textbooks, school store, or school bank - - - - - _____
- 16. Plan school exhibits - - - - - _____

I. General Administration

- 1. Devote time to visitors - - - - - _____
- 2. Manage the school plant - - - - - _____
- 3. Establish and supervise procedures for preventing drop-outs - - - - - _____
- 4. Make annual summary of drop-outs and reasons for leaving - - - - - _____
- 5. Direct pupil registration - - - - - _____
- 6. Take full responsibility in absence of principal - - - - - _____
- 7. Supervise lockers and cloakrooms - - - - - _____
- 8. Handle traffic problems, safety education, corridors, streets - - - - - _____
- 9. Manage the cafeteria - - - - - _____
- 10. Have school interviews with parents - - - - - _____
- 11. Inspect buildings and grounds - - - - - _____
- 12. Attend principals' meetings - - - - - _____
- 13. Assist with building plans - - - - - _____
- 14. Interview book-men and salesmen - - - - - _____
- 15. Manage assignment of lockers - - - - - _____
- 16. Direct visual aids program - - - - - _____
- 17. Handle school accounts - - - - - _____

V. Use the back of this sheet to make comments concerning the Assistant Principalship as you see it, and the direction in which it is moving. Is it a position in name only? Is it a good training area for future principals? Does it take a particular type of person--perhaps different than the Principalship?

If you wish a report of the results of this study, please check (✓) here.

Exeter High School
30 Linden Street
Exeter, New Hampshire
January 1, 1959

Have you ever wondered what duties and responsibilities other assistant principals in the state have? The enclosed questionnaire is being sent out to all principals and assistants in order to discover what professional identity the position of assistant principal may have in this state. It is also an attempt to discover any trends that may be developing.

This study is being done in partial fulfillment of the requirements for the degree of Master of Education at Boston University, and it is approved by the State Department of Education. The form was originally designed to be filled out by assistant principals only, but I have since become interested in adding to this study the principal's view of the assistant principalship.

All information included in the questionnaire will be held in strictest confidence and will be released only in the form of tables and statistics. If you wish to have a copy of the results of this study, please indicate in the place provided at the end of the form.

Thank you very much for your cooperation.

Sincerely yours,

John C. Duncklee
Assistant Principal

Sample Postcard

Exeter High School
Exeter, N. H.
January 17, 1959

Dear Mr. _____

Two weeks ago, you received a form from me entitled "A STUDY AND ANALYSIS OF THE ASSISTANT PRINCIPALSHIP IN THE STATE OF NEW HAMPSHIRE". I will appreciate very much your participation in this study. I will be pleased to send you another copy immediately.

Sincerely yours,

John C. Duncklee
Assistant Principal

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