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## A Study of the Preparation of the Assistant Principal for the Building Principalship

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A STUDY OF THE PREPARATION  
OF THE ASSISTANT PRINCIPAL  
FOR THE  
BUILDING PRINCIPALSHIP

By

Thomas J. Madden

A Dissertation Submitted to the Faculty of the School  
of Education of Loyola University in Partial  
Fulfillment of the Requirements for  
the Degree of Doctor of Education

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1983

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## CHAPTER I

### INTRODUCTION

Administrative leadership in American education for decades has faltered due to improper preparation and direction being afforded those individuals who fortunately or unfortunately eventually assume roles as educational leaders.<sup>1</sup>

A wide spectrum of topics has been developed in educational literature regarding the role of school administration: its duties, organization, change, supervision, staff leadership, appraisal, inservice education, curriculum and guidance.

The professional preparation of administrators has been studied at length.<sup>2</sup> Another study focuses upon weaknesses in current programs for preparing school administrators and emerging concepts in preparation programs:

Out of this concern for the need of better programs of preparation for school administrators, and out of the myriad studies of the current status of preparation programs has come a recognition of the dimensions of the problem. Major weaknesses can be pointed out.

Lack of definition of the position.

In the first place, a definition of the school administrator is lacking. To some, the school administrator is the Superintendent of Schools, the person directly

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<sup>1</sup>Louis J. Rubin, ed., Frontiers in School Leadership (Chicago: Rand McNally and Company, 1970) pp. 9,58,61-62.

<sup>2</sup>Leonard Arlen Brubaker, "A Study of the Preparation Programs for Educational Administrators at the Eight CPEA Center," (Unpublished Doctoral Dissertation, Ohio State University, 1960).

responsible to a Board of Education and on whom the responsibility rests. Such a definition has the advantage of being precise, making it easy to determine the number of school administrators. The number required for these positions each year is known, fairly exactly, and the nature of the tasks and the responsibilities can be more clearly defined. There is, however, no general agreement on this definition.

There are other positions in the hierarchy of school administration. For example, there are far more elementary and secondary school principals in the United States than there are superintendents of schools. There is a growing number of staff positions in the central administrative offices of school districts. The number of such positions has grown with the increasing size of local school districts. Just who should be called a school administrator today has yet to be established. There is a growing awareness of the importance attached to each of these administrative positions. The degree of responsibility which school personnel and administrative assistants are expected to bear varies widely in practice. The concept of decentralization in administrative responsibility has gained recognition as has the concept of administration as a team effort.

School administration is not only confronted with a lack of definition of just who is a school administrator plus the need to define the tasks of these levels of administration in order to provide preparation programs commensurate with the tasks. It also has the problem of mobility of persons in positions of responsibility. Administrators move from one position to another. While much of this movement can be characterized as a game of musical chairs, there is considerable upward mobility from one position of administrative responsibility to a higher level.

Studies of the career ladder of school administrators show clearly the importance of this factor of mobility. Preparation programs designed to fit one general category of school administration must at the same time take into account the possibility of movement to other administrative positions. While some would advocate a system of differentiation to the point of requiring individuals to choose the level of administration at which they aimed, others would contend that such a differentiation is unrealistic and even at variance with our ideals of human development. Yet another group would maintain that it is still far from clear just which knowledge, understanding, and skills should be reserved for each category of school administration.

Lack of programs for preparing school administrators.

A second difficulty identified in the current state of preparation programs is the very lack of such programs designed to better equip the school administrator to confront his tasks and responsibilities. The design of these programs is currently in a state of flux. It is generally agreed today that school administrators need better competency in administration tasks, better understanding of human behavior and development so that the human resources in a school district can achieve a more constructive working relationship, and finally they need a broader understanding of the environment in which school administrators operate. The difficulty comes in trying to translate these needs and requirements into courses and learning experiences which can be expected to produce desirable results. This unhappiness and lack of definite programs for preparing school administrators will likely persist until such time as changes suggested in preparation programs and knowledges included in these programs have a chance to be tested in the field of operation.<sup>3</sup>

This study suggests emerging concepts of what administrative preparation programs should include: the elements of selection, pre-professional preparation, accreditation, and in-service experiences for upgrading presently employed administrators.

The importance of experience is discussed by Graves. As early as 1932 he said:

In addition to the most careful professional training, both before and in service, actual experience is essential for the making of a satisfactory principal. Indeed it is at present perhaps the most potent factor, since so few normal schools and teachers' colleges are as yet affording special training for the principalship. It is unfortunate that almost one-sixth of those appointed to principalships have obtained no previous experience, and fully one-half have had less than a reasonable minimum.<sup>4</sup>

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<sup>3</sup>Donald E. Tope, Robert Camobell, Howard Dean, John M. Foskett, Fred Fosmire and Richard A. Littman, The Social Sciences View School Administration (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1965), pp. 6-9.

<sup>4</sup>Frank Pierrepont Graves, The Administration of American Education (New York: The MacMillan Co., 1932), p. 337.

Neglected in most studies on the preparation of school administrators, however, is the more immediate on-the-job training experience required for administrative competence. Fox and Schwartz hypothetically present three illustrations centering around the issue of delegation of authority:

"Why Do It Yourself?"

Wilfred Hinson was a happy, highly talented and efficient assistant principal who earned a reputation for preparing schedules, organizing enrollment procedures, and keeping detailed records. When he was named principal he worked very hard, but it was obvious he was trying to do all the work for the school by himself. His job satisfaction began to slip for he found himself more comfortable working with "things" rather than "people." Soon he found himself in difficulties throughout the school and rather than face his problems realistically, he pushed himself even harder with more and more routine trivia. Wilfred might continue to be a busy principal, but his school will be faced with chaos.

As is so often the case, a teacher or assistant principal assigned to the principalship will not be adequately prepared for the position. Believing they have to do the whole job, they try to do too much and they insist upon detailing all aspects of responsibilities.

"To Err is Human."

Harlan Cunningham believes in delegating authority and responsibility, but he is overly concerned about others making mistakes, and he reacts swiftly and severely when one is made. When his assistant principal reported the results of a school money-raising campaign, a slight reversal of figures was inadvertently included. In front of a group of teachers, Cunningham "blew his top" and debunked the total report. As the months went by, he discovered an increasing lack of willingness on the part of teachers and others to accept authority, even with the proper sense of responsibility. Cunningham wanted to delegate, but the odds were against him.

A principal must learn to forgo the luxury of "blowing his top" when a delegated responsibility is fumbled. Delegation requires limits, limits on the one who is doing the delegating as well as on the one who is accepting the new responsibility. Success breeds success, but severe criticism may discourage a willingness to try again.

Principals must be willing to invest time and patience in the resources of their staffs.

Principals have a responsibility for the development of their own personnel.

Principals desiring to delegate must practice self-control.

"Is There a Threat from Below?"

Henry Olmstead, at thirty-eight, was an able principal who knew the value of delegating authority and responsibility. He had encouraged his staff to take leadership in the affairs of the school, and his assistant principal, George Tompkins, vigorously fulfilled his responsibilities. Olmstead started to become concerned about the "young man on the way up." He half feared he had created a serious threat to his own authority. To paraphrase a movie title, "Can Success Spoil George?"

Sometimes a principal knows the right thing to do, does it, and then wonders whether or not the right thing was really right. The rewards of delegating often come from the satisfaction of having others succeed. There are instances where a principal may be bypassed by younger and more aggressive staff members. Hard as it might be for an individual, the value of successful delegation comes in the betterment of a total school.

Principals should recognize that the success of their staff reflects credit on them.

Principals hurt themselves as well as a school when they do not delegate.

Principals can get good results from delegation only when they provide the necessary authority.<sup>5</sup>

In addition to the foregoing studies' concerns for the quality of future school administration, Wilbur's analysis of the components of administrative competence stresses indicators of administrative behavior to include four areas:

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<sup>5</sup>Willard Fox and Alfred Schwartz, Managerial Guide for School Principals (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), pp. 24-25.



- the in-service needs of a staff (diagnosing and specifying areas which would strengthen a teacher's abilities);
- methods of broadening responsibility and authority for planning school goals, curriculums and evaluation programs;
- developing communication links so that school patrons understand the schools' programs and support these programs;
- developing new ways of assessing whether schools' programs are effective.<sup>6</sup>

Specific administrative competence areas Wilbur perceives as highly important for sound school administration. They are divided into those performed by principals and those coordinated by principals.

Those competencies which principals perform concern:

- organizing and budget his time commitments;
- selecting, supervising and evaluating staff members;
- utilizing others by delegating authority to individuals or groups;
- relating with individuals or groups to relieve fears and doubts of those he serves, or to relieve tensions between groups which possibly conflict.

Those competencies which principals coordinate concern:

- planning and establishing instructional goals and curriculums which are based on student needs (including alternative education programs);
- managing change in the school's operation by increasing student, staff and community participation in decision-making which leads to "humanizing" the school;
- interpreting the school's program to the community;

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<sup>6</sup>Philip Eugene Wilbur, "Components of Administrative Competence as Determined by Secondary Principals," (Unpublished Doctoral Dissertation, University of Oregon 1973).

- adapting the school's program to a challenging society while protecting the rights of all students, staff and parents in their dealings with the school;
- evaluating the curriculum and assessing programs designed to help students and teachers reach their potential.<sup>7</sup>

The emphases in the above-stated studies stressing the professional preparation programs for administrators, experience, and administrative competencies closely parallel the focal point of this dissertation.

Purpose of the Study:

The purpose of this study is to investigate the variety and depth of experiences and responsibilities afforded individuals functioning in the role of assistant principal whereby they are prepared for the position of building principal.

Two data-gathering instruments have been employed in this study: an interview schedule and a questionnaire instrument. An interview schedule was developed to ascertain selected building principals' personal experience in the study's emphasis and their proclivity toward preparing their assistant principals for future principalship positions. The control sample, as well as the later-studied comparison sample, was asked to respond to a questionnaire instrument which enumerated fifty-nine generally established duties and responsibilities assigned to assistant principals. The questionnaire was verbally administered to those interviewed with an anonymous response approach employed with the comparison sample.

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<sup>7</sup>Ibid.

This study, in focusing upon assistant principals' duties and responsibilities through the perceptions of the building principals designating and assigning them, attempts to differentiate those which are routinely encountered from those which are significantly valuable in the preparation of future building principals.

#### Method and Procedures

The following six hypotheses were formulated to analyze six administrative task areas as potential harbingers of administrative experiences in the preparation of assistant principals for the building principalship.

#### RESEARCH HYPOTHESES

- I. Experience in curriculum and instruction is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.
- II. Recognition of staff personnel inter-relationships and needs is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.
- III. Coordination of pupil personnel services is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.

- IV. Skill in financial and business management is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.
- V. Knowledge of school building use and equipment maintenance is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.
- VI. Insights into school-community relations are not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.

The hypotheses were formulated after a review of the available literature, and were analyzed by the Educational Research Committee of the Dade County Public Schools whose approval made this study possible (see Appendix A).

The interview schedule in the form of a series of questions was developed to shed light upon the study's six hypotheses. A control sample of ten building principals was interviewed in junior and senior high schools of one geographic area of the nation's fifth largest school system. This area was chosen because of its reputation throughout the school system for providing in-service training for administrative personnel. This latter practice was observed as an indicator that the chosen area might provide this study with data regarding the area's involvement in the professional preparation of

assistant principals for future building principalships. It was hoped that the personal interview would afford the respondents with the opportunity to verbally expound upon their own personal preparatory experiences.

As stated previously, a questionnaire instrument was verbally administered to the control sample of building principals. It was also mailed to a comparison sample of fifty-five secondary school principals in the remaining five geographic areas of the school system. These principals' responses were compared and analyzed with those administered to the interviewed principals. A weighted scale enabled the author to evaluate both sets of responses to the questionnaire's fifty-nine items and to relate same to the study's stated hypotheses.

## CHAPTER II

### REVIEW OF RELATED RESEARCH

#### THE ROLE OF BUILDING PRINCIPAL

The typical early organization for education was a one-room schoolhouse in which one teacher taught all subjects to students at all levels. As cities grew and school enrollments increased, more teachers were added and schools expanded. With the development of grading practices and departmentalization it became increasingly evident that someone in the school building had to be responsible for its administration.

The position of principal (i.e., head) teacher was therefore created. In Cincinnati, a committee especially appointed in 1839 by the Board of Education to study the matter, outlined the responsibilities of the principal teacher as follows:

1. To function as the head of the school charged to his care;
2. To regulate the classes and course of instruction of all the pupils;
3. To discover any defects in the school and apply remedies;
4. To make defects known to the visitor or trustee of the ward or district if he were unable to remedy conditions;
5. To give necessary instruction to his assistants;
6. To classify pupils;
7. To safeguard schoolhouses and furniture;
8. To keep the school clean;
9. To instruct assistants;
10. To refrain from impairing the standing of assistants, especially in the eyes of their pupils;
11. To require the cooperation of his assistants.

The remaining faculty members, called assistant teachers, were instructed to:

1. Regard the principal teacher as head of the school;
2. Observe his directions;
3. Guard his reputation
4. Make themselves thoroughly acquainted with the rules and regulations adopted for the government of the schools.

The special committee further pointed out that the qualifications for the position of principal teacher were to have a knowledge of teaching methods, an understanding of children's characteristics and behavior, and a feeling for the common problems of schools. Despite the requirements that he have these qualities, the principal teacher never really exercised them, preferring instead to occupy his time with clerical, routine tasks.<sup>8</sup>

With this brief description of early stages of public school administration, Pierce depicts the building principalship in its infancy. Over the next 130 years significant strides would be taken, however, toward making the principalship a recognized professional position. As school programs expanded, so too did the job expectations. Some released time was provided in the Boston schools in 1857 and, later in Chicago in 1862, principal teachers in most schools were relieved of about half their former teaching time.<sup>9</sup> By 1867 New York provided full released time for administrative responsibilities<sup>10</sup>

This released time brought status to the role of principal and time for supervisory opportunities. Goldman notes, however, how poor preparation and lack of interest in supervision hindered the exercise of this administrative function.<sup>11</sup> Pierce goes even further with his comments on the subject:

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<sup>8</sup>Paul Revere Pierce, The Origin and Development of the Public School Principalship (Chicago: The University of Chicago Press, 1935), pp. 12-13.

<sup>9</sup>Ibid., p. 15.

<sup>10</sup>Ibid., p. 16.

<sup>11</sup>Samuel Goldman, The School Principal, (New York: Center for Applied Research in Education, Inc., 1966), p. 5.

The principals were slow individually and as a group to take advantage of the opportunities for professional leadership which were granted them. This tendency was especially marked during the period 1895-1910. The principalship was well established from an administrative point of view, and at that point, principals appeared content to rest. Except for sporadic cases, they did little to study their work, experiment with administrative procedures, or publish articles on local administration and supervision. The large body of them were satisfied to attend to clerical and petty routine, administering their school on a policy of laissez-faire. They were generally entrenched behind their tenure rights and they usually hesitated to show vigorous leadership to their teachers who naturally were often as reactionary, professionally, as the principals themselves. They were content to use "rule of thumb" procedures in dealing with supervision of instruction.<sup>12</sup>

It was not, then, until the 1920-1930 decade that the principalship began to cement itself as an important position in education. During that period of time strides toward professionalism included: the founding of a nation organization of elementary school principals; the principalship becoming a topic of study in the university departments of education; the principal's job being detailed in professional magazines and journals as to duties and functions. Managerial studies and time studies were conducted stressing the need for principals to delegate administrative functions to assistants,<sup>13</sup> to delegate duties to teachers and clerks,<sup>14</sup> and to be conscious

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<sup>12</sup>Paul Revere Pierce, The Origin and Development of the Public School Principalship (Chicago: The University of Chicago Press, 1935), p. 19.

<sup>13</sup>Raymond E. Callahan, Education and the Cult of Efficiency (Chicago: The University of Chicago Press, 1962), p. 181.

<sup>14</sup>Harold D. Fillers, "The Managerial Duties of the Principal," School Review, XXVII (January, 1923), pp. 48-53.



of time-saving administrative duties.<sup>15</sup> In his administrative values preferences study Ayers concludes:

A very considerable individual variation in the selection of duties might well be expected, but the general lack of balance in the selection of duties and the emphasis placed upon duties of minor value by many administrators has impressed the author as being due either to lack of foresight in planning, or to a lack of knowledge as to what constitutes a proper program of administrative duties.<sup>16</sup>

Ayers' emphasis on the need for school administrators to acquire better understandings of administrative procedure resulted in a number of studies in the 1930's stressing management skills for administrators. Managerial orientation programs began at the university level and were concerned with practical skills for acquiring and keeping an administrative position.

The school principal began to emerge as a technician in education. The central focus of his training was upon such matters as budgeting, school construction, and pupil-accounting. He was beginning to view himself as a business-executive-in-education. The temper of society during this period reinforced that image and even demanded that he hold it.<sup>17</sup>

After 1930 educational administration assimilated a new philosophy. Its impetus, however, did not come from education

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<sup>15</sup>Edgar A. Stanton, "Saving Time in Office Routine," Elementary School Journal, XXVII (December, 1927), pp. 263-272.

<sup>16</sup>Fred C. Ayers, "The Duties of Public School Administrators," American School Board Journal, LXXX (May, 1930), p. 44.

<sup>17</sup>Samuel Goldman, The School Principal, (New York: Center for Applied Research in Education, Inc., 1966), p.7.

but rather from industrial psychologists and sociologists. Significant individuals and their contributions were: Mary Parker Follett: psychological aspects of administration; Elton Mayo, Fritz Roethlisberger, and others: human relations in administration; Chester Barnard: organizational theories and the role of the executive; and Herbert A. Simon: value-free science of administration.<sup>18</sup>

The actual application of the scientific approach toward school administration, however, did not occur until the 1950's. It was then that emphasis upon functions and duties shifted towards the analysis of superior-subordinate relationships.<sup>19</sup> Goldman concludes his comments on the development of the principalship with mention of the dominant areas of school administration studies today as being contained in the works of Mort, Sears and Getzels: theories of leadership, society, interpersonal relationships, and administrative behavior.<sup>20</sup>

Livesay studied the status of the American public school principalship in 1971 from the historical perspective. His conclusions list 1971 principalship status demands as:

1. That the principalship role change with the needs of society if it is to survive.
2. That the principal have the mental, physical and moral stamina to meet the problems of his day.
3. That the principalship be an office of community and

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<sup>18</sup> Ibid., pp. 7-8.

<sup>19</sup> Ibid., pp. 7-8.

<sup>20</sup> Ibid., p. 8.

public respect.

4. That the principal spend a considerable amount of his time in supervision, management and educational leadership.
5. That as long as schools exist, some type of local or building administration will be needed.

The status of the principalship in 1971 was concluded to be a very uneasy one with many secure principals operating successful schools. Implications indicated that those who train and administrate must do many positive things in the days ahead to ensure the future of the principalship as we know it. It was indicated that there are many teachers and others standing in the wings ready to take over the position of the principal, should he fail to make it succeed.<sup>21</sup>

The principalship has indeed experienced varied transitions over the past 130 years--from principal teacher or headmaster to the "Hey man, you are new principal?" syndrome.

While much literature has been devoted to the duties and responsibilities of school principals, Heller's account succinctly capsules the role:

Texts on the principalship usually include lists of what the job entails. Among the most frequently mentioned are these:

1. Scheduling
2. Budgeting
3. Working with community groups
4. Motivating the staff
5. Working with students
6. Providing instructional leadership
7. Supervising classrooms
8. Attending meetings
9. Communicating with various publics
10. Developing transportation routes
11. Developing rules and regulations for:
  - a. Attendance
  - b. Health and safety

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<sup>21</sup>George Benton Livesay, "A Status Study of the Public School Principalship in 1971, Viewed from the Historical Perspective," (Unpublished Doctoral Dissertation, Arizona State University, 1972).

- c. Student placement
  - d. Reporting to parents
  - e. Supplies
12. Providing proper image.<sup>22</sup>

These then are major areas of desired administrative competence. They are all-inclusive in scope and consequently the mastery of them - to whatever degree is attainable by the individual administrator - determines his or her level of administrative expertise.

Hunt and Pierce mention the National Conference of Professors of Educational Administration and the Southern States Cooperative Program in Educational Administration as developers of the best lists of desired administrative competencies and sum up their lists as:

1. Curriculum instructional principles and practices.
2. Pupil growth and development.
3. Administrative principles and procedures.
4. Application of principles in solving school problems.
5. School-community relationships.
6. Evaluation and research techniques.
7. Human relations principles and action.
8. School finance and business procedures.
9. School plant construction and operation.
10. Professional writing and speaking.
11. Cooperative in-service training of staff.<sup>23</sup>

It is toward an investigation of the means of attainment of competencies such as these in subordinate administrative personnel that this dissertation was directed. The

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<sup>22</sup>M. P. Heller, So Now You're A Principal (Washington, D.C.: The National Association of Secondary School Principals, 1972), p. 3.

<sup>23</sup>Herold C. Hunt and Paul R. Pierce, Practice of School Administration (Boston: Houghton Mifflin Co., 1958), p. 510.

emphasis here, however, was upon what provisions and experiences are made beforehand for subordinates so they might function more effectively once the building principal role has been secured.

## THE ROLE OF ASSISTANT PRINCIPAL

### Need for Position

The assistant principalship arose primarily as a response to the need for additional management personnel as schools grew larger. The position usually is added when the enrollment of a school reaches approximately five hundred students. It appears to be maintained not only to serve a managerial function but to serve as a training ground for future principals, to provide for emergency leadership, and to provide continuing education programs for teachers. As far as the growth of the position is concerned, it seems closely related to the need for additional management personnel.<sup>24</sup>

Egan's study concluding with the above as one of his findings so states the prevalent trends in American school administration regarding the assistant principal's role and his functions. Additional professional literature, however, also focuses upon the need for the assistant principalship. Wells, Nelson and Johnsen see the need for the position of assistant principal as necessitated by the increased responsibility of the principal.<sup>25</sup> The latter Weiss lists as including

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<sup>24</sup>Peter William Egan, "The Assistant Principal with Emphasis on its Relationship to the Principalship," (Unpublished Doctoral Dissertation, Northwestern University, 1969).

<sup>25</sup>Philip C. Wells, Robert H. Nelson and Earl M. Johnsen, "The Assistant Secondary School Principal - The Professional Literature Says," Bulletin of the National Association of Secondary School Principals, XLIX (January, 1965), p. 16.

the increased complexity of school populations, school organizations, and school curricula.<sup>26</sup> Jarrett sees the assistant principal as emerging to answer a need similar to the emergence of the principalship in the mid 1800's<sup>27</sup> and Edmondson regards the assistant principal as the man-in-charge in any emergency occurring in the absence of the principal.<sup>28</sup> Stressing need, Barrett lists five reasons for the employment of an assistant principal:

1. To act as a training opportunity for future principals, thus tending to insure continuous professional leadership for the educational program of the school.
2. To relieve the principal of certain duties which will provide him with additional time for such necessary activities as supervision and professional leadership projects.
3. To provide additional facilities and personnel for counseling with both teachers and students and parents regarding problems and possible solutions.
4. To aid in the conservation of school funds through insuring proper supervision of the problems of supplies and equipment. Action as a clearinghouse for problems will also tend to make more effective the work of classified as well as teaching personnel.
5. To increase the scope and thoroughness of the activities which can be properly motivated, guided, and explored within the administrative group.<sup>29</sup>

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<sup>26</sup>George A.W. Weiss, "The Duties of the Secondary School Vice Principal," Bulletin of the National Association of Secondary School Principals, XXXVII (December, 1953), pp. 109, 116.

<sup>27</sup>Richard W. Jarrett, "The Activities of the Assistant Principal in Secondary School," Bulletin of the National Association of Secondary School Principals, XLII (September, 1958, pp. 28-30.

<sup>28</sup>J.B. Edmondson, Joseph Roomer and Francis L. Bacon, The Administration of the Modern Secondary School, 4th ed. (New York: The MacMillan Co., 1953), pp. 94, 95.

<sup>29</sup>Thomas K. Barratt, "Assistant Principals," American School Board Journal, CXXX (April, 1955), p. 56.

Barratt further specifies five considerations which in his estimation detail the role of the assistant principal as "a vital part of the administrative group":

1. Educational background - about the same as that of the principal.
2. Age - comparatively young, with growth potential.
3. Personal qualities - professional competence and interest; patience, tact and self-restraint; cheerful outlook; personality acceptable to the principal.
4. Philosophy - in general agreement with administrative personnel.
5. Salary - in excess of that of teachers with comparable training and service.<sup>30</sup>

While Laughery regards the position of assistant principal as being two-fold: 1) as promoting a more effective administration of the educational offering of the school, and 2) as providing an in-service training opportunity for the position of the principal, he cites the haphazardness which he feels has been the norm in the creation of the assistant principal position. Both insufficient direction and a basic philosophy for the role he notes as lacking considerations: the "assignment of duties is usually done by the principal with little direction from the superintendent or board of instruction."<sup>31</sup> Preferred in-service training areas Laughery says

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<sup>30</sup> Ibid., p. 56.

<sup>31</sup> Wayne W. Laughery, "Experience or Vision in the Assignment of Assistant Principal's Duties?" Bulletin of the National Association of Secondary School Principals, XLIII (September, 1959), pp. 112-113.

should include experience in pupil personnel services, professional and nonprofessional personnel services, curriculum, plant management, community relations, and general educational leadership.

Asserting that the assistant principalship is "a proper internship for the principalship," Jarrett approaches the areas of responsibility of the role in terms of preferred time allotment" administration of the educational program, pupil personnel services, administration of co-curricular activities, school management, community relations, and professional and in-service training.<sup>32</sup> Interestingly, both Laughery and Jarrett identify the assistant principal role in a similar manner yet choose differing semantics.

In his work essentially founded in a survey of the literature on the role of the assistant principal, Brandes enumerates seven summarizations which are underlying tenets in an analysis of the role of assistant principal:

1. The number of administrators is determined variously by wealth of the district, program of services attempted, size of school and physical makeup of school plant.
2. The title varies, but "assistant principal" is used most frequently.
3. Principals of large schools need to delegate specific responsibilities to competent assistants if the school is to operate efficiently and effectively.
4. Principals and superintendents should work together in selecting assistants. Qualifications of assistants should approximate those of the principal.

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<sup>32</sup>Richard W. Jarrett, "The Activities of the Assistant Principal in Secondary Schools," Bulletin of the National Association of Secondary School Principals, XLII (September, 1958), pp. 28-30.



5. Duties are great in number and varied in nature.
6. The principal is responsible for clearly defining duties and responsibilities of his assistants.
7. Budgeting for administrative purposes should reflect a growing concept and a growing need.<sup>33</sup>

McDonough's study reinforces Brandes' discussion and provides reasons for the sparcity of literature on the role of the assistant principal:

Although the professional literature of educational administration is replete with studies on the principalship, little information of a substantive nature has been said about the assistant principalship. Most of the information about the assistant principalship is comparatively recent and most is provided through periodicals and other dissertation studies.

The literature of educational administration, limited as it is in scope and depth on the topic of the assistant principalship, offers a sometimes confused and often contradictory picture of the development, status and function of the position of assistant principal. Many internal and external, social and educational influences have caused any analysis of this administrative role, because of its rapidly changing character, to be a function of the specific time of analysis as well as the level and setting being analyzed.<sup>34</sup>

In his analysis of the role of assistant principal, McDonough states his findings of a current (1970) picture of the assistant principalship by putting together a micro-cosmic view of practice in two states with a broader view

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<sup>33</sup>Louis G. Brandes, "The Position of the Subordinate Administrator in the Second School," Bulletin of the National Association of Secondary School Principals, XL (May, 1965), pp. 46-52.

<sup>34</sup>Patrick J. McDonough, "An Analysis of the Public Secondary School Assistant Principalship in the States of Maryland and Virginia Using Schools with Student Enrollments of 1,000 and Above," (Unpublished Doctoral Dissertation, Loyola University, 1970).

furnished by the professional literature.<sup>35</sup> Although there appears to be a proliferation of opinions about almost every other aspect of the assistant principalship,<sup>36</sup> the following basic agreements McDonough gleans from the professional literature: 1) large secondary schools require the professional leadership of more than one individual; 2) the assistant principalship is needed; 3) the role of assistant principal being recent and unplanned lacks direction and philosophy.

Prevailing consensus and pertinent data brought out in McDonough which relate to this paper and which are commented upon include Variance in Title; Number of Assistant Principals per School; Personal Characteristics; Professional Characteristics; Need for Job Description; Qualifications, Recruitment and Selection; Duties and Responsibilities; Working Conditions; and Career Motivation.

#### Variance in Title

Two titles (vice principal or assistant principal) are predominantly employed for the administrative position just below that of the principal. Ninety percent of the country's school systems designate the role as assistant principal while vice principal was the accustomed designation found in use in the state of New York,<sup>37</sup> as well as in

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<sup>35</sup> Ibid., p. 13.

<sup>36</sup> Ibid., pp. 13-14.

<sup>37</sup> Charles M. Long, "Duties of Secondary School Vice Principals," The Bulletin of the National Association of Secondary School Principals, XLI, (February, 1957), p. 37.

New Jersey,<sup>38</sup> and in the Los Angeles schools.

Number of Assistant Principals Per School

The prevailing method for the assignment of assistant principals is determined by school enrollment according to McDonough. Table I in his dissertation summarizes the administrator/pupil ratio employed from 1942 to 1968:<sup>40</sup>

TABLE I

ENROLLMENT/ASSISTANT PRINCIPAL OR ADMINISTRATOR

Author	Year	Region or Study	Ratio
Boyles <sup>11</sup>	1942	U.S. Cities	1/500 <sup>a</sup>
Boardman <sup>12</sup>	1946	Wisconsin	1/600
Howell <sup>13</sup>	1952	Richmond, Calif.	1/400 <sup>a</sup>
Pfeffer <sup>14</sup>	1954	New Jersey	1/952 <sup>a</sup> (Part-time A.P.)
Jarrett <sup>15</sup>	1958	U.S. Cities	1/500-700
Rappaport <sup>16</sup>	1962	(opinion)	1/800
Douglass <sup>17</sup>	1963	(text)	1/750
Andreson <sup>18</sup>	1963	No. Central Assn.	1/500
Corbally <sup>19</sup>	1965	(text)	1/750
Ovard <sup>20</sup>	1966	(opinion)	1/500-700
Holland <sup>21</sup>	1968	(opinion)	1/500

<sup>a</sup>Denotes administrator/pupil ratio

<sup>38</sup> Edward I. Pfeffer, "A Study of the Vice Principalship in New Jersey," (Unpublished Doctoral Dissertation, Rutgers University, 1954), p. 150.

<sup>39</sup> H.E. Bauer, "What is a Vice Principal in the Los Angeles City Schools?", California Journal of Secondary Education, XXXII, (November, 1957), p. 408.

<sup>40</sup> Patrick J. McDonough, "An Analysis of the Public Secondary School Assistant Principals in the States of Maryland and Virginia Using Schools with Student Enrollment of 1,000 and Above," (Unpublished Doctoral Dissertation, Loyola University, 1970).

In addition to recognizing school enrollment (students and teachers) as good starting points for ascertaining assistant principals' allocation, McDonough enumerates other considerations - "the school budget and the district's ability to pay, the community being served, the educational program offered, and the size of the school's physical plant."<sup>41</sup>

### Personal Characteristics

As early as 1926 a study of the functions of the secondary school assistant principal was made and that study of Van Eman's<sup>42</sup> generally regarded as a prime authority on the study of the assistant principal, and the study made by Martin<sup>43</sup> bring into focus the shift from female to male of the role of assistant principal during a span of time of a little over thirty years. While predominately a female role in 1926, Martin notes in 1958 the complexities facing women as secondary school vice principals: lag in opportunities for advancement in educational administration; long teacher tenure prior to appointment to an administrative post; narrow functioning range of responsibilities; job dissatisfaction; poor morale; and little or no principalship aspirations.

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<sup>41</sup>Ibid., pp. 17-18.

<sup>42</sup>Charles R. Van Eman, "The Function of the Assistant High School Principal and other Administrative Executives," Educational Research Bulletin of Ohio State University (March, 1926), pp. 148-150.

<sup>43</sup>Evelyn B. Martin, "A Profile of Women as Secondary School Principals," The Bulletin of the National Association of Secondary School Principals, XLII (March, 1958), p. 83.

McDonough notes the trend away from women in administration and sees the same to be maintained:

Certainly the rise of job status, salary and benefits combined with carry-over concepts of traditional sex roles may have been influential factors contributing to the increased numbers of men in educational administration.<sup>44</sup>

A study of male-vs.-female role practice in today's minority-conscious 1970's quite possibly might refute Martin's 1958 and McDonough's early 1970's findings and demonstrate that today's career-oriented women do indeed want viable functioning positions in educational administration.

#### Professional Characteristics

The comprehensive large city study made by Bolden in 1956 illustrates the professional status of the assistant principal of the mid-1950's --

- 92 percent had Master's degrees
- Chief major: educational administration
- 80 percent had secondary school teaching experience
- 50 percent were former social studies teachers
- Most prevalent previous nonteaching post: guidance counselor
- Median number of years in educational work: 28 years
- Median number of years in present position: 6.4 years
- 4.1 teach part-time
- 67 percent utilize summers for rest and travel.<sup>45</sup>

This, like other studies on the assistant principal-

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<sup>44</sup>Patrick J. McDonough, "An Analysis of the Public Secondary School Assistant Principalship in the States of Maryland and Virginia Using Schools with Student Enrollments of 1,000 and Above," (Unpublished Doctoral Dissertation, Loyola University, 1970).

<sup>45</sup>Howard F. Bolden, "The Status of the High School Assistant Principal in Selected Cities in the United States," (Unpublished Doctoral Dissertation, University of Pittsburgh, 1956), p. 142.

ship, analyzes role function and status. It endeavors to:

- 1) examine the personal and professional backgrounds of assistant principals;
- 2) discover the nature and variability of their duties and responsibilities;
- 3) determine the attitudes of the assistant principals toward their duties and responsibilities;
- and 4) ascertain the extent to which their duties and responsibilities are stated in the written rules and regulations of the boards of education in the eleven studied cities.

Assistant principals' own job conceptions (#3 above) and written rules and regulations for their work (#4 above) distinguish this study from others that solely seek to analyze the assistant principal role. The delineation of their roles by the assistant principals themselves is valuable for role concept study; the notation that only five of the eleven school systems studied in 1956 enumerated the duties and responsibilities of the assistant principal's role in their written rules and regulations demonstrates the haphazardness toward role Laughery spoke about when he analyzed the assistant principalship for its expedience and vision.

#### Need for Job Description

McDonough summarizes the literature as having stressed

...the importance of providing, mutually or directly, a job description which carefully delineates the assistant principal's duties and responsibilities. If form follows function, when the job is defined satisfactorily, then it will become existent. The assistant principalship will then not be a part of something else, and career motivation questions will become no more relevant for the assistant principalship than for any other professional

education position.<sup>46</sup>

It would seem that literature espouses viable professional rank for this role and not mere duty assignments that "have been traditionally those the principal felt least qualified to handle or preferred not to handle"<sup>47</sup> and that the individual building principal's skills and choice of duties are commensurate with the assistant principal's role and hence his job description.

#### Qualifications, Recruitment and Selection

McDonough notes that "inadequate treatment or emphasis to this important area has been given by writers, practitioners or students of educational administration."<sup>48</sup> An interesting comparison can be made between Fisher's 1926 study<sup>49</sup> and that made by Shaw<sup>50</sup> in 1964 which might clarify the reasons behind the lack of emphasis on this topic area. Fisher concluded that small percentages of colleges offered principalship training in the 1920's with assistant principal-

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<sup>46</sup>Patrick J. McDonough, "An Analysis of the Public Secondary School Assistant Principalship in the States of Maryland and Virginia Using Schools with Student Enrollment of 1,000 and Above," (Unpublished Doctoral Dissertation, Loyola University, 1970).

<sup>47</sup>Ibid., p. 33.

<sup>48</sup>Ibid., p. 22.

<sup>49</sup>Jesse B. Fisher, "Inquiry Into the Training of Assistant Principals," Journal of Educational Method, V (June, 1962), p. 44.

<sup>50</sup>Darryl W. Shaw, "The Relative Roles of the Principal and Assistant Principal in the Secondary Schools of Maryland," (Unpublished Doctoral Dissertation), George Washington University, 1964), p. 237.

ship training to be negligible, while Shaw's more recent study notes the lack of eligibility requirements for the assistant principalship position: no written policies about eligibility requirements, variance in selection and assignment, and decisions on selection being customarily a joint superintendent-principal effort. It would seem that the role of assistant principal today in a similar manner lacks the direction that was not afforded the principalship in earlier times. Acceptance of McDonough's earlier stated reference to the need for a cooperatively (assistant principal and building principal) devised job description and eventually a generally accepted professional consensus of same by educational administrators demonstrates increased concern for this administrative area. With more emphasis upon upgrading the qualifications and upon the recruitment and selection of candidates for the assistant principalship, it would be hoped that more professionally prepared candidates would conceivably be available for future building principalship positions.

#### Duties and Responsibilities

A number of studies have focused upon the parameters of the role of the assistant principal. Weiss' 1953 survey of the Middle Atlantic states found three general duties which assistant principals shared with others, usually the principal: 1) running the school in the absence of the principal; 2) representing the school at community functions, and 3) holding conferences regarding pupil discipline. More



specific duties Weiss divided in his findings according to responsibility:

1. developing school philosophy
2. developing school standards
3. conducting teacher meetings
4. preparing administrative bulletins
5. organization of curricula
6. setting and supervising instructional experiments
7. counseling with pupils
8. parent conferences regarding pupil adjustment
9. inspection of buildings and grounds.<sup>51</sup>

An even broader survey by Long<sup>52</sup> lists common duties as pupil personnel, teacher personnel, and relations with parents as well as serving in the absence of the principal, scheduling classes, and analyzing curriculum needs.

Additionally, Long in 1957 recommended the relieving of classroom duties then often assigned to some assistant principals, encouraged the practice of "proper administrative and supervisory functions" for assistant principals, and saw the assistant principal role as affording experience and training for higher administrative positions.

While little textbook discussion of the assistant principal's role was evident prior to 1953, the work of Edmondson, Roemer and Bacon did enumerate the duties and responsibilities of the growing role:

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<sup>51</sup>George A. W. Weiss, "The Duties of the Secondary School Vice Principal," Bulletin of the National Association of Secondary School Principals, XXXVII (December, 1953), pp. 109, 116.

<sup>52</sup>Charles M. Long, "Duties of Secondary School Vice Principals," Bulletin of the National Association of Secondary School Principals, XLI (February, 1957), pp. 36-37.

1. manage athletics (if not done by physical education)
2. manage finances of student activities
3. direct the general programs of student activities
4. assume leadership in program of curriculum development
5. solve local research problems
6. administer the measurement and testing program
7. plan home room program
8. direct the assembly program
9. supervise the program of educational and vocational guidance
10. act as dean of boys or girls
11. visit homes
12. check attendance and punctuality
13. supervise collection of records for registrar's office
14. administer public relations programs
15. provide for professional improvement of staff
16. take care of maladjustment and problem cases
17. supervise health education and activities
18. supervise charitable services
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 the buildings and grounds
25. manage free textbooks, school store or school bank.<sup>53</sup>

Pfeffer in 1955 categorized the significant vice principal duties into four major areas:

1. Supervision
  - a. observe teaching, confer with teachers and follow-up
  - b. supervise pupil conduct in outside rooms
  - c. plan, preside over and evaluate outcomes of faculty meetings
  - d. plan, administer and interpret tests
2. Pupil Personnel
  - a. parent conferences
  - b. pupil conferences - grades
  - c. conferences with school personnel about pupils
  - d. pupil problems - academic or social
  - e. discipline and attendance

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<sup>53</sup>J.B. Edmondson, Joseph Roemer and Francis L. Bacon, The Administration of the Modern Secondary School (4th ed., New York: The MacMillan Company, 1953), pp. 94-95.

3. Public Relations
  - a. community, civic and patriotic activities
  - b. PTA (participate)
  - c. guide and plan PTA activities
4. Organization and administration
  - a. managing school personnel - coordination, morale and teacher problems
  - b. scheduling - teacher and pupil schedules, adjustments, programming and parent conferences
  - c. administering special services and activities - student activities and support activities
  - d. managing the school plant - maintenance and personnel
  - e. administering business and office duties - books, finance, supplies and clerical staff
  - f. miscellaneous administrative duties - policy, rules and regulation enforcement and development
  - g. beginning and closing school year<sup>54</sup>

The National Association of Secondary School Principals published in 1970 The Assistant Principalship as volume three in its three-part study of the secondary-school principalship. Approximately 3,000 individuals were involved in this study made by Austin and Brown.<sup>55</sup> The research project has three parts: 1) a Normative Study, 2) a Career Study, and 3) a Shadow Study of the assistant principalship and enumerates as fifty-nine the number of duties and responsibilities associated with the position. Portions of the Normative Study phase of this National Association of Secondary

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<sup>54</sup>Edward I. Pfeffer, "Duties of Vice Principals in New Jersey," The Bulletin of the National Association of Secondary School Principals, XXXIX (May, 1955), pp. 57-67.

<sup>55</sup>David B. Austin and Harry L. Brown, Jr., Report of the Assistant Principalship (Washington, D.C.: The National Association of Secondary School Principals, 1970), p. 2.

School Principals' study are incorporated into the methodology of this dissertation.

The duties and responsibilities question is developed in three separate studies that are linked through their advocating the shared and/or team concept in school administration.

Hurley's interest in clarifying the role of the vice principal is developed in his comments regarding the "professional administrative assistance" afforded building principals. His depiction of the vice principal as a "hatchet man - the fellow who metes out the punishment - a very negative, destructive, undesirable image that has no place in education" he contrasts with a professional maturing role which goes "beyond mere mechanical or administrative detail" toward "the opportunity to become involved in the improvement of instruction and curriculum, public relations, and other areas which require educational leadership."<sup>56</sup>

Hurley enumerates six reasons for negating the hatchet man image in favor of developing the vice principal as an educational leader:

1. It provides the vice principal with an opportunity for growth in areas which will be vital to him if he assumes a principalship.
2. It presents a more balanced image of the vice principal. This will work to his advantage when dealing with students, parents, and staff.

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<sup>56</sup> Leo Hurley, "The Vice Principal: Educational Leader or Hatchet Man?", The Bulletin of the National Association of Secondary School Principals, (January, 1965), p. 12.



3. The vice principal would be looked upon as an educator in his own right, and not merely as a symbol of authority who also handles routine administrative detail. This is particularly important to the vice principal if he is to gain the confidence and respect of the staff as an educational leader.
4. It should affect the quality of persons seeking to enter educational administration, i.e., the tendency will be to upgrade the position and thereby require a person with broader abilities to fill it.
5. The position itself would become more palatable since it would involve duties which are more directly related to education and balance off those duties which are sometimes routine and quite often downright unpleasant.
6. It should help improve the self-image of the vice principal which in turn should make him a more contented and efficient member of the administrative team.<sup>57</sup>

The emerging professional role of the assistant principal is discussed by Goddard. Important considerations to him are the "continued review and refinement of the assistant principal's role in the administrative scheme"<sup>58</sup> and the enhancement of the assistant principals' professional contributions and professional respectability. To achieve the latter two concepts, Goddard suggest a division of responsibility plan once four criteria have been established in the affected school center:

First, all staff members recognize that the total responsibility for the school year rests with the principal. The second criterion is the importance of, and the responsibility for, the principal to develop or to construct cooperatively a job description for each assistant principal. Third, the principal must delegate

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<sup>57</sup> Ibid., pp. 13-14.

<sup>58</sup> Gareth B. Goddard, "The Assistant Principal - Understudy or Partner in Professional Leadership," The Bulletin of the National Association of Secondary School Principals, XLVI (September, 1962), p. 31.

to his assistant principal the authority commensurate with the responsibility which he gives him. Fourth, partnership in administrative roles provides the opportunity for professional growth.<sup>59</sup>

Goddard recognizes that his plan might not meet the demands of other secondary schools but sees in it opportunities for the vice principal's professional growth, shared responsibility, and participation in an administrative team. Goddard's shared responsibility concepts are more readily apparent in the structure itself:

- A. The principal is responsible for:
  - 1. Policy
  - 2. Public relations and school publicity
  - 3. Service reports on all school personnel
  - 4. Teacher relationships - cooperative committee
  - 5. Office organization
  - 6. Faculty meetings
  - 7. Departmental supply budgets
  - 8. Building and maintenance - custodial staff
  - 9. Student body finances
  - 10. Publications - school newspaper and yearbook
  - 11. Supervision of the student council
  - 12. Supervision of senior activities; e.g., graduating list, commencement, etc.
  
- B. The one administrative vice principal is responsible for the administration and supervision of
  - 1. Counseling and guidance
    - a. Forecasting and programming
    - b. Bridging-the-Gap
    - c. Freshman orientation
    - d. Student records and reports
    - e. Testing
  - 2. Girls' attendance, discipline, activities and welfare
  - 3. High school-college relations, visitations
  - 4. Student aid
  - 5. Speech, music, and dramatic productions
  - 6. Rally and pep squads
  - 7. Rose Festival activities
  - 8. The annual list of graduating seniors
  - 9. PTA activities
  - 10. Student assemblies

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<sup>59</sup> Ibid., pp. 32-33.

11. Faculty social activities
  12. The school in the absence of the principal, the administrative vice principal, and the curriculum vice principal.
- C. The other administrative vice principal is responsible for the administration and supervision of:
1. Boys' attendance, discipline, activities, and welfare
  2. Attendance or pupil accounting
  3. Fire drills and Civil Defense
  4. The athletic program
  5. The club program
  6. Fund drives; student body and club finances
  7. All calendars and daily bulletins
  8. The cafeteria and the student body store
  9. Dad's Club activities
  10. Baccalaureate and commencement
  11. The school in absence of the principal.
- D. The curriculum vice president is responsible for the administration and supervision of:
1. A comprehensive plan for curriculum improvement through:
    - a. Curriculum committee
    - b. Department chairman
    - c. Experimentation
    - d. Study groups
    - e. Subject supervisors
  2. Probationary and tenure instructors
  3. Supervisory reports on probationary and tenure instructors
  4. The school program, teaching and room assignments
  5. Student teachers and visitations of scheduled college students
  6. Special services: special achievement, child services, educational enrichment, home study, etc.
  7. Textbooks, instructional materials, visual aids, book room and library services
  8. Student participation in radio, television, and related curricular activities
  9. Approved contests
  10. Faculty professional meetings
  11. The school in the absence of the principal and the administrative vice principal<sup>60</sup>

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<sup>60</sup>Ibid., pp. 32-33.

Both Hurley and Goddard discuss the administrative team concept, the former in a more general sense and the latter within a specific administrative structural format. Burgess approaches an expanded team concept within the framework of professionalism, career goals, limited responsibilities, training and roles. Cognizant of the principal's need to pull together an administrative team, Principal Burgess states her determination to put to good use the vast array of educational talents found in her assistant principals: "I am trying to make sure that each assistant principal has opportunities to do some work that he enjoys and that he feels is tuned to his talents."<sup>61</sup> In her administrative organization, curriculum is treated as a team effort with each assistant principal working in his teaching specialty. Individual assistant principal's responsibilities the author rotates whereby the opportunities for divergent experiences are afforded the assistant principals.

Both Alcorn<sup>62</sup> and Bolden<sup>63</sup> in their emphasis on

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<sup>61</sup>Lovola Burgess, "The Assistant Principalship: Where Now?" The Bulletin of the National Association of Secondary School Principals, LX (April, 1976), p. 77.

<sup>62</sup>Matthew W. Alcorn, "The Professional Status and Work of the Senior High School Assistant Principal in Pennsylvania" (Unpublished Doctoral Dissertation, University of Pittsburgh, 1958), p. 2037.

<sup>63</sup>Howard F. Bolden, "Attitudes of High School Assistant Principals Toward Their Duties and Responsibilities," The Bulletin of the National Association of Secondary School Principals, XL (November, 1956), pp. 20-25.



assistant principal's viewpoints take somewhat divergent approaches in their analyses of the duties and responsibilities of the assistant principalship.

Alcorn notes that duties directly related to the program of instruction to the overall management of the school, and to the educational welfare of the student were approved by the assistant principals he studied to be within their approved function areas. They did not approve, however, of being assigned clerical duties. Alcorn views the assistant principalship as a complex, highly professional educational office.

Similarly, Bolden's study of the "Attitudes of High School Principals Toward Their Duties and Responsibilities" categorizes the same into appropriate or inappropriate as viewed by the assistant principals studied:

Appropriate duties:

1. administration and school management - overall direction of school; health and guidance; administration of personnel.
2. supervisory - professional and pupil growth; instruction and guidance.
3. pupil welfare - pupil control; discipline; teacher-pupil problems.
4. clerical - duties contributing to control, attendance and educational programs of pupils.
5. school/community - public relations duties.
6. substitute teachers - orientation, supervision and assignment.

Inappropriate Duties:

1. managerial duties - plant and business.
2. organizing and conducting assemblies and police duty.
3. routine clerical.
4. vocational placement conferences in community.
5. daily employment and administration of substitute teacher service plus related clerical work.

McDonough capsules the growing attitudinal concepts of role as perceived by assistant principals regarding their duties when he states that:

The emphasis in the literature...appears to be upon greater professional and responsible involvement in the significant educational undertakings of the secondary school and release from the managerial, routine and clerical responsibilities which might better be performed by other specialized personnel.<sup>64</sup>

#### Working Conditions

Boulton's 1931 study provides data for an understanding of the scope and complexities of the assistant principalship today in contrast with that of the 1930's. He found that the standardized senior high school assistant principal's nine-hour work day distributed as: "administrative duties, 2.25 hours; supervisory duties, 2.75 hours; counseling duties, 1.75 hours; clerical duties, 2.00 hours; and community service, 0.25 hours."<sup>65</sup> An average of four periods a week of teaching were added to the preceding administrative schedule.

In contrast, Weiss in 1953 noted the then non-teaching role to average fifty-two hours a week:

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<sup>64</sup>Patrick J. McDonough, "An Analysis of the Public Secondary School Assistant Principalship in the States of Maryland and Virginia Using Schools with Student Enrollments of 1,000 and Above," (Unpublished Doctoral Dissertation, Loyola University, 1970).

<sup>65</sup>Christopher B. Boulton, "An Analytical Study of the Duties of Boys Vice Principals in Secondary Schools of California," The Bulletin of the National Association of Secondary School Principals, XV (1931), pp. 11-13.

1. administration and school management - 15.2 hours/week for 29.3 percent of the time.
2. pupil welfare and related conferences - 10.7 hours/week for 14.3 percent of the time.
3. supervision and classroom visitation - 7.4 hours/week for 14.3 percent of the time.
4. routine office or clerical work - 6.7 hours/week for 12.9 percent of the time
5. professional and community activities - 6.2 hours/week for 12.0 percent of the time.
6. miscellaneous - 5.6 hours/week for 10.8 percent of the time.<sup>66</sup>

It would appear that as society has become more complex so too has the role of the assistant principal resulting in longer working hours. The position itself though primarily recognized as of ten month duration has more recently been seen to become a year-round position in the near future.

#### Career Motivation

Professional literature raises the question as to "whether the position of assistant principal should be regarded as a training ground for future administrative positions or as a full-time career." Three principals, Tout, Tenney and Maggio<sup>67</sup> as well as Laughery<sup>68</sup> hold the former

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<sup>66</sup>George A.W. Weiss, "The Duties of the Secondary School Vice Principal," Bulletin of the National Association of Secondary School Principals, XXXVII (December, 1953), pp. 109, 116.

<sup>67</sup>John R. Tout, Lane B. Teaney, and Samuel Maggio, "How Should a Principal and Vice Principal Divide Their Work," Instructor, LXXVII, No. 2 (October, 1967), p. 37.

<sup>68</sup>Wayne W. Laughery, "Experience or Vision in the Assignment of Assistant Principal's Duties?" Bulletin of the National Association of Secondary School Principals, XLIII (September, 1959), pp. 28-30.

view. Bent and McCann feel that to some the position may be regarded as a full-time career; yet to others it may serve as "apprenticeship training"<sup>69</sup> or as a "stepping stone toward higher positions."<sup>70</sup> Boardman feels that if worthwhile supervisory experiences are to be made available to assistants that they cover all phases of the principalship. Among the latter Boardman would include experiences in curriculum, guidance, and supervision. The position he feels should serve as an internship for the building principalship position. Although recognizing that a standardization of the role of assistant principal is not feasible nor desirable, he advocates a move toward greater uniformity.

Kyte agrees with Boardman's contention that multiple experiences should be afforded assistant principals in stating:

The assistant principal's training, experience, and personal characteristics should be carefully analyzed to determine the specific activities for which he is prepared to undertake. A sequential delegation of duties and responsibilities should then follow in order to provide experience in every type of major responsibility of the principalship.<sup>71</sup>

As early as 1926 Fisher elicited a series of recommendations on the training of assistant principals which

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<sup>69</sup>Richard K. Bent and Lloyd E. McCann, Administration of Secondary Schools (New York: McGraw Hill Book Co., Inc., 1960), pp. 32, 61.

<sup>70</sup>Charles W. Boardman, "The Assistant Principal in the Secondary School," Bulletin of the National Association of Secondary School Principals, XXX (March, 1946), pp. 3-4.

<sup>71</sup>George C. Kyte, The Principal at Work, (Boston: Ginn and Co., 1952), pp. 394-396.

interestingly have been espoused in more recent literature on the subject. Based upon his findings, his recommendations included:

1. That the assistant principalship be a professional apprenticeship for future position as principal or supervisor.
2. That the candidate for such office be elected because of professional preparation in a first-class college, expertness in teaching, especial fitness to assume extra responsibilities of an executive and supervisory nature, and because of pleasing personality.
3. That the assistant principal be allowed, as a minimum, half time free from classroom teaching, and that, wherever possible, full time should be the rule.
4. That a definite program of supervision be outlined for him by the principal.
5. That a stated time be given him for such supervision.
6. That, under the above conditions, the period of training for principalship need not exceed one year.<sup>72</sup>

For over fifty years now, the role of the assistant principal has been studied, conclusions drawn, and recommendations listed. Early studies like Fisher's and Van Eman's, though providing dated information, illustrate early concern for role definition and function. Unfortunately, these studies' conclusions and recommendations do not appear to have been readily heeded as evidenced by continuing studies focusing upon the functioning role of the assistant principal.

Brown and Rentschler maintain that assistant principals often are not chosen for the principalship because

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<sup>72</sup>Jesse B. Fisher, "Inquiry Into the Training of Assistant Principals," Journal of Educational Method, V (June, 1926), p. 433.

of lack of preparation for assuming the position. Their workshop study points to the principal as the "most frequently mentioned causative factor. In far too many cases the principal has given little or no thought to preparing the assistant for the top job, assigning discipline as his number one responsibility."<sup>73</sup> Seldom, they claim, are assistant principals afforded a variety of responsibilities for gaining experiences "necessary to become a successful principal."<sup>74</sup>

Neagley and Evans see the role of assistant principal as provider as well as recipient:

The position of assistant principal not only affords valuable assistance to the principal, but it provides a much-needed training ground for the principalship. In this capacity young men and women can receive excellent experience in school administration.<sup>75</sup>

Shelton addresses in a very specific manner two typical situations frequently encountered by newly-appointed principals who

- 1) having previous experience only with discipline and attendance problems, suddenly find themselves faced with thorny curriculum and supervisory problems with which they are unable to cope or,
- 2) having worked only with curriculum and supervisory problems as vice principals find themselves faced

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<sup>73</sup> Glenn J. Brown and James E. Rentchler, "Why Don't Assistant Principals Get the Principalship?" Bulletin of the National Association of Secondary School Principals, LVII (October, 1973), pp. 38-39.

<sup>74</sup> Ibid., p. 39.

<sup>75</sup> Ross L. Neagley and N. Dean Evans, Handbook for Effective Supervision of Instruction (Englewood Cliffs, New Jersey" Prentice Hall, 1964), pp. 92-93.

with discipline problems involving problem pupils and agitated parents for the first time.<sup>76</sup>

Shelton feels that since no vice principal can assume all of the principal's duties and responsibilities that a scaled version of same might be the solution; hence he suggests the "school within a school" plan whereby the vice principal can receive excellent experience and even enhance the overall school program. Under Shelton's "school within a school" plan, each of three vice principals is considered the "principal" of a particular grade level and in essence that grade and its vice principal constitute a school in itself. Cross grade and consequently cross school responsibilities are also afforded vice principals under Shelton's plan. He feels that the "school within a school" plan of assignment of duties and responsibilities to vice principals is a practical example of how modern senior high school principals may operate for maximum efficiency and training of future principals.

It would appear that the experiences afforded under Shelton's plan would indeed be greater in scope than under the more customarily organized plans presently functioning in today's schools in which assistant principals' duty assignments are often more specific in nature - e.g., curriculum, guidance, administration. Shelton's "school within a school," through providing a miniature version of the total school, affords divergent practical experiences needed in the preparation of future building principals.

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<sup>76</sup>Landon Shelton, "The Vice Principal's Duties in a School Within a School," Bulletin of the National Association of Secondary School Principals, XLVIII (September, 1964), p. 28.

## CHAPTER III

### Presentation and Analysis of Responses By Secondary School Principals

The primary concern of this study was to investigate the relationship between the professional growth and expertise development of assistant principals and the scope of the planned experiences and responsibilities conferred upon them by their building principals. Six hypotheses centering upon six administrative task areas and focusing upon the duties and responsibilities of the assistant principal's role were formulated:

#### Research Hypotheses

- I. Experience in curriculum and instruction is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.
- II. Recognition of staff personnel inter-relationships and needs is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.
- III. Coordination of pupil personnel services is not perceived by Northeast Area building principals as an area of greater



concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.

- IV. Skill in financial and business management is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.
- V. Knowledge of school building use and equipment maintenance is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.
- VI. Insights into school-community relations are not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.

#### Administrative Population and Sample Studies

Data were collected from population consisting of a control sample and a comparison sample of secondary school building principals presently employed by the Dade County Public Schools, Miami, Florida.

#### Administrative Population

The administrative composition of the secondary schools in this school system generally consists of a building principal and his assistants with the latter varying in

number according to established formulae as to student/teacher ratios, length of school day, special school offerings and other individual school considerations. Each school customarily has an assistant principal for curriculum, an assistant principal for administration, and an assistant principal for guidance. Additional assistant principals are included in the schools' administrative structures for the reasons outlined above. At the time of this study, fifty-five building principals and 222 assistant principals constituted the school system's secondary school administrative composition.

#### Comparative Sample

This county school system, which is the fifth largest school system in the United States, is divided into six distinct areas serving geographic portions of the county (South, Southwest, South Central, North Central, Northwest, Northeast). A questionnaire instrument was used to obtain data from a comparison sample of fifty-five secondary school building principals in the former five geographic areas of the county school system.

#### Control Sample

Ten building principals in the latter geographic area (Northeast) served as this study's control sample with whom an interview schedule and a verbally administered questionnaire instrument were employed. This geographic area was chosen because of its county-wide reputation for involving its administrative personnel in in-service training experiences. Additionally, this geographic area has been noted to promote to the building principalship from within its own ad-

ministrative ranks rather than seek candidates from the county's other five geographic areas. It was thought, then, that these might be indicators pointing to this area as being a practitioner in the central concern of this study and as being a source of valuable data.

It was hoped that through the use of the subjectively oriented interview schedule and the objectively oriented questionnaire instrument that two important results would occur: 1) insights into this geographic area's predilection toward the professional preparation of assistant principals for the building principalship and 2) comparative data that would lead to the acceptance or rejection of this study's six stated hypotheses.

#### Data Gathering Procedures

Three procedures were employed in developing this study. The first procedure was an analysis of related research and literature to the role and function of both the building principal and the assistant principal. Following this research, six hypotheses focusing upon six administrative task areas were formulated to serve as the basis for the study (see Appendix D).

The second procedure employed was the development of the interview schedule to obtain personal experience statements from a control sample of ten building principals in one geographic area of the county school system (Northeast) (see Appendix C). A pilot run of the interview schedule was conducted with a sample group of five building principals similar in composition to the study's intended sample group. At the

conclusion of the pilot run, responses were examined to remedy apparent omissions, to revise the order of questions, to correct and clarify confusing statements, and to evaluate the schedule's relationship with the paper's stated hypotheses.

In conducting the interviews with the building principals, the author spent a minimum of thirty to forty-five minutes with each respondent. Interview sessions tended to be equally divided between the interview schedule and the verbal use of the questionnaire instrument although more time was devoted to one or the other depending upon the respondent's reaction to and interaction with the data gathering instruments.

The third procedure was the development of a questionnaire instrument to test the six hypotheses of the study with the control sample and with the comparison sample (see Appendix G). The questionnaire instrument that was used was modified from the National Association of Secondary School Principals' Normative Study Questionnaire on the Duties and Responsibilities of the Assistant Principal. Items contained in the original NASSP questionnaire focused upon prevalent concerns of this study; its fifty-nine items were modified in this study, however, to facilitate analysis of the items within the framework of six administrative task areas: 1) Curriculum and Instruction (items 1-19); 2) Staff Personnel (items 20-31); 3) Pupil Personnel (items 32-43); 4) Finance and Business Management (items 44-46); 5) School Buildings and Equip-

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<sup>77</sup> David B. Austin and Harry L. Brown, Jr., Report of the Assistant Principalship (Washington, D.C.: The National Association of Secondary School Principals, 1970), pp. 91-93.

ment (items 47-51); and 6) School-Community Relations (items 52-59).

A total of fifty-five secondary school building principals were sent questionnaires to which forty responded. Their responses were analyzed and evaluated through the use of a Likert scale and were compared with the questionnaires that were verbally administered to the ten building principals who comprised the control sample.

A modified Likert scale was utilized in this study to relate the degree of response of each of the fifty-nine items to the stated hypotheses. The respondents were asked to mark their reactions to specific items as being significant areas for the professional growth and expertise development in the preparation of assistant principals for the building principalship. The choices were as follows:

Least (L), Minor (Mi), Average (A), Major (Ma), Indispensable (I).

To score the scale, the responses are weighted 1, 2, 3, 4 and 5 respectively, from Least to Indispensable.

#### Interview Schedule Data: Summary, Analysis and Conclusions:

One fact learned through the thirty to forty-five minute interviews with the ten building principals was the extent to which half of them have served as assistants to each other at one time or another over the past five to six years and presently function as building principals themselves in the same attendance area:

Principal A, presently a senior high principal, has been an assistant principal to Principal B (senior high prin-

principal) and Principal F (junior high principal) and had principal D (junior high principal) as an assistant principal at one time; Principal C (junior high principal) has been an assistant to Principal B; Principal C (junior high principal) had Principal B as his assistant principal. Additionally, these six building principals have taken a professional interest in each other's administrative growth as evidenced by their comments and practices.

• Principal A

In response to the assistant principalship as a training ground for the building principalship, Principal A saw no formal grooming or training program to be the norm. "Self-motivation and self-direction" he recognizes as the means to the building principalship with an assist from the area superintendent's office encouraging principals to identify and train potential principalship candidates. Principal A noted that his educational history has been diverse and that after deciding upon the building principalship as his goal, he "made it a point" to become involved in a variety of situations whereby he could enhance his background: maintenance worker, teacher, curriculum department researcher, assistant principal (administration-curriculum-guidance), junior high principal, senior high principal. "Many situations, many schools" was Principal A's personal learning style as an assistant principal. This way "your place evolves," he felt, "since the county school system has approximately 500 assistant principals with ten percent aspiring to the building principalship." The system, Principal A said, "does not groom you;

through your own efforts the grooming occurs."

Principal B

An obligation to provide preparation opportunities is recognized by Principal B. He feels that career assistant principals must be separated from those who see the "assistant principalship as a learning spot for those aspiring for the principalship." For an assistant principal for guidance not to have some consideration as to the school budgetary situations he sees as a poor administrative practice. Assistant principals, he said, should be involved in all areas of the total school in relation to their role. Having previously served as an assistant principal for administration, curriculum and guidance, Principal B saw the education of his assistant principal to be one role expected of him. He frequently shifts assistant principals' assignments to provide for total school program awareness and involvement, and focuses upon the administrative teamwork approach toward the utilization of assistant principals. "An individual program for an individual person" are his guidelines.

Principal C

"It depends on the Principal," was Principal C's reaction to the training of assistant principals. "If he's not interested, you're on your own." Principal C stated that she was given opportunities to experience, as an Interim Principal during a principal's illness, all three areas of the assistant principalship - administration, curriculum, guidance. She "fortunately had experiences thrust at her" and feels "duty bound" to the same in turn for her assistant prin-

cipals for future administrative staffing.

• Principal D

Principal D expects his assistant principals to become active participants in the administrative team concept in his school. Training to him consists of team meetings (to familiarize oneself with others' roles), support (from building principal and other assistant principals), and knowledge (of total school program). "The assistant principal for administration should know the assistant principal for guidance's job and the other way around. Assistant principals should not be isolated from one another." Principal D encourages aspirants to the principalship to become "involved in all phases of the school program if someday they want a school of their own."

• Principal E

"The type of administrative personnel available" determines Principal E's focus when he indirectly affords preparation experiences in his school. He feels that his "administrative team management approach" facilitates his school's program and also provides experiences for his assistant administrators. He utilizes his assistant principals broadly and does not segment their duties as do most other building principals. "I encourage them to slide into other areas so they can taste curriculum or guidance or some disciplining even though their duty assignments don't generally include that experience."

• Principal F

"It's hard for an assistant principal to learn out-



side of his job unless the principal wants him to," Principal F contends. While he separates the career assistant principal from the aspiring building principal, Principal F "takes worthy people and trains them." One assistant principal for example is his budget man whom he sees as a future building principal. Principal F regards his junior high school's division into grade level administration as affording "tri-level experiences for his assistant principals." They each have a grade (7, 8 or 9) in a wing of the "school within a school" organization and function as threefold assistant principals of administration, curriculum, and guidance. Administrative staff's meetings discussing each school's situations Principal F sees as 'enlightening sessions' for administrative growth."

• Principal G

Principal G was the only principal who had personally experienced a formalized training program for the building principalship. He termed it a "cadet program" which was terminated for lack of funds after a three year duration. A pool of potential principals was groomed in this locally based program. Studies included workshops in school law, school finance, building management, and human relations. Unfortunately the program created "bitterness" among those not ultimately chosen for the top ten principal pool from which assignments were made. Principal G sees training today as developing from 1) "interest displayed by the assistant principal" and 2) "support by area office for worthy candidates." For those whom he

deems as "principal material," he strives to "feed things other than the normal assistant principal duties so as to broaden his base of administrative knowledge." The budget in particular Principal G regards as a most valuable area of emphasis.

• Principals H and I

Principals H and I see "individual motivation focusing upon choice, personality, philosophy, and need as determiners in the training for building principal." They feel that interview committees look for specific positive characteristics from their own criteria in selecting principals. "Aspiring candidates should be as all-knowing as possible if they are to properly impress such committees. Principal H attempts to make his administrative team "sensitive to others' operations and duties." He utilizes a monthly administrative calendar which lists all assistant principals' involvements in the school's program for that month and encourages his assistant principals' additional involvement if desired.

• Principal J

"You're never adequately prepared for the principalship until you're in the chair," claims Principal J. His prior position was as assistant principal for administration in three different schools. There he was the disciplinarian; no budget, scheduling or equipment experience had been obtained. "Professional shock" awaited his first days as principal. "Much that I had previously done in the abstract as assistant principal, I now had to do - things I had never

done before. Principal J's internal accounting knowledge was an on-the-job development. "Someone from downtown (county superintendent's headquarters) told us (himself and an assistant principal) what to do." He appears determined to keep his aspiring assistant principals from experiencing such an unprepared fate, but being newly appointed he has yet to formulate a planned program. The sharing of financial knowledge with his assistant principal, however, illustrates the type of program he is likely to develop.

Summary:

A number of comments made in the above discussed interviews characterize the concerns and approaches taken by these ten principals in their preparation endeavors:

"Self-motivation and self-direction"

"Career assistant principal or building principal aspirant?"

"Administrative team"

"Shifting of assistant principals' duties"

"Individual program for an individual person"

"It depends upon the principal. If he's not interested, you're on your own."

"Assistant principals should not be isolated from one another."

"Involvement in all phases of the school program"

"Training of worthy candidates"

"Tri-level experiences"

"Cadet program"

"Principal material"

"Administrative calendar"

"Principal professional shock."

These quotes serve to summarize the more noteworthy comments that were gleaned in the interview sessions with the sample group with more than one building principal serving as their source. In addition, genuine concern for assistant principals' career advancement also appears to permeate these statements.

Analysis:

When the Northeast area was chosen as the control sample for the study, two factors were the determiners: its county-wide reputation for involving its administrative personnel in in-service training experiences and its tendency to promote to the building principal from within its own administrative ranks rather than seek candidates from the county's other five geographic areas. While the latter became apparent and was noted by some and justified by other respondents as the wish for the area to benefit from the areas' administrative in-service training experiences, such experiences, it was learned, were not preponderately available for assistant principals. When provided, according to some respondents, they tended to be haphazard, lacking in depth, and not ongoing in execution. Some respondents thought that more assistant principals should be involved and almost unanimously they felt that the area office should utilize administrative in-service in building principalship preparation. Sixty percent of the building principals interviewed regarded the in-service training emphasis as well as the opportunities for participation to be in need of evaluation.

It would appear, then, that the Northeast area's county-wide administrative in-service training reputation must be qualified in the light of the omission of detailed assistant principal participation. This area, however, must be noted as attempting to provide direction for its administrators. It would appear that all administrators could benefit, however, by being afforded, when appropriate, equal participa-

tion--building principal and assistant principal alike--with the latter's involvement being preparatory in emphasis.

Conclusions:

Administrative in-service training, when professionally planned and executed, could bring to the Northeast Area and other so concerned and enlightened school areas better qualified and more knowledgeable candidates for future building principalship positions. Since not all aspiring assistant principals can be guaranteed directors in their career training experiences, it appears that the central office area should take the initiative and produce its own trained building principalship candidates so as to thwart situations like the "principal professional shock" encountered by novice building principals.

A thorough evaluation of existing administrative in-service experiences could reveal them as the key to 1) the enhancement of building principals' and assistant principals' skills (presently an endeavor primarily for the former to the general exclusion of the latter), and 2) the means whereby future building principals are prepared (presently not being recognized for its potential training value).

Questionnaire Instrument Data: Summary, Analysis and Conclusions

The statistical analyses employed in this study included the calculation of a t-ratio for each item listed under the six null hypotheses. The data obtained through this difference between the control sample and the comparative

sample demonstrated: 1) research hypothesis--null hypothesis relationships and valuations; 2) mean score item analysis illustrating the two samples' perceived evaluations; and 3) specified significant administrative skills for inclusion in building principalship training.

An analysis of the two samples' combined mean scores for each hypothesis in comparison with an interpolated t-ratio for each hypothesis' degrees of freedom at the .05 level of confidence statistically demonstrated acceptance or rejection of the study's six null hypotheses.

#### Curriculum and Instruction Administrative Task Area

Educational administration generally regards Curriculum and Instruction most prominently as a leadership task area. Literature abounds with statements enumerating instructional improvement and/or change as major if not the major responsibilities of the building principal with Curriculum and Instruction functions customarily encompassing a four phase approach: assessing program relevance, planning program improvements, implementing program improvements, and evaluating program change.

The manner in which the above stated phases reach the involvement stage for assistant principals would appear of necessity to include individuals' recognition and acceptance of the continuous change in both society's demands and learners' needs as curriculum and instruction tenets. Motivation of staff to change, efforts toward creating community awareness of the school's program and acceptance of curricu-

lum and instruction endeavors, and the assessment of the program's effectiveness would also seem to be other significant points of training awareness and emphasis.

The following curriculum and instruction data analysis enumerates those items which the two groups of building principals perceived as the significant areas for assistant principals' involvement. Items one through nineteen pertain to this hypotheses.

The mean listed for each item was obtained by averaging the individual items to which the building principals responded. Items deemed not applicable by the building principals did not serve as determiners in calculating the obtained means.



CURRICULUM AND INSTRUCTION

Northeast Area Building Principals  
(Control Sample)

Other County Building Principals  
(Comparative Sample)

Item	N	$\bar{m}$	SD	SE of M	N	$\bar{m}$	SD	SE of M	SE of D	Obtained t-ratio
1	10	3.1	.63	.21	39	3.2	1.05	.17	.26	.38
2	10	3.0	.77	.26	40	3.1	.77	.12	.28	.36
3	8	3.8	.32	.12	33	3.3	.77	.14	.17	2.94
4	10	3.4	.63	.21	40	3.0	1.00	.16	.26	1.54
5	10	3.9	.84	.28	40	3.7	.89	.14	.32	.63
6	10	2.3	1.00	.33	40	2.5	.89	.14	.36	.56
7	10	3.1	.55	.18	40	3.2	.95	.15	.22	.45
8	10	3.3	.45	.15	40	3.0	.89	.14	.20	1.50
9	10	4.8	.45	.15	40	4.5	.77	.12	.17	1.76
10	10	3.2	.63	.21	40	3.1	.84	.13	.24	.42
11	10	3.1	1.14	.38	40	3.4	.84	.13	.40	.75
12	10	4.6	.63	.21	40	4.6	.84	.13	.24	0
13	10	3.5	1.00	.33	40	4.0	.55	.09	.34	1.47
14	10	4.4	.63	.21	40	4.4	.32	.05	.21	0
15	10	5.0	0	0	40	4.7	.55	.09	.09	3.33
16	10	3.8	.45	.15	40	3.6	1.00	.16	.22	.91
17	10	4.4	.63	.21	40	4.4	.89	.14	.24	0
18	10	4.1	.55	.18	40	4.1	1.00	.16	.24	0
19	10	3.5	.89	.30	40	3.8	.63	.10	.32	.94

N = Number Responding

$\bar{m}$  = Mean

SD = Standard Deviation

SE of M = Standard Error of the Mean

SE of D = Standard Error of the Difference

### Comparative Means Analysis

An analysis of the data obtained from the control sample and the comparison sample indicates that only two of the nineteen items comprising the Curriculum and Instruction Administrative Task Area obtained a t-ratio higher than the interpolated t-ratio of 2.0126 at the .05 level of confidence with forty-eight degrees of freedom. Accordingly, the items three and fifteen reflect the research hypothesis and must be rejected as items in support of the null hypothesis.

The Northeast Area gave more support to varsity athletics (item three) as a training area than did the other building principals but only at slightly higher than average rank. It is possible that the Northeast Area is more athletically oriented and consequently would give greater support to skill development in this area as a component in building principalship training.

While item fifteen attained the highest obtained t-ratio in this entire study and while the group's mean differences were relatively close (5.0 and 4.7), the data demonstrates the Northeast Area as being the more concerned area regarding the school master schedule item. At one hundred percent acceptance, the Northeast Area group apparently recognizes such a skill area as one of the most significant areas for inclusion in the training for the building principalship.

The other seventeen Curriculum and Instruction items can be observed at varying degrees in support of null hypothesis I.

COMBINED MEANS ANALYSIS

<u>Sample</u>	<u>Items 1-19 Combined Means</u>	<u>SD</u>	<u>SE of <math>\bar{m}</math></u>	<u>SE of D</u>	<u>Obtained t-ratio</u>
Control	3.70	.7	.17	.2	.2
Comparative	3.66	.7	.17		

An analysis of the combined means data with thirty-six degrees of freedom at the .05 level of confidence indicates statistical support for hypothesis I. This first hypothesis obtained a t-ratio of .2. This score was less than the interpolated score of 2.029 and as a result supported the null hypothesis.

It would appear that the assumption that the Northeast Area was not significantly more inclined to provide assistant principals with curriculum and instruction training experiences has been demonstrated by the findings and as a result hypothesis one can be accepted.

Staff Personnel Administrative Task Area

The enhancing of the role performance of staff members accounts for the major thrust in this second administrative task area of Staff Personnel. Educational administration tends to approach this goal through five stages: staff identification, staff orientation, staff assignment, staff improvement, and staff evaluation with secondary goals being the effective use of staff and the awareness of individuals' needs.

Hypothesis II in this study is concerned with what means and to what extent building principals provide assistant

principals with opportunities for experience in the recognition of staff personnel inter-relationships and needs.

Both sets of building principals perceived priorities toward including staff improvement leadership endeavors for assistant principals are apparent in the following data analysis for this administrative task area. Items twenty through thirty-one pertain to this hypothesis.

The mean listed for each item was obtained by averaging the individual items to which the building principals responded. Items deemed not applicable by the building principals did not serve as determiners in calculating the obtained means.

STAFF PERSONNEL

Northeast Area Building Principals  
(Control Sample)

Other County Building Principals  
(Comparative Sample)

Item	N	$\bar{m}$	SD	SE of M	N	$\bar{m}$	SD	SE of M	SE of D	Obtained t-ratio
20	10	3.7	.63	.21	40	3.6	.84	.13	.24	.42
21	10	4.5	.63	.21	40	4.3	0	0	.20	1.00
22	10	3.4	.77	.26	40	3.5	1.00	.16	.32	.31
23	10	3.0	.45	.15	38	2.9	1.14	.19	.24	.42
24	10	4.1	.55	.18	40	3.9	.55	.09	.20	1.00
25	10	3.7	.89	.30	40	4.0	.45	.07	.31	.97
26	10	3.2	.89	.30	40	3.5	.89	.14	.33	.91
27	10	3.9	1.05	.35	40	3.9	.32	.05	.35	0
28	9	3.0	.45	.15	40	3.4	.77	.12	.17	1.76
29	10	3.4	.63	.21	40	3.4	.77	.12	.22	0
30	10	4.8	.45	.15	40	4.6	.32	.05	.15	1.33
31	10	3.9	.71	.24	40	4.0	.95	.15	.28	.36

N = Number Responding

$\bar{m}$  = Mean

SD = Standard Deviation

SE of M = Standard Error of the Mean

SE of D = Standard Error of the Difference

COMPARATIVE MEANS ANALYSIS

Both groups of building principals also assigned varying degrees of importance to the Staff Personnel Administrative Task Area's items. None of the items, however, obtained a t-ratio higher than the interpolated t-ratio of 2.0126 at the .05 level of confidence with forty-eight degrees of freedom.

COMBINED MEANS ANALYSIS

<u>Sample</u>	<u>Items 20-31 Combined Means</u>	<u>SD</u>	<u>SE of <math>\bar{m}</math></u>	<u>SE of D</u>	<u>Obtained t-ratio</u>
Control	3.71	.6	.18		
Comparative	3.75	.4	.12	.2	.2

The combined means data analysis for hypothesis II statistically indicates that neither sample had a greater preparatory proclivity in this administrative task area. The obtained t-ratio of .2 for this hypothesis was less than the table t-ratio of 2.074 with twenty-two degrees of freedom at the .05 level of confidence and demonstrated support of the null hypothesis.

The results support the view that the Northeast Area building principals are not significantly more inclined to train assistant principals for the building principalship in staff personnel endeavors than are the other building principal group. Consequently, null hypothesis II is supported by the data.

Pupil Personnel Administrative Task Area

Increased interest in the administrative task area of Pupil Personnel Services has led building principals in recent

years to encourage staff members to appreciate, understand, and accept today's students. Studies of any impediments or constraints to achieving this goal, as well as the shortening of distances between students and administration, are also becoming areas of growing concern.

Involvement opportunities available in co-curricular activities and in student government participation have been recognized and utilized as means to channel students' increasing interest in and demand for involvement in education decision making. Students' legal relationships with the schools have come to the fore resulting in increased concern for due process and the enlargement of the scope and philosophy of pupil personnel services.

This study's third hypothesis deals with the degree to which assistant principals are involved in the coordination of pupil personnel services whereby the complexities of such services may be ascertained and made functionally serviceable. The totality of such pupil personnel services and the building principals' perceived priorities for specific item inclusion in building principalship training are detailed in the following data analysis. Items thirty-two through forty-three pertain to this hypothesis.

The mean listed for each item was obtained by averaging the individual items to which the building principals responded. Items deemed not applicable by the building principals did not serve as determiners in calculating the obtained means.

PUPIL PERSONNEL

Northeast Area Building Principals  
(Control Sample)

Other County Building Principals  
(Comparative Sample)

Item	N	$\bar{m}$	SD	SE of M	N	$\bar{m}$	SD	SE of M	SE of D	Obtained t-ratio
32	8	3.1	1.00	.38	30	3.0	.89	.16	.41	.24
33	10	4.0	.63	.21	40	4.2	.45	.07	.21	.95
34	8	2.8	1.00	.38	34	3.1	.71	.12	.39	.77
35	10	3.8	.77	.26	40	3.6	.89	.14	.30	.67
36	10	4.8	.45	.15	40	4.6	.84	.13	.20	1.00
37	10	4.6	.45	.15	40	4.5	.77	.12	.17	.59
38	9	3.7	.45	.16	38	3.4	1.10	.18	.24	1.25
39	10	3.8	.77	.26	39	3.4	.84	.14	.30	1.33
40	10	3.7	.45	.15	40	3.6	.71	.11	.17	.59
41	10	3.6	.45	.15	40	3.8	.63	.10	.17	1.18
42	10	2.7	.45	.15	36	2.3	.89	.15	.20	2.00
43	10	2.7	.89	.30	40	3.0	1.05	.17	.35	.86

N = Number responding

$\bar{m}$  = Mean

SD = Standard Deviation

SE of M = Standard Error of the Mean

SE of D = Standard Error of the Difference



COMPARATIVE MEANS ANALYSIS

Item forty-two, school store, of all items under the Pupil Personnel concerns received at 2.00 the highest of all obtained t-ratios. This ratio was the closest t-ratio for the forty-eight degrees of freedom at the .05 level of confidence to the interpolated t-ratio of 2.0126. Although highest and closest, it was not so significantly large that it lacked support for the null hypothesis.

COMBINED MEANS ANALYSIS

<u>Sample</u>	<u>Items 32-43 Combined Means</u>	<u>SD</u>	<u>SE of <math>\bar{m}</math></u>	<u>SE of D</u>	<u>Obtained t-ratio</u>
Control	3.60	.7	.2	.3	.2
Comparative	3.54	.7	.2		

Statistical acceptance of hypothesis III can be observed through an analysis of the combined means data. The hypothesis' obtained t-ratio of .2 with twenty-two degrees of freedom at the .05 level of confidence contrasted sharply with the table t-ratio of 2.074. As with the previous hypotheses the obtained t-ratio supported the null hypothesis for this administrative task area.

Responses to the items demonstrate, at varying levels of significance, that the Northeast Area is not significantly more oriented at providing building principalship pupil personnel training experiences. The data supports the acceptance of hypothesis III.

Finance and Business Management Administrative Task Area

Within recent years school budgeting processes have become increasingly demanding and complex due to lack of sufficient school funding, inflationary concerns, and decreased school support. Financial decision making has been hindered by these impediments and altered by accountability demands and systematic approaches to finance like P.P.B.S.

Hypothesis IV in this study seeks to determine the depth of skill development which building principals provide their assistant principals in this fourth administrative task area of Finance and Business Management.

The data analysis illustrates the financial practices and the extent to which they were favored by the two building principal groups for inclusion in preparing assistant principals for the building principalship. Items forty-four through forty-six pertain to this hypothesis.

The mean listed for each item was obtained by averaging the individual items to which the building principals responded. Items deemed not applicable by the building principals did not serve as determiners in calculating the obtained means.

FINANCE AND BUSINESS MANAGEMENT

Northeast Area Building Principals  
(Control Sample)

Other County Building Principals  
(Comparative Sample)

Item	N	$\bar{m}$	SD	SE of M	N	$\bar{m}$	SD	SE of M	SE of D	Obtained t-ratio
44	10	4.8	.45	.15	40	4.7	.55	.09	.17	.59
45	10	2.4	.77	.26	40	2.5	.84	.13	.30	.33
46	10	4.8	.45	.15	40	4.6	.84	.13	.20	1.00

N = Number responding

$\bar{m}$  = Mean

SD = Standard Deviation

SE of M = Standard Error of Mean

SE of D = Standard Error of Difference

COMPARATIVE MEANS ANALYSIS

Hypothesis IV has been affirmed by the data for the three Finance and Business Management items. Here the respondents, more than in any area of this study, agreed the most consistently within a mean decimal point. They confirmed, with the study's forty-eight degrees of freedom, the null hypothesis at the .05 level of confidence since the obtained t-ratio for none of the three items surpassed the study's interpolated t-ratio of 2.0126.

COMBINED MEANS ANALYSIS

<u>Sample</u>	<u>Items 44-46 Combined Means</u>	<u>SD</u>	<u>SE of <math>\bar{m}</math></u>	<u>SE of D</u>	<u>Obtained t-ratio</u>
Control	4.00	1.1	.8	1.1	.06
Comparative	3.93	1.0	.7		

The combined means data demonstrated statistically with its obtained t-ratio of .06 and four degrees of freedom at the .05 level of confidence that this area's data also supported the study's null hypothesis. Here the obtained t-ratio as with the other hypotheses was lower than the table t-ratio of 2.776 and led to null hypothesis acceptance.

The findings indicate that both respondent groups demonstrate approximate equal concern for similar items and that the Northeast Area is not in reality providing more training emphasis in finance and business management for future building principals.

School Buildings and Equipment Administrative Task Area

Particular professional attention in the School Buildings and Equipment Administrative Task Area has been given to the utilization of the school plant by its varied publics and sub-publics. Areas stressed include school plant planning and maintenance and the building principal's functional relationship with and execution of such responsibilities.

Accountability considerations have also accounted for increased emphasis being placed upon the planning, maximum use, and maintenance of educational facilities. School plant utilization and flexibility criteria in conjunction with the historically accepted philosophy of the maintenance of an environment conducive to the teaching-learning process have become focal points.

Hypothesis V in this study considers school buildings and equipment administrative functions and the opportunities afforded assistant principals to obtain knowledge and skill in this administrative task area.

The types of administrative activities that the building principals viewed as providing beneficial experiences for aspiring building principal candidates are detailed in the following data analysis for this administrative task area. Items forty-seven through fifty-one pertain to this hypothesis.

The mean listed for each item was obtained by averaging the individual items to which the building principals responded. Items deemed not applicable by the building principals did not serve as determiners in calculating the obtained means.

SCHOOL BUILDINGS AND EQUIPMENT

Northeast Area Building Principals  
(Control Sample)

Other County Building Principals  
(Comparative Sample)

Item	N	m	SD	SE of M	N	m	SD	SE of M	SE of D	Obtained t-ratio
47	10	3.5	.77	.26	40	3.7	.89	.14	.30	.67
48	10	2.9	.55	.18	40	2.8	1.00	.16	.24	.42
49	10	3.1	.63	.21	40	3.1	1.05	.17	.26	0
50	10	2.8	.89	.30	40	2.8	1.10	.18	.35	0
51	10	4.1	.71	.24	40	4.2	1.00	.16	.30	.33

N = Number Responding

$\bar{m}$  = Mean

SD = Standard Deviation

SE of M = Standard Error of Mean

SE of D = Standard Error of Difference

COMPARATIVE MEANS ANALYSIS

The similar means differences between the two study samples indicate their similar regard of the School Buildings and Equipment Administrative Task Area's items. In this area the respondents tended to value identical items at the same or approximate same value level.

Since no item received an obtained t-store higher than the interpolated t-score of 2.0126 for the forty-eight degrees of freedom at the .05 level of confidence, all five school buildings and equipment items are accepted as supporting null hypotheses V.

COMBINED MEANS ANALYSIS

<u>Sample</u>	<u>Items 47-51 Combined Means</u>	<u>SD</u>	<u>SE of <math>\bar{m}</math></u>	<u>SE of D</u>	<u>Obtained t-ratio</u>
Control	3.28	.4	.3		
Comparative	3.32	.4	.3	.4	.1

The combined means data demonstrated statistical support for null hypothesis V. The .1 obtained t-ratio was appreciably lower than the table t-ratio of 2.306 for the eight degrees of freedom at the .05 level of confidence.

It would seem that once again the data supports the contention that the Northeast Area's building principals do not--to an appreciable extent--provide any more pronounced school buildings and equipment training experiences for future building principals than do other county building principals.

School-Community Relations Administrative Task Area

The improvement of school-community relations has been long recognized as a primary function of school administration resulting in competence in community analysis and in communication with and utilization of community resources being expected of administrative personnel. While citizen advisory boards for entire school systems or for portions of same are growing in numbers, the accustomed area employed for increasing citizen interest and involvement in their schools has remained the individual school center.

Hypothesis VI in this study focuses upon the provisions made by building principals whereby assistant principals can obtain insights into the relationships of the various community publics and sub-publics that compose this last administrative task area of school-community relations.

As with the other administrative task areas, the building principals' perceived priorities in respect to significant items for inclusion in building principalship preparation are listed for each respective group in the following data analysis. Items fifty-two through fifty-nine pertain to this hypothesis.

The mean listed for each item was obtained by averaging the individual items to which the building principals responded. Items deemed not applicable by the building principals did not serve as determiners in calculating the obtained means.



SCHOOL COMMUNITY RELATIONS

Northeast Area Building Principals  
(Control Sample)

Other County Building Principals  
(Comparative Sample)

Item	N	$\bar{m}$	SD	SE of M	N	$\bar{m}$	SD	SE of M	SE of D	Obtained t-ratio
52	10	2.7	.89	.30	40	2.9	.95	.15	.33	.61
53	6	2.3	.63	.29	34	2.5	.77	.14	.32	.91
54	9	3.9	.84	.30	40	4.3	.55	.09	.31	1.29
55	10	3.4	.77	.26	40	3.8	.95	.15	.32	1.25
56	10	3.8	.63	.21	40	4.0	.55	.09	.22	.91
57	10	3.8	.77	.26	40	3.9	.95	.15	.32	.31
58	10	3.3	.77	.26	40	3.7	.77	.12	.28	1.43
59	10	3.3	.63	.21	36	3.3	1.05	.17	.26	0

N = Number responding

$\bar{m}$  = Mean

SD = Standard Deviation

SE of M = Standard Error of Mean

SE of D = Standard Error of Difference

COMPARATIVE MEANS ANALYSIS

As with the other five research hypotheses, hypothesis VI was confirmed by the t-ratio statistic. At the .05 level of confidence no school community relations item's obtained t-ratio was found to be higher than the interpolated t-ratio of 2.0126 for the forty-eight degrees of freedom. Both groups are apparently aware and acknowledge school public relations experiences as valuable for future building principals. The Northeast Area, however, in comparison with the other building principals again does not indicate any particular proclivity toward providing more pronounced training. It would appear, based upon their slightly higher mean scores, that the county's other building principals are actually more inclined toward school community relations involvement for future building principals.

COMBINED MEANS ANALYSIS

<u>Sample</u>	<u>Items 52-59 Combined Means</u>	<u>SD</u>	<u>SE of <math>\bar{m}</math></u>	<u>SE of D</u>	<u>Obtained t-ratio</u>
Control	3.31	.5	.19		
Comparative	3.55	.5	.19	.3	.8

Acceptance of this last hypothesis was further confirmed by the combined means of data. The .8 obtained t-ratio when contrasted with the table-t ratio of 2.145 with fourteen degrees of freedom at the .05 level of confidence clearly supported the study's null hypothesis for this administrative task area.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

Much is expected and little excluded from the job performance of the secondary school principal functioning in the late 1970's in American secondary school education. He is looked to for financial, curriculum and human relations leadership. He is expected to possess expertise in the administration of his role's duties and responsibilities. He is expected to personify the professional educator. Inept administration of his position is not accepted as evidenced by the criticism forthcoming from pressure groups and the many policies confronting him. Professional leadership is expected; evasion of the latter is not accepted.

Upon consideration of the mounting and encompassing demands and expectations facing building principals, it would appear that they can little afford to abide prevailing misconceptions of their role's functions. Instead, they as a group and individually need to become competence-oriented in the execution of the multi-faceted skills areas they encounter. In turn they should become cognizant of their professional responsibility to offer aspiring building principalship candidates a competency based preparatory program whereby candidates' pre-existing levels of skill can be polished, enhanced and

expanded.

Katz suggests three skills areas with which effective administrators should be competent:

Technical skill...an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures or techniques. Technical skill involves specialized knowledge, analytical ability within that specialty, and facility in the use of the tools and techniques of the specific discipline.

Human skill...the executive's ability to work effectively as a group member and to build cooperative effort within the team he leads.

Conceptual skill...the ability to see the enterprise as a whole; it includes recognizing how the various functions of the organization depend on one another, and how changes in any part affect all the others. Recognizing those relationships and perceiving the significant elements in any situation, the administrator should then be able to act in a way which advances the overall welfare of the total organization.<sup>78</sup>

In these comments on effective administrative skill development, Katz suggests a philosophical base upon which skill competency can be constructed.

A somewhat similar philosophical framework was expressed by Ohio State University in the 1950's in reference to the examination, appraisal, and reorganization of its program in educational administration.

The program in educational administration at the Ohio State University should be focused on the preparation of administrators who have a reasonable comprehension of our culture, perceive the role of the school in it, and have the ability to work with others in the fulfillment of that role.

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<sup>78</sup> Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review, Vol. 33, No. 1 (January-February 1955), pp. 34-42.

## The Major Competency Areas

The major competency areas, explained in some detail later, are as follows:

1. Possession in reasonable degree of appropriate personal attributes and a disposition to improve them
2. Understandings, attitudes, and skills resulting from an adequate general education.
3. An understanding of the role of the school in the social order
4. A disposition and an ability to cooperate with other people in planning, executing, and evaluating courses of action
5. An understanding of the instructional program and skills in curriculum development
6. Understandings and skills in the technical aspects of school administration
7. An understanding of and skills in the administrative process
8. An ability and a disposition to apply sound problem solving procedures to school concerns
9. An inclination to act in terms of conscious value judgments
10. An inclination and an ability to understand one's own motivations for action and how they affect his way of working with other people.
11. A disposition and an ability to lead lay and professional people in considering and continuing improvement of the school and community, and the ability to discover and promote such leadership in others.<sup>79</sup>

It would appear that the above philosophical bases and framework afford initial direction toward an awareness of the components of administrative competency. The means whereby such competencies can be achieved however should

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<sup>79</sup> John A. Ramseyer, Lewis E. Harris, Millard Z. Pond and Howard Wakefield, Factors Affecting Educational Administration: Guideposts for Research and Action (Columbus, Ohio: University Press of Ohio State University, 1955), pp. 135-136.

be understood, studied and activated. An investigation of these means this study had as its central focus. Both the control sample and the comparison sample, in eliciting value judgments, identified the variety and depth of experiences they perceived as important in the preparation of assistant principals for future building principalship positions.

The six research hypotheses of this study were formulated in conjunction with the six generally recognized Administrative Task Areas that are customarily encountered in secondary school administration: 1) Curriculum and Instruction; 2) Staff Personnel; 3) Pupil Personnel; 4) Finance and Business Management; 5) School Buildings and Equipment; and 6) School-Community Relations.

The control sample building principals and the comparison sample building principals, in responding to the items for these six administrative task areas, indicated their perceived priorities which they valued for inclusion in building principalship training endeavors.

In addition to eliciting these value judgments, this study was able to observe the Northeast Area's pronounced professional training reputation and its actual involvement in same in contrast with the county's remaining other building principals' participation in relationship to the six research hypotheses.

Similarly, both groups of building principals afforded low preparatory status to the utilization of the community as a resource for instruction--an omission in judgment in the light of sound public relations practices and/or

an omission in judgment of a potentially valuable training experience area?

### Hypothesis I

Experience in curriculum and instruction is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.

According to the accumulated mean data, both groups of building principals generally would include experiences in curriculum and instruction for their assistant principals in preparatory programs for the building principalship.

Customarily recognized experiences they highlighted and advocated: school master schedule, special arrangements at the beginning and end of the school year; articulation with feeder schools and curriculum development; disappointingly, however, they gave low priority rank to a prime instructional leadership consideration.

With the role expectations of administrators ever broadening, demanding, and seeking of leadership in instructional improvement and change, it would appear incongruous that training experience in educational innovations, experiments, and research should be afforded such low status. It is also apparent that the building principals have given insufficient preparatory consideration to the first three of the four steps in instructional improvement: assessment, planning, implementation, and evaluation.



The data supports the view that the Northeast Area building principals do not demonstrate any appreciably higher proclivity than the other county building principals in building principalship preparation. It is apparent that an individual assistant principal's work location in the county school system is not the determiner in his training but rather, instead, it is interest in and opportunities afforded assistant principals county-wide by their building principals that are the actual determiners. Hypothesis I has been accepted.

Hypothesis II

Recognition of staff personnel inter-relationships and needs is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.

Although the mean data generally supports this hypothesis, both groups of building principals appeared satisfied to highlight the staff personnel area by providing apparent surface treatment and by not delving into the recognition of staff personnel inter-relationships and needs as worthwhile preparatory considerations. It must be noted that interest in and consideration of inter-personal relationships and needs were not negated; low status designations, however, were given many such items when priority ranked by the building principals.

Since the improvement of role performance of each staff member is a major responsibility of building principals, procedures whereby this goal can be secured should be afforded maximum attention and effort; accordingly, these same means should be worthy of inclusion in the expertise development of both aspiring assistant principals as well as of career assistant principals.

While both groups of building principals gave high priority to two components involved in staff development improvement - recruitment and selection of teachers and evaluation of teachers - they tended to regard three others -

orientation of new teachers, staff assignment, and staff improvement - as only average needs. It is apparent that the staff personnel area has been afforded sparse consideration as an area of emphasis in building principal preparation. Experience in the previously discussed procedures for staff improvement, as well as thought to relationships with educational and employer representatives, need to receive emphasis and inclusion so as to enhance prospective building principals' expertise in the human condition confronted in school administration.

The data supports the view that the Northeast Area building principals do not demonstrate any appreciably higher proclivity than the other county building principals in building principalship preparation. It is apparent that an individual assistant principal's work location in the county school system is not the determiner in his training but rather, instead, it is interest in and opportunities afforded assistant principals county-wide by their building principals that are the actual determiners. Hypothesis II has been accepted.

### Hypothesis III

Coordination of pupil personnel services is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.

The mean data supported this hypothesis as building principals demonstrated their awareness of the position held by the student in their administrative endeavors. It is apparent that role expectation probably accounted for the high priority rankings being given the pupil-oriented yet administrative-controlled areas of pupil discipline and pupil attendance. Though ranked lower by the building principals, they responded to the school guidance program as worthy of inclusion in building principal training. Considerably lower value was given to student store, school club program, and cafeteria services.

Assistant principals should be encouraged to experience the coordination of the varied positive and negative aspects of pupil personnel services - services which have become increasing many-fold within recent years and which now in part include: student involvement in making decisions regarding their education, increased student government clout, "generation gap" consciousness, legal relationships in the light of court decisions, attendance, discipline, specified freedoms - of expression, from search and seizure, and due process.

It would appear then that a broader cognizance of students' basic rights as individuals than was obtained in the study's data should be included in the preparation programs involving aspiring assistant principals. As thorough an awareness as possible of this volatile area should be sought.

The data supports the view that the Northeast Area building principals do not demonstrate any appreciably higher proclivity than the other county building principals in building principalship preparation. It is apparent that an individual assistant principal's work location in the county school system is not the determiner in his training but rather, instead, it is interest in and opportunities afforded assistant principals county-wide by their building principals that are the actual determiners. Hypothesis III has been accepted.

Hypothesis IV

Skill in financial and business management is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.

This hypothesis stresses the importance of monetary skill development in assistant principals. On the basis of the mean data pertaining to this hypothesis, it is being accepted.

Surprisingly in this age of accountability and budget cutbacks, however, the building principals judged financial matters as significantly lower in rank than many other duties and responsibilities assigned to assistant principals. Knowledge of the budgeting process and purchasing procedures should be priority preparatory concerns. An awareness of the P.P.B.S. - planning, programming, budgeting, and evaluating of the instructional program should be emphasized. Educational accountability demands it.

The data supports the view that the Northeast Area building principals do not demonstrate any appreciably higher proclivity than the other county building principals in building principalship preparation. It is apparent that an individual assistant principal's work location in the county school system is not the determiner in his training but rather, instead, it is interest in and opportunities afforded

assistant principals county-wide by their building principals that are the actual determiners. Hypothesis IV has been accepted.

### Hypothesis V

Knowledge of school building use and equipment maintenance is not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.

Although one area of consideration - emergency arrangements - received an extremely high rank by the building principals, the mean data for this hypothesis was the most divergent. It is evident that the majority of respondents view knowledge of school building and equipment maintenance as not requiring major emphasis in preparatory programs for the building principalship. Instead, such data is regarded as essentially day-to-day administrative routine rather than significant areas for skill development.

It would seem that beneficial results through which candidates might secure appreciation of the total school program could be forthcoming if more rather than less emphasis were given to the study's low ranked items: school related building use, school dances, and non school related building use.

The data supports the view that the Northeast Area building principals do not demonstrate any appreciably higher proclivity than the other county building principals in building principalship preparation. It is apparent that an individual assistant principal's work location in the county



school system is not the determiner in his training but rather, instead, it is interest in and opportunities afforded assistant principals county-wide by their building principals that are the actual determiners. Hypothesis V has been accepted.

### Hypothesis VI

Insights into school-community relations are not perceived by Northeast Area building principals as an area of greater concern than by other Dade County building principals in the preparation of assistant principals for the building principalship.

All six of the hypotheses in this study were supported by the obtained data. The most consistently high priority rankings, however, appeared in support of Hypothesis VI. The building principals strongly upheld the need for sound public relations programs - programs that inform, that involve, that utilize community resources, that encourage the use of the school by the total community.

Interestingly, the involvement of assistant principals in public relations, while being advocated by the building principals, was not extended to any appreciable degree to their involvement as liaison agents with community agencies or to their functioning as administrative representatives of the school at community functions. The latter two areas hold potential experience opportunities; involvement in same could provide increased school-community insights in the training of future building principals.

It would appear that potentially advantageous insights into school-community relationships could surface if increased attention were paid to candidates' participation in school-community joint endeavors and in the adult and/or

community school programs.

The data supports the view that the Northeast Area building principals do not demonstrate any appreciably higher proclivity than the other county building principals in building principalship preparation. It is apparent that an individual assistant principal's work location in the county school system is not the determiner in his training but rather, instead, it is interest in and opportunities afforded assistant principals county-wide by their building principals that are the actual determiners, Hypothesis VI has been accepted.

Conclusions of Interviewed Principals' Study

The extent to which building principals exhibit professional interest in their assistants' career advancement became apparent in the interviews with the ten building principals. While line and staff duties and responsibilities are conferred upon assistant principals, the degree to which professional growth "lip service" occurs bears investigation according to this group. In interviews they questioned whether the assistant principal's role should be viewed as implementor or as decision maker - as a legman for the school program, or an integral part of it? With varying priorities these same respondents did not question the importance of the fifty-nine listed duties and responsibilities conferred upon assistant principals as providing enriching training experiences. The securement of expertise attainment, however, in their perceptions is dependent upon individual acumen and ambition.

Additionally, the interviewed building principals noted the need for providing multi-level experiences for their assistant principals. Although hampered by specific job designations and functions as assistant principals for curriculum, administration, or guidance, assistant principals in their judgment, if motivated, should be encouraged to become involved in areas outside their immediate job description. They recognize that most likely the assistant principals so pictured, however, are those who aspire to the building principalship rather than those who prefer to func-

tion as career assistant principals.

The interviewed principals' study characterizes and summarizes criteria that should be integral considerations in any preparation or training endeavors that prepare assistant principals for the building principalship:

"Self-motivation and self-direction."

"Career assistant principal or building principal aspirant?"

"Administrative team."

"Shifting of assistant principal's duties."

"Individual program for an individual person."

"It depends upon the principal. If he's not interested, you're on your own."

"Assistant principals should not be isolated from one another."

"Involvement in all phases of the school program."

"Training of worthy candidates."

"Tri-level experiences."

"Cadet program."

"Principal material."

"Administrative calendar."

With attention paid to sound, practical, professional growth considerations like these and with genuine concern for participating in and directing such activities on the part of today's building principals, any and all phases of "Principal Professional Shock" for tomorrow's principals should be greatly diminished.

Recommendations:

1. Building principals need to become actively involved in the professional growth of their assistant principals.
2. The secondary school building principal should differentiate the career assistant from the aspirant for the building principalship and plan programs of experiences for both types of career goals.
3. The building principal must develop evaluative techniques to ascertain worthy principalship candidates.
4. The secondary school principal should develop an administrative teamwork approach with his assistant principals to enable them to become familiar with the many phases of school administration.
5. The building principal should vary assistant principals' assignments so as to afford them tri-level experiences in a variety of situations (curriculum and instruction; administration; and guidance).
6. Assistant principals should be involved as much as possible in all phases of the school program.
7. The secondary school principal should recognize lack-luster assistant principals' duties as such and augment same with growth experiences.
8. Training programs should incorporate and emphasize the prevalently recognized preparatory areas: curriculum development, school policies and school master schedule; teacher selection; pupil discipline and

attendance, school budget and school financial accounts; school public relations programs.

9. The secondary school principal should re-evaluate his own indoctrination into the building principalship and determine what positive direction he could provide for the position's continued professionalism.
10. Central office personnel should analyze their district's program for developing administrative leadership and place more emphasis upon competency based pre-service and in-service training programs.

#### Suggestions for Further Study

In recent years secondary school administration has been confronted with attacks of accountability and questioned competencies. Administrative reaction to such attacks unfortunately have not tended to remedy the situations that brought on these attacks. Instead, secondary school administration has continued to develop without any appreciable concern for tomorrow. Individual principal's administrative expertise has tended to be kept private. Provisions for enlightening others have tended to be haphazard in practice. Assistant principals who have been promoted to the building principalship have often tended to begin functioning as building principals without any appreciable preparatory skills for the role.

As a result of this study and in consideration of the existing issues confronting secondary school administrators, the following are suggested as areas for additional study:

1. What are the implications and entanglements that constitute educational accountability?
2. What components constitute competency-based administrative practices?
3. What is the most expedient and most efficient method for ascertaining individual assistant principal's needs in their preparation for the building principalship role?
4. What are the variety of roles that building principals must play in the course of their work? What are the career assistant principal's and the aspiring assistant principal's relationships to and involvement in such roles as detailed by Mintzberg:
  1. Figurehead (presiding at an official function).
  2. Leader (staffing, motivating, training).
  3. Liaison (maintaining contacts in the community).
  4. Monitor (keeping informed about the profession and his organization).
  5. Disseminator (transmitting information to staff).
  6. Spokesman (transmitting information from organization outward).
  7. Entrepreneur (designing and instituting controlled change).
  8. Fire fighter (reacting to crisis and conflict).
  9. Resource allocator (assigning duties and authorizing expenditures).
  10. Negotiator (negotiating among and between individuals and interest groups).<sup>80</sup>

It is apparent that role definitions and understandings such as these, as well as assistant principal participation in the more significantly valued of the fifty-nine duties and responsibilities afforded assistant principals, could serve as the means in building principal preparation resulting in enhanced competency levels as the desired ends.

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<sup>80</sup> Henry Mintzberg, The Nature of Managerial Work (New York: Harper and Row, 1973), p. 63.



DADE COUNTY PUBLIC SCHOOLS

ADMINISTRATIVE OFFICE

LINDSEY HOPKINS BUILDING

1410 N. E. 2ND AVENUE

MIAMI, FLORIDA 33132

E. L. WHIGHAM  
INTENDENT OF SCHOOLS

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DR. LINTON J. TYLER

September 12, 1975

Mr. Thomas J. Madden  
1561 Salvatierra Drive  
Coral Gables, Florida 33134

Dear Mr. Madden:

The Educational Research Committee has considered your request to conduct a study entitled "In My Footsteps: A Study of the Grooming of the Assistant Principal for the Building Principalship". Approval is granted subject to the voluntary participation of principals. Voluntary participation is a committee requirement and approval is contingent upon your fulfillment of this requirement.

Sincerely,



Horace L. Martin, Chairman  
Educational Research Committee

HLM:pw

APPENDIX B

Hypotheses

- I Experience in curriculum and instruction is not perceived by building principals as an area of concern in the preparation of assistant principals for the building principalship.
- II Recognition of staff personnel inter-relationships and needs is not perceived by building principals as an area of concern in the preparation of assistant principals for the building principalship.
- III Coordination of pupil personnel services is not perceived by building principals as an area of concern in the preparation of assistant principals for the building principalship.
- IV Skill in financial and business management is not perceived by building principals as an area of concern in the preparation of building principals for the building principalship.
- V Knowledge of school building and equipment maintenance is not perceived by building principals as an area of concern in the preparation of assistant principals for the building principalship.
- VI Insights into school-community relations are not perceived by building principals as an area of concern in the preparation of assistant principals for the building principalship.

APPENDIX C

1561 Salvatierra Drive  
Coral Gables, Florida 33134  
January 21, 1976

Dear Principal \_\_\_\_\_:

I am a language arts teacher presently on professional leave from my teaching assignment at North Miami Senior High School.

To complete requirements for my Doctorate in Educational Administration and Supervision, I am writing a dissertation that seeks to discover the variety and depth of experiences and responsibilities provided individuals functioning in the role of assistant principal whereby they are prepared for the position of building principal.

I would appreciate conducting an interview with you as a means of obtaining research data for my study.

The following interview areas are concerned with job responsibilities and duties encountered by practitioners in secondary school administration: curriculum and instruction; staff personnel; pupil personnel; finance and business management; school buildings and equipment; school-community relations; professional growth; supporting services. Through your participation and responses to these discussion topics and others that might develop through our interview, I seek to ascertain your feelings as to the significance of the duties and responsibilities of assistant principals in the preparation of future building principals.

Could we schedule an interview some time in late January or early February? I'll contact your secretary to learn your decision and make arrangements.

Approval to conduct my research has been granted by the Dade County Educational Research Committee. This is detailed in the attached copy from the Research Committee office.

Sincerely,

Thomas J. Madden

TJM/ess  
Enclosures

APPENDIX D

A Study of the Preparation of the Assistant Principal  
for the Building Principalship

Interview Guide

Name of Respondent \_\_\_\_\_

Date of Interview \_\_\_\_\_

1. Curriculum and Instruction
2. Staff Personnel
3. Pupil Personnel
4. Finance and Business Management
5. School Buildings and Equipment
6. School-Community Relations
7. Professional Growth
8. Supporting Services

APPENDIX E

Interview Schedule

1. Prior to your term as building principal did you serve as an assistant principal?
2. Would you say overall that your experiences as an assistant principal were professionally satisfying or unsatisfying?
3. What would you say made your experiences professionally satisfying or unsatisfying?
4. Have you seen areas whereby the assistant principal's administrative role can be enlarged?
5. Is the assistant principalship a career position or a training ground for the building principalship?
6. What do you consider to be the assistant principal's most significant duties and responsibilities?
7. Should the assistant principal's duties and responsibilities be shared and/or rotated?
8. How do you value the in-service training experiences offered in your school area that seek to prepare assistant principals for the building principalship?
9. How would you value, in terms of professional growth and expertise development, the following duties and responsibilities commonly associated with the assistant principalship?

APPENDIX F

1561 Salvatierra Drive  
Coral Gables, Florida 33134  
January 27, 1976

Dear Principal \_\_\_\_\_:

I am a language arts teacher presently on professional leave from my teaching assignment at North Miami Senior High School.

To complete requirements for my Doctorate in Educational Administration and Supervision, I am writing a dissertation that seeks to discover the variety and depth of experiences and responsibilities provided individuals functioning in the role of assistant principal whereby they are prepared for the position of building principal.

I enlist your participation in my study. Your participation will assist significantly I feel the validity of the study's goals. I wish to express my gratitude for your time and concern. A stamped envelope is enclosed for your response.

Approval to conduct my research has been granted by the Dade County Educational Research Committee. This is detailed in the attached copy sent from the Research Committee office.

Sincerely,

Thomas J. Madden

TJM/ess  
Enclosures

APPENDIX G

A STUDY OF THE PREPARATION OF THE ASSISTANT PRINCIPAL  
FOR THE BUILDING PRINCIPALSHIP

INSTRUCTIONS:

Please circle in the Degree of Importance column below your reaction to specific items (ranging from least to indispensable) as being significant areas for the professional growth and expertise development in the preparation of assistant principals for the building principalship. For an item that is not applicable to your school situation, place an NA on the line after the item.

Degree of Importance

L M A M I  
E I V A N  
A N E J D  
S O R O I  
T R A R S  
G P  
E E  
N S  
A B  
L E

1. Work-study program	1	2	3	4	5
2. Assemblies	1	2	3	4	5
3. Varsity athletics	1	2	3	4	5
4. Field trips	1	2	3	4	5
5. Student Council, General Organization, student government	1	2	3	4	5
6. Instruction for home-bound students	1	2	3	4	5
7. School-wide exams, "finals," department exams, "team" tests	1	2	3	4	5
8. School newspaper	1	2	3	4	5
9. Curriculum development	1	2	3	4	5
10. School daily bulletins	1	2	3	4	5
11. Information concerning community resources for instruction	1	2	3	4	5
12. School policies	1	2	3	4	5
13. School calendars	1	2	3	4	5
14. "Articulation" with "feeder" schools	1	2	3	4	5
15. School master schedule	1	2	3	4	5
16. Textbook selection	1	2	3	4	5
17. Special arrangements at the start and closing of the school year	1	2	3	4	5

Responsibility for:	(1)	(2)	(3)	(4)	(5)
18. Providing instructional materials	1	2	3	4	5
19. Innovations, experiments, and research	1	2	3	4	5
20. Faculty meetings	1	2	3	4	5
21. Evaluation of teachers	1	2	3	4	5
22. Teacher personnel records	1	2	3	4	5
23. School traffic or safety squad	1	2	3	4	5
24. Custodial services	1	2	3	4	5
25. Clerical services	1	2	3	4	5
26. Teachers "duty" rosters	1	2	3	4	5
27. Orientation program for new teachers	1	2	3	4	5
28. Student teachers	1	2	3	4	5
29. Substitute teachers	1	2	3	4	5
30. Teacher selection	1	2	3	4	5
31. Relationships with educational and employer representative	1	2	3	4	5
32. External testing program (Nat'l Merit, College Entr. Bd., Regents)	1	2	3	4	5
33. School guidance program	1	2	3	4	5
34. Financial aid for students	1	2	3	4	5
35. Orientation program for new students	1	2	3	4	5
36. Pupil discipline	1	2	3	4	5
37. Pupil attendance	1	2	3	4	5
38. School assistance to students in transition from school to post- school life	1	2	3	4	5
39. School club program (cheerleaders, service and scholarship groups)	1	2	3	4	5
40. Transportation services	1	2	3	4	5
41. Cafeteria services	1	2	3	4	5
42. Student store	1	2	3	4	5
43. Medical, dental and health services	1	2	3	4	5
44. School budget	1	2	3	4	5
45. Student photographs	1	2	3	4	5
46. School financial accounts	1	2	3	4	5
47. Non-instructional equipment and supplies	1	2	3	4	5
48. School dances	1	2	3	4	5



<u>Responsibility for:</u>	<u>(1)</u>	<u>(2)</u>	<u>(3)</u>	<u>(4)</u>	<u>(5)</u>
49. School related building use	1	2	3	4	5
50. Non-school related building use	1	2	3	4	5
51. Emergency arrangements (fire, air raid, etc.)	1	2	3	4	5
52. School participation in community fund drives	1	2	3	4	5
53. School alumni association	1	2	3	4	5
54. School public relations program	1	2	3	4	5
55. Liaison with your serving agencies of the community	1	2	3	4	5
56. Informing the public of school achievements	1	2	3	4	5
57. Parent Teacher Association (or counterpart)	1	2	3	4	5
58. Administrative representative of the school at community functions	1	2	3	4	5
59. Adult education program	1	2	3	4	5

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