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An Analysis of the Public Secondary School Assistant Principalship in the States of Maryland and Virginia in Schools with Student Enrollments of 1000 and Above

Patrick Joseph McDonough

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AN ANALYSIS OF THE PUBLIC SECONDARY SCHOOL ASSISTANT
PRINCIPALSHIP IN THE STATES OF MARYLAND AND
VIRGINIA IN SCHOOLS WITH STUDENT
ENROLLMENTS OF 1000 AND ABOVE

BY

PATRICK JOSEPH MCDONOUGH

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

February
1970
ACKNOWLEDGEMENTS

The completion of this paper is not simply a product of my individual effort but rather a stream of incidents, efforts and encouragements from my first educational experience in the home to my current work experience as a professional educator.

Certainly the initial credit for this dissertation completion rests with my parents, Genevieve and Patrick Joseph McDonough, Sr., who though limited in formal education but wise in practical experience, instilled in their children a desire for education and a thirst for knowledge. Their constant encouragement, unflagging confidence and countless sacrifices made this effort possible.

Unestimatable credit goes to my wonderful wife Nancy Oliver McDonough and our seven beautiful children, Patrick, Steven, Kathleen, Susan, Paul, David and Mark, who never ceased believing in me; offered solace when I was discouraged; and shared my successes and setbacks while encouraging me to this goal. All of this help they gave freely at considerable sacrifice to their economic, social and personal gain.

Major credit also goes to those three professional educators, Dr. Willis E. Dugan, Executive Director of the American Personnel and Guidance Association; Dr. Donald P. Mitchell, Director of Washington Internships in Education; and Dr. Joseph J. Valenti, Assistant Dean, Loyola University School
of Education, who through their advice, direction and tangible assistance spurred me onward, especially at those points when the completion of this dissertation seemed most improbable.

Finally, credit goes to the professional educators in the states of Maryland and Virginia -- the County and Division Superintendents, secondary school principals and especially the secondary school assistant principals and directors of guidance -- who answered my questionnaire, permitted school interviews and provided the data which is the essence of this paper.
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CHAPTER I

INTRODUCTION

The Problem

Although the professional literature of educational administration is replete with studies of 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 (see bibliography on page 178) and most is provided through periodicals and other dissertation studies.

Students of educational administration have pointed out that the high school principalship is the oldest administrative position in American education, antedating both the superintendency and the elementary school principalship. However, the first reference to what is now known as an assistant principal occurred in Boston around 1857, where the term "head assistant" came into being. By 1900, Jacobson tells us that principals picked their administrative assistants.

The position of the assistant principal seems to have developed by no direct plan but rather as the name implies, to assist the principal. Even the

2Ibid., p. 495.
title of the position varies, the most commonly used title is assistant principal, but other titles in use include vice principal, administrative assistant, dean and assistant to the principal. Since there was little agreement about the position, very little was written about the responsibilities of the assistant principal. Gillespie tells us that "the assistant principal evolved without a sense of direction or adequate philosophy". Some authorities view the assistant principalship as a training ground for the principalship, others view it as a career position and still others see it as a combination of both of these roles depending on the person and his ambition as well as the particular school situation.

The vice principalship (assistant principalship) has been in widespread existence not more than two decades, Novak tells us, however there has been little clarification of the duties, responsibilities, status and leadership role in secondary education. The increasing size of secondary schools (plant and enrollment), increasing trend for further consolidation of high schools, increasing program of curriculum offerings and use of new forms of technology in education all spell changing roles for educational administrators.

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Robert Thurman in a recent article of *Educational Leadership*, has indicated that the principal's role should even be changed, including title, to concentrate on learning and instruction.\(^7\)

With more administrative duties and responsibilities resulting because of the changes in modern secondary education, this dissertation was undertaken to analyze the role and function of the secondary school assistant principalship and to update and add to information currently available on this topic. Specifically, this study attempts to:

1. analyze the educational position of the assistant principal in large public secondary schools with student enrollments of 1000 or more pupils in the states of Maryland and Virginia.
2. ascertain selection practices and the rationale (where available) for appointing/nominating assistant principals in large secondary schools.
3. compare the stated selection practices of school systems with the assistant principals' recommendations or opinions of such practices.
4. compare a listing of the major responsibilities of assistant principals as reported by them, with what these same practitioners as well as others in school administration conceive them to be.
5. develop a job description of the assistant principalship for the large secondary school setting.

6. ascertain the degree to which assistant principals share in the professional leadership role of large secondary schools.

In order to attain the above objectives, the foci of the study were the large public secondary schools in the states of Maryland and Virginia, having enrollments of 1000 pupils and above. Only senior high schools, four year, five year and in some cases six year high schools were included. No deliberate attempt was made to separate data for the two states nor to include junior high schools except when an integral part of a junior-senior high school combination.

Planning for the Study

Any study of this type involves a great deal of research and correspondence plus considerable follow up as well as reliance on the professional attitudes and good intentions of those with whom the writer is communicating.

The first task was to identify the problem. The second task was to determine from what sources information was to be obtained in order to gain insight into the problem. National and state professional, educational and governmental organizations as well as local school and educational sources had to be identified. Research had to be initiated into the professional literature using such standard references as the Education Index; Encyclopedia of Educational Research; Methods of Research; Research Studies in Education, A Subject Index of Doctoral Dissertations, Reports, and Field Studies; and Dissertation Abstracts: Abstracts of Dissertations and Monographs in Microfilm.

The third task was to narrow the focus of the study to determine the
purpose of the study, method of obtaining data and settings from which such data might be gotten. The latter part involved obtaining state educational directories and enlisting participation of school officials.

The fourth and final step in the planning process included:

a. investigating sources of support -- economic, professional and clerical -- to permit the study's successful initiation and conclusion, and to lend prestige to the undertaking.

b. beginning to formulate data collection devices and to analyze the professional literature.

c. developing a thesis outline.

Sources of Information and Procedures

As indicated in the previous section -- national, state and local -- professional, educational and governmental organizations were contacted to gather information. Some of these were: American Association of School Administrators; Baltimore Teachers Union; Maryland and Virginia Education Association; Maryland State Department of Education; Maryland State Teachers Association; Middle States Association of Colleges and Secondary Schools; National Association of Secondary School Principals; National Education Association; Secondary School Principals in Maryland (81) and Virginia (112); Secondary School Assistant Principals in Maryland and Virginia (319); Southern Association of Colleges and Schools; Superintendents -- City, County and Division -- in Maryland (16) and Virginia (49), having secondary schools in their districts with 1000 or more pupils; University Microfilms, University of Michigan; United States Office of Education, Education Resources Information
Center (ERIC); and the Virginia State Board of Education. Additionally, the professional literature was analyzed and synthesized using the Educational Index as the basic guide. Most of the useable references were periodicals, with very little emphasis on the assistant principalship in longer works on educational administration.

With the assistance of such references compiled and/or authored by (1) Good and Scates,8 (2) Monroe,9 and (3) Harris and Liba,10 an Assistant Principal Questionnaire was developed (Appendix A), composed of three parts with forty-four questions. The next data gathering device was the development of an Interview Form11 composed of a responsibility check list (Appendix B) and thirty interview questions (Appendix C).

The last data gathering device was a form letter (Appendix D), to be completed by Superintendents, in order to obtain evidence of written policies concerning the assistant principalship in the Maryland and Virginia city or county districts having public secondary schools with enrollments of 1000 or more students.

The Thesis Outline required by Loyola University of Chicago was submitted and accepted. Then the Washington Internships in Education Program, a


Ford Foundation sponsored program to develop educational leadership, agreed to permit me to use its name and Washington, D. C. based facilities to mail the necessary letters of explanation and questionnaires to school principals and in turn assistant principals (the primary respondents in this study).

Data Collection and Follow-up

Questionnaire

Using the directory of SCHOOL OFFICIALS in the State of Maryland 1968/69 and Virginia Educational Directory, School Year 1968-69, 13 193 secondary schools -- 81 in Maryland and 112 in Virginia -- were identified as being eligible to participate in the study by virtue of having 1000 students or more and being senior high, four year, five year or six year public high schools (Appendix E). For these two states the 193 selected schools were an all inclusive list of this type school.

On January 10, 1969 initial letters (Appendix F) were sent to the principals of the 193 schools with an attached Participation Form (Appendix G). Later, on January 20, a follow-up letter was sent to non-responding principals (Appendix H). Based on the willingness of the principal to participate and his completion and return of the Participation Form, listing the names of his.


assistant principals and directors of guidance, the Assistant Principal Questionnaire was mailed to those administrators, whose names were listed on the form.

This questionnaire was sent to all the assistant principals and directors of guidance on January 29, 1969 with a cover letter of explanation (Appendix I). The deadline set for the return of the Assistant Principal Questionnaire was March 1, 1969. An unedited Summary of the Assistant Principal Questionnaire (Appendix J) was compiled and mailed to the 133 participating secondary schools on November 3, 1969 as a fulfillment of an earlier promise.

Interviews

Besides providing the assistant principals' names the Participation Form, completed and returned by the secondary school principals, provided information in item #3 about the possibility of personal school interviews with the assistant principals in each school. Fifty school interviews were arranged beginning March 4, 1969 and continuing until completion on October 30, 1969. To be economical of interview time for the school, assistant principals and the interviewer, group interviews were held with assistant principals and directors of guidance in each of the fifty selected schools (Appendix E). As Van Dalen indicated in 1966,

Varied viewpoints are obtained when qualified individuals with common or divergent backgrounds are brought together to explore a problem or to evaluate the merits of a

14The states of Maryland and Virginia have no publically available directories listing names of assistant principals and directors of guidance.
proposition. Participants may not only present a wide range of information but also may help one another recall, verify or rectify items of information.\textsuperscript{15}

The interview consisted of two aspects, (1) the explanation of the responsibility check list (Appendix B) with the eight responsibility areas of secondary school educational administration; 17-40 duties under each area; and the four possible answer choices for each duty listed within each area and (2) the actual interview where the interviewer asked the thirty remaining questions on the Interview Form (Appendix C). The check list, one aspect of the school interview, was not completed in the interviewer's presence but was to be completed later and returned to the interviewer expressing a composite view of the assistant principalship as determined by all assistant principals/directors of guidance in each school. Thus the group interview procedure and the composite check list tended to give a school opinion of the assistant principalship for each school interviewed.

Survey of Superintendents

School superintendents in the states of Maryland and Virginia were surveyed on February 20, 1969 and followed up on March 4, 1969 to determine whether there were written policies concerning the assistant principalship in their respective counties and cities. The form letter had a return portion and asked that copies of any written materials on said subject be submitted with the returnable portion of the form letter.

In the state of Maryland there are twenty-three county school systems

and one city system (Baltimore); the state of Virginia has ninety-six county systems plus thirty-five city systems. Only those county and city school superintendents in Maryland and Virginia who had senior high, four year, five year or six year public secondary schools with 1000 or more pupils in their school district were surveyed. In Maryland this included fifteen county districts and one city district; in Virginia there were twenty-nine county districts and twenty city districts (Appendix E).

Data Collection Results

Questionnaire Results

In Maryland and Virginia there are 193 public secondary schools eligible to be included in this study -- 81 in Maryland and 112 in Virginia. Of this number 143 or 74 per cent said they would participate in the study, based on the completion and return of the Participation Form by the school principal. With the names of the assistant principals and directors of guidance supplied on the above Participation Forms, 319 Assistant Principal Questionnaires were mailed to these professionals in the 143 participating schools.

Of the 319 questionnaires mailed, 249 or 78.05 per cent were returned, 109 from Maryland assistant principals and 140 from Virginia assistant principals. The responses indicated that 133 of 143 schools or 93 per cent that said they would participate actually did participate in the study.

The percentage return for this questionnaire is comparable to returns from a large number of survey investigations as reported by Carter V. Good. He

16 The term assistant principal as used here and in subsequent references means assistant principal or other equivalent position or title.
found that returns on 170 master's theses at Indiana State Teachers College was 72 per cent; 204 doctoral dissertations at Teachers College, Columbia University was 71 per cent; and 59 research studies reported in the *Journal of Educational Research* was 81 per cent.17

**Interview Results**

Those schools in Maryland and Virginia which were selected for school interviews are designated by an asterisk in Appendix E. There were twenty-eight schools selected in Maryland and twenty-two in Virginia, for a total of fifty school group interviews. The fifty interviews were held between March 4, 1969 and October 30, 1969 with 132 assistant principals interviewed.

Since the return of the responsibility check list, Appendix B, was not subject to the same controls as the interview questions on the Interview Form, these results were dependent upon the willingness of the assistant principals to mail these to me after the school interview was complete. Of the 50 check lists distributed, 45 or 90 per cent have been returned.

**Survey of Superintendents' Results**

The total number of superintendents polled was 65, 16 in Maryland and 49 in Virginia. Responses resulted from 59 offices or a 90.7 per cent return. Of the 59 responses, 45 or 76.2 per cent had no policy on the assistant principalship and sent no materials; 13 offices or 22.0 per cent had a policy and sent materials; and 1 or 1.6 per cent had a policy but sent no materials. In

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this particular survey one reminder was sent as a follow-up to the original
letter in order to elicit the noted response.

Limitations of the Study

Results of this study though typical of large high schools in the states
of Maryland and Virginia may or may not be typical for the nation as a whole
or for other public secondary schools in these states, (e.g.) the junior high
level or smaller senior, four year, five year or six year secondary schools.

Additionally, questionnaire or interview bias may creep into the data
collection techniques so as to somewhat influence the results. Further,
interview information involves a great deal of subjective interpretation and
as a result may be liable to error in formulating any conclusions or
recommendations.

Given the above caveats, this study as reported in the following
Chapters has attempted to analyze, in as fair and objective a manner as pos-
sible, the assistant principalship in the states of Maryland and Virginia
using public secondary schools, with student enrollments of 1000 and above.
CHAPTER II

REVIEW OF THE LITERATURE

General Information About the Assistant Principalship

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.

Some of this difficulty may be caused by the lack of substantive effort of serious authors of administration to define the assistant principal's job and synthesize what is known and practiced into a coherent picture applicable at least in a general way to any secondary school setting. The efforts of this Chapter and Chapter III, where the secondary school assistant principalship in Maryland and Virginia is intensively studied, will be directed towards arriving at a current picture of the assistant principalship by putting together a microcosmic view of practice in two states with a broader view furnished by the professional literature.

Most authorities do agree on one point -- that to effectively shoulder the administrative responsibilities of a large secondary school requires the
efforts of more than one professional. They also agree that the assistant principalship is needed, is a highly complex position and is the professional position which shares with the principal in the secondary school administrative responsibility -- especially because of current school size, advanced technology and emphasis on new and varied instructional groupings.

As indicated in Chapter I, the development of the assistant principalship has a very recent and unplanned history, its evolution has therefore been without a sense of direction or philosophy. As the schools grew, the problems grew and more assistants were needed and added to help the principal.

Given these initial basic agreements there appears to be a proliferation of opinions about almost every other aspect of the assistant principalship. What follows therefore will be an attempt to bring consensus to the available literature.

Variance in Title

Authorities contributing information about the assistant principalship are even confused about the proper title to use in speaking of the administrative position just below that of the principal. There is district and state variance as well as variance caused by size of school or school system plus author preference of one job title over another. In 1958 Jarrett in his survey of 23 large school systems found that although four different titles were used,
the title of assistant principal was most common. 4 Alcorn also in 1958, found that the title of assistant principal, though disliked by those professionals polled, was the most prevalent one used in Pennsylvania. 5 Yet, Bauer in a study of Los Angeles schools, 6 Long in New York State 7 and Pfeffer in the state of New Jersey 8 found Vice Principal as the most common title.

Other titles in use include associate principal, department head, adviser, counselor, dean of boys and dean of girls. Still, in 90 per cent of the school systems in the country the most common title is assistant principal. Coppedge in 1968 further substantiated this finding. 9

Number of Assistant Principals Per School

Another difficulty occurs in the assignment of assistant principals to secondary schools. How many should be assigned and for what reasons? Should the assignment be based on student enrollment? number of teachers to supervise? educational program? needs of the community?

The literature reveals that the most prevalent way that assistant principals are assigned is determined by student enrollment, see Table 1.

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9Gillespie, "Assistant Principal," p. 60.
10Coppedge, "New Image of the Assistant Principal," p. 283.
<table>
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<td>1/550a</td>
</tr>
<tr>
<td>Boardman12</td>
<td>1946</td>
<td>Wisconsin</td>
<td>1/600</td>
</tr>
<tr>
<td>Howell13</td>
<td>1952</td>
<td>Richmond, Calif.</td>
<td>1/400a</td>
</tr>
<tr>
<td>Pfeffer14</td>
<td>1954</td>
<td>New Jersey</td>
<td>1/952a (Part time A.P.)</td>
</tr>
<tr>
<td>Jarrett15</td>
<td>1958</td>
<td>U. S. Cities</td>
<td>1/550-700</td>
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<tr>
<td>Rappaport16</td>
<td>1962</td>
<td>(opinion)</td>
<td>1/800</td>
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<tr>
<td>Douglass17</td>
<td>1963</td>
<td>(text)</td>
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<tr>
<td>Anderson18</td>
<td>1963</td>
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<tr>
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<td>1965</td>
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<td>Holland21</td>
<td>1968</td>
<td>(opinion)</td>
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aDenotes administrator/pupil ratio

Still, there is a basic problem even within this type of assignment, as there are differences in terminology between "pupils per administrator" and "pupils per assistant principal". The former usually includes principals plus assistant principals and conceivably might include anyone who shares in the administrative load of the school, regardless of position or status.

Another problem could be the continuing argument of the appropriate number of students per assistant principal or administrator. Table 1 also attempts to shed some light on this difficulty.

One can readily see that many authors have arrived at viewpoints on the number of pupils per assistant principal or administrator. From Boyles in 1942 to Holland in 1968, a variety of figures have been named. The range presented in Table 1, varies from 400 to 950 with a common focus somewhere in the vicinity of 1/600-650.

Other plans on assistant principal assignment exist, one of these includes the plan espoused by Jacobson where he advises using resource consultants under the principal on the order of 4-5 consultants/40 teachers. He sees these professionals as being different from department heads or assistant principals, perhaps what some systems might call "instructional assistant principals" or supervisors.

Certainly the number of assistant principals cannot wholly be decided by number of students or number of teachers in each school. The school budget and the district's ability to pay, the community being served, the educational program offered, and the size of school plus physical plant will all be

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considerations. However, most sources seem to agree student enrollment is a good starting point.

Profile of Assistant Principals

In attempting to determine what functions assistant principals perform, how they perform these functions, and their viewpoints about these functions, it becomes relevant to find out who the assistant principals are. What are their personal and professional characteristics, as well as career motivations, as seen by writers of educational administration?

Personal Characteristics

In three state studies of the assistant principalship, Pennsylvania, New Jersey and New York, the authors found the age of assistant principals studied to be 49 years, 49 years and 45 years old. On a national basis, Bolden in a study of 11 cities in the United States with 500,000 to 1,000,000 population further substantiated this data with the finding of 51 years as a median age. These same authors found that assistant principals are primarily men, a range of 75-87 per cent representation, of whom between 78-85 per cent are married.

Such studies show a decided shift in emphasis from earlier studies. Van Eman in a 1926 study of Ohio schools concluded that the majority of high school assistant principals were women.27 Evelyn Martin was aware of this shift away from women in administration when she noted that advancement for women to administrative posts at the secondary level didn't parallel similar advances in business and industry or compare with earlier studies. Her 1958 study of women in educational administration within 19 states, verified her observations and further showed that women administrators were: (1) primarily single - 61 per cent, (2) advanced in age, and (3) achieved assistant principal status only after long years in the classroom.28 The trend away from women administrators appears to be maintained, as Chapter III of this dissertation appears to substantiate. 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.

Professional Characteristics

Bolden in his large city study discovered that 92 per cent of the officers studied had Master's degrees and majored mostly in educational administration; more than 80 per cent had secondary school teaching experience; 50 per cent were former social studies teachers; the most prevalent previous


non-teaching post was that of guidance counselor; 74 per cent had previous administrative experience; the median number of years in educational work was 28 with a median number of 6.4 years in their present position; only 4.1 per cent teach classes as part of their duties; and 67 per cent utilize their summers for rest and vacation travel. 29

Other authors corroborate various parts of this comprehensive work of Bolden. Alcorn says that assistant principals have been in educational work for 20 years with 90 per cent holding Master's degrees but 39 per cent teach part time. 30 Pfeffer indicates that the "average" assistant principal possesses a Master's degree; has taught for 17 years; has a total of 26 years educational experience; and was categorized as either teaching vice principal (primarily women) or supervising vice principal (primarily men). 31 Long further verifies this data by concluding that 84 per cent of vice principals had Master's degrees; 82 per cent belonged to at least one professional organization; the median number of years teaching experience was 19 years, with all having at least two years experience; and the median number of years administrative experience was approximately 9 years. 32

Career Motivation

Much discussion abounds within the available literature as to the


motivation of assistant principals serving in the position just below that of principal. How is the position viewed? Is it a career position, complete with the necessary mixture of such ingredients as sufficient salary, prestige, challenge and self-satisfaction? A more complete picture of this aspect will unfold later on in this Chapter when duties are reviewed and also in succeeding Chapters of this text. Suffice for now that the literature is ununiform about this topic, as it is about many other aspects of the assistant principalship. The points of view range from the assistant principalship as a training ground for the principalship to the assistant principalship as a definite career position.

The prevailing view of this position seems to be that it is a training ground for the principalship or other educational positions. Austin feels that the assistant principal must be provided with opportunities for growth,33 Laughery says the purpose of the assistant principalship is in-service training for the principalship;34 Tout, Teaney and Maggio, as three principals, also agree to this point of view.35

Yet, Coppedge in 1968 wrote ambivalently about the position saying that if the position is a training ground, the assistant principal should be


performing all duties, otherwise the position should become more specialized. 36 Glen Ovard in Administration of the Changing Secondary School points out that the professional definition of this role must include all assistant principals, not just those aspiring to be principal. 37 Further Shelton implies that those duties a vice principal currently performs may even interfere with training to be a principal and suggests, as other authorities have advocated, the organizational adoption of school-within-school plans as better training grounds. 38

It seems apparent that the career motivation of assistant principals, as indicated by a variety of sources, is as complex as the individuals involved. Age, sex, ambition, school setting and opportunity may all be additional factors to be studied to form a better picture of this facet of the assistant principal's profile.

Qualifications, Recruitment and Selection

Inadequate treatment or emphasis to this important area has been given by writers, practitioners or students of educational administration. Fisher in 1926 pointed out that few colleges offered training in the assistant principalship, or even the principalship, but recommended a period of training for three years. 39 Cohler in 1949 suggested using the school faculty to help

37 Ovard, Administration, p. 64.
38 Landon Shelton, "The Vice Principals Duties in a School Within a School," The Bulletin of the National Association of Secondary School Principals, XLVIII, No. 293, p. 28.
select the assistant principal. The faculty helped identify a series of fourteen qualities desirable in assistant principals which were: (1) liaison aptitude (principal to faculty), (2) guidance ability (pupils and teachers), (3) fairness, (4) organization, (5) health, (6) discipline experience, (7) cultured personality, (8) sense of responsibility, (9) variety of experience, (10) integrated personality, (11) decisiveness, (12) interest in welfare of school and pupils, (13) explicit philosophy of education, and (14) insight.40

Less idealistically Weiss in 1953 suggested that all vice principals have at least Bachelor's degrees and preferred Master's degree; teaching experience because of pupil welfare and teacher supervision duties; training in guidance and counseling; and definitely prescribed administrative training and formal education.41 Barratt has indicated five qualifications: (1) education, equivalent to principal; (2) age, comparatively young and show growth potential; (3) attitude, professional competence and good personal qualities; (4) philosophy, in agreement with principal and other administrative personnel; principal should be able to select so personalities also agree; and (5) salary, more than teachers.42 Bauer, in his study of Los Angeles Schools in 1957, found that applicants had to be permanent teachers in Los Angeles for 5 years; possess a Master's degree and secondary education credential; were evaluated -- credentials, written examination and oral; and an eligibility list was

40 Milton J. Cohler, "The Faculty Helps Select the Assistant Principal," American School Board Journal, CXVIII (February, 1949), p. 34.

41 Weiss, "The Duties," p. 117.

established from which appointments were made. 43

Dissertation studies by Pfeffer 44 in New Jersey and Shaw 45 in Maryland show that in the former case the New Jersey State Board of Education prescribed standards for the vice principalship and that a limited principal's certificate is required for a supervising vice principal. In the latter study, done in 1964, there was little or no uniformity in eligibility requirements for the position of assistant principal; few written policies about eligibility requirements; and much variance in selection and assignment among schools, with the decision on selection usually being a cooperative effort of the superintendent and the principal.

Assistant Principalship, Status and Duties

Perhaps the single most widely reported and analyzed area of the assistant principalship, as found in the literature of educational administration, has been the status, duties and/or responsibilities of the assistant principal. Descriptions, surveys and recommendations in this area have been undertaken and formulated going as far back as the 1920's. No attempt will be made in this Chapter to comprehensively cite and digest all of these. Rather, trends will be noted and significant studies, exemplary of these trends, will be brought together to give an updated view of what is typical practice. One common feature of the variety of "laundry list" approaches which describe

43 Bauer, "What is a Vice Principal in the Los Angeles City Schools," p. 409.
those duties an assistant principal performs, is that the studies seemingly cause the investigators to establish an attitude or philosophy about the assistant principals role or status in the secondary school. Is he an over-paid clerk? Is he an accountant or business manager? Is he a "hatchet" man? Is he a transportation expert? Is he a plant manager or social chairman? Is he an educational professional? Is he a labor union mediator or human relations expert?

All of this comes to mind when investigators study this important professional position. Neither this writer nor those represented in the literature present answers to all these questions. The answer may be at best partial or a residue of feeling caused by a job in process of change.

Status

Some factors seem evident as a prelude to a discussion of duties.

1. The population size of a school district does not seem to be a determining factor in the status, responsibility and duties of vice principals.46

2. The duties and responsibilities of the assistant principal are often the result of expediency rather than educational planning.47

3. The high school assistant principalship is growing in professional stature.48


4. The assistant principal is next in authority to the principal.  

5. There is no evidence of clear cut lines of authority or responsibility for the assistant principal.  

6. The principal usually assigns vice principals' duties.  

Duties and Responsibilities

Some of the duty descriptions are generalized. These define the job of assistant as -- acting in absentia for the principal or assisting the principal or such duties as are determined by the principal. No further effort is required with these. However, other more complete descriptions have been formulated or are used which more precisely lay out the duties and responsibilities of the assistant principalship. 

Weiss surveyed the Middle Atlantic States and in 1953 reported that most of the vice principals' duties were shared with someone else, usually the principal and that most of these duties were in the area of administration and school management plus pupil welfare and related conferences with pupils, teachers and parents. Specifically Weiss saw the duties divided according to responsibility. He listed these as:

A. Duties performed personally
   1. parent conferences regarding pupil discipline

---

2. running school in absence of principal
3. representing school at community functions for principal

B. Shared Duties
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 building and grounds

Besides the above, there were 23 other shared duties which Weiss enumerated but which were of lesser importance.

Also in 1953, Edmondson, Roemer and Bacon had a book published\(^5\)\(^3\) which was one of the earliest texts treating any aspect of the assistant principalship. These authors saw the duties and responsibilities of assistant principals or assistants to principals as the following:

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 program
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

The above duties seem to classify themselves into (1) business and administrative, and (2) pupil welfare as the primary emphases.

Pfeffer in 1955 classified the important vice principal duties into
four major categories: 54

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

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

Most of the above duties were the major responsibility or shared by 75 per cent of the vice principals studied.

Jarrett55 in 1958, in his comparison of Los Angeles, California with the twenty-three largest cities in the United States found that most large cities had no job description for the assistant principal and that the duties most frequently assigned to assistant principals in all of the cities were:

1. Administration of Educational Program
2. Pupil Personnel Services
3. Administration of Co-curricular Program
4. School Management
5. Community Relations
6. Professional and In-service Training

Similarly Laughery56 in 1959 saw the following duty areas as being important for assistant principals:

1. Pupil Personnel Services

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56Laughery, "Expedience or Vision," pp. 112-114.
2. Certified and Non-certified Personnel Services (professional and support staff)

3. Curriculum

4. Plant Management

5. Community Relations

6. General Administration or Educational Leadership

Harl Douglass in 1963 in Modern Administration of Secondary Schools\(^{57}\) took a more philosophical viewpoint. He saw the major duty as acting for the principal and in addition the assistant principal should be given responsibility for a particular field of work (e.g.) leadership for curriculum, school programs or discipline. Additionally Douglass views the assistant as functioning in one of two ways:

1. As a lieutenant of the principal with certain defined areas of responsibility and authority; or

2. An aide who assists the principal and serves to relieve him of routine duties.

Novak\(^{58}\) in 1963 saw the duties of the assistant principal arranged in two hierarchical levels -- major and other. The major duties are:

1. Instruction - supervision of teaching, books, equipment; in-service; curriculum innovation.

2. Staff Relations - recruit, rate, assign teachers; substitute and student teachers; visit classes; teacher adjustment.

\(^{57}\)Douglass, Modern Administration, pp. 27-33.

\(^{58}\)Novak, "Examining the Role of the Vice Principal," pp. 15-16 and pp. 19-20.
3. Guidance and Pupil Behavior - admission, transfer, guidance and counseling of students; discipline and attendance; graduation; policies and regulations.

4. Organization and Scheduling - school calendar and schedule; hall and grounds supervision; drills and special events.

5. Activities Program - assemblies; supervise student activities.

6. Plant and Equipment - maintenance; relations with support staff; school safety; outside use of facilities; fund raising and some budget responsibility.

7. Community Relationships - community affairs; publicity; public relations in community.

8. Research and Reporting - writing letters and preparing reports; follow-up studies.

Other duties as reported by Novak include serving as interpreter for principal of school needs and expeditor and arbitrator within school and for principal.

Coppedge\textsuperscript{59} in 1968 surveyed 263 assistant principals from schools in 12 states of the North Central Association, with 1000 pupils or above and found that of 85 duties performed personally or shared by more than 50 percent of the respondents the top five were:

1. administering school in absence of principal

2. representing school at professional meetings

3. parent conferences on pupil adjustment
4. representing school at community functions
5. parent conferences regarding pupil discipline

Further, Coppedge found that the major responsibility areas were: pupil welfare, and administrative and school management. He reasoned that clerical and discipline responsibilities, formerly the lot of the assistant principal, were being replaced with more significant administrative and supervisory duties.

**Need for Job Description**

Some authors have suggested that the duties assigned to an assistant principal have been traditionally those the principal felt least qualified to handle or preferred not to handle. Usually these were student discipline and attendance.\(^6\) This type of assignment based on the principal's skill or choice precludes job description formation since every principal is different and every school or setting will necessitate a different set of dynamics. Yet Flothow has indicated that there is a need for a systems approach to education because of the variety of people and organizations involved. He suggests that a job description might be best developed by the individuals (assistant principals?) themselves when he says --

> It is a heartening fact, however, that when a person is given help in viewing his job analytically, usually for the first time, he discovers much more in the job and much more in himself than he had suspected. Perhaps this is one of the most significant but frequently overlooked benefits of the systems approach to education.\(^6^1\)

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Morphet, Johns and Reller; 62 Tout, Teaney and Maggio; 63 Austin, French and Hull; 64 Brandes; 65 and Holland 66 have all 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.

**Salary, Benefits and Working Conditions**

Some of the more dramatic changes affecting the assistant principalship have occurred within the scope of salary, benefits and working conditions. The changes will be noted in succeeding paragraphs of this section.

The rise of negotiating bodies and collective bargaining; increased cost of living with commensurate salary advances; higher professional standards; and public recognition of the need and value for top flight educators and education, have probably contributed to these changes for all public school professional employees, including assistant principals.

63 Tout, Teaney, and Maggio, "How Should a Principal and Vice Principal Divide Their Work," p. 37.
66 Holland, "The Principal and His Administrative Team," p. 65.
Salary and Benefits

Because of the nature and importance of public school administration, Brandes suggested that there should be a recommendation of the amount of money budgeted for administrative purposes.67 A little later, 1958, Jarrett in his comprehensive study of the assistant principalship in large school systems concluded that neither advanced graduate work nor size of school seemed to have any effect on the classification or salary of the assistant principal.68

Table 2 records the annual salaries for secondary school assistant principals, 1952-1968. There are significant increases in this period as indicated by the various state and national surveys.

<table>
<thead>
<tr>
<th>Year</th>
<th>Salary</th>
<th>Level</th>
<th>Population</th>
<th>Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1952</td>
<td>$5,777 (Avg.)</td>
<td>H. S.</td>
<td>New Jersey</td>
<td>Pfeffer69</td>
</tr>
<tr>
<td>1955</td>
<td>6,966 (Mdn.)</td>
<td>H. S.</td>
<td>U. S. Cities</td>
<td>Bolden70</td>
</tr>
<tr>
<td>1958</td>
<td>6,416 (Mdn.)</td>
<td>Sr. H.S.</td>
<td>Pennsylvania</td>
<td>Alcorn71</td>
</tr>
<tr>
<td>1962</td>
<td>9,960 (Avg Max)</td>
<td>Sr. H.S.</td>
<td>United States</td>
<td>NEA Research72</td>
</tr>
<tr>
<td>1968</td>
<td>12,711 (Avg) 12,818 (Mdn)</td>
<td>Sr. H.S.</td>
<td>United States</td>
<td>NEA Research73</td>
</tr>
</tbody>
</table>

Some authors have recommended various percentages, scales or indices for determining assistant principal salaries. The practice seems equitable in school systems or individual schools, especially if the salary of the position is to keep pace with possible cost of living increases or negotiated teachers pay increases. Ovard\textsuperscript{74} reports that the National Association of Secondary School Principals in 1957 recommended a percentage differential between 30-65 per cent for assistant principals over the maximum salary for teachers. Anderson and Van Dyke\textsuperscript{75} recommended that maximum salaries of secondary school assistant principals be expressed in a percentage ratio over the maximum salary of teachers who possessed a Master's degree. If this latter category was given a percentage value of 1.00, then the senior high school assistant principal serving high schools with 1000 students and above, should have salaries with percentage values from 1.45 (ten month employment) to 1.65 (twelve month employment).

In the many sources of information reviewed there was a complete lack of reference to "benefits" for the assistant principal. Sequential steps on a salary scale for assistant principal seem non-existent and this writer assumes this lack of information implies that the assistant principal derives the same benefits accruing to teachers, dependent on whatever local situations provide these teachers.

Working Conditions

Earlier dissertations by Pfeffer in 1954, Bolden in 1956 and Alcorn in

\textsuperscript{74}Ovard, Administration, p. 65.

\textsuperscript{75}Anderson and Van Dyke, Secondary School Administration, p. 20.
1958, indicate that ten month employment was the standard contract year. However, recent studies of the assistant principalship indicate that there is a trend toward twelve month employment of these professionals.76

Boulton77 in 1931 found that the senior high school assistant principal in California worked a 45 hour week on his duties as an administrator plus taught an average of four periods a week. In addition he found that the assistant principal's duties per day were allotted the following amounts of time: (1) administrative duties - 2.25 hours; (2) supervisory duties - 2.75 hours; (3) counseling duties - 1.75 hours; (4) clerical - 2.00 hours; and (5) community services - 0.25 hours. Weiss78 in 1953 found the following duty-time breakdown for an average 52 hour week:

1. administration and school management - 15.2 hours/week for 29.3 per cent of time.
2. pupil welfare and related conferences - 10.7 hours/week for 20.7 per cent of time.
3. supervision and classroom visitation - 7.4 hours/week for 14.3 per cent of time.
4. routine office or clerical work - 6.7 hours/week for 12.9 per cent of time.
5. professional and community activities - 6.2 hours/week

6. miscellaneous - 5.6 hours/week for 10.8 per cent of time.

Bolden\textsuperscript{79} in 1958 found that the median per cent of the assistant principal's weekly time is spent as follows: (1) pupil welfare - 37.7 per cent; (2) administration and school management - 26.9 per cent; (3) supervision - 13.7 per cent; (4) routine office and clerical work - 10.6 per cent; (5) school community activities - 4.6 per cent; (6) miscellaneous duties and responsibilities - 3.4 per cent; and (7) substitute teachers service - 3.1 per cent.

Other working conditions such as environment, physical or professional; access to equipment or supplies; and supportive services, were not a part of any data available in this literature survey.

**Opinions of Assistant Principals on Their Position**

The opinions offered by assistant principals, as expressed in the literature, relate principally to their duties. It will be pointed out in Chapter III that assistant principals, as represented in the states of Maryland and Virginia, have a range of opinions about many other aspects of the assistant principalship.

Upon solicitation of opinions of instructional vice principals in nine secondary schools in Richmond, California, Andes\textsuperscript{80} found that the rank order of responses for important instructional duties was the following:

\textsuperscript{79}Bolden, "The Status of the High School Assistant Principal," p. 159.

1. supervises classroom instruction
2. works with department chairmen on curriculum problems
3. develops the master program
4. orders books and other instructional materials
5. participates in district-wide activities
6. orients new teachers and substitute teachers
7. supervises the in-service education program
8. confers with the principal on personnel matters

Alcorn\(^{81}\) found that the assistant principals approved the allocation to them of those duties which are directly related to the program of instruction, the overall management of the school, and the educational welfare of the pupil. They did not approve of being assigned clerical duties.

Bolden\(^{82}\) expands on this somewhat when he reports attitudes of high school assistant principals toward their duties and their classification of same within appropriate or inappropriate categories:

1. Appropriate Duties
   a. administration and school management - overall direction of school; health and guidance; administration of personnel.
   b. supervisory - professional and pupil personnel; instruction and guidance.
   c. pupil welfare - pupil control; discipline; teacher-pupil problems.

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d. clerical - duties contributing to control, attendance and educational programs of pupils.

e. school/community - public relations duties.

f. substitute teachers - orientation, supervision and assignment.

2. Inappropriate Duties

a. managerial duties - plant and business.

b. organizing and conducting assemblies and police duty.

c. routine clerical.

d. vocational placement conferences in community.

2. Inappropriate Duties

e. daily employment and administration of substitute teacher service plus related clerical work.

The emphasis in the literature, as expressed by assistant principals about their duties, 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.

**Leadership**

The leadership role of modern secondary schools is an important one. For many, the idea of the leader has changed from a highly centralized, autocratic or paternalistic notion to the idea of shared leadership and in some cases situational leadership. In part, these new concepts have developed from the recognition that "two heads are better than one" and the important developments derived from studies of group work and sensitivity training. These
attitudinal changes as well as the overwhelming administrative load inherent in the very common, consolidated, large high school could necessitate leadership re-distribution within secondary school administration.

Ideas About the Importance and Functions of Leadership

Morphet, Johns and Reller have indicated that the effectiveness of an organization is enhanced by having a single executive head. Further they state that "although an organization may have a number of leaders, one of these leaders must serve as the coordinating head of the group".\textsuperscript{83} Harl Douglass, in a more traditional sense, has said "while considerable responsibility and authority must be given to assistant principals, it must always be recognized that the principal is primarily responsible for questions of policy and decisions in critical situations".\textsuperscript{84} MacKenzie, Corey and Associates in a Denver Leadership Study have said that the functions of an effective leader are eight:

1. cooperation with others in the identification of mutually acceptable goals.
2. stimulating individual and cooperative decision, action and evaluation.
3. developing a favorable climate for individual and group effort.
4. guiding individuals and groups toward greater self direction and competence.

\textsuperscript{83}Morphet, Johns, and Reller, \textit{Educational Organization and Administration}, pp. 94-95.

\textsuperscript{84}Douglass, \textit{Modern Administration}, p. 28.
5. helping individuals and groups maintain perspective regarding immediate and long range activities.
6. providing individuals and groups with needed guidance and resources at appropriate times.
7. coordinating the efforts of others.
8. carrying out effectively any responsibilities for actions that have been accepted.85

Leadership in Secondary School Administration

The purpose of leadership in the schools relates to effective administration. Gulick and Urwick developed a suitable, and often cited structure, giving the major elements embodied within public administration. They said that administration was a composite of:

1. Planning - outline of objectives and methodology to accomplish these.
2. Organizing - establishment of formal structure of authority through which work is done.
3. Staffing - recruitment, training and morale of personnel.
4. Directing - decision making, giving orders or instruction.
5. Coordinating - interrelating various parts of work.
6. Reporting - keeping superiors and subordinates informed through records, research and inspection.

7. **Budgeting** - fiscal planning, accounting and control.86

With the above basic notion of public administration, the American Association of School Administrators in 1955 further defined the functions of administration as:

1. to plan ways and means of achieving the purposes of the enterprise.
2. to allocate resources, personnel and responsibility.
3. to stimulate or motivate such activity on the part of staff members as will make the maximum contributions to the purposes of the enterprise.
4. to coordinate the activities of various persons or units so that maximum effect is achieved.
5. to evaluate the effectiveness of programs and operations with reference both to the attainment of objectives and the growth of staff members.87

**The Assistant Principal and Leadership**

According to the literature where does the assistant principal fit within the leadership role of the secondary schools? In the next paragraph several references are made to his function in this regard. In the succeeding

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Chapter III, some effort will be made to expand on the information provided here.

Samuel Gilburt, as reported by Clearinghouse in 1957 said "The assistant's leadership, in short, consists of his getting teachers and pupils to assume leadership". Further on, he indicates that the assistant principal serves as a consultant, not a discoverer of weakness and that his basic tool is persuasion and not coercion. He emphasizes that the assistant principal is the "middle" man since he is closer to the teachers than the principal.

Michaels in 1965 adds to this when he says that the assistant principal has three general roles:

1. Implementor - of principals' directives and decisions.
2. Decision maker - in the area of his principal-delegated jurisdiction.
3. Suggester - to the principal.

Chapter II has attempted to provide a current review of the literature. The major professional works contributing to form this writer's notion of the assistant principalship were collected, compiled and analyzed. The next chapter will be devoted to practice as it exists in two eastern states, Maryland and Virginia. The major data were obtained through questionnaire, interview, survey and general correspondence.

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CHAPTER III

ANALYSIS OF SECONDARY SCHOOL ASSISTANT PRINCIPALSHIP DATA -- MARYLAND AND VIRGINIA

General Information About Schools and Study

Background

Besides a great deal of individualized correspondence, three methods were used to gather data: (1) questionnaire, (2) interview, and (3) form letter survey. A full discussion of the plans, procedures and results of these techniques is found in Chapter I. However, to comprehend fully the meaning of the findings in Chapter III, a supplementary explanation about the focus of these three techniques is needed.

The questionnaire was designed for individualized responses. Its goal was to obtain a data base of varied personal responses and opinions in order to arrive at collective generalizations.

The interview, composed of two major parts -- responsibility check list and oral interview questions -- was designed to obtain a school response. Thus in each part of the interview, the goal was to obtain a composite school view for the assistant principalship from two vantage points: (a) a collective compilation of responsibilities or duties, and (b) a collective school response to oral interview questions with provision for divergent opinions.

The form letter survey of school superintendents served the purpose of
determining the existence of broad based school district policy on the assistant principalship.

Chapter I described in detail these three data collection techniques as well as the school responses obtained using each technique. In summary, the results were:

1. Questionnaire (individual) - 133 high schools represented with 249 assistant principals responding.

2. Interview Form (school)
   a. responsibility check list - 45 high schools represented.
   b. interviews - 50 high schools with 132 assistant principals participating.

3. Form Letter Survey (district) - 59 school districts represented.

These techniques thus offer three perspectives from which the results reported in the subsequent sections of this Chapter were obtained.

General School Data

In the states of Maryland and Virginia, there are 155 separate school districts or systems. Maryland has 23 county systems and 1 city system (Baltimore). Virginia has 96 county systems and 35 city systems. Within the above figures there were 65 school systems, Maryland (16) and Virginia (49), having secondary schools in their districts with 1000 or more pupils.

The 65 school systems supported a total of 143 senior high, four year, five year or in some instances six year high schools with 1000 students or above. For the purposes of this study, there were 319 assistant principals in these 143 schools or an average of 2.2 assistant principals per school.
Area Served

Responding assistant principals primarily classified the areas their high school served as city schools, 29.31 per cent, and suburban, 33.06 per cent, for a total city and suburban combination of 62.39 per cent. An additional 10.52 per cent indicated that their schools served city or suburb in combination with other type areas. The setting for the majority of large Maryland and Virginia high schools seems to be in cities and/or their suburbs.

Kind of School

Considering the questionnaire results, the secondary schools studied in Maryland and Virginia are overwhelmingly: (1) coeducational and (2) comprehensive with a majority of them being (3) senior high schools. The mean enrollment for these schools was 1682 pupils. The explanation of items (1), (2) and (3) are provided in the lists below.

1. School Population - 133 school responses
   a. Co-educational - 129 schools or 97 per cent
   b. Boys Only - 3 schools or 2.25 per cent
   c. Girls Only - 1 school or 0.75 per cent

2. Type of School - 133 school responses
   a. Comprehensive - 123 schools or 92.48 per cent
   b. College Prep - 7 schools or 5.26 per cent
   c. Vocational - 1 school or 0.75 per cent
   d. Other - 2 schools or 1.50 per cent

3. Level of School - 133 school responses
   a. Senior High - 54 or 40.6 per cent
   b. Four Year High - 45 or 33.83 per cent
   c. Five Year High - 29 or 21.8 per cent
   d. Junior/Senior High - 5 or 3 per cent

Table 3 is a frequency distribution of student enrollments, as of September 1968, for the level and size schools studied. Although the total
number of schools of this type in Maryland and Virginia is 143, there were only 133 schools participating in this assistant principalship study, 126 of whom chose to supply answers to this question.

TABLE 3
FREQUENCY DISTRIBUTION OF SECONDARY SCHOOL ENROLLMENTS -- MARYLAND AND VIRGINIA

<table>
<thead>
<tr>
<th>Enrollment Intervals</th>
<th>f</th>
<th>d</th>
<th>fd</th>
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<tbody>
<tr>
<td>2775 - 2899</td>
<td>1</td>
<td>+9</td>
<td>9</td>
</tr>
<tr>
<td>2650 - 2774</td>
<td>1</td>
<td>+8</td>
<td>8</td>
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<tr>
<td>2525 - 2649</td>
<td>2</td>
<td>+7</td>
<td>14</td>
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<tr>
<td>2400 - 2524</td>
<td>6</td>
<td>+6</td>
<td>36</td>
</tr>
<tr>
<td>2275 - 2399</td>
<td>6</td>
<td>+5</td>
<td>30</td>
</tr>
<tr>
<td>2150 - 2274</td>
<td>6</td>
<td>+4</td>
<td>24</td>
</tr>
<tr>
<td>2025 - 2149</td>
<td>9</td>
<td>+3</td>
<td>27</td>
</tr>
<tr>
<td>1900 - 2024</td>
<td>11</td>
<td>+2</td>
<td>22</td>
</tr>
<tr>
<td>1775 - 1899</td>
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<td>7</td>
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<tr>
<td>1650 - 1774</td>
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<td>-24</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>N = 126</th>
<th>sum fd = -30</th>
</tr>
</thead>
</table>

Range 955 - 2850; Mean = 1682

*aIncludes senior, four year, five year and junior/senior secondary schools with 1000 or more students as of September 1968 -- 126 of 143 schools reporting.

Upon inspection of Table 3, the mean enrollment is shown to be 1682 students per school with a range of enrollments in the 126 schools from a low of 955 students to a high of 2850 students.
Number of Assistant Principals/School

Data concerning the policies and actual numbers of assistant principals assigned to each school is somewhat inconclusive. Aside from opinions, expressed in a later section of this Chapter, the only somewhat factual data about number of assistant principals/school was supplied through questions 7-8 of the oral school interview. No data on this particular subject was received from school superintendents.

Based on the 50 school interviews, 37 schools reported that there was a policy determining the number of assistant principals assigned per school; 7 schools reported there was no policy; 4 schools were indefinite about a policy; and 2 schools did not know if there was such a policy.

The majority (28) of those schools reporting a policy on number of assistant principals assigned to a school, indicated student enrollment was the basis. Nine schools indicated that their type school, by county policy and independent of any other factors, were assigned 2 assistant principals per school.

For those schools indicating assignment of assistant principals by student enrollment, several techniques were employed: (1) assistant principal/fixed student enrollment; and (2) decreasing sliding scales (e.g.) up to 1700 - 2; 1700 to 2000 - 3; 2000 to 2500 - 4; 2500 and up - 5. Cognizant of both practices enumerated above, the range of assistant principals assignment per student enrollment, as reported by the 37 schools with policies, varies from a low of 1/500 to a high of 1/850 with an approximate average of 1/605.
Profile of Assistant Principal in Maryland and Virginia

Data contributing to a profile of the assistant principal in Maryland and Virginia was gathered from the two primary sources -- questionnaire and interview questions. In general, interview results in 50 schools indicate that the assistant principal, or equivalent title, is the administrative position just below that of principal and that there is no administrative intermediary between the principal and this position. In addition, all 132 interviewees in the 50 schools said they were employed in their position full time, that is no teaching duties with their administrative positions. Furthermore, 129 of 133 assistant principals interviewed, did not keep logs or diaries of time spent per week, month or year on their various duties -- volunteering that there was not enough time to perform such a task, except for special, short-range evaluation purposes.

Variance in Title

Job titles used by those individuals occupying the secondary school administrative position just below that of the principal are shown in the lists that follow. The questionnaire list is based on 248 respondents, the interview list is based on 132 interviewees.

1. Job Titles Used - Questionnaire
   a. assistant principal - 163 or 65.46 per cent
      (1) general - 153
      (2) A. P. for instruction - 6
      (3) A. P. and administrative assistant - 1
      (4) A. P. for administration and supervision - 1
      (5) A. P. for curriculum - 1
      (6) A. P. for scheduling and discipline - 1
   b. Vice principal - 45 or 18.07 per cent
c. administrative assistant - 21 or 8.43 per cent
d. dean of students - 8 or 3.21 per cent
e. director of guidance - 4 or 1.6 per cent
f. associate principal - 2 or 0.8 per cent
g. special assistant - 2 or 0.8 per cent
h. mini-principal - 2 or 0.8 per cent
i. director of athletics - 1 or 0.4 per cent
j. dean of girls and coordinator of guidance - 1 or 0.4 per cent

2. Job Titles Used - Interview

a. assistant principal - 72 or 54.54 per cent
   (1) general - 45
   (2) A. P. for instruction - 17
   (3) A. P. for administration - 9
   (4) A. P. for 8th grade - 1
b. vice principal - 29 or 21.97 per cent
c. director of guidance - 12 or 9.1 per cent
d. chairman of guidance - 9 or 6.81 per cent
e. associate principal - 3 or 2.27 per cent
f. dean (school within a school) - 3 or 2.27 per cent
g. administrative assistant - 3 or 2.27 per cent
h. special assistant - 1 or 0.75 per cent

From inspection of the above lists, the most prevalent title used by those occupying the position just below that of principal is the title of assistant principal.

Personal Characteristics

Questionnaire data from respondents indicates that 214 of 249 or 86 per
cent of the assistant principals are men. In terms of marital status, 215 or 86.34 per cent are married; 25 or 10.04 per cent are single; 5 or 2 per cent are divorced; and 4 or 1.6 per cent are widowed.

Table 4 gives a frequency distribution of age categories for the assistant principals in Maryland and Virginia.

**TABLE 4**

**FREQUENCY DISTRIBUTION OF ASSISTANT PRINCIPALS AGES -- MARYLAND AND VIRGINIA**

<table>
<thead>
<tr>
<th>AGE IN YEARS</th>
<th>f</th>
<th>d</th>
<th>fd</th>
</tr>
</thead>
<tbody>
<tr>
<td>65 - over</td>
<td>0</td>
<td>+5</td>
<td>0</td>
</tr>
<tr>
<td>60 - 64</td>
<td>10</td>
<td>+4</td>
<td>40</td>
</tr>
<tr>
<td>55 - 59</td>
<td>16</td>
<td>+3</td>
<td>48</td>
</tr>
<tr>
<td>50 - 54</td>
<td>24</td>
<td>+2</td>
<td>48</td>
</tr>
<tr>
<td>45 - 49</td>
<td>29</td>
<td>+1</td>
<td>29</td>
</tr>
<tr>
<td>40 - 44</td>
<td>46</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>35 - 39</td>
<td>55</td>
<td>-1</td>
<td>-55</td>
</tr>
<tr>
<td>30 - 34</td>
<td>50</td>
<td>-2</td>
<td>-100</td>
</tr>
<tr>
<td>25 - 29</td>
<td>17</td>
<td>-3</td>
<td>-51</td>
</tr>
<tr>
<td>20 - 24</td>
<td>1</td>
<td>-4</td>
<td>-4</td>
</tr>
</tbody>
</table>

N = 248  sum fd = -45  Mean = 41.09

*a*Includes 248 of 249 assistant principals responding from secondary schools studied.

Table 4 reveals that the average age for the 248 assistant principals responding was 41 years.

**Professional Characteristics**

Formal academic training and professional experience were assessed in this study of Maryland and Virginia Assistant principals. The academic training of the 249 responding assistant principals was as follows:
a. Below Bachelor's degree - 0
b. Bachelor's degree - 14 or 5.62 per cent
c. Master's degree - 55 or 22.08 per cent
d. Master's degree plus 1-15 hours additional graduate work - 83 or 33.33 per cent
e. Master's degree plus 16 or more hours additional graduate work - 81 or 32.53 per cent
f. Two or more Master's degrees - 4 or 1.6 per cent
g. Doctor's degree - 1 or 0.4 per cent
h. Other (mainly Bachelor's degrees plus varying numbers of graduate hours) - 11 or 4.41 per cent

The list above indicates that 224 or 89.94 per cent of the responding assistant principals had at least a Master's degree with considerable evidence of graduate work beyond this point for 66.86 per cent of the entire number.

All 249 respondents indicated that they had teaching experience prior to entering administrative work. In some instances individual respondents indicated rich and varied experience at different levels and in different subjects. Taking into consideration this duplication on the part of these professionals, the following list of subject disciplines was represented:

1. Social Studies - 83 respondents
2. Science - 66 respondents
3. Math - 60 respondents
4. Language Arts - 41 respondents
5. Physical Education - 36 respondents
6. Business - 15 respondents
7. Industrial Arts - 14 respondents
8. Foreign Language - 12 respondents
9. Elementary (4-6) - 11 respondents
10. Technical - 6 respondents
11. Counseling - 6 respondents
12. Fine Arts - 5 respondents
13. College - 3 respondents
14. Special Education - 1 respondent
15. Elementary (K-3) - 1 respondent
16. Home Economics - 1 respondent
17. Library - 1 respondent

The most common positions held by assistant principals immediately prior to their present position were as follows:

1. Teachers - 72 or 28.91 per cent
2. Department Head - 45 or 18.07 per cent
3. Assistant Principal in another school - 34 or 13.65 per cent
4. Counselor - 30 or 12.04 per cent
5. Principal - 12 or 4.81 per cent
6. Director of Guidance - 7 or 2.81 per cent
7. Other - 49 or 19.67 per cent representing 36 different positions.

The most common position for 181 or 73 per cent of the respondents, immediately prior to their present position, was that of teacher, department head, assistant principal in another school and counselor, respectively.

More than two-thirds, 68.26 per cent or 170 assistant principals had between 0-4 years experience in educational administration prior to their
present position; 18.47 per cent or 46 assistant principals had 5-9 years prior experience; and 13 per cent or 33 had 10 or more years prior experience. For those assistant principals who indicated they had prior educational administrative experience (166 or 66.77 per cent), the following nineteen different categories were most commonly mentioned:

1. Department Head - 45 respondents
2. Assistant Principal - 41 respondents
3. Principal - 30 respondents
4. Director (various types) - 27 respondents
5. Administrative Assistant - 24 respondents
6. Vice Principal - 21 respondents
7. Coordinator (various types) - 14 respondents
8. Supervisor (various types) - 12 respondents
9. Counselor - 8 respondents
10. Special Assistant - 7 respondents
11. Dean (various types) - 6 respondents
12. Teacher-in-Charge - 4 respondents
13. Administrative Intern - 4 respondents
14. Attendance Officer - 3 respondents
15. Unit Head - 3 respondents
16. ESEA Evaluator - 2 respondents
17. Coach - 2 respondents
18. Committee Chairman - 2 respondents
19. Other - 10 respondents and 10 titles

The above data indicates that two-thirds of the presently employed
Maryland and Virginia assistant principals did have previous educational administrative experience -- 265 positions being listed. Within this two-thirds or 66.77 per cent having previous educational administrative experience, 73 or 29.3 per cent had more than one previous administrative position. The most significantly represented previous experiences were, in order: department head, assistant principal, principal, director, administrative assistant, vice principal, coordinator and supervisor.

In their current high school, 153 or 61.44 per cent of the assistant principals have served in their present position 0-3 years, with an additional 60 or 24.09 per cent having served 4-7 years in their present high school. With a view toward total number of years educational experience, teaching and administrative, Table 5 shows a frequency distribution and gives the central tendencies (mean, median and mode) of such experience for those assistant principals currently employed in secondary schools of Maryland and Virginia.

TABLE 5
FREQUENCY DISTRIBUTION OF TOTAL EDUCATIONAL EXPERIENCE -- MARYLAND AND VIRGINIA ASSISTANT PRINCIPALS

<table>
<thead>
<tr>
<th>Years Experience</th>
<th>f</th>
<th>cf</th>
<th>d</th>
<th>fd</th>
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</thead>
<tbody>
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<td>2</td>
<td>248</td>
<td>+10</td>
<td>20</td>
</tr>
<tr>
<td>40-42</td>
<td>6</td>
<td>246</td>
<td>+9</td>
<td>54</td>
</tr>
<tr>
<td>37-39</td>
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<td>240</td>
<td>+8</td>
<td>32</td>
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<td>6</td>
<td>236</td>
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<td>+6</td>
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</tr>
<tr>
<td>28-30</td>
<td>5</td>
<td>228</td>
<td>+5</td>
<td>25</td>
</tr>
<tr>
<td>25-27</td>
<td>14</td>
<td>223</td>
<td>+4</td>
<td>56</td>
</tr>
<tr>
<td>22-24</td>
<td>18</td>
<td>209</td>
<td>+3</td>
<td>54</td>
</tr>
<tr>
<td>19-21</td>
<td>30</td>
<td>191</td>
<td>+2</td>
<td>60</td>
</tr>
<tr>
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</tr>
<tr>
<td>13-15</td>
<td>38</td>
<td>130</td>
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<td>0</td>
</tr>
<tr>
<td>10-12</td>
<td>44</td>
<td>92</td>
<td>-1</td>
<td>-44</td>
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<tr>
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</tr>
<tr>
<td>1-3</td>
<td>2</td>
<td>2</td>
<td>-4</td>
<td>-8</td>
</tr>
</tbody>
</table>

N = 248          Sum fd = 225

Mean = 16.72; Median = 15.02; Mode = 11
The data presented in Table 5 indicate that the mean, median and mode years of total educational experience, rounded off, are 17 years, 15 years and 11 years respectively.

Career Motivation of Maryland and Virginia Assistant Principals

In order to obtain different perspectives of the same question, the questionnaire and the interview offered the assistant principals opportunities to express themselves on the career value of the assistant principalship. Of the 247 assistant principals responding on the questionnaire, 178 or 72.06 per cent view their current position as transitional to other educational administrative work; 52 or 21.05 per cent said they were assistant principals who did not desire to be principal; and 17 or 6.88 per cent gave other responses.

The interview offered an opportunity to validate the above because of the direct contact. Of 132 interviewees, 100 or 75.75 per cent said the assistant principalship was not a career position; 27 or 20.47 per cent said it was a career position; and 5 or 3.78 per cent said it depended on the individual.

Those who said their positions were career positions tended to fall into three categories: (1) older assistant principals, (2) women, and (3) guidance directors, with a different view of their role. The primary reason given by the majority of assistant principals as to why their position was not a career position was that the assistant principalship was a training ground for the principalship or other educational positions. Other reasons why this position was not a career position are as follows.

- too much frustration and detail
- not enough contact with students
- not as satisfying as classroom
Some of the more interesting reasons offered as to why the assistant principalship was a career position are as follows.

- little opportunity to be promoted within district
- women are not appointed to administrative positions
- career is ending
- salary and responsibility are enough in present position
- variety in current work
- uncertain
- don't want responsibility of principal
- good middle ground, close to kids and can affect change
- content with present position
- enjoy current status in school

**Qualifications, Recruitment and Selection Practices in Maryland and Virginia**

Officially the states of Maryland and Virginia do not recognize the position of the assistant principalship as a professional position. In neither a state department nor a district sense is there a certificate offered for this practicing educational administrator. However, as of September 1, 1972, the state of Maryland will offer assistant principals a principal's certificate, if they meet state requirements for principal or the state will offer a certificate as assistant principal/vice principal to those who do not meet the principals requirement but who qualify for the Maryland Advanced Professional Certificate.¹

¹The Advanced Professional Certificate (APC) is obtained upon recommendation of the superintendent and is issued for ten years to a teacher who (1) has completed 3 years teaching in Maryland on a Standard Professional Certificate, and (2) possesses a Master's degree or equivalent (30 graduate hours).
In practice, guidance directors need counselors' certificates both in Maryland and Virginia; other assistant principals need teaching certificates and in the case of Maryland local districts usually require the Advanced Professional Certificate.

Locally, in both states, only 13 districts or 22.0 per cent of the 65 school districts having large secondary schools had a written policy on the assistant principalship. Ordinarily most policies indicated preference for persons within the school district. The typical selection and recruitment procedure was as follows:

1. positions advertised - verbal or bulletin
2. person applies - written application form, letter or phone call
3. credentials evaluation - on file, or submitted
4. formal evaluation - interview or oral exam; written exam
   (frequently standardized National Teachers Exam - general and administrative/supervisory parts); both written and oral
5. eligibility determined - appointment to a publicized or unpublicized list; verbal appointment
6. school board confirmation - together with or after superintendent's recommendation
7. appointment - filling a vacancy

Other variants on this basic plan include pre-service training programs and qualifying examinations to determine eligibility; personal and professional references (especially for applicants outside of school system); and direct appointments, without application, based on principal's or superintendent's recommendation.
In the thirteen districts responding, the typical eligibility requirements for appointment to the position of assistant principal were (1) Master's degree or the equivalent of a Master's degree (30 hours) or sufficient evidence of progress towards a Master's degree; (2) graduate courses in educational administration especially those stressing supervision, administration, curriculum and guidance; (3) teaching experience, varying from -- some to 5 years -- with an average of approximately 3 years, and typically there were provisions that the teaching should be performed within the state and at the secondary level; and (4) other requirements, a catch-all category including such things as leadership and personality characteristics, work habits, physical and emotional health, satisfactory professional ratings and recommendations, and ability to work with children and adults.

**Duties and Responsibilities of Assistant Principals in Maryland and Virginia**

Several relevant questions surface when a discussion is undertaken of the duties and responsibilities of the Maryland and Virginia assistant principals:

1. What local policies exist that stipulate duties or responsibilities for the assistant principal?
2. How does the assistant principal know what duties or responsibilities he is to perform?
3. What are the major duties or responsibilities performed by assistant principals?
Local Policies

As indicated in the previous discussion on Qualifications, Recruitment and Selection there were only 13 districts out of 65 in Maryland and Virginia that had written policies on the assistant principalship. The enumerated duties went from the very general to the specific. In seven schools, the common thread was the responsibility of acting as administrator of the school in the principal's absence and assisting the principal in the educational administration of the school. Six school districts do not go beyond this general description. In the other school districts the areas and duties that are most frequently mentioned are:

1. General Administration and School Management - 9 duties
   a. ordering, distribution of supplies and equipment - 4 districts
   b. business and finance (payrolls, funds and drives) - 4 districts
   c. plant maintenance and management - 3 districts
   d. bus transportation - 3 districts
   e. policy formation, handbooks - 3 districts
   f. locks, lockers and keys - 2 districts
   g. interpreting board rules - 1 district
   h. central office reports - 1 district
   i. faculty and student parking - 1 district

2. Pupil Welfare - 5 duties
   a. pupil accounting and attendance - 6 districts
   b. discipline and pupil behavior - 5 districts
   c. health and safety - 4 districts
   d. pupil personnel services - 3 districts
   e. pupil adjustment - 1 district

3. Curriculum and Instruction - 5 duties
   a. instructional program - 4 districts
   b. instructional equipment and supplies - 3 districts
   c. scheduling - 2 districts
   d. summer school - 1 district
   e. classroom visitation - 1 district

4. Staff - 5 duties
   a. in-service training - 2 districts
   b. supervision of support and professional personnel - 1 district
   c. teacher accounting - 1 district
   d. substitute teachers - 1 district
e. professional meetings - 1 district

5. School Activities - 5 duties
   a. extra curricular student activities - 2 districts
   b. school calendar - 2 districts
   c. chaperone - 1 district
   d. contests and assemblies - 1 district
   e. building use - 1 district

6. Community Relations - 3 duties
   a. school-community public relations - 1 district
   b. school visitors - 1 district
   c. reports to parents - 1 district

In several of the six categories mentioned above, administration, supervision and coordination of the specific duty was inherent in the listing of the duty.

Besides the district policies, 26 or 52 per cent of the 50 schools interviewed had local school statements which particularized their specific duties within each school.

Knowledge of Duties

During the school interviews, an effort was made to determine how the assistant principal knows what his own duties and responsibilities are, as well as to determine how the principal knows what these duties should be. These questions became especially applicable due to the dearth of policy statements about such duties at both the state and district levels.

The assistant principal in Maryland or Virginia knows what his duties or responsibilities are through the following ways:

1. principal assigns duties - 21 assistant principal responses
2. mutual decision of principal and all assistant principals - 15 assistant principal responses
3. school handbook - 13 assistant principal responses
4. principal confers with assistant principal - 7 assistant principal responses
5. practice in job - 3 assistant principal responses
6. central office guidelines - 3 assistant principal responses
7. inherited from previous assistant principal - 1 assistant principal response

According to the assistant principals interviewed, the major sources of knowledge for the principal concerning the assistant principal's duties are the following:

1. personal experience and training - 41 assistant principal responses
2. county policy - 9 assistant principal responses
3. assessment of needs of school - 3 assistant principal responses
4. common sense - 1 assistant principal response
5. personal philosophy and desires of principal - 1 assistant principal response

In both of the above lists, several responses were consensus, several assistant principals gave multiple answers and other responses were individually stated.

Major Duties and Responsibilities of Maryland and Virginia Assistant Principals

To determine the major responsibilities of assistant principals in Maryland and Virginia a responsibility check list (Appendix B) was distributed at each of 50 school interviews. Some time after the interview, the check lists were to be completed by the assistant principals, giving a composite view of the assistant principalship for each school, and mailed to the
interviewer; 45 or 90 per cent of these check lists were completed and returned. The assistant principals duties were divided into eight areas:

Area I - Discipline
Area II - Teacher Personnel
Area III - Pupil Personnel
Area IV - Curriculum
Area V - Public Relations
Area VI - Guidance and Counseling
Area VII - Building Maintenance and Plant Management
Area VIII - Extra Curricular and Miscellaneous

In each area, four possible choices were given -- responsibility; not responsibility; should be but is not responsibility; and is the responsibility but should not be. Only one answer could be given for each of the duties listed under each area. Based on this check list and using 75 per cent selection or higher as a guide in determining the more important duties or responsibilities of the assistant principals, results were as follows:

Area I - Discipline

Thirty-two possible duties were listed. The schools chose 20 of these or 62.5 per cent as assistant principalship responsibilities. The chosen duties in rank order of choice, based on percentage of schools selecting, were:

- Parent conferences - 100 per cent
- Maintaining and keeping discipline records - 100 per cent
- Helping new teachers discipline classes - 97.8 per cent
- Enforcing school regulations - 95.6 per cent
- Helping teachers discipline classes - 95.6 per cent
- Investigating forgeries of absence notes, passes, tardies and early dismissals - 95.6 per cent
- Adjusting teacher-student conflicts - 95.6 per cent
- Reporting criminal violations to police - 95.6 per cent
- Suspending pupils - 93.3 per cent
- Conduct of students on school grounds - 93.3 per cent
- Stopping fights and riots - 93.3 per cent
- Enforcing proper assembly and social event behavior - 93.3 per cent
- Checking thefts - 91.1 per cent
- Notifying parents of expulsions, exclusions and suspensions - 91.1 per cent
- Assigning extra duty or detention periods to student violators - 88.9 per cent
- Preventing rumbles, race riots and mass disturbances - 88.9 per cent
- Enforcing proper boy-girl behavior - 86.7 per cent
- Enforcing proper dress and grooming - 82.2 per cent
- Remedial counseling of discipline cases - 80 per cent
- Internal or external vandalism of school area - 75.7 per cent

Other duties (7) in the Area of Discipline, chosen by 50-75 per cent of the schools were:
- Patrolling corridors
- Lunchroom and playground supervision
- Formulating school regulations
- Preventing consumption of eatables in other than lunchroom
- Investigating changed grades in course books or report cards
- Chaperoning all major curricular events
- Arranging parent-teacher conferences

Area II - Teacher Personnel

Thirty-eight possible duties were listed. The schools chose 4 of these or 10.2 per cent as assistant principalship responsibilities. The chosen duties in rank order of choice were:

- Adjusting teacher-pupil conflicts - 95.6 per cent
- Assigning duty periods to teachers - 80 per cent
- Reporting total enrollment to higher authorities - 80 per cent
- Encouraging experimentation and professional development of teachers - 77.8 per cent

Other duties (14) in the Area of Teacher Personnel chosen by 50-75 per cent of the schools were:

- Assigning teachers to classrooms
- Adjusting class program conflicts
- Equalizing class load
- Balancing honors, regular and remedial classes among teachers
- Assigning lunch and preparation periods to teachers
- Reporting individual class enrollments to higher authorities
- Obtaining substitute teachers for classes
- Evaluating teacher performance
- Being the "sounding board" for teacher grievances and complaints
- Transmitter and implementer of administrative plans, policies and procedures with teachers
- Preparing bulletins and teacher handbooks
- Supervision of practice teachers
- Providing for large and small group class instruction, team teaching schedules, etc.

Area III - Pupil Personnel

Thirty-four possible duties were listed. The schools chose 5 of these or 14.7 per cent as assistant principalship responsibilities. The chosen
duties in rank order of choice were:

- Supervision of attendance procedures such as cuts, tardies, early dismissals, absences - 91.1 per cent
- Daily, weekly and monthly attendance reports to higher authorities - 88.9 per cent
- Reporting to higher authorities census and attendance statistics - 82.2 per cent
- Providing a bell schedule for normal and special circumstances - 80 per cent
- Preparing a school calendar and a master schedule - 77.8 per cent

Other duties (19) in the Area of Pupil Personnel chosen by 50-75 per cent of the schools were:

- Assigning pupils to classes
- Balancing pupil enrollments in each class
- Planning rooms, space, and necessary academic periods/day
- Arranging honors, regular and remedial classes with appropriate caliber students
- Making available each semester an appropriate selection of courses
- Taking into consideration individual differences in programming students
- Adjusting class program conflicts
- Providing for changes in enrollments
- Providing for changes in physical plant
- Scheduling each pupil for five clock hours/day
- Issuing periodic bulletins or revisions on program changes
- Reporting to higher authorities on status of programming
- Keeping up-to-date records and folders of students
- Planning and organizing commencement exercises
- Supervising staff personnel such as attendance officer, teacher-nurse, school psychologist, special therapist and librarian
- Assigning students to study halls and providing for study hall physical facilities
- Providing for maintaining an attendance office
- Taking a periodic census of present and projected school enrollments
Preparing the total school program for data processing

**Area IV - Curriculum**

Twenty-six possible duties were listed. The schools chose 2 of these or 7.6 per cent as assistant principalship responsibilities. The chosen duties in rank order of choice were:

- Improving instruction through classroom observation - 80 per cent
- Keeping up to date on modern curriculum trends - 77.8 per cent

**Other duties (8)** in the Area of Curriculum chosen by 50-75 per cent of the schools were:

- Ordering consumable supplies
- Formulating, updating and revising school policies
- Conducting private teacher critique sessions
- Supervising department chairmen in implementing proper curriculum
- Integrating course work between subject areas or fields
- Providing a school calendar of events
- Providing time for teacher inter-visitation and intra-visitation
- Supervising and regulating the maintenance and proper use of school bulletin boards

**Area V - Public Relations**

Twenty-nine possible duties were listed. The schools chose 14 of these or 48.2 per cent as assistant principalship responsibilities. The chosen duties in rank order of choice were:

- Handling the public and visitors cheerfully, objectively and promptly - 97.8 per cent
- Listening to students' school complaints and grievances - 97.8 per cent
- Performing citizenship responsibilities - 95.6 per cent
- Maintaining active membership in PTA and parent club activities - 95.6 per cent

- Knowing the community -- people, economics, businesses, boundaries, religious aspects, civic organizations and educational resources - 93.3 per cent

- Listening to community complaints and suggestions - 91.1 per cent

- Establishing and maintaining lines of communication with teachers - 88.9 per cent

- Keeping students informed of school policies, programs and activities - 86.7 per cent

- Representing principal at public events - 84.4 per cent

- Consulting students about school procedures and program offerings - 84.4 per cent

- Being available to the community as a source person in school affairs - 82.2 per cent

- Establishing and maintaining lines of communication with superiors - 82.2 per cent

- Supervising extra-curricular activities - 77.8 per cent

- Scheduling school activities open to the public - 77.8 per cent

**Other duties (4) in the Area of Public Relations chosen by 50-75 per cent of the schools were:**

- Making school facilities available to community
- Speaking at community engagements and events
- Maintaining school grounds
- Giving direction to and helping plan PTA and parent club activities
Area VI - Guidance and Counseling

Forty possible duties were listed. The schools chose 2 of these or 5 per cent as assistant principalship responsibilities. The chosen duties in rank order of choice were:

- Adjusting teacher-pupil conflicts - 84.4 per cent
- Counseling students - 80 per cent

Other duties (7) in the Area of Guidance and Counseling chosen by 50-75 per cent of the schools were:

- Supervising counselors and clerical staff
- Arranging parent-teacher and teacher-student conferences
- Serving as liaison with other staff personnel such as psychologist, teacher-nurse, speech therapist, etc.
- Handling aspects of data processing related to students
- Keeping students, teachers, parents and administrators aware of guidance services
- Orienting teachers to guidance services
- Supervising the referrals of pupils and making recommendations to their parents for outside agency help

Area VII - Building Maintenance and Plant Management

Seventeen possible duties were listed. The schools chose 10 of these or 58.8 per cent as assistant principalship responsibilities. The chosen duties in rank order were:

- Investigating property damage, thefts and damage to school property - 95.6 per cent
- Reporting deficiencies of physical facilities and maintenance to school engineer - 93.3 per cent
- Reporting property damage, thefts and damage to proper civil and school authorities - 93.3 per cent
- Supervising the playground and halls - 86.7 per cent
- Inspecting physical facilities for maintenance - 84.4 per cent
- Establishing and enforcing cafeteria code of behavior - 84.4 per cent
- Supervising custodial and maintenance crews - 80 per cent
- Ordering replacements for worn out or damaged classroom or building materials and structures - 80 per cent
- Inspecting building physical facilities - 80 per cent
- Supervising the inventory control of all educational and school equipment - 75.6 per cent

Other duties (3) in the Area of Building Maintenance and Plant Management chosen by 50-75 per cent of the schools were:

- Supervising cafeteria or lunch room practices regarding health regulations
- Supervising of supply distribution
- Supervising of school busses and bus schedules

Area VIII - Extra Curricular and Miscellaneous

Thirty possible duties were listed. The schools chose 12 of these or 40 per cent as assistant principalship responsibilities. The chosen duties in rank order were:

- Attending extra curricular events and school athletic events - 93.3 per cent
- Keeping faculty and students aware of safety precautions regarding health, fire hazards and accidents - 93.3 per cent
- Reporting of safety drills and accidents to higher authorities - 91.1 per cent
- Setting up safety drill procedure - 88.9 per cent
- Providing for and supervising school internal safety procedures for hall guards, designated entrances and exits, protection from non-school personnel, etc. - 88.9 per cent
- Organizing seating arrangement and school schedule for assemblies - 84.4 per cent
- Planning safety drills - 84.4 per cent
- Supervising and allocating of pupil locks and lockers - 84.4 per cent
- Assisting principal in preparation and allocation of school budget - 82.2 per cent
- Determining intra-school traffic regulations - 80 per cent
- Establishing safety regulations - 77.8 per cent
- Overseeing school reports related to instruction, pupils, teachers and facilities - 75.6 per cent

Other duties (7) in the Area of Extra-Curricular and Miscellaneous chosen by 50-75 per cent of the schools were:

- Overseeing school clubs and supervising student councils
- Planning school assemblies
- Establishing policies and procedures regarding athletic events and other extra-curricular activities
- Formulating a school philosophy and establishing a schedule regarding extra-curricular activities
- Supervising clerical staff
- Preparing school reports related to instruction, pupils, teachers and physical facilities
- Supervising of special events or isolated projects

In all of the eight responsibility areas, Choice C - should be the responsibility of the assistant principal, was understandably not frequently selected. Yet the following duties were selected three or more times as duties that should be within his responsibility:
- Periodic evaluation of curriculum - 8 schools
- Patrolling corridors - 4 schools
- Expelling or excluding students - 4 schools
- Providing articulation conferences between elementary, high school and college levels - 4 schools
- Consulting community about school program - 3 schools
- Handling aspects of data processing related to pupils - 3 schools
- Formulating school regulations - 3 schools

When given the opportunity to indicate which of the duties were their responsibilities but should not be. Choice D, the responses were as follows:

- Lunchroom and playground supervision - 12 schools
- Patrolling corridors - 7 schools
- Chaperoning all major curricular events - 7 schools
- Internal or external vandalism of school area - 6 schools
- Preventing consumption of eatables in other than lunchroom - 6 schools
- Attempting to remedy student violations outside school hours - 4 schools
- Arranging parent-teacher conferences - 4 schools
- Opening and closing school building - 3 schools
- Supervising cafeteria personnel and lunch programs - 3 schools
- Keeping up to date records and folders of students regarding attendance - 3 schools
- Provide for and supervise safe conduct of students to and from school - 3 schools
- Stopping fights and riots - 3 schools
- Remedial counseling of discipline cases - 3 schools
- Enforcing proper dress and grooming - 3 schools
- Enforcing proper boy-girl behavior - 3 schools
- Providing private facilities for faculty leisure and work preparation - 3 schools

It is interesting to note the ambivalence of assistant principals when comparing Choice C and Choice D responses. On the one hand "patrolling corridors" should be the responsibility of the assistant principal and on the other hand it should not be their responsibility.

In summary of this section on major duties and responsibilities of Maryland and Virginia assistant principals, the number of duties, using a standard of 75 per cent or higher, with their representation and percentages for each area are as follows:

Area I - Discipline (20 of 32 for 62.5 per cent)
Area II - Teacher Personnel (4 of 38 for 10.2 per cent)
Area III - Pupil Personnel (5 of 34 for 14.7 per cent)
Area IV - Curriculum (2 of 26 for 7.6 per cent)
Area V - Public Relations (14 of 29 for 48.2 per cent)
Area VI - Guidance and Counseling (2 of 40 for 5 per cent)
Area VII - Building Maintenance and Plant Management (10 of 17 for 58.8 per cent)
Area VIII - Extra Curricular and Miscellaneous (12 of 30 for 40 per cent)
Salary, Benefits and Working Conditions

in Maryland and Virginia

Salaries and benefits for assistant principals, either directly or through the avenue of the teacher, have increased in recent years. In Chapter II, Table 2, the increases in salary were outlined over the period 1952-1968 using varied populations and citing relevant studies.

The purpose of the findings in this section of Chapter III is to determine how and to what extent the assistant principals of Maryland and Virginia have participated in these increases.

Teacher Organizations or Unions

In the school interviews, assistant principals were asked about the role of teacher organizations or unions in improving working conditions, salary or fringe benefits for the assistant principal. In terms of a school response, 40 schools or 80 per cent said they were helped through their local teachers organization; 4 schools or 8 per cent (large city) were helped through the teachers union; 3 schools or 6 per cent were helped through their local administrative group; and 3 schools or 6 per cent were helped by the combined efforts of their local teachers and administrative organizations.

It is interesting to note that when these same professionals were further queried as to how they were helped, 41 or 82 per cent of the schools indicated they were helped indirectly through the teacher; 6 or 12 per cent said they were helped directly as assistant principals; and 3 schools or 6 per cent said no group was helpful.

Additionally, the major benefits obtained by the organizations or unions and accruing to the assistant principals, either directly or indirectly, were
said to be the following:

a. salary - 47 schools
b. hospitalization - 34 schools
c. sick leave - 27 schools
d. personal leave - 19 schools
e. life insurance - 14 schools
f. sabbatical leave - 7 schools
g. retirement benefits - 5 schools
h. credit union - 4 schools
i. twelve month year - 2 schools
j. grievance procedures - 1 school
k. annual leave - 1 school
l. working conditions - 1 school
m. blood bank - 1 school

Salary

Before reporting the specifics about assistant principals' salaries in Maryland and Virginia, several major premises need to be established: (1) length of contract, and (2) other contributing factors.

Length of Contract

All assistant principals responded to the question about the span of time over which their basic salary was paid. Table 6 shows the results from the questionnaire data.

The predominant time span over which the assistant principals' basic salary was paid was 12 months work for 12 months pay.
Other Contributing Factors

In assessing other contributing factors to the official local policies determining assistant principals' salary, the fifty school interviews were most helpful. The specific salary that an assistant principal received was usually the sum of the following factors:

1. Determining assistant principals suitable level on local teachers salary scale considering academic degree earned and years experience - 48 schools or 96 per cent so indicated.

2. Length of assistant principals contract in months - 48 schools or 96 per cent so indicated.

3. Responsibility index or differential for assistant principal - 48 schools or 96 per cent so indicated.

The questionnaire added to the above data. When asked to check the order of importance of 9 choices on how salary was determined, the choices most frequently selected (1-9) plus their individual ranking as 1st, 2nd and 3rd choice by assistant principals are shown in Table 7 below:
TABLE 7

**MAJOR FACTORS AFFECTING A. P.'s SALARY**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Chosen 1-9</th>
<th>1st Choice</th>
<th>2nd Choice</th>
<th>3rd Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tchg. Experience</td>
<td>155 A.P.'s</td>
<td>84 A.P.'s</td>
<td>48 A.P.'s</td>
<td>13 A.P.'s</td>
</tr>
<tr>
<td>Adm. Experience</td>
<td>121 A.P.'s</td>
<td>44 A.P.'s</td>
<td>38 A.P.'s</td>
<td>20 A.P.'s</td>
</tr>
<tr>
<td>Fixed Contract</td>
<td>106 A.P.'s</td>
<td>71 A.P.'s</td>
<td>14 A.P.'s</td>
<td>8 A.P.'s</td>
</tr>
<tr>
<td>Negotiations w/ Board</td>
<td>80 A.P.'s</td>
<td>22 A.P.'s</td>
<td>22 A.P.'s</td>
<td>19 A.P.'s</td>
</tr>
<tr>
<td>School Enrollment</td>
<td>50 A.P.'s</td>
<td>7 A.P.'s</td>
<td>12 A.P.'s</td>
<td>13 A.P.'s</td>
</tr>
</tbody>
</table>

A. P. equals assistant principals in this study.

Besides the choices listed in Table 7 above, an "Other" category of choice was provided as one of the nine possible selections. The most frequent "Other" answers given as determinants of salary were differential and educational background.

Increases in salary were primarily received through automatic advancement on sequential steps of a salary scale to a fixed maximum -- 171 or 61 per cent of the questionnaire respondents and 46 or 92 per cent of the school interviewees so indicated. Some assistant principals indicated that other salary increases were gotten by progressing on an administrative scale while still others indicated that total experience, evaluation of job performance and negotiations (group or individual) were additional contributing factors.

**Questionnaire Survey of Salaries**

The assistant principals in Maryland and Virginia were asked to indicate their gross salary as a part of the questionnaire. Of the 249 possible respondents to the specific question, 241 or 96.7 per cent responded, the results are shown in Table 8.
TABLE 8
FREQUENCY DISTRIBUTION OF GROSS SALARY FOR ASSISTANT PRINCIPALS IN MARYLAND AND VIRGINIA

<table>
<thead>
<tr>
<th>Salary Intervals</th>
<th>f</th>
<th>cf</th>
<th>d</th>
<th>fd</th>
</tr>
</thead>
<tbody>
<tr>
<td>$18,000 - 18,999</td>
<td>8</td>
<td>241</td>
<td>+6</td>
<td>48</td>
</tr>
<tr>
<td>$17,000 - 17,999</td>
<td>13</td>
<td>233</td>
<td>+5</td>
<td>65</td>
</tr>
<tr>
<td>$16,000 - 16,999</td>
<td>24</td>
<td>220</td>
<td>+4</td>
<td>96</td>
</tr>
<tr>
<td>$15,000 - 15,999</td>
<td>21</td>
<td>196</td>
<td>+3</td>
<td>63</td>
</tr>
<tr>
<td>$14,000 - 14,999</td>
<td>34</td>
<td>175</td>
<td>+2</td>
<td>68</td>
</tr>
<tr>
<td>$13,000 - 13,999</td>
<td>16</td>
<td>141</td>
<td>+1</td>
<td>16</td>
</tr>
<tr>
<td>$12,000 - 12,999</td>
<td>30</td>
<td>125</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$11,000 - 11,999</td>
<td>36</td>
<td>95</td>
<td>-1</td>
<td>-36</td>
</tr>
<tr>
<td>$10,000 - 10,999</td>
<td>25</td>
<td>59</td>
<td>-2</td>
<td>-50</td>
</tr>
<tr>
<td>$9,000 - 9,999</td>
<td>21</td>
<td>34</td>
<td>-3</td>
<td>-63</td>
</tr>
<tr>
<td>$8,000 - 8,999</td>
<td>9</td>
<td>13</td>
<td>-4</td>
<td>-36</td>
</tr>
<tr>
<td>$7,000 - 7,999</td>
<td>3</td>
<td>4</td>
<td>-5</td>
<td>-15</td>
</tr>
<tr>
<td>$6,000 - 6,999</td>
<td>1</td>
<td>1</td>
<td>-6</td>
<td>-6</td>
</tr>
</tbody>
</table>

Range $6,750 - $18,720; N = 241; Sum fd = 150

Mean = $13,123.56; Median = $12,849.50; Mode = $11,499.50

The statistics reported in Table 8 show that the mean, median and mode salaries for the entire Maryland and Virginia assistant principal group studied were (rounded off) $13,124; $12,850; and $11,500 respectively. No consideration was given to length of school year in this statistic, although previous sections of this Chapter have indicated that the predominant length of employment (69 per cent) is twelve months.

Working Conditions

Only one aspect of the working conditions prevalent in Maryland and Virginia was revealed by the study. The one aspect was number of hours worked in a given fixed period. Considering 234 respondents or 93.9 per cent of 249 possible, the breakdown of number of hours spent on various duties in a two
week period was as follows:

a. Professional meetings (national and state organizations, in-service training, school or faculty meetings) - 5.41 hours

b. Clerical work (filing, typing, note taking, routine arrangements) - 10.62 hours

c. Administrative work (planning, ordering, budgeting, directing, staffing, coordinating, reporting, organizing) - 31.97 hours

d. Community or public relations (visitations, speeches, phone calls, home-school newsletters, civic club meetings, PTA) - 7.0 hours

e. Conferences (pupil, teacher, parent, department heads, administrative) - 29.05 hours

In a given two week period the total composite average number of hours for these five categories was 84.05 hours or approximately 42 hours per week, with major emphases on (1) administrative work, (2) conferences, and (3) clerical work.

The data derived from the school interviews corresponds with the above. Based on 50 school interviews the official work week for Maryland and Virginia assistant principals, as determined by policy or practice, averaged 39.46 hours with a range of 35 hours to 44 hours. Supplemental and beyond the official work week, assistant principals spent an average of an additional 9.97 hours per week on school business -- home preparation, school events, etc., with a range of 5 hours to 25 hours extra per week. Combining the hours worked in the official work week with the extra hours worked produces a total average work week for assistant principals of 49.43 hours.
Opinions of Maryland and Virginia Assistant Principals about the Assistant Principalship

Assistant principals in Maryland and Virginia have a wide variety of opinions about every aspect of the assistant principalship. Some of these opinions are different from established policies and others are quite similar to these policies. Because these opinions can serve to strengthen and improve the professional status of the assistant principalship in educational administration, this study of assistant principals in Maryland and Virginia sought many such opinions.

The opinions sought and received were categorized in five ways.

1. Opinions about Qualifications and Appointment
2. Opinions about Assignment
3. Opinions about Salary
4. Opinions about Duties
5. Opinions about the "Assistant Principalship"

Opinions about Qualifications and Appointment

In terms of selection procedures, opinions about whether an examination should be given to assess the general academic and administrative competence level of an assistant principal applicant, yielded mixed results. Of 247 respondents queried 134 or 54 per cent did not think prospective candidates should be given an examination, whereas 113 or 45.75 per cent favored such a procedure. Approximately two-thirds (67.25 per cent) of these affirmative respondents felt that the examination should be both a written and an oral; approximately one-quarter (24.77 per cent) of these original 113 said the exam should be oral; 7.08 per cent said the exam should be written; and one
respondent was indifferent about the manner of assessment.

Assistant principals were also asked their opinion about qualifications for the assistant principal's position. One qualification offered was teaching experience. For minimum number of years teaching experience they were offered five possible choices. The choices and the distribution of the 249 assistant principals responses are noted below:

a. None - 2 or 0.83 per cent
b. 1-2 years - 13 or 5.22 per cent
c. 3-4 years - 93 or 37.34 per cent
d. 5-6 years - 113 or 45.38 per cent
e. 7-8 years - 14 or 5.62 per cent
f. 9 years and above - 14 or 5.62 per cent

The preferred choice was 5-6 years minimum teaching experience, with 83 per cent of the total found in the two groupings covering the 3-6 year range.

Beyond teaching experience, the most important additional qualifications thought to be important by assistant principals when given a range of eight other possibilities were:

a. past administrative experience - chosen 1st, 2nd or 3rd by 188 assistant principals
b. graduate work in educational administration - chosen 1st, 2nd or 3rd by 170 assistant principals
c. desire to be a principal - chosen 1st, 2nd or 3rd by 123 assistant principals

Formal academic background was also thought to be an important qualification for the assistant principalship. Of the 249 respondents polled, 174 or
70 per cent said that the minimum educational background for aspiring assistant principals was a Master's degree.

Beyond those listed above, the most frequent "other" qualifications were personal abilities, ability to work with people, human relations ability and leadership.

Additional Opinions About Appointment

Assistant principals polled in this study varied with age, experience and length of appointment. Some of them were unclear about the details of the procedures used in appointing them or the current policies, yet the consensus of their opinions approximates local district policy and practices reported in other sections of this chapter.

The assistant principals (137) felt that the appointment of a first assistant principal or additional ones beyond a first assistant principal, depended primarily on the assistant principal-student ratio for the school. In addition, respondents were given the opportunity to check as many additional factors (ten choices plus an "other" category) as they thought were used in determining their appointment to assistant principal. The rank and number checking each choice is provided below:

(1) principals recommendation - 211
(2) academic background - 182
(3) teaching experience - 179
(4) school superintendent's recommendation - 127
(5) past administrative experience - 97
(6) Board of Education recommendation - 90
(7) Assistant Superintendent's recommendation - 70
Opinions About Assignment

Assistant principals in Maryland and Virginia were offered six alternatives, and asked to determine which of these would be the best method for assigning an additional assistant principal to a high school. The choices and the responses given for each choice, are listed below:

(a) number of pupils per assistant - 39
(b) number of teachers per assistant - 7
(c) school work load per assistant - 56
(d) school duties outside of school hours - 0
(e) combination of above - 142, the most frequent combination being abcd, all of these, chosen by 53 assistant principals
(f) other (3 different selections) - 5

From the above, it appears that assistant principals feel a combination of factors should be weighed in determining the assignment of an additional assistant principal to a high school, as no single factor was an overwhelming choice.

Going beyond the general question that sought the opinions of assistant principals about the one best method for assigning an additional assistant principal to a high school, several suppositions were posed to the questionnaire respondents.
In the first case, assuming assignment by number of pupils per assistant, assistant principals were asked to determine what would be the most appropriate number of pupils so assigned. Table 9 shows the results of this poll of assistant principals.

**TABLE 9**

**ASSISTANT PRINCIPALS OPINIONS -- A. P. ASSIGNMENT PER ENROLLMENT**

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>f</th>
<th>cf</th>
<th>d</th>
<th>fd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1300 - 1499</td>
<td>1</td>
<td>245</td>
<td>+4</td>
<td>4</td>
</tr>
<tr>
<td>1100 - 1299</td>
<td>8</td>
<td>264</td>
<td>+3</td>
<td>24</td>
</tr>
<tr>
<td>900 - 1099</td>
<td>16</td>
<td>236</td>
<td>+2</td>
<td>32</td>
</tr>
<tr>
<td>700 - 899</td>
<td>40</td>
<td>220</td>
<td>+1</td>
<td>40</td>
</tr>
<tr>
<td>500 - 699</td>
<td>122</td>
<td>180</td>
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<td>0</td>
</tr>
<tr>
<td>300 - 499</td>
<td>58</td>
<td>58</td>
<td>-1</td>
<td>-58</td>
</tr>
</tbody>
</table>

N = 245  
Sum fd = 42

Mean = 633.78;  Median = 605.24

The median and mean number of pupils that should be assigned per assistant principal as suggested by the assistant principals polled, is shown in Table 9. This number is 605 students/assistant principal and 634 students/assistant principal respectively.

In the second supposition, assuming assignment of assistant principals per number of teachers, the assistant principal respondents were again asked to determine a suitable number. Table 10 shows the results of this poll.
Table 10 shows the mode, median, and mean number of teachers that should be assigned per assistant principal as suggested by assistant principals polled. These are 24 teachers/assistant principal, 27 teachers/assistant principal and 31 teachers/assistant principal respectively.

The last supposition dealt with assignment of assistant principals by work load. The assistant principals were asked to determine how this might be accomplished. The following list indicates their responses:

a. Time analyses of necessary daily work - 43 responses or 17.76 per cent

b. Number of hours worked, beyond school hours, required for a pre-determined time period - 8 responses or 3.3 per cent
c. Services and requirements of school community - 7 responses or 2.89 per cent

d. Plans and programs of school administration - 76 responses or 31.40 per cent

e. Needs of school children served - 54 responses or 22.31 per cent

f. Other (18 selections) - 54 responses or 22.31 per cent

The list above seems to indicate that multiple factors should be considered when assigning assistant principals' work load with emphasis on the plans and program of the school administration, needs of children served and analysis of daily work load.

Opinions About Salary

When assistant principals were asked their opinions about their salary in relation to the salaries of other professional staff, 246 of 249 respondents (98.79 per cent) thought they should be paid more than teachers; 247 of 249 respondents (99.19 per cent) thought they should be paid more than department heads; and 215 of 242 respondents (88.84 per cent) said that an assistant principal should be paid more than an administrative assistant.

Additionally, assistant principals were asked to rank from 1-12, various bases for determining their salary (1-high; 12-low). Arbitrarily, only the top six choices were recorded for each basis. Table 11 shows a grid of these choices in rank order and arranged by times chosen 1, 2, 3, 4, 5, and 6.
A. P. OPINIONS ON BEST SALARY DETERMINERS

<table>
<thead>
<tr>
<th>Salary Basis</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>adm. load per asst.</td>
<td>71</td>
<td>27</td>
<td>41</td>
<td>29</td>
<td>23</td>
<td>13</td>
<td>204</td>
</tr>
<tr>
<td>no. of pupils/asst.</td>
<td>34</td>
<td>42</td>
<td>34</td>
<td>39</td>
<td>22</td>
<td>17</td>
<td>188</td>
</tr>
<tr>
<td>previous adm. exp. (any type)</td>
<td>36</td>
<td>40</td>
<td>16</td>
<td>20</td>
<td>23</td>
<td>38</td>
<td>173</td>
</tr>
<tr>
<td>no. of full time tghrs./asst.</td>
<td>14</td>
<td>38</td>
<td>41</td>
<td>25</td>
<td>33</td>
<td>24</td>
<td>165</td>
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<tr>
<td>previous teaching experience</td>
<td>30</td>
<td>41</td>
<td>23</td>
<td>12</td>
<td>30</td>
<td>28</td>
<td>165</td>
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<tr>
<td>academic background</td>
<td>16</td>
<td>22</td>
<td>35</td>
<td>29</td>
<td>18</td>
<td>31</td>
<td>151</td>
</tr>
<tr>
<td>no. of duties outside sch. hrs.</td>
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<td>13</td>
<td>16</td>
<td>26</td>
<td>35</td>
<td>21</td>
<td>113</td>
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<tr>
<td>size of physical plant</td>
<td>2</td>
<td>6</td>
<td>11</td>
<td>30</td>
<td>18</td>
<td>24</td>
<td>91</td>
</tr>
<tr>
<td>sch. or Bd. of Ed. policy</td>
<td>21</td>
<td>7</td>
<td>11</td>
<td>12</td>
<td>10</td>
<td>15</td>
<td>76</td>
</tr>
<tr>
<td>prof. org. requirements</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>other (11 different reasons)</td>
<td>18</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>tchrs. union requirements</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 11 points out the rank order of assistant principal opinions on best salary determiners. Circled responses in each choice column indicate the particular reason or salary basis most frequently chosen for that particular rank (e.g.) the salary basis, "no. of pupils/asst.", had the most second rank or column 2 selections.

Opinions About Duties

Assistant principals expressed a variety of viewpoints about their duties. These ranged from opinions about significant and time consuming duties to possible changes in duties and functions that might lie ahead for the assistant principal in a large high school.
Significant Duties

Those duties that assistant principals thought were most significant, based on 50 school interviews are listed below. The responses given by assistant principals were categorized and ranked from highest to lowest. The top choices were:

1. pupil adjustment (discipline) - 40 assistant principals
2. student conferences - all kinds - 39 assistant principals
3. classroom supervision and assistance to teachers - 28 assistant principals
4. parent conferences - all kinds - 27 assistant principals
5. pupil attendance (accounting and violations) - 24 assistant principals
6. teacher adjustment - 19 assistant principals
7. individual counseling - 18 assistant principals
8. teacher conferences (all kinds) - 18 assistant principals
9. coordinating responsibility area - 17 assistant principals
10. student activities - clubs, athletics, etc. - 17 assistant principals
11. master schedule - 15 assistant principals
12. teacher evaluation - 13 assistant principals
13. equipment and facilities for classroom and school - 12 assistant principals
14. organization of school program - 11 assistant principals
15. plant management - 10 assistant principals

There were 20 other significant duties listed but all of these were
suggested by fewer than 10 assistant principals.

Time Consuming Duties

Thirty-one kinds of activities were volunteered by assistant principals as being time consuming. These activities, determined from school interviews, are categorized and ranked from highest to lowest in the list provided below.

1. student discipline - 35 assistant principals
2. attendance, accounting and violations - 25 assistant principals
3. parent conferences - 25 assistant principals
4. student conferences - 23 assistant principals
5. administrative clerical and paper work - 17 assistant principals
6. teacher adjustment - 16 assistant principals
7. teacher conferences - 13 assistant principals
8. classroom visitation - 13 assistant principals
9. student activities (curricular and extra) - 10 assistant principals

There were 22 other activities listed as time consuming but these were suggested by fewer than 10 assistant principals.

Service to Principal and High School

Assistant principals were asked to suggest those ways which they could best serve their principal and their high school. In rank order, with number of assistant principals volunteering the best ways, these were:

1. carrying out principal's program - 28 assistant principals
2. performing job well - 21 assistant principals
3. advising principal for school improvement - 21 assistant principals
4. freedom to act and help formulate school program - 19 assistant principals
5. serving as liaison for principal - 19 assistant principals
6. loyalty to principal - 16 assistant principals
7. eliminate principal's routine - 14 assistant principals

Six other ways were also suggested with fewer than ten assistant principals indicating them as a reason.

Job Description for Assistant Principal

Assistant principals, in the school interview, were asked if the assistant principalship could be defined as a job description. Thirty-nine assistant principals said yes; twenty-three said no. Depending on the particular school, some responses were consensus answers, and other responses were individual. The primary reasons supporting each of these two positions are listed below in rank order.

Those who replied in the affirmative offered the following as possible ways it could be done:

1. defined by broad categories - 19
2. defined as extension of principals job - 10
3. definitive study of schools operation - 5
4. needs re-definition to provide more professional appeal - 2
5. depends on community served - 1
6. legal responsibility must be changed before re-defining - 1
7. separate routine from needs of teachers and kids - 1
The reasons given why the assistant principalship could not be defined were:

1. job is extension of principalship - 10
2. depends on principal - 8
3. varies with school - 3
4. depends on community - 2

Duty Assignment for Assistant Principals

Assistant principals were asked to rank (best to worst) a list of possible ways that their duties could be assigned. Seven choices existed with the possibility to combine answers (choice "E") and write in "other" answers (choice "F"). The two most frequently selected choices, based on an arbitrary decision to include only ranks 1, 2, and 3 selections, were:

Discretion of principal (214 selections) and defined in individual school regulations (192 selections). Significantly though, the least chosen answer was -- discretion of Board of Education (31 selections).

Changes in Duties and Functions

When the assistant principals were asked their opinions about what changes lay ahead for the assistant principal in a large high school, the major changes in duties and functions which they cited were as follows:

1. more specialization of duties - 26 assistant principals
2. more duties for assistant principal - larger schools, larger enrollments, and more complex problems - 14 assistant principals
3. emphasis on professional education role - 13 assistant principals
4. more generalization of duties - 7 assistant principals
5. more assistant principals - 6 assistant principals
6. separation of business and education functions - 5 assistant principals

There were 14 other changes listed, but these were suggested by assistant principals 4 or less times.

Opinions About "The Assistant Principalship"

Besides opinions already presented on this multifaceted position of assistant principal in a large high school, assistant principals have opinions of the assistant principalship viewed as a whole. The assistant principals polled in the questionnaire were ambivalent about the use of this position in a career ladder sense. On the one hand 80 per cent or 194 of 249 assistant principals polled felt that any teacher, counselor or other staff person who wanted to be a principal, should first have been an assistant principal.

On the other hand, 65.46 per cent or 163 of 249 assistant principals thought that a "school internship" should be instituted for those desiring to be a principal, perhaps implying that the assistant principalship was not a training ground for the principalship.

Further, an overwhelming majority of the assistant principals in schools interviewed -- 49 of 50 consensus responses -- positively declared that the assistant principal's position was not disappearing from the high school scene. They offered the following reasons to substantiate their claim:

1. more duties and responsibilities for assistant principals - 42 school choices
2. more assistant principals needed because of resultant specialization - 16 school choices
3. larger schools and more pupils - 9 school choices
4. principals role changing - 3 school choices
5. assistant principal needed to work with student problems - 3 school choices
6. liaison work done by assistant principal - 1 school choice

Emerging Social and Educational Patterns

When queried if they saw any emerging social or educational patterns which might change their role in a high school's administrative organization, all assistant principals interviewed agreed that there were a number beginning to develop. Just as in all the interview questions asked, this question was open-ended. The assistant principals identified thirty-two different patterns. All of those chosen by at least ten schools or more are listed below.

1. new administrative and organizational designs - 23 school choices
2. student activism - 23 school choices
3. teacher militancy - 23 school choices
4. new curricular changes - 20 school choices
5. teacher and student participation in decision making - 18 school choices
6. educational technology - 17 school choices

Positive and Negative Aspects of Job

In the school interviews, when assistant principals were asked to list
five things which make their school position most rewarding and enjoyable, they listed 22 different kinds of choices. These responses fell into five categories, in rank order they were: pupil relations (83); duties and educational program (54); staff relations (38); parent and community relations (13); and salary and working conditions (11). Individual items and their frequency of occurrence in each category are as follows:

1. Pupil Relations
a. working with kids - 39
b. seeing improvement in kids with whom assistant principal works - 29
c. appreciation by graduates of assistant principal's past efforts - 8
d. seeing graduates succeed - 6
e. working with student activities - 1

2. Duties and Educational Program
a. pride in job and school accomplishment - 23
b. freedom and authority commensurate with responsibility - 8
c. variety in job - 8
d. being in position to make changes - 7
e. improvement in instructional program and practice - 4
f. opportunity to experiment and contribute ideas - 4

3. Staff Relations
a. working with staff - 28
b. seeing teachers develop through assistant principal's efforts - 8
c. respect from principal - 2

4. Parent and Community Relations
a. working with cooperative parents - 9
b. knowing community and kids - 2
c. working with public and referral agencies - 1
d. support of community - 1

5. Salary and Working Conditions
a. pleasant working environment - 4
b. prestige in job - 3
c. improving salary - 3
d. twelve month employment - 1

In the school interviews, when assistant principals were asked to list five things which make their position most difficult, they listed 48 different
kinds of choices. The responses seem to fall into seven categories. In rank order these were: staff relations problems (56); problems with duties (46); parent and community relations problems (37); problems with policies and procedures (27); student relations problems (18); miscellaneous problems (18); and problems with the educational program (16). Individual items and their frequency of occurrence in each category are as follows:

1. Staff Relations Problems
   a. poor teachers - 14
   b. inflexible or unprofessional teachers - 9
   c. lack of understanding by faculty - 8
   d. working with teachers on administrative procedures - 4
   e. teacher militancy - 4
   f. communication - 4
   g. substitute teachers - 3
   h. being "middle" man - 3
   i. teacher evaluation - 2
   j. working with custodial staff - 2
   k. working with unprepared student teachers - 2

2. Problems with Duties
   a. clerical and administrative paper work - 19
   b. insufficient time to perform duties - 12
   c. after school hours duties - 7
   d. too many duties - 4
   e. overreacting or acting with limited knowledge - 3
   f. working with trivial discipline problems - 1

3. Parent and Community Relations Problems
   a. working with disinterested or uncooperative parents - 16
   b. lack of respect for authority - 6
   c. problems caused by outside intervention - 5
   d. poor home situation - 3
   e. dealing with irate parents - 2
   f. limitations of outside referral agencies - 2
   g. competing local educational pressures - 1
   h. can't escape school problems - 1
   i. can't act normally - behavior and opinions - 1
4. Problems with Policies and Procedures  
a. antiquated administrative and personnel policies - 11  
b. unclear responsibility and decision making authority - 7  
c. limitations on number of staff positions - 4  
d. lack of support from central office - 4  
e. introducing change - 1  

5. Student Relations Problems  
a. disciplining atypical student - 6  
b. student activism - 5  
c. truancy due to changed student and parent attitudes - 3  
d. unrealistic student attitudes - 2  
e. race relations - 1  
f. suit discipline to students and offense - 1  

6. Miscellaneous Problems  
a. size and unwieldiness of large school and school systems - 9  
b. lack of physical space - 6  
c. poor transportation facilities - 2  
d. insufficient salary - 1  

7. Problems with the Educational Program  
a. unbalanced program for needs of all kids - 6  
b. misplaced emphasis on administration not education - 5  
c. no creative time - 2  
d. curriculum offerings too wide - 1  
e. keeping professionally up to date - 1  
f. schedule changes - 1  

Another view of the difficult aspects of the assistant principalship was obtained through the use of the questionnaire. Assistant principals were asked to rank from 1-15, those selections which make their school position the most difficult (1-high; 15-low). Arbitrarily, only those problems ranking 1-8 were recorded. Table 12, in grid fashion, shows the problems and the number of times selected 1, 2, 3, 4, 5, 6, 7, 8 and total.
### TABLE 12

A. P. OPINIONS ABOUT MAJOR SCHOOL PROBLEMS

<table>
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<tr>
<th>Problem</th>
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<th>3</th>
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<th>6</th>
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</table>

In Table 12, circled responses indicate the particular problem most frequently chosen a particular rank (e.g.) parental neglect, out of fifteen different problems, was most frequently given a rank of 1 by respondents.

**Leadership Role of Assistant Principals in Maryland and Virginia**

**Observation of Leadership**

The participation of the assistant principals in the educational leadership of the Maryland and Virginia secondary schools is difficult to determine.
There is a great variance among schools, districts and principals as well as in the willingness of assistant principals to share in this role. Certainly state law relegates this leadership to the principal as his responsibility. Yet, principals interpret this responsibility in different ways and distribute or share their responsibility in varying degrees with their assistant principals. Observation in fifty schools revealed a wide variety of participation by assistant principals.

Some assistant principals operated as sub-principals or mini-principals where the principal employed the school-within-the-school concept. Short of very crucial decisions, these sub-principals indicated total responsibility for their "schools" operation.

In other cases, assistant principals functioned in very narrow realms (e.g.) discipline, frequently doing only the distasteful aspects of this position. Often these same assistant principals had no opportunity to work in other areas of the total high school administration and did not have authority to make decisions commensurate with their assigned responsibility area.

Unless state law is changed to legalize assistant principal participation in school administration, and unless a job description of the assistant principalship, suitable for state and local application, is adopted, the assistant principals sharing in the leadership within a modern secondary setting will be largely a myth, subject to the whim of the principal supervising said assistant principals.

Interview Responses Relative to Leadership

In response to the question whether assistant principals should share in the leadership role in a high school, the consensus response in 50 schools
was 100 per cent in the affirmative. Further, in 44 schools or 88 per cent, the consensus response of the assistant principals was that they do share in the leadership role in their school. In answer to how they share in this leadership, nineteen different ways were offered. The most frequently chosen ways, 10 choices or more, are as follows:

1. assist in decision making - 26
2. planning school program - 25
3. advise principal - 17
4. share in policy formation - 15
5. liaison with staff - 14
6. performing assigned tasks well - 13
7. improvement of instruction - 10

As an additional determiner of participation in the leadership role, a rather long and elaborate question was asked of all interviewees, based on Gulick and Urwick's seven major elements of administration (an explanation of these elements was offered in Chapter II in the section subheaded, Leadership in Secondary Education). The premise of this question was that if assistant principals showed sufficient evidence of participation in these elements within their respective high schools, leadership was being exerted. The interviewees were offered explanations of each of the seven elements, applicable to their school duties. They were then asked if they were responsible, shared the responsibility or had no responsibility for the (a) Planning, (b) Organizing, (c) Staffing, (d) Directing, (e) Coordinating, (f) Reporting, and (g) Budgeting, of their specific duty areas.

The results of this question are shown below in Table 13.
Table 13 reveals that for those areas of the school administration defined as their job, assistant principals were primarily responsible for the organization and coordination of them; they had no responsibility for staffing and budgeting; shared the responsibility for planning with the principal and others; and their responsibility for directing and reporting varied with the duty, principal and school in question.
CHAPTER IV

FINDINGS AND CONCLUSIONS

The purpose of this investigation was to analyze the public secondary school assistant principalship in the states of Maryland and Virginia using schools with student enrollments of 1000 and above. The study was concerned with (1) the educational position of the assistant principal in the schools studied, (2) the selection practices (when available) for the assistant principalship, (3) the comparison of stated practices with assistant principals' opinions of such practices, (4) the major responsibilities of assistant principals as reported by assistant principals and others in the field of educational administration, (5) a job description of the assistant principalship for large secondary schools, and (6) the leadership role of assistant principals in large high schools.

A review of the literature indicated limited information of a substantive nature. Most of the data available on the assistant principalship was restricted to periodicals, with other information being supplied through several dissertations and infrequent general references in the area of educational administration. The literature also revealed that there had been no previous study on the assistant principalship that combined the states of Maryland and Virginia or that attempted to address itself to the subject matter scope of this study.

The job settings for this study of the assistant principalship were the
large public secondary schools in Maryland and Virginia. Senior high, four year, five year and six year high schools with enrollments of 1000 or more students were the particular type schools used. The principal techniques of data collection were:

1. Questionnaire - 78.05 per cent response
2. Interview Form
   a. Responsibility check list - 90 per cent response
   b. Interview questions - group interview procedures at 50 schools
3. Superintendent's Survey (Form Letter) - 90.7 per cent response
4. General Correspondence

The most significant impression left with the investigator, after the completion of this data collection, was a feeling of professional pride in being a part of a group in which these dedicated, pupil-oriented assistant principals belonged. Their responses and reactions to written and verbal questions about the assistant principalship were candid, comprehensive and informative.

**Summary of Findings**

An analysis of the major findings derived from this study of Maryland and Virginia public secondary schools is summarized below.

**General Information about Schools and Study**

1. In this study, 319 assistant principals, representing 143 senior high, four year, five year and junior/senior high schools, within 65 school systems of Maryland and Virginia, comprised the population studied.
2. There was an average of 2.2 assistant principals per school studied.
3. Most of the schools studied served either a city or suburban school population representing in combination a total of 62.59 per cent of all schools in this investigation.

4. The secondary schools in both states were primarily co-educational (97 per cent); comprehensive in curriculum offerings (92.48 per cent); and typically senior high schools (40.6 per cent) or four year high schools (33.83 per cent).

5. The mean enrollment of the typical secondary school for both states was 1682 pupils with a range from 955 pupils to 2850 pupils.

6. The number of assistant principals assigned per high school was usually a function of student enrollment. The approximate ratio for reporting schools was 1/605.

Profile of Assistant Principals in Maryland and Virginia

1. The most prevalent job title used for that administrative position just below the principal was -- assistant principal. A range of other titles was also used, the next most common one being the title of vice principal.

2. Assistant principals studied were primarily men (86 per cent); married (86.34 per cent); and their average age was 41 years.

3. The Master's degree was the minimum attained degree for 89.94 per cent of the assistant principals. Graduate work beyond the Master's degree was common practice for most (66.86 per cent) of the population studied.

4. The usual positions held by assistant principals immediately prior to their present position were the positions of teacher (28.91 per cent), department head (18.07 per cent), assistant principal in another school (13.65 per cent) and counselor (12.04 per cent).
5. In rank order, the typical subject matter discipline in which assistant principals previously served as teachers were: (1) social studies, (2) science, (3) mathematics, (4) language arts, and (5) physical education.

6. Administrative educational experience for assistant principals, prior to their current position, was common practice for 68.26 per cent of the population studied. The usual range of previous experience listed was between 0-4 years.

7. Assistant principals indicating previous administrative experience offered a wide variety of ex-job titles. The most significantly represented previous experiences were: department head, assistant principal, principal, director, administrative assistant and vice principal. Almost thirty per cent of these assistant principals had more than one previous administrative position.

8. In their assigned high schools, 61.44 per cent of the assistant principals have served 0-3 years in their present position, with an additional 24.09 per cent having served 4-7 years.

9. The mean and median years of total educational experience (teaching and administrative) for the assistant principals in Maryland and Virginia was 17 years and 15 years respectively.

10. Assistant principals (72.06 per cent through questionnaire and 75.75 per cent through interview) do not see the position of assistant principal as a career position but rather as a training ground for a higher educational administrative position such as the principalship.

Qualifications, Recruitment and Selection Practices in Maryland and Virginia

1. State law in Maryland and Virginia does not presently recognize the
position of the assistant principalship through a state-wide certificate.

2. Only 22 per cent of the 65 school districts studied in Maryland and Virginia had a written policy on the assistant principalship.

3. The typical selection and recruitment procedure involved the following steps:
   a. advertisement of position
   b. application submitted
   c. credential evaluation
   d. formal evaluation (interview or exam)
   e. eligibility determined
   f. school board confirmation
   g. appointment

4. The usual eligibility requirements for the assistant principalship were:
   a. Master's degree or equivalent education beyond Bachelor's degree (30 graduate hours)
   b. Some graduate work in education - usually courses in administration, supervision, curriculum and guidance
   c. teaching experience - average of 3 years
   d. other requirements (personality, leadership, health, etc.)

Duties and Responsibilities of Assistant Principals in Maryland and Virginia

1. Individual school statements of policy about assistant principals' duties were found in 52 per cent of the schools interviewed.

2. Local written policies, where available, place major emphases on the following responsibility areas:
a. General administration and school management
b. Pupil welfare
c. Curriculum and instruction
d. Staff
e. School activities
f. Community relations

3. The assistant principals studied were allocated specific duties by (a) principal's direct assignment or (b) mutual decision of principal and other assistant principals.

4. Ordinarily, assistant principals felt that the principal knew what the duties of the assistant principal should be by benefit of experience and training.

5. Using two criteria -- 75 per cent response or higher as a determiner of primary duties and 50-75 per cent response as a determiner of secondary duties -- assistant principals indicated that their responsibility was directed toward duties in the following areas:

Area I - Discipline (32 possible duties)
   a. Primary - 20 or 62.5 per cent
   b. Secondary - 7 or 21.9 per cent

Area II - Teacher Personnel (38 possible duties)
   a. Primary - 4 or 10.2 per cent
   b. Secondary - 14 or 36.8 per cent

Area III - Pupil Personnel (34 possible duties)
   a. Primary - 5 or 14.7 per cent
   b. Secondary - 19 or 55.8 per cent

Area IV - Curriculum (26 possible duties)
   a. Primary - 2 or 7.6 per cent
   b. Secondary - 8 or 30.8 per cent
Area V - Public Relations (29 possible duties)
   a. Primary - 14 or 48.2 per cent
   b. Secondary - 4 or 13.8 per cent

Area VI - Guidance and Counseling (40 possible duties)
   a. Primary - 2 or 5 per cent
   b. Secondary - 7 or 17.5 per cent

Area VII - Building Maintenance and Plant Management (17 possible duties)
   a. Primary - 10 or 58.8 per cent
   b. Secondary - 3 or 17.6 per cent

Area VIII - Extra Curricular and Miscellaneous (30 possible duties)
   a. Primary - 12 or 40 per cent
   b. Secondary - 7 or 23.3 per cent

6. Assistant principals also indicated that duties with more decision making participation and greater professional involvement needed to be added to their school responsibilities (e.g.) curriculum, policy decisions, public relations; similarly routine supervision, extra hour duties and police-like enforcement duties needed to be eliminated from their responsibilities.

Salary, Benefits and Working Conditions

1. In most of the schools, 90 per cent, assistant principals felt that their salary, benefits and working conditions were helped through local teacher organizations; the primary way they were helped (82 per cent response) was indirectly through improvement in the teacher's status.

2. The major benefits traceable to teacher organization or union assistance were: salary, hospitalization, sick leave, personal leave and life insurance.

3. The mean and median salary for assistant principals studied was $13,124 and $12,850 respectively.

4. Typically assistant principals in Maryland and Virginia work 12
months for 12 months pay (68.47 per cent).

5. The major factors affecting the assistant principal's salary are: experience (teaching and administrative combined); academic degree earned; length of contract year; and responsibility index or differential. Salary increases usually resulted through automatic advancement on sequential steps of a salary scale to a fixed maximum.

6. Assistant principal opinions about factors determining salary indicated that they felt that (a) teaching experience, (b) administrative experience, and (c) fixed contract, were the most important determiners.

7. Dependent on the technique of data collection used in this study, the average work week for assistant principals was 42 hours (questionnaire) and 49 hours (interview). The latter technique placed more emphasis on extra school hours.

8. During an ordinary work week, administrative work (planning, ordering, budgeting, reporting); conferences (pupil, teacher, parent, administrative); and clerical work occupied most of the assistant principal's time.

Opinions of Maryland and Virginia Assistant Principals About the Assistant Principalship

1. Opinions of assistant principals were mixed, concerning examinations as part of the selection procedure for their position, 54 per cent were against such a procedure; 46 per cent were for examinations. Approximately two-thirds of those for examinations felt that these examinations should be both written and oral.

2. In the opinion of assistant principals the preferred amount of teaching experience necessary as a minimum pre-requisite to becoming an
assistant principal was 5-6 years; the second most common range was 3-4 years. Combining the two groupings, 83 per cent of the assistant principals polled felt that the minimum amount of teaching experience should be within the 3-6 year range.

3. After the qualification of teaching experience, assistant principals felt the most important other qualifications for the assistant principalship were:
   a. past administrative experience
   b. graduate work in educational administration
   c. desire to be a principal

4. The minimum formal academic training suggested by 70 per cent of the assistant principals for their own administrative post was a Master's degree.

5. Assistant principals felt that the assignment of one or additional assistant principals to a high school by their school systems depended primarily on the assistant principal-student ratio.

6. In their own appointment to the assistant principalship, respondents felt that the following factors were the most important determiners:
   a. principal's recommendation
   b. academic background
   c. teaching experience
   d. school superintendent's recommendation

7. When polled about the best way an additional assistant principal could be assigned to high schools, the Maryland and Virginia assistant principals thought a combination of factors should be weighed with major emphases on (a) number of pupils per assistant, and (b) school work load per assistant.
8. Considering only assignment by number of pupils per assistant principal, the suggested median and mean assistant principal-student ratios, thought desirable by the respondents, were 605 and 633 students/assistant principal, respectively.

9. Considering only assignment of assistant principals per number of teachers, the suggested median and mean assistant principal-teacher ratios, thought desirable by the respondents, were 27 and 31 teachers/assistant principal, respectively.

10. When asked to determine how assistant principals might be assigned by an analysis of total work load, the assistant principal respondents suggested a combination approach with emphasis on three criteria: (1) plans and program of the school administration, (2) needs of children served, (3) analysis of daily work load.

11. Assistant principals felt that they should be paid more than teachers, department heads and administrative assistants.

12. Assistant principals ranked the following methods as the best means of salary determination:

   (1) administrative load per assistant
   (2) number of pupils per assistant
   (3) previous administrative experience
   (4) number of full time teachers/assistant
   (5) previous teaching experience
   (6) academic background

13. Assistant principals suggested the following duties as being most significant. In rank order by category these are:
(1) pupil adjustment
(2) student conferences
(3) classroom supervision and assistance to teachers
(4) parent conferences
(5) pupil attendance
(6) teacher adjustment
(7) individual counseling
(8) teacher conferences
(9) coordinating responsibility area
(10) student activities
(11) master schedule
(12) teacher evaluation
(13) equipment and facilities for classroom and school
(14) organization of school program
(15) plant management

14. The most time consuming duties, as suggested by assistant principals, are in rank order:

(1) student discipline
(2) attendance (accounting and violations)
(3) parent conferences
(4) student conferences
(5) administrative clerical and paper work
(6) teacher adjustment
(7) teacher conferences
(8) classroom visitation
(9) student activities (curricular and extra)

15. In rank order the best ways that assistant principals thought they could serve their schools and their principals were:

(1) carrying out principal's program
(2) performing job well
(3) advising principal for school improvement
(4) freedom to act and help formulate school program
(5) serving as liaison for principal
(6) loyalty to principal

16. Assistant principals had mixed feelings about whether the assistant principalship could be defined with a job description. A majority of them however, felt it could not be defined.

17. Assistant principals felt that the best ways for their duties to be assigned were: (1) discretion of principal, and (2) defined in individual school regulations.

18. Looking into the future, assistant principals were asked their opinions about possible changes that lay ahead for their position in large high schools. The responses in rank order were:

(1) more specialization of duties
(2) more duties for assistant principal
(3) emphasis on professional education role
(4) more generalization of duties
(5) more assistant principals
(6) separation of business and education functions

19. Assistant principals were ambivalent about the use of the position
of assistant principal as a step on a career ladder - 30 per cent felt that this was an important preparatory step for the principalship yet, they also felt that a "school internship" should be established for those desiring to be principal.

20. Almost total agreement was achieved by the assistant principals in declaring that the position of assistant principal was not disappearing. They added that more duties and responsibilities, greater specialization and larger schools with more pupils reinforced the need for this position.

21. When asked to look in the future and identify emerging educational (and social) patterns which might change their school role in a large school's organization, assistant principals identified the following patterns:

(1) new administrative and organizational designs
(2) student activism
(3) teacher militancy
(4) new curricular changes
(5) teacher and student participation in decision making
(6) educational technology

22. Assistant principals were asked to list five things which make their school position most rewarding and enjoyable. Their responses fell into five categories:

(1) pupil relations - 83 responses with 5 specific listings
(2) duties and educational program - 54 responses with 6 specific listings
(3) staff relations - 38 responses with 3 specific listings
(4) parent and community relations - 13 responses with 4 specific
(5) salary and working activities - 11 responses with 4 specific listings

23. In the school interviews assistant principals were asked to list five things which make their job most difficult. Their responses fell into seven categories. In rank order these were:

(1) staff relations problems - 56 responses with 11 specific listings

(2) problems with duties - 46 responses with 6 specific listings

(3) parent and community relations problems - 37 responses with 9 specific listings

(4) problems with policies and procedures - 27 responses with 5 specific listings

(5) student relations problems - 18 responses with 6 specific listings

(6) miscellaneous problems - 18 responses with 4 specific listings

(7) problems with the educational program - 14 responses with 6 specific listings

24. The difficult aspects of the assistant principalship were also assessed by questionnaire. In rank order the major school problems for the assistant principals were:

(1) parental neglect

(2) unrealistic parents

(3) inexperienced or incompetent teachers

(4) students inability to learn
(5) inadequate school staffing
(6) student unrest
(7) poor social environment
(8) established school practice

Leadership Role of Assistant Principals in Maryland and Virginia

1. All the assistant principals interviewed felt that assistant principals should share in the leadership role in a high school; 88 per cent of this number felt that they did share in the leadership role in their high schools.

2. The most frequently suggested ways of sharing in the leadership role, as enunciated by assistant principals, were:

   (1) assist in decision making
   (2) planning school program
   (3) advise principal
   (4) share in policy formation
   (5) liaison with staff
   (6) performing assigned tasks well
   (7) improvement of instruction

3. Using the POSDCORB model developed by Gulick and Urwick, assistant principals were primarily responsible for the organization and coordination of their areas of school administration; shared the responsibility for planning with the principal and others; had no responsibility for staffing and budgeting; and had varying responsibility for directing and reporting depending upon the duty, principal and school in question.
Conclusions

Based on an analysis of the findings derived from this investigation, the following implications and conclusions result regarding the assistant principalship in large public secondary schools of the states of Maryland and Virginia:

1. The individual occupying the professional position just below the position of principal in the large public secondary schools of Maryland and Virginia is usually given the title of assistant principal. This agrees with previous studies cited in Chapter II as determined by Jarrett, Alcorn and Coppedge.

2. The position of the assistant principal in Maryland and Virginia is a truly professional position within secondary school administration, offering a unique contribution to the effective functioning of a large high school.

3. The large secondary schools of Maryland and Virginia, in which the studied assistant principals worked, were co-educational; comprehensive in offerings; usually senior highs or four year high schools; and ordinarily served city or suburban communities.

4. The average enrollment of the secondary schools studied was 1682 pupils with an average of 2.2 assistant principals per school.

5. The number of assistant principals assigned to each high school was usually a function of enrollment, the approximate ratio being 1/605. The data compares favorably with the statistics reported in Chapter II, Table 1.

6. The profile of the assistant principal in Maryland and Virginia emerges as a married man, 41 years of age, possessing academic qualifications of a Master's degree or above and 3 years teaching experience. Ordinarily,
the assistant principals studied had between 15-17 years total educational experience (teaching and administrative); were former social studies teachers; and held some previous educational administrative position -- usually department head, assistant principal in another school or principal -- before assuming their current position. Typically these same assistant principals have served in their present position for 0-3 years and viewed the assistant principalship as a training ground for a higher educational administrative position.

The above correlates reasonably well with the personal and professional characteristics enumerated in Chapter II with the exception that the Maryland and Virginia assistant principals were younger, had less total educational experience and fewer years experience in their current position. Further, the attitudes of Maryland and Virginia assistant principals toward their positions as a training ground for the principalship were more pronounced than the mixed views revealed in a review of the professional literature.

7. The position of assistant principal, by virtue of no separate state or local educational certificate, is not an officially recognized educational position at the state or local district level. In 1972 the state of Maryland will provide an assistant principal's certificate.

8. Written policies about qualifications, recruitment and selection practices were rare in both Maryland and Virginia. Where policies existed, the usual eligibility requirements were: (a) Master's degree or equivalent, (b) some graduate work in education, (c) teaching experience, and (d) other personal, professional and health requirements. The typical procedure of recruitment and selection included: (a) advertisement of position, (b) application, (c) credential review and formal evaluation, (d) eligibility determined, and
(c) confirmation by school board and appointment.

The professional literature offers little assistance in this aspect of the assistant principalship.

9. Policy statements, when available at the school district level, emphasized that the assistant principal's duties were primarily within the responsibility areas of: (a) general administration and school management, (b) pupil welfare, (c) curriculum and instruction, (d) staff, (e) school activities, and (f) community relations, with major attention to areas (a) and (b).

Based on assistant principal's responses to the responsibility check list the primary responsibility areas out of eight possible areas appear to be (a) Discipline, (b) Building Maintenance and Plant Management, (c) Pupil Personnel, (d) Extra Curricular and Miscellaneous, and (e) Public Relations. Teacher personnel, curriculum and guidance and counseling were given the lowest priority.

The above tends to confirm previous studies about the duties of assistant principals, where general administration and pupil welfare responsibilities were of primary importance. It is significant also to note here that assistant principals in Maryland and Virginia felt they needed to participate more in policy decisions and professional affairs and less in routine supervision and extra school hour duties.

10. The usual methods for assigning assistant principals duties was the discretion of the principal or mutual decision of all the high school administrators.

11. The assistant principal's salary in Maryland and Virginia had a
mean and median of $13,124 and $12,850 respectively. These statistics compared favorably with national data on salaries given in Chapter II, Table 2; further, these assistants had 12 month contracts and their salary level was administratively determined by weighing the combination of: (a) total educational experience, (b) earned degree and graduate work, (c) length of contract year, and (d) responsibility index or differential. The typical method of advancement in salary was automatic annual increases by progressing up the salary scale to a maximum level.

12. The average work week of assistant principals in Maryland and Virginia varied between 42-49 hours, including provisions for extra school duties. This data compares favorably with the professional literature.

13. The assistant principals studied noted that administrative work; conferences; and clerical work occupied most of their time. This data confirms similar findings by Weiss and Bolden cited in Chapter II.

14. Little extensive information is available on benefits for assistant principals. Maryland and Virginia assistants said that their major benefits resulted from actions of local teachers' organizations but only affected them indirectly through improved conditions for teachers.

15. Maryland and Virginia assistant principals had a variety of opinions about almost every aspect of the position of the assistant principalship. Their major opinions on varying facets of the assistant principalship were:

a. Indifference toward examinations as part of the selection procedure

b. Preference for between 0-6 years teaching experience prior
to appointment
c. Preference for additional qualifications such as past administrative experience, graduate work in educational administration, and desire to be a principal
d. Preference for Master's degree as a formal academic requirement
e. Preference for assignment of assistant principals based on a combination of factors with emphases on number of pupils per assistant and school work load per assistant.
f. Preference for specific salary determination factors such as administrative load; student enrollment/assistant; previous administrative experience; number of teachers/assistant; teaching experience; and academic background
g. Emphasis on duties involving pupil welfare, staff relationships, and instruction
h. Emphasis on participation in the leadership role of the school
i. Mixed reactions on the feasibility of developing a job description for their school position
j. Preference for assignment of duties at the discretion of the principal and/or individual school regulations
k. Recognition that roles must change in large high school's administration to accommodate larger plants and bigger enrollments. Most saw (1) greater specialization of duties, (2) increased number of duties, and (3) increased professional education role as major changes
1. Recognition of the emergence of several educational and social patterns which might change their role in schools. These were primarily in the areas of student and teacher activism and participation in schools; technological changes; and organizational/curricular changes.

m. Viewed enjoyable and difficult aspects of their positions as basically the same major elements with different emphases. The enjoyable and rewarding aspects were primarily derived from working with pupils, the educational program and professional staff. The difficult aspects of their school position resulted from staff relations, duties, parent and community relations, and policies and procedures. In identification of specific major problems making their job difficult, assistant principals singled out parental problems; staff problems of training, competency and adequacy; and student unrest and inability to learn.

The above opinions vary markedly in number and breadth from opinions of assistant principals offered in the literature. The major opinions available in other studies relate to duties -- particularly school management, instructional and pupil welfare responsibilities -- and their recognition by assistant principals as being important or appropriate.

16. The final conclusion results from my observation that the degree of participation of assistant principals in the leadership role of large public secondary schools is wholly dependent on three factors: (1) statutory law, (2) district policy, and (3) principal's discretion. The last factor,
from fifty school observations in Maryland and Virginia, being the one of overriding importance. The range of participation in the schools studied varied from maximum involvement within certain responsibility areas to a very narrow scope of participation or non-participation. Major areas of participation by assistant principals were in those administrative tasks which required organization and coordination with no responsibilities for staffing and budgeting and limited or varying responsibility for planning, directing and reporting as a part of their assigned duties.
CHAPTER V

RECOMMENDATIONS FOR FUTURE

In the succeeding subsections recommendations are offered in two parts:

- Recommendations for future study of the assistant principalship

- Recommendations for possible improvement of the position of assistant principal in Maryland and Virginia

It is hoped that the data available in this entire dissertation about the assistant principalship will be helpful to the educators in the states of Maryland and Virginia as well as further the development of the field of educational administration.

**Recommendations for Future Study of the Assistant Principalship**

1. An extensive in depth analysis of the duties and responsibilities of assistant principals is needed. A recommended procedure would be to use extensive and repeated visitations for long periods of time in selected schools; job diaries or logs; viewpoints of the assistant principals work as viewed by superiors; teachers and other staff; and students. This appears to be the only effective way to establish a suitable job description.

2. A study of factors related to job attitudes and satisfaction is
needed for the assistant principalship. Frederick Herzberg\(^1\) in his book entitled, *Job Attitudes: Review of Research and Opinion*, has suggested suitable criteria for both job attitude and job satisfaction studies. Only through such studies can improvement result in establishing the assistant principalship as a career position.

3. An up to date study is needed of the attitudes of educational administrators toward the appointment of women as administrators, and the motivation of women for such positions.

4. A comprehensive study is needed of qualifications, selection, recruitment and appointment procedures for assistant principals; included with this study should be an analysis of working conditions and benefits.

**Recommendations for Possible Improvement of the Position of Assistant Principal in Maryland and Virginia**

1. **The immediate adoption, at the state level, of a certificate for the assistant principalship, with recommendations about state-wide qualifications, eligibility and recruitment procedures.**

2. **The formulation of a generalized job description at the state level with recommendations that districts use such a description as a basis for their individual local job descriptions of the assistant principalship.**

   A state's recommendation for a large high school might include provisions for 4 staff positions at the assistant principal level. A model for such a description might involve the following elements:

A. Professional Assistant Principals - 3 positions

(1) Pupil Welfare
   a. Discipline and attendance
   b. Guidance, counseling and pupil personnel services; health and safety

(2) Instruction
   a. Department Heads (instruction)
   b. Curriculum planning and master schedule
   c. Instructional equipment and supplies
   d. Professional meetings and in-service
   e. Teacher schedule and adjustment

(3) Activities
   a. Curricular and extra-curricular schedule
   b. Special projects, assemblies and events
   c. Student council, clubs and athletics

B. Business Manager - 1 position

(1) Plant management, maintenance and transportation
(2) Business and finance -- ordering and accounting for instructional and non-instructional programs
(3) Clerical and support personnel
(4) Data processing

In the above recommendation, the school principal would be primarily responsible for professional staff; budget; public relations; philosophy and policy formation; and special problems and final decisions.

3. A change in title from the assistant principal to a new position
name. The rationale for this recommendation is that the title should indicate an entity not a part of something else, hence increasing prestige, status and attractiveness as a career position. Some suggestions for an appropriate title might be Dean, Coordinator, Director or Supervisor.

4. Assistant principals, in this age of local negotiating bodies, should make definite strides to band together with other administrators to establish local negotiating groups whose prime concern will be the educational administrator. Recognition by local school boards and negotiation rights are pre-requisites to this recommendation.

5. Administrative salary scales and responsibility indices above and beyond the teachers salary scale should be goals of the administrative groups to which assistant principals belong.

6. The number of assistant principals per school should be determined by a fixed formula (e.g.) work load, enrollment, or number of teachers. Assignment of assistant principals, as assignment of teachers, should conform to the established criteria.

7. Future salary schedules for assistant principals should reflect any increased responsibilities, professional growth or cost of living increases identified with the assistant principal's job or setting.
ASSISTANT PRINCIPAL QUESTIONNAIRE

Each Assistant Principal or individual in equivalent position completes one copy of this questionnaire.

DIRECTIONS: For most questions listed in the several sections below, place the letter representing the best answer in the space provided to the left of the question number. (See Example One) In those cases where there are no choices but a blank line provided, answer the question on this line. (See Example Two)

Example One:

1. What nationality is Charles de Gaulle?
   a. American
   b. English
   c. Italian
   d. Spanish
   e. Other (please specify) French

Example Two:

2. What is the name of the city that is the capital of the United States? Washington, D.C.

A. GENERAL INFORMATION

1. Name of secondary school

2. Which community listed below best describes the area which your school serves?
   a. Rural
   b. City district
   c. Town
   d. County
   e. Entire city
   f. Suburb
   g. Township
   h. Other (please specify)
3. Which school population listed below comprises your secondary school?
   a. Boys only
   b. Girls only
   c. Co-educational

4. What type of secondary school listed below best describes your school?
   a. Comprehensive
   b. Technical
   c. Vocational
   d. College preparatory
   e. Continuation
   f. Other (please specify)

5. Which description below best fits your high school?
   a. Four year high
   b. Senior high
   c. Other (please specify)

6. What was the number of students enrolled in your school as of September 1968?

B. PERSONAL INFORMATION

1. In which age category below do you belong?
   a. 20-24
   b. 25-29
   c. 30-34
   d. 35-39
   e. 40-44
   f. 45-49
   g. 50-54
   h. 55-59
   i. 60-64
   j. 65 and above

2. What sex are you?
   a. Male
   b. Female

3. What is your marital status?
   a. Married
   b. Single
   c. Divorced
   d. Widow or widower
4. How many years have you served as an assistant principal, or its equivalent position, in this high school?
   a. 0-3
   b. 4-7
   c. 8-11
   d. 12-15
   e. 16-19

5. In your high school, which of the following job titles best describes your position, serving in a capacity just below that of principal?
   a. Assistant Principal
   b. Dean of Students
   c. Vice Principal
   d. Administrative Assistant
   e. Assistant Superintendent
   f. Director of Guidance
   g. Other (please specify)

6. Which of the following academic preparation levels best describes your status?
   a. Below Bachelor's degree
   b. Bachelor's degree
   c. Master's degree
   d. Master's degree plus 1-15 hours additional graduate work
   e. Master's degree plus 16 or more hours additional graduate work
   f. Two or more Master's degrees
   g. Doctor's degree
   h. Other (please specify)

7. Prior to your present position how many years of educational administrative experience did you have?
   a. 0-4
   b. 5-9
   c. 10-14
   d. 15-19
   e. 20-24
   f. 25 and above

8. List all the job titles which explain the educational administrative experience of question 7 above
9. What position did you hold immediately prior to your present position?
   a. Teacher
   b. Assistant principal in another school
   c. Principal
   d. Counselor
   e. Department head
   f. Director of Guidance
   g. Other (please specify) __________________________

10. If you were a teacher at some time in your professional career, what subject and grade level did you teach? For how many years?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade Level</th>
<th>Years</th>
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11. What is your total number of years experience combining teaching and educational administration? __________________________

12. Which of the following categories best describes your role as Assistant Principal?
   a. Assistant Principal who does not desire to be a Principal
   b. Assistant Principal who views this position as transitional to other educational administrative work
   c. Other (please specify) __________________________

13. Which of the following factors were used in determining your appointment to your present position? (Check as many as apply)
   a. Principal's recommendation
   b. Board of Education's recommendation
   c. Written examination
   d. Oral examination
   e. Academic background (Master's degree, Doctorate, graduate hours, etc.)
   f. Teaching experience
   g. Administrative experience other than as a Principal or Assistant Principal
   h. School Superintendent's recommendation
   i. Assistant Superintendent's recommendation
   j. School Community's recommendation
   k. Other (please specify) __________________________
14. Did the appointment of an assistant Principal or his equivalent, either the first one or additional ones depend on any of the following factors?
   a. Number of students per Assistant Principal
   b. Number of full time equivalent teachers per Assistant Principal
   c. Square miles of school attendance district served
   d. Number of hours per week worked
   e. Other (please specify) ____________________________

15. In question 14 above, you picked one of the factors a-e. What was the numerical equivalent (how many) for the choice you made? ____________________________

16. Next to each item below, estimate how many hours you spend over a two-week period on the specific educational function described.
   ___ a. Professional meetings (National and state organizations, in-service training, school or faculty meetings)
   ___ b. Clerical work (filing, typing, note taking, routine arrangements)
   ___ c. Administrative work (planning, ordering, budgeting, directing, supervising, coordinating, reporting, organizing)
   ___ d. Community or public relations (visitations, speeches, phone calls, home-school newsletters, civic club meetings, PTA)
   ___ e. Conferences (pupil, teacher, parent, department heads, administrative)

17. What is your total gross salary? ____________________________

18. What is the span of time over which your basic salary is paid?
   a. Nine month school year
   b. Ten month school year
   c. Eleven month school year
   d. Twelve month school year
   e. Either a, b, or c pro-rated over twelve months (please specify which letter) ____________________________
   f. Other (please specify) ____________________________
19. How is your salary determined? Rank in their order of importance, those choices below which are applicable. A rank of 1 is high.

___a. School enrollment
___b. Number of full time equivalent teachers
___c. Work load
___d. Fixed contract
___e. Administrative experience
___f. Teaching experience
___g. Negotiations with school administrators
___h. Negotiations with Board of Education
___i. Other (please specify) ________________________________

20. What is the official policy determining how you receive salary increases? (Check only those which apply)

___a. Fixed yearly increment up to a maximum
___b. Addition of teachers
___c. Increase in student enrollment
___d. Job switching to another high school
___e. Increased work load
___f. Job performance as determined by administrative superiors
___g. Stays same
___h. Other (please specify) ________________________________

C. OPINION

___1. To be considered eligible for an Assistant Principalship do you feel that a prospective candidate should be given an examination which would attempt to assess his general academic and administrative competence?
   a. yes
   b. no

___2. If you answered yes to question 1 above, should this examination be:
   a. written
   b. oral
   c. both
3. What should be the minimum number of years teaching experience that a prospective Assistant Principal should have, prior to consideration for assignment?
   a. none
   b. 1-2 years
   c. 3-4 years
   d. 5-6 years
   e. 7-8 years
   f. 9 years and above

4. As additional qualifications beyond the one mentioned in question 3 above, rank (1-8) those mentioned below in order of importance to you, 1 is high.
   ____ a. past administrative experience in schools
   ____ b. seniority
   ____ c. desire to be a Principal
   ____ d. desires to remain as an Assistant Principal
   ____ e. performance on examination
   ____ f. graduate work in educational administration
   ____ g. non-educational administrative experience
   ____ h. other (please specify)

5. What should be the minimum educational background required before an individual can become an Assistant Principal?
   a. Bachelor's degree
   b. Bachelor's degree plus graduate work in educational administration and supervision
   c. Master's degree in education
   d. Master's degree in any field
   e. Master's degree plus graduate work in educational administration and supervision
   f. Doctor's degree
   g. Other (please specify)

6. Should an Assistant Principal be paid more than a teacher?
   a. yes
   b. no

7. Should an Assistant Principal be paid more than a Department Head?
   a. yes
   b. no
8. Should an Assistant Principal be paid more than an Administrative Assistant?
   a. yes
   b. no

9. Do you feel that any teacher, counselor or other school staff person who desires to be a Principal must first have been an Assistant Principal?
   a. yes
   b. no

10. Should the position of Assistant Principal be reserved only for those not desiring to be a Principal?
    a. yes
    b. no

11. Should a school internship program, apart from serving as an Assistant Principal, be instituted for those desiring to be a high school Principal?
    a. yes
    b. no

12. In assigning an additional Assistant Principal to a high school, what method would be best for making this determination?
    a. Number of pupils per assistant
    b. Number of teachers per assistant
    c. School work load per assistant
    d. School duties outside of school hours
    e. Combination of above (please specify)
    f. Other (please specify)

13. If Assistant Principals were assigned by number of pupils per assistant, there should be one Assistant Principal for every:
    a. 300-499 pupils
    b. 500-699 pupils
    c. 700-899 pupils
    d. 900-1099 pupils
    e. 1100-1299 pupils
    f. 1300-1499 pupils
    g. 1500-1699 pupils
    h. 1700-1899 pupils
    i. 1900-2099 pupils
    j. 2100-2299 pupils

14. If Assistant Principals were assigned by number of full-time equivalent teachers per assistant, there should be one Assistant Principal for every:
    a. 0-9 teachers
    b. 10-19 teachers
    c. 20-29 teachers
    d. 30-39 teachers
    e. 40-49 teachers
    f. 50-59 teachers
    g. 60-69 teachers
    h. 70-79 teachers
    i. 80-89 teachers
    j. 90-99 teachers
15. If Assistant Principals were assigned by work load per assistant this should be determined by:
   a. Time analyses of necessary daily work
   b. Number of hours work, beyond school hours, required for a pre-determined time period
   c. Services and requirements of school's community
   d. Plans and program of school administration
   e. Needs of school children served
   f. Other (please specify)

16. Rank (1-7) the following list of possible ways that an Assistant Principal's duties could be assigned, 1 is best, 7 is worst.
   _____a. Discretion of Principal
   _____b. Defined in Board of Education policy
   _____c. Defined in individual school regulating
   _____d. Discretion of Board of Education
   _____e. Specified in each Assistant Principal's contract
   _____f. Combination of above (please specify)
   _____g. Other (please specify)

17. Rank from 1 to 12 the following bases for determining an Assistant Principal's salary, 1 is best, 12 is worst.
   _____a. Number of pupils per assistant
   _____b. Number of full time equivalent teachers per assistant
   _____c. Administrative load per assistant
   _____d. Size of physical plant
   _____e. Number of duties outside school hours
   _____f. Previous administrative experience (any type)
   _____g. Previous teaching experience
   _____h. School or Board of Education policy
   _____i. Academic background
   _____j. Teacher's union requirements
   _____k. Professional organizations requirements
   _____l. Other (please specify)
18. Rank from 1-15 from the list below, those selections which make your school position the most difficult, 1 is the most difficult, 15 the least difficult.

   ____ a. Student unrest
   ____ b. Black racism
   ____ c. Principal's attitude
   ____ d. Community pressure
   ____ e. Students inability to learn
   ____ f. Board of Education policy
   ____ g. Established school practice
   ____ h. Unrealistic parents
   ____ i. Bothersome PTA
   ____ j. Poor social environment
   ____ k. Parental neglect
   ____ l. Inadequate school staffing
   ____ m. Inexperienced or incompetent teachers
   ____ n. White racism
   ____ o. Unrealistic school program

Please return this questionnaire by March 1, 1969 to:

Patrick J. McDonough
Washington Internships in Education
2000 L Street, N.W.
Washington, D. C. 20036
Appendix B

DIRECTIONS: Below is listed one of eight areas of administrative responsibility within a secondary school. This area of responsibility has a list of duties which could be associated with it. Read each duty listed for this area and at the right, circle the appropriate letter A, B, C, or D which best explains your responsibility role for the duty described.

A = The responsibility of the Assistant Principal
B = Not the responsibility of the Assistant Principal
C = Should be the responsibility of the Assistant Principal but is not
D = Is the responsibility of the Assistant Principal but should not be

Area I: DISCIPLINE

1. Suspending pupils 1. A B C D
2. Parent conferences 2. A B C D
3. Expelling or excluding students 3. A B C D
4. Patrolling corridors 4. A B C D
5. Lunchroom and playground supervision 5. A B C D
6. Formulating school regulations 6. A B C D
7. Enforcing school regulations 7. A B C D
8. Maintaining and keeping discipline records 8. A B C D
10. Conduct of students on school grounds 10. A B C D
11. Internal to external vandalism of school area 11. A B C D
12. Assigning extra duty or detention periods to student violators 12. A B C D
15. Preventing consumption of eatables in other than lunchroom 15. A B C D
17. Investigating changed grades in course books or report cards 17. A B C D
18. Investigating other forgeries on absence notes, passes, tardies and early dismissals 18. A B C D
19. Stopping fights and riots 19. A B C D
20. Preventing rumbles, race riots and mass disturbances 20. A B C D
21. Remedial counseling of discipline cases 21. A B C D
22. Enforcing proper dress and grooming 22. A B C D
23. Enforcing proper boy-girl behavior 23. A B C D
25. Chaperoning all major curricular events 25. A B C D
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<tr>
<td>27. Enforcing proper assembly and social event behavior</td>
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<tr>
<td>28. Reporting criminal violators to police</td>
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<tr>
<td>29. Administering corporal punishment to pupils</td>
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<tr>
<td>30. Arranging parent-teacher conferences</td>
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<tr>
<td>31. Composing and promulgating a student handbook</td>
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<tr>
<td>32. Providing private facilities for faculty leisure and work preparation</td>
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</tbody>
</table>
**Directions:** Below is listed one of eight areas of administrative responsibility within a secondary school. This area of responsibility has a list of duties which could be associated with it. Read each duty listed for this area and at the right, circle the appropriate letter A, B, C, or D which best explains your responsibility role for the duty described.

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**Area II: Teacher Personnel**

<table>
<thead>
<tr>
<th>Duty</th>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>Assigning teachers to classrooms</td>
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<tr>
<td>Adjusting class program conflicts</td>
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<tr>
<td>Equalizing class load</td>
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<tr>
<td>Making provisions for ill, elderly or partially incapacitated teachers</td>
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<tr>
<td>Balancing honors, regular and remedial classes among teachers</td>
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<tr>
<td>Assigning lunch and preparation periods to teachers</td>
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<tr>
<td>Assigning duty periods to teachers (lunchroom supervision, corridors, hall guard supervision, detention periods, study halls)</td>
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<tr>
<td>Assigning specific subjects within broad areas to teachers, (e.g.) in Social Study classes - 1, American History, 2, Modern World History and 3, Economics</td>
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<td>Reporting individual class enrollments to higher authorities</td>
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<td>Reporting total enrollment to higher authorities</td>
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<tr>
<td>Assigning experienced teachers to help new ones</td>
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<tr>
<td>Exempting new teachers from extra duty periods</td>
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<tr>
<td>Opening or closing new divisions or class sections</td>
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<tr>
<td>Interviewing new teachers</td>
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<tr>
<td>Obtaining substitute teachers for classes</td>
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<tr>
<td>Evaluating teacher performance</td>
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<tr>
<td>Maintaining a professional library</td>
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<td>Planning, organizing and evaluating faculty meetings</td>
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<tr>
<td>Planning and organizing in-service training of teachers through institutes and work-shops</td>
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<tr>
<td>Adjusting teacher-principal conflicts</td>
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<tr>
<td>Adjusting intra-faculty conflicts</td>
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<tr>
<td>Adjusting teacher-pupil conflicts</td>
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<tr>
<td>Being the &quot;sounding board&quot; for teacher grievances and complaints</td>
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</tbody>
</table>
Area II

24. Keeping files and records on teacher abilities and performance
25. Transmitter and implementer of administrative plans, policies and procedures with teachers
26. Preparing bulletins and teacher handbooks
27. Determining salary schedules of teachers
28. Checking sick leaves of teachers
29. Recommending teachers for promotion, leaves and additional training
30. Installation and introduction of teaching guides to department chairmen
31. Supervision of practice teachers
32. Arranging for lodging of new teachers
33. Encouraging experimentation and professional development of teachers
34. Supervising payroll procedures and reports for staff personnel
35. Providing a modular, flexible schedule
36. Providing for large and small group class instruction, team teaching schedules, etc.
37. Serving as liaison with teacher unions
38. Serving as liaison with teacher's professional organizations (e.g.) NEA, IEA, AACT
DIRECTIONS: Below is listed one of eight areas of administrative responsibility within a secondary school. This area of responsibility has a list of duties which could be associated with it. Read each duty listed for this area and at the right, circle the appropriate letter A, B, C, or D which best explains your responsibility role for the duty described.

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Area III: PUPIL PERSONNEL

1. Assigning pupils to classes
2. Balancing pupil enrollments in each class
3. Planning rooms, space, and necessary academic periods/day
4. Arranging honors, regular and remedial classes with appropriate caliber students
5. Making available each semester an appropriate selection of courses
6. Taking into consideration individual differences in programming students
7. Adjusting class program conflicts
8. Providing for changes in enrollment
9. Providing for changes in physical plant
10. Scheduling each pupil for five clock hours/day
11. Supervising individual homeroom division teachers or administrative assistants in proper pupil course selection
12. Issuing periodical bulletins or revisions on program changes
13. Personally programming each pupil in the high school
14. Reporting to higher authorities on status of programming
15. Keeping up-to-date records and folders of students regarding attendance
16. Keeping up-to-date cumulative records of pupils' personal school and standardized test information
17. Preparing a school calendar and a master schedule
18. Registration and orientation of new students
19. Planning and organizing commencement exercises
20. Providing special classes for gifted and remedial students
21. Organizing, developing and evaluating pupil promotion-demotion policies
22. Supervising staff personnel such as attendance officer, teacher-nurse, school psychologist, special therapist and librarian
23. Providing for transportation of pupils
24. Daily, weekly and monthly attendance reports to higher authorities
25. Providing for an adequate system of budgeting funds related to pupil personnel requirements
26. Assigning students to study halls and providing for study hall physical facilities
27. Provide for and supervise safe conduct of students to and from school
28. Supervision of intra-mural and recreational programs
29. Supervision of attendance procedures such as cuts, tardies, early dismissals, absences
30. Providing for maintaining an attendance office
31. Taking a periodic census of present and projected school enrollments
32. Reporting to higher authorities census and attendance statistics
33. Providing a bell schedule for normal and special circumstances
34. Preparing the total school program for data processing
DIRECTIONS: Below is listed one of eight areas of administrative responsibility within a secondary school. This area of responsibility has a list of duties which could be associated with it. Read each duty listed for this area and at the right, circle the appropriate letter A, B, C, or D which best explains your responsibility role for the duty described.

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<table>
<thead>
<tr>
<th>Area IV: CURRICULUM</th>
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<tbody>
<tr>
<td>1. Ordering consumable supplies</td>
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<tr>
<td>2. Textbook selection and placement</td>
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<tr>
<td>3. Blocking and grouping of pupils</td>
</tr>
<tr>
<td>4. Revising content of individual course work</td>
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<tr>
<td>5. Adding or deleting individual subjects</td>
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<tr>
<td>6. Revising the philosophy of the school</td>
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<tr>
<td>7. Establishing school policies</td>
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<tr>
<td>8. Formulating, updating and revising school policies</td>
</tr>
<tr>
<td>10. Implementing modern methods - language labs, programmed learning, TV instructions, video-tape, computer assisted instruction</td>
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<tr>
<td>11. Improving instruction through classroom observation</td>
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<tr>
<td>12. Conducting private teacher critique sessions</td>
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<tr>
<td>13. Supervising department chairman in implementing proper curriculum</td>
</tr>
<tr>
<td>14. Integrating course work between subject areas or fields</td>
</tr>
<tr>
<td>15. Providing articulation conferences between elementary, high school and college levels</td>
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<tr>
<td>16. Establishing continuity within subject areas from freshman to senior year</td>
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<tr>
<td>17. Providing a school calendar of events</td>
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<tr>
<td>18. Providing for individual differences by providing various track programs</td>
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<tr>
<td>19. Establishing in-service training programs</td>
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<tr>
<td>20. Bringing in consultants and outside school experts for updating teachers and curricula</td>
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<tr>
<td>22. Providing adequate instructional materials and supplies</td>
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<tr>
<td>23. Periodic evaluation of curriculum</td>
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<tr>
<td>25. Keeping up to date on modern curriculum trends</td>
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<tr>
<td>26. Supervising and regulating the maintenance and proper use of school bulletin boards</td>
</tr>
</tbody>
</table>
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**Area V: PUBLIC RELATIONS**

<table>
<thead>
<tr>
<th>1. Keeping students informed of school policies, programs and activities</th>
<th>1. A B C D</th>
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</thead>
<tbody>
<tr>
<td>2. Maintaining an active membership in local civic organizations, (e.g.) Kiwanis, Amvets</td>
<td>2. A B C D</td>
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<tr>
<td>3. Making school facilities available to community</td>
<td>3. A B C D</td>
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<tr>
<td>4. Sending home to parents regular news letters, announcements of school activities and changes within school</td>
<td>4. A B C D</td>
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<tr>
<td>5. Speaking at community engagements and events</td>
<td>5. A B C D</td>
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<tr>
<td>6. Being available to the community as a source person on school affairs</td>
<td>6. A B C D</td>
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<tr>
<td>7. Attempting to remedy student violations outside school hours</td>
<td>7. A B C D</td>
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<tr>
<td>8. Establishing and maintaining lines of communication with news media</td>
<td>8. A B C D</td>
</tr>
<tr>
<td>10. Establishing and maintaining lines of communication with superiors</td>
<td>10. A B C D</td>
</tr>
<tr>
<td>11. Establishing and maintaining lines of communication with teachers</td>
<td>11. A B C D</td>
</tr>
<tr>
<td>13. Supervising extra curricular activities</td>
<td>13. A B C D</td>
</tr>
<tr>
<td>15. Handling the public and visitors cheerfully, objectively and promptly</td>
<td>15. A B C D</td>
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<tr>
<td>16. Volunteering school activity groups for civic affairs</td>
<td>16. A B C D</td>
</tr>
<tr>
<td>17. Knowing the community - people, economics, businesses, boundaries, religious aspects, civic organizations and educational resources</td>
<td>17. A B C D</td>
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<tr>
<td>18. Scheduling school activities open to the public</td>
<td>18. A B C D</td>
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<tr>
<td>19. Serving as public relations director for school</td>
<td>19. A B C D</td>
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<tr>
<td>20. Performing citizenship responsibilities</td>
<td>20. A B C D</td>
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<tr>
<td>22. Maintaining active membership in PTA and parent club activities</td>
<td>22. A B C D</td>
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<tr>
<td>23. Giving direction to and helping plan PTA and parent club activities</td>
<td>23. A B C D</td>
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<td>Description</td>
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<tr>
<td>24</td>
<td>Surveying school community and determining its needs</td>
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<td>25</td>
<td>Employing community resources in school programs (speakers, industrial complexes, cultural and religious facilities)</td>
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<tr>
<td>26</td>
<td>Listening to community complaints and suggestions</td>
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<tr>
<td>27</td>
<td>Consulting community about school program</td>
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<tr>
<td>28</td>
<td>Listening to students' school complaints and grievances</td>
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<tr>
<td>29</td>
<td>Consulting students about school procedures and program offerings</td>
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</tbody>
</table>
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### Area VI: GUIDANCE AND COUNSELING

<table>
<thead>
<tr>
<th>Description</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>Providing an adequate testing program</td>
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<tr>
<td>Supervising counselors and clerical staff</td>
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<tr>
<td>Selection and purchase of tests</td>
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<tr>
<td>Providing adequate guidance materials and office space</td>
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<tr>
<td>Arranging parent-teacher and teacher-student conferences</td>
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<tr>
<td>Counseling students</td>
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<tr>
<td>Planning career days, college days and open-house programs</td>
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<tr>
<td>Adjusting teacher-pupil conflicts</td>
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<tr>
<td>Supervising the maintenance of testing records and cumulative records</td>
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<tr>
<td>Programming guidance classes into curriculum</td>
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<tr>
<td>Establishing office hours of guidance department</td>
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<td>Organizing a flexible counseling schedule</td>
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<td>Interpreting test data to students</td>
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<td>Interpreting test data to parent groups</td>
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<tr>
<td>Interpreting test data to teachers and administrators</td>
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<td>Providing special examination schedules, (place-out tests, remedial, personality, interest)</td>
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<td>Providing counselors with time for individual counseling</td>
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<tr>
<td>Supervising the maintenance of occupational information and reference file</td>
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<tr>
<td>Preparing students for job placement</td>
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<tr>
<td>Obtaining employment for graduates or drop-outs</td>
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<td>Serving as a liaison person with other staff personnel, such as psychologist, teacher-nurse, speech therapist, etc.</td>
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<tr>
<td>Registration of new students</td>
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<tr>
<td>Providing college information service</td>
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<tr>
<td>Writing college and job recommendations and handling transcripts</td>
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<tr>
<td>Handling aspects of data processing related to pupils</td>
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<td>Preparing withdrawal reports and transfers to other schools</td>
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<tr>
<td>Keeping students, teachers, parents and administration aware of guidance services</td>
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<tr>
<td>Orienting teachers to guidance services</td>
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Area VI

29. Determination and final selection of student nominees for scholarship and school honors
30. Directs scholarship committees
31. Periodically evaluating the guidance and counseling service
32. Supervising the referrals of pupils and making recommendations to their parents for outside agency help
33. Supervising and maintaining proper test and student test data security
34. Preparing and analyzing pupil case study and problem reports
35. Directing follow-up studies of graduates and drop-outs
36. Recommending and directing proper intra-school placement of pupils
37. Supervision of identification and placement of all student personnel
38. Supervising and using counselor aides
39. Supervision of student helpers
40. Integrating a career development concept in entire school program
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Area VII: BUILDING MAINTENANCE AND PLANT MANAGEMENT

1. Supervising the playground and halls
2. Supervising custodial and maintenance crews
3. Inspecting physical facilities for maintenance
4. Ordering replacements for worn out or damaged classroom or building materials and structures
5. Apportioning funds for regular preventive maintenance
6. Inspecting building physical facilities
7. Preparing blueprints and planning major building changes
8. Supervising cafeteria personnel and lunch programs
9. Establishing and enforcing cafeteria code of behavior
10. Supervising the cafeteria or lunch room practice regarding health regulations
11. Reporting deficiencies of physical facilities and maintenance to school engineer
12. Investigating property damage, thefts and damage to school property
13. Reporting property damage, thefts and damage to proper civil and school authorities
14. Supervising the inventory control of all educational and school equipment
15. Supervising of supply distribution
16. Supervising of school buses and bus schedules
17. Supervising the maintenance of school heavy equipment -- buses, lawn mowers, snow blowers, boilers, heating plants, etc.

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D
17. A B C D
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Area VIII: EXTRA-CURRICULAR AND MISCELLANEOUS

1. Overseeing school clubs and supervising student councils
   1. A B C D

2. Planning school assemblies
   2. A B C D

3. Organizing seating arrangement and school schedule for assemblies
   3. A B C D

4. Setting up safety drill procedures
   4. A B C D

5. Planning safety drills
   5. A B C D

6. Reporting of safety drills and accidents to higher authorities
   6. A B C D

7. Establishing safety regulations
   7. A B C D

8. Attending extra-curricular events and school athletic events
   8. A B C D

9. Planning school budget
   9. A B C D

10. Allocating and administering school funds
    10. A B C D

11. Determining intra-school pupil traffic regulations
    11. A B C D

12. Supervising and allocating of pupil locks and lockers
    12. A B C D

13. Providing for and supervising school internal safety procedures for hall guards, designated entrances and exits, protection from non-school personnel, etc.
    13. A B C D

14. Opening and closing school building
    14. A B C D

15. Keeping faculty and students aware of safety precautions regarding health and fire hazards and accidents
    15. A B C D

16. Supervising and inspecting audio-visual program and equipment
    16. A B C D

17. Supervising library facilities
    17. A B C D

18. Selecting and ordering library materials and books
    18. A B C D

19. Budgeting funds for library materials
    19. A B C D

20. Establishing policies and procedures regarding athletic events and other extra-curricular activities
    20. A B C D

21. Formulating a school philosophy and establishing a schedule regarding extra-curricular activities
    21. A B C D

22. Establishing a policy and supervising operation of student school publications
    22. A B C D

23. Supervising clerical staff
    23. A B C D

24. Assisting principal in preparation and allocation of school budget
    24. A B C D

25. Overseeing school reports related to instruction, pupils, teachers and physical facilities
    25. A B C D
26. Preparing school reports related to instruction, pupils, teachers and physical facilities

27. Supervising of internal departmental accounts

28. Supervising of special events or isolated projects

29. Planning and organizing school trips

30. Serving as chairman for special fund raising drives, slogan or essay contests, safety campaigns, etc.
Appendix C
INTERVIEW FORM

1. Explanation of Check List and Eight Areas of Administrative Responsibility.
   a. Consists of eight areas of administrative responsibility
      Area 1 - Discipline
      Area 2 - Teacher Personnel
      Area 3 - Pupil Personnel
      Area 4 - Curriculum
      Area 5 - Public Relations
      Area 6 - Guidance and Counseling
      Area 7 - Building Maintenance and Plant Management
      Area 8 - Extra Curricular and Miscellaneous
   b. Circle the appropriate response
      A - Responsibility
      B - Not Responsibility
      C - Should be but is not
      D - Is but should not be
   c. The end result should be a composite form for the entire school
      completed only by those individuals who are just below the Principal -
      Assistant Principals, Directors of Guidance, Administrative Assistant,
      Dean, etc.
   d. I will collect the entire form (8 parts) and this will serve as a
      composite profile of your school.

2. What is the official school title of your position in this high school?
3. Is there any administrative position between you and the Principal?
4. If yes, are there line differences in your positions or are the differences
   somewhat artificial, caused by differences in salary, tradition or experience?
5. As determined by policy (school, board or other), what is the length of your
   official work week - number of hours?
6. On the average, how many hours per week do you spend on school business be-
   yond that expended in the official work week? Please include any weekend
   work or home preparation work.
7. Is there a state, district or school policy, that you know of, which deter-
   mines when: a. one assistant principal is assigned to a high school?
   b. the second assistant principal? c. a third? d. Is this policy
   state, district or school?
8. If yes, what basis is used?
9. To be an assistant principal is there a state certificate or local
   certificate required?
10. If yes, what are the qualifications for this certificate?
    a. Academic
    b. Teaching Experience
    c. Administrative Experience
    d. Interview
    e. Examination
11. If no certificate, how are assistant principals selected? Any qualifications?
   a. Academic - degree and courses?
   b. Experience - teaching or administrative - how much?
   c. Interview - with whom?
   d. Examination - written or oral or both?
   e. Recommendations - whose?

12. After certificate is established, then do you get an A.P. job?

13. In your area(s) of school administration are you responsible for:
   a. Planning for your area
   b. Organizing for your area
   c. Staffing for your area
   d. Directing for your area
   e. Coordinating for your area
   f. Ordering for your area
   g. Reporting for your area
   h. Budgeting for your area

14. Is your position considered full-time? Do you keep logs or diaries of time spent per week, month or year on your various duties?

15. What do you consider to be your most significant duties?

16. What role have teacher organizations or unions had in improving working conditions, salary or fringe benefits for the assistant principal?
   a. What group was helpful?
   b. What did they do?

17. What is the official policy determining your salary?
   a. Teacher salary and differential?
   b. What is the index?

18. How are salary increases obtained?
   a. Steps on scale?
   b. Other?

19. What activity or activities consume most of your time? (These can be different from significant duties mentioned before).

20. Should an assistant principal share in the leadership role in a high school?
   a. If yes, how should he?
   b. If no, why not?
   c. Do you share in the leadership role?

21. How can an assistant principal best serve his principal and his high school?

22. Is the assistant principal a career position?
   a. Why?
   b. Why not?
23. Can the assistant principalship be defined as a job description?
   a. If yes, how?
   b. If no, why not?

24. Are there any emerging educational patterns which might cause a change in your role in a high school's administrative organization?

25. If yes, what are they?

26. Is the position of assistant principal disappearing from the high school educational scene?
   a. If yes, why?
   b. If no, why not?

27. What changes in duties and functions lie ahead for the assistant principal in a large high school?
   a. Duties?
   b. Function?

28. Is there any official listing of duties or responsibilities for your position, that you know of, in local Board description, school or district policy or state law?

29. How do you as an assistant principal know what your duties and responsibilities are?
   a. How does a new A.P. know?
   b. How does the principal know?

30. If you were to list five things which make your position the most difficult what would they be?

31. If you were to list five things which make your position most rewarding and enjoyable what would they be?
Appendix D

February 1969

Dear

I am conducting a study of the secondary school assistant principalship in the States of Maryland and Virginia. I am particularly interested in any written policies concerning the assistant principalship in each county or city (where applicable) regarding:

1. Selection and recruitment procedures
2. Duties and Responsibilities
3. Eligibility Requirements - academic, experience (teaching or administrative)
4. Examinations - written, oral or both
5. Salary and increases

Could you detach the below listed form and return it to me. Please include a copy of the written policy statement covering the assistant principalship and where applicable the answer to the above five categories. Thank you very much for your assistance in this matter.

Sincerely,

Patrick J. McDonough
7017 Wolftree Lane
Rockville, Maryland 20852

1. There (is, is not) a written policy concerning the assistant principalship in this county.

2. Name of county ____________________________, ____________________________
   County ____________________________ State ____________________________

3. A copy of the written policy (is, is not) attached.

4. Superintendent’s Signature ____________________________

5. Date ____________________________

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Appendix E

Maryland

1. Allegany County

Allegany Senior High School
Cumberland, Maryland

Fort Hill Senior High School
Cumberland, Maryland

Beall Senior-Junior High School
Frostburg, Maryland

2. Anne Arundel County

*Annapolis Senior High School
Annapolis, Maryland

Arundel Senior High School
Gambrills, Maryland

Glen Burnie Senior High School
Glen Burnie, Maryland

Northeast Senior High School
Pasadena, Maryland

Severna Park Senior High School
Severna Park, Maryland

Southern Senior High School
Lothian, Maryland

Andover Senior High School
Linthicum, Maryland

Brooklyn Park Senior-Junior High
Baltimore, Maryland

3. Baltimore City

Southern High School
Baltimore, Maryland

Paul Laurence Dunbar High School
Baltimore, Maryland

Edmondson High School
Baltimore, Maryland

*Northwestern Senior High School
Baltimore, Maryland

*Northern Senior High School
Baltimore, Maryland

*Baltimore Polytechnic Institute
Baltimore, Maryland

*Eastern High School
Baltimore, Maryland

*Patterson Senior High School
Baltimore, Maryland

*Forest Park Senior High School
Baltimore, Maryland

Western High School
Baltimore, Maryland

Baltimore City College
Baltimore, Maryland

Mergenthaler Vocational Technical High School
Baltimore, Maryland

Frederick Douglass Senior High School
Baltimore, Maryland

Carver Vocational Technical High School
Baltimore, Maryland

*Indicates School Interview
4. Baltimore County

*Catonsville Senior High School
Baltimore, Maryland

Dulaney Senior High School
Lutherville, Maryland

Dundalk Regional Vocational Center
Baltimore, Maryland

*Dundalk Senior High School
Baltimore, Maryland

Franklin Senior High School
Reisterstown, Maryland

*Kenwood Senior High School
Baltimore, Maryland

Lansdowne Senior High School
Baltimore, Maryland

Milford Mill Senior High School
Baltimore, Maryland

Overlea Senior High School
Baltimore, Maryland

Perry Hall Senior High School
Baltimore, Maryland

Pikesville Senior High School
Baltimore, Maryland

Sparrows Point Senior High School
Baltimore, Maryland

Towson Senior High School
Baltimore, Maryland

Woodlawn Senior High School
Baltimore, Maryland

Hereford Junior-Senior High School
Parkton, Maryland

5. Calvert County

Calvert Senior High School
Prince Frederick, Maryland

6. Carroll County

Westminster Senior High School
Westminster, Maryland

7. Charles County

La Plata Senior High School
La Plata, Maryland

8. Frederick County

*Gov. Thomas Johnson Senior-Junior High School
Frederick, Maryland

9. Garrett County

Southern Garrett County Junior-Senior High School
Oakland, Maryland

10. Harford County

Aberdeen Senior High School
Aberdeen, Maryland

Bel Air Senior High School
Bel Air, Maryland

Edgewood Senior High School
Edgewood, Maryland

Havre de Grace Senior High School
Havre de Grace, Maryland

*Indicates School Interview
North Harford Senior-Junior High
Pylesville, Maryland

11. Howard County
*Howard High School
Ellicott City, Maryland

12. Montgomery County
*Bethesda-Chevy Chase High School
Bethesda, Maryland
*Montgomery Blair High School
Silver Spring, Maryland
Albert Einstein High School
Kensington, Maryland
*Gaithersburg High School
Gaithersburg, Maryland
*Walter Johnson High School
Bethesda, Maryland
Richard Montgomery High School
Rockville, Maryland
*Northwood High School
Silver Spring, Maryland
*Robert E. Peary High School
Rockville, Maryland
*Springbrook High School
Silver Spring, Maryland
Wheaton High School
Wheaton, Maryland
Walt Whitman High School
Bethesda, Maryland
*Sherwood High School
Sandy Spring, Maryland

13. Prince Georges County
Bladensburg Senior High School
Bladensburg, Maryland

14. Queen Anne's County
Queen Anne's County High School
Centreville, Maryland

15. Washington County
*North Hagerstown Senior High School
Hagerstown, Maryland
*South Hagerstown Senior High School
Hagerstown, Maryland

16. Wicomico County
James M. Bennett Senior High School
Salisbury, Maryland
Wicomico Senior High School
Salisbury, Maryland

*Indicates School Interview
1. Albemarle County
   Albemarle High School
   Charlottesville, Virginia

2. Alleghany County
   Alleghany County High School
   Covington, Virginia

3. Amherst County
   Amherst County High School
   Amherst, Virginia

4. Arlington County
   Wakefield High School
   Arlington, Virginia

   *Washington Lee High School
   Arlington, Virginia

   *Yorktown High School
   Arlington, Virginia

5. Augusta County
   Wilson Memorial High School
   Fishersville, Virginia

6. Bedford County
   Liberty High School
   Bedford, Virginia

7. Brunswick County
   James J. Russell High School
   Lawrenceville, Virginia

8. Campbell County
   Brookville High School
   Lynchburg, Virginia

9. Chesterfield County
   *Huguenot High School
   Richmond, Virginia

   Manchester High School
   Richmond, Virginia

   Thomas Dale High School
   Chester, Virginia

10. Fairfax County
    *Annandale High School
        Annandale, Virginia

        Edison High School
        Alexandria, Virginia

    *Fairfax High School
    Fairfax, Virginia

    Falls Church High School
    Falls Church, Virginia

    Fort Hunt High School
    Alexandria, Virginia

    *Groveton High School
    Alexandria, Virginia

    *J. E. B. Stuart High School
    Falls Church, Virginia

    *Jefferson High School
    Alexandria, Virginia

    Langley High School
    McLean, Virginia

    *Lee High School
    Springfield, Virginia

    *Madison High School
    Vienna, Virginia

*Indicates School Interview
| *Marshall High School  
Falls Church, Virginia |
| *McLean High School  
McLean, Virginia |
| Mount Vernon High School  
Alexandria, Virginia |
| *West Springfield High School  
Springfield, Virginia |
| Woodson High School  
Fairfax, Virginia |
| **11. Fauquier County** |
| Fauquier High School  
Warrenton, Virginia |
| **12. Frederick County** |
| James Wood High School  
Winchester, Virginia |
| **13. Giles County** |
| Giles High School  
Pearisburg, Virginia |
| **14. Halifax County** |
| Halifax County High School  
South Boston, Virginia |
| Mary Bethune High School  
Halifax, Virginia |
| **15. Hanover County** |
| Lee Davis High School  
Mechanicsville, Virginia |
| Patrick Henry High School  
Ashland, Virginia |
| **16. Henrico County** |
| *Freeman High School  
Richmond, Virginia |
| Hermitage High School  
Richmond, Virginia |
| Highland Springs High School  
Highland Springs, Virginia |
| *Henrico High School  
Richmond, Virginia |
| *Tucker High School  
Richmond, Virginia |
| **17. Henry County** |
| Drewry Mason High School  
Ridgeway, Virginia |
| Fieldale Collinsville High School  
Collinsville, Virginia |
| Gen. Washington Carver High School  
Fieldale, Virginia |
| **18. Loudoun County** |
| Loudoun County High School  
Leesburg, Virginia |
| Loudoun Valley High School  
Purcellville, Virginia |
| **19. Montgomery County** |
| Blacksburg High School  
Blacksburg, Virginia |
| Christiansburg High School  
Christiansburg, Virginia |

*Indicates School Interview
20. Nansemond County
   John F. Kennedy High School
   Suffolk, Virginia

21. Pittsylvania County
   Southside High School
   Blairs, Virginia

22. Prince George County
   Prince George High School
   Prince George, Virginia

23. Prince William County
   *Garfield High School
   Woodbridge, Virginia
   Osbourn High School
   Manassas, Virginia
   *Stonewall Jackson High School
   Manassas, Virginia
   Woodbridge High School
   Woodbridge, Virginia

24. Pulaski County
   Dublin High School
   Dublin, Virginia
   Pulaski High School
   Pulaski, Virginia

25. Roanoke County
   Andrew Lewis High School
   Salem, Virginia
   Cave Spring High School
   Roanoke, Virginia
   Northside High School
   Roanoke, Virginia

26. Stafford County
   Stafford High School
   Falmouth, Virginia

27. Tazewell County
   Richlands High School
   Richlands, Virginia

28. Washington County
   John S. Battle High School
   Bristol, Virginia

29. York County
   York High School
   Yorktown, Virginia

30. Alexandria City
   *Francis Hammond High School
   Alexandria, Virginia
   Geo. Washington High School
   Alexandria, Virginia
   *T. C. Williams
   Alexandria, Virginia

31. Bristol City
   Virginia High School
   Bristol, Virginia

32. Charlottesville City
   Lane High School
   Charlottesville, Virginia

33. Chesapeake City
   Churchland High School
   Chesapeake, Virginia

*Indicates School Interview
34. Colonial Heights City
   Colonial Heights High School
   Colonial Heights, Virginia

35. Danville City
   Geo. Washington High School
   Danville, Virginia

36. Hampton City
   Hampton High School
   Hampton, Virginia
   Kecoughtan High School
   Hampton, Virginia

37. Hopewell City
   Hopewell High School
   Hopewell, Virginia

38. Lynchburg City
   E. C. Glass High School
   Lynchburg, Virginia

39. Martinsville City
   Martinsville High School
   Martinsville, Virginia

40. Newport News City
   Denbigh High School
   Newport News, Virginia

41. Norfolk City
   B. T. Washington High School
   Norfolk, Virginia
   Cranby High School
   Norfolk, Virginia
   Maury High School
   Norfolk, Virginia
   Norview High School
   Norfolk, Virginia

42. Petersburg City
   Peabody High School
   Petersburg, Virginia
   Petersburg High School
   Petersburg, Virginia

43. Portsmouth City
   Cradock High School
   Portsmouth, Virginia
   T. C. Norcom High School
   Portsmouth, Virginia
   Woodrow Wilson High School
   Portsmouth, Virginia

*Indicates School Interview
44. Richmond City
   Armstrong High School
   Richmond, Virginia
   *George Wythe High School
   Richmond, Virginia
   John Marshall High School
   Richmond, Virginia
   *Maggie L. Walker High School
   Richmond, Virginia
   Thomas Jefferson High School
   Richmond, Virginia

45. Roanoke City
   Jefferson High School
   Roanoke, Virginia
   Patrick Henry High School
   Roanoke, Virginia
   William Fleming High School
   Roanoke, Virginia

46. Staunton City
   Robert E. Lee High School
   Staunton, Virginia

47. Virginia Beach City
   Bayside High School
   Virginia Beach, Virginia
   First Colonial High School
   Virginia Beach, Virginia
   Floyd Kellam High School
   Virginia Beach, Virginia
   Frank W. Cox High School
   Virginia Beach, Virginia
   Princess Anne High School
   Virginia Beach, Virginia

48. Williamsburg City
   James Blair High School
   Williamsburg, Virginia

49. Winchester City
   John Handley High School
   Winchester, Virginia

*Indicates School Interview
I would like to seek your cooperation in a matter which I think might clarify the educational administration role of the Assistant Principal in large public high schools.

With the assistance of the Washington Internships in Education program I am collecting data on the duties and responsibilities of the Assistant Principal (or equivalent administrative position) and his leadership role in large public high schools. The data will be used to partially fulfill my Doctoral degree requirements at Loyola University's (Chicago) Graduate School of Education under the title: "An Analysis of the Public Secondary School Assistant Principalship in the States of Maryland and Virginia Using Schools with Student Enrollments of One Thousand and Above".

Your cooperation in this project involves several steps:

Step (1) Completion and return of the enclosed form (Attachment 1) by cooperating principals.

Step (2) Completion of a short questionnaire by all assistant principals (or equivalent administrative position) who have agreed to cooperate and are so designated in Step (1).

Step (3) An indication of the willingness of designated assistant principals, if later requested, to participate in a personal interview.

I am aware of the necessity of harmonizing this request with the professional responsibilities and time commitments of each of the potential participants. Therefore I am proposing the following schedule:

(a) Return of enclosed form by cooperating principals - January 20, 1969.

(b) Questionnaire mailed to cooperating assistant principals - February 1, 1969.

(c) Completion and return of questionnaire by each assistant principal - March 1, 1969.
In consideration of your participation, and completion of the questionnaire phase, preliminary results will be distributed by April 1, 1969.

Please return the enclosed form (Attachment 1) by January 20 to Patrick J. McDonough, Washington Internships in Education, 2000 L Street, N. W., Washington, D. C. 20036. I would hope that the professional educators in your school at the assistant principal level might participate in this project.

Sincerely,
PARTICIPATION FORM - ASSISTANT PRINCIPALS STUDY
(Please return by January 20, 1969)

1. After consultation with my assistant principals, we (feel, do not feel) this would be an appropriate project in which to participate.

2. Total number of assistant principals (or equivalent administrative position) in my high school. ________

3. After questionnaire phase, if personal interviews with assistant principals were requested, could these be arranged? Yes ____ No _____

4. When published, please forward a copy of the findings from this assistant principals study. Yes ____ No _____

5. The names, titles and addresses of all of the assistant principals (or the equivalent administrative position) in my high school are as follows:

   a. Name _____________________________
      High School Title _____________________________
      Address ________________________________

   b. Name _____________________________
      High School Title _____________________________
      Address ________________________________

   c. Name _____________________________
      High School Title _____________________________
      Address ________________________________

   d. Name _____________________________
      High School Title _____________________________
      Address ________________________________

   e. Name _____________________________
      High School Title _____________________________
      Address ________________________________

   f. Name _____________________________
      High School Title _____________________________
      Address ________________________________

   g. Name _____________________________
      High School Title _____________________________
      Address ________________________________

Principal's Signature _____________________________
Name of High School ________________________________
Date ________________________________

Return to: Patrick J. McDonough
Washington Internships in Education
2000 L Street, N. W.
Washington, D. C. 20036 166
On January 10, 1969, I asked your cooperation in participating in an Assistant Principals’ Study which I have undertaken in cooperation with the Washington Internships in Education program.

In the post-holiday season I know many of us have been extremely busy, therefore I am enclosing the original participation form in the event your first one was misplaced or inappropriately delivered.

Could you please complete the form immediately and return it to me? In order to obtain a valid sample of the professional role of the Assistant Principal in Maryland and Virginia, your cooperation is urgently needed. Thank you for your assistance.

Sincerely,

Patrick J. McDonough
Appendix I

2000 I STREET, N.W., WASHINGTON, D.C. 20036
(202) 212-7475

January 29, 1969

Dear Mr. Shelton:

On January 10, 1969 I contacted the Principal of your high school, Thomas V. Farther, about the possibility of seeking your participation in an Assistant Principalship study conducted through a survey of large secondary schools in the states of Maryland and Virginia. As possible participants, he submitted your name and the names of other professionals in your school in similar administrative positions.

With the assistance of the Washington Internships in Education program, I am collecting data on the duties and responsibilities of the Assistant Principal (or equivalent administrative position) and his leadership role in large public high schools. The data collected will be used to partially fulfill my Doctoral degree requirements at Loyola University's (Chicago) Graduate School of Education.

Your cooperation in this project involves two things:

1. Completion of the questionnaire, attached to this correspondence, and its return by March 1, 1969

2. If so selected, an indication of willingness to participate in a group and/or individual interview at a location convenient to you. In order to make this step effective, I will need the participation of all the assistant principals in your school for a composite view of the "assistant principalship".

For those individuals participating in the questionnaire phase, an analysis of these preliminary results will be mailed by April 1, 1969.

I am strongly convinced that the final results of this study could have a positive effect on the changing and emerging administrative/leadership role of the assistant principalship in secondary schools. I would greatly appreciate your help in analyzing this role by return of the questionnaire by March 1, 1969 and by your willingness to be a potential participant in an interview schedule.

Sincerely,

Patrick J. McDonough

Attachment - 1
(Questionnaire)
TO: Principals, Assistant Principals of Participating Maryland and Virginia Secondary Schools

FROM: Patrick J. McDonough, Doctoral Candidate Studying Assistant Principalship

SUBJECT: Summary of Assistant Principal Questionnaire

As you will recall, in January and February, 1969 each of your secondary public schools--senior high schools, four year and five year high schools with 1000 student enrollment and above--were asked if they would be willing to participate in my doctoral study of the assistant principalship within the states of Maryland and Virginia. The great majority of the schools elected to participate. A summary of the results of the questionnaire that the 249 assistant principals completed is attached. The questionnaire had three major sections:

A. General Information -- 6 questions
B. Personal Information -- 20 questions
C. Opinion -- 18 questions

Because of the cost involved this is not the dissertation itself but an unedited summary of data from which you can make your own interpretations.

The dissertation is not finalized as yet, since there are two other aspects of the data collection needed -- 50 school interviews and 50 assistant principalship duty checklists. The latter steps are in the final stages at this time. I am anticipating completion of the entire study in time for graduation in February, 1970 at Loyola University, Chicago.

May I say that in every instance, both through written communication and personal contact, I was impressed with the professional caliber, sincerity, interest in youth and dedication of the assistant principals and principals in the two states studied. Their forthright answers to sometimes tedious and difficult questions renewed my faith in the professional educator. May I also ask that you share this report with all those professionals in your respective schools who contributed to this study. Feel free to duplicate it but give recognition to the author and university in the following manner:

Prepared by:

Patrick J. McDonough
Doctoral Candidate
Loyola University
Chicago, Illinois

Attachment (1)
SUMMARY OF JANUARY-FEBRUARY 1969 ASSISTANT PRINCIPAL QUESTIONNAIRE
SUMMARY OF THE ASSISTANT PRINCIPAL QUESTIONNAIRE, LARGE PUBLIC SECONDARY SCHOOLS, MARYLAND AND VIRGINIA—JANUARY-FEBRUARY 1969

Prepared by: Patrick J. McDonough
Doctoral Candidate
Loyola University
Chicago, Illinois

A. General Information

1. 133 schools and 249 respondents in Maryland and Virginia (appendix list)

<table>
<thead>
<tr>
<th></th>
<th>Maryland</th>
<th>Virginia</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual High Schools</td>
<td>81</td>
<td>112</td>
<td>193</td>
</tr>
<tr>
<td>Participating High Schools</td>
<td>54</td>
<td>79</td>
<td>133</td>
</tr>
<tr>
<td>Participating Assistant Principals</td>
<td>109</td>
<td>140</td>
<td>249</td>
</tr>
</tbody>
</table>

b. Of total number of 193 schools in Maryland and Virginia, 74% said they would participate or 143; of the 143 who said they would participate, 133 or 93% did.

c. Of 319 questionnaires sent to 143 participating school assistant principals, 249 or 78.05% were returned

2. The design of Maryland and Virginia school systems is as follows:

Maryland has 23 county systems plus one city system (Baltimore);
Virginia has 96 county systems plus 35 city systems. Assistant Principals classified the area their high school serves as city schools (29.31%) and suburban (33.08%); thus there were 62.39% city and suburban schools; an additional 14 of 18 schools (10.52%) served city or suburban in combination with other type areas, so a grand total of 73% of large high schools of Maryland or Virginia were reported as serving a city or suburban setting.

3. 97% of schools are coeducational (129)

a. 2.25% of schools are boys only (3)
b. 0.75% of schools are girls only (1)

4. 92.48% of respondents classified their (123) high schools as comprehensive

a. 5.26% college prep (7)
b. 7.75% vocational (1)
c. 1.50% other (2)

5. 40.60% (54) of total number of schools were senior high schools

a. 33.83% (45) are 4 year high schools
b. 21.50% (29) are 5 year high schools
c. 3.00% (5) are junior/senior high schools
6. Mean student enrollment was 1682 pupils; 126 school responses of 133 answering.

b. Personal Information

1. Of 248 respondents, average age was 41 years for all assistant principals.
2. Of 249 respondents, 86% or 214 of assistant principals were men.
3. In terms of marital status, 215 of assistant principals or 86.34% were married; 10.04% or 25 were single; 2.00% or 5 were divorced; 1.6% or 4 were widowed.
4. 61% of assistant principals have served in current high school 0-3 years as assistant principal; 95.6% in current high school as assistant principal 0-11 years.
5. Concerning the professional titles used in high school; 65.46% or 163 have words assistant principal in title; other titles include vice-principal (45) or 18.07%; dean of students (8) or 3.21%; administrative assistant (21) or 8.43%; director of guidance (4) or 1.60%; associate principal (2) or .80%; special assistant (2) or .80%; mini-principal (2) or .80%; dean of guidance and coordinator of guidance (1) or .40%; director of athletics (1) or .40%. One trend appears to be more specialization within the assistant principaship as evidenced by titles.
6. 89.94% of assistant principals or 224 had a Master's Degree or above.
7. 68.76% or 170 assistant principals had between zero and 4 years experience in education administration prior to present position; 18.47% or 46 assistant principals had 5-9 years prior experience; 33 or 13% had more.
8. For those assistant principals who indicated they had previous educational administrative experience (166 or 66.77%), prior to their present position - 265 different types of positions were noted. 73 or 29.3% assistant principals had more than one previous administrative position. The most significant types of previous experience were, in order, department head, assistant principal, principal, director, administrative assistant, vice-principal, coordinator, supervisor; other positions were counselor, special assistant, dean, teacher-in-charge, administration, attendance officer, unit head, evaluator, coach and committee chairman.
9. The most common positions held by 73% of the assistant principals immediately prior to their present positions were teachers (28.9%), department head (18.07%), assistant principal in another school (13.65%) and counselor (12.04%). Principal and Director of Guidance were also mentioned plus 36 other varied positions.
10. The most common teaching background of assistant principals was Social Studies, followed by Science, Math, Language Arts and Physical Education. In all, 17 different education disciplines were represented in the teaching backgrounds of assistant principals in Maryland and Virginia.
11. In terms of central tendency, the mean, median and mode years of experience, rounded off, combining teaching and educational administration for 248 assistant principals responding, was 17 years, 15 years and 11 years respectively.
12. Of the 247 assistant principals responding, 178 or 72.06% view their current position as transitional to other educational administrative work; 21.05% said they were assistant principals who did not desire to be principal; 6.88% gave other responses.
13. In this question, respondents were given the opportunity to check as many of factors used in determining their appointment to assistant principalship as applied. Ten choices and an "other" category were provided. The rank and number checking for each choice is listed below:

<table>
<thead>
<tr>
<th>Choice</th>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Principal's recommendation</td>
<td>211</td>
</tr>
<tr>
<td>(2)</td>
<td>Academic background</td>
<td>182</td>
</tr>
<tr>
<td>(3)</td>
<td>Teaching experience</td>
<td>179</td>
</tr>
<tr>
<td>(4)</td>
<td>School superintendent's recommendation</td>
<td>127</td>
</tr>
<tr>
<td>(5)</td>
<td>Past administrative experience</td>
<td>97</td>
</tr>
<tr>
<td>(6)</td>
<td>Board of Education recommendation</td>
<td>90</td>
</tr>
<tr>
<td>(7)</td>
<td>Assistant Superintendent's recommendation</td>
<td>70</td>
</tr>
<tr>
<td>(8)</td>
<td>Oral examination</td>
<td>56</td>
</tr>
<tr>
<td>(9)</td>
<td>Written examination</td>
<td>54</td>
</tr>
<tr>
<td>(10)</td>
<td>School community's recommendation</td>
<td>7</td>
</tr>
<tr>
<td>(11)</td>
<td>Other (10 reasons in Md.; 11 in Va.)</td>
<td>37</td>
</tr>
</tbody>
</table>

14. The appointment of a first assistant principal or additional ones depended primarily on number of students per assistant principal in the high school as chosen by 137 respondents. There were a variety of other reasons given for an assistant principal's appointment, twenty-three in number. The highest number of responses to any of these twenty-three choices was 17 responses.

15. Correlating with question B-14, and based on 111 respondents who indicated the number of students/assistant principal, this figure approximates 1 assistant principal per 950 students.

16. Considering 234 respondents to this question (Md.-102; Va.-132) out of 249; in a given two week period

   (a) 5.41 hours were spent on professional meetings;

   (b) 10.62 hours were spent on clerical work;

   (c) 31.97 hours were spent on administrative work;

   (d) 7.0 hours were spent on community or public relations work;

   (e) 29.05 hours were spent on conferences; and the total composite average of hours spent on these five categories was 84.05 hours, for 2 weeks or 42 hours/week.

17. For assistant principals in the states of Maryland and Virginia, 249 of 249 responded to this question on gross salary. The salary range was from a low of $6,750 to a high of $18,720. The mean, median and mode salary for the entire group was (rounded off) $13,124, $12,850, and $11,500 respectively. In this statistic no consideration was given to length of school year worked.

18. All 249 respondents answered this question about the span of time over which their basic salary was paid. The predominant time span was 12 months work for 12 months pay (68.67%) or 171. The total statistics are listed in the following chart:
19. When asked to check the order of importance of 9 choices on how their salary was determined and those which were applicable, the choices most frequently chosen and their ranking as 1st, 2nd and 3rd highest were as follows:

<table>
<thead>
<tr>
<th>Time Span</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve months</td>
<td>171</td>
<td>68.67%</td>
</tr>
<tr>
<td>Eleven months</td>
<td>31</td>
<td>12.44%</td>
</tr>
<tr>
<td>Ten months</td>
<td>15</td>
<td>6.02%</td>
</tr>
<tr>
<td>Nine months</td>
<td>1</td>
<td>.4%</td>
</tr>
<tr>
<td>Nine, Ten, Eleven months pro-rated over twelve months</td>
<td>31</td>
<td>12.44%</td>
</tr>
</tbody>
</table>

The "other" choices most frequently given were differential and educational background as determining salary.

20. Salary increases are primarily determined through fixed yearly increments up to a maximum, 176 of 289 check marks (61%) made this choice; although the next highest number of checks was significantly lower for a particular group, 21 checks, some of these policies checked were:

- (21) total years experience based on index or differential
- (19) job performance evaluation by superiors
- (15) some form of negotiation, association or individual

C. Opinion

1. The responses to this question were not too conclusive. Of 247 respondents, 134 or 54.25% did not think prospective candidates for the assistant principalship should be given an examination to assess general academic and administrative competence. 113 or 45.75% answered they felt an exam should be given.

2. Of 247 respondents to question C-1, 113 said that an examination should be given to assess an assistant principal's general academic and administrative competence. Of the 113 responding yes, 76 or 67.25% said the examination should be both a written and an oral; 28 or 24.77% said the exam should only be an oral; 8 or 7.08% said the exam should be written; and 1 or .80% had no choice.
3. Based on 249 responses to this question, the number of years teaching experience considered most desirable was 5-6 years (113 or 45.30%); followed closely by the range of 3-4 years (93 or 37.34%). Thus it may be said that most assistant principals (83%) felt that teaching experience between 3-6 years was necessary in order to be an assistant principal.

4. The most important qualification beyond that of teaching experience were past administrative experience 188 (1-3) choices; graduate work in education administration 170 (1-3) choices; and desire to be a principal 123 (1-3) choices. Beyond the list established for this question the most frequent "other" qualifications were personal qualities, ability to work with people and human relations, and leadership.

5. Of the 249 respondents to this question, 174 or 70% said that the minimum educational background for an aspiring assistant principal was a Master's degree or higher.

6. 7. 98.79% or 246 and 99.19% or 247 of the respondents said that assistant principals should be paid more than teachers and department heads respectively.

8. Of the 242 respondents to this question, 215 or 88.84% said that an assistant principal should be paid more than an administrative assistant.

9. Of the 249 assistant principals responding, 194 or 80% felt that any teacher, counselor or other staff person who desires to be principal must first have been an assistant principal.

10. Of the 249 respondents 248 or 99.59% felt that the assistant principal position should not be just reserved for those who did not desire to be principals.

11. In response to whether a school internship program should be instituted for those desiring to be a high school principal 163 or 65.45% of 249 assistant principals said yes.

12. In response to the question of assigning an additional assistant principal to a high school; the choice most often selected was (c) combination of above, chosen by 142 or 57.02% of assistant principals. The most frequently chosen combination was ABCD (53 choices or 21.28%) the combination of number of pupils per assistant principal; number of teachers per assistant principal; school work load per assistant principal; and school duties outside of school hours. The most common single choice was (c) School work load per assistant principal; chosen by 56 or 22.44%. The logical conclusion might be that assistant principals feel a combination of factors should be weighed in determining the assignment of an additional assistant principal to a high school, as no single factor was an overwhelming choice.
13. 122 assistant principals or 49% said that if the basis of their assignment was number of pupils per assistant, there should be one assistant principal for every 500-699 pupils. The next most prevalent range was 300-499 pupils chosen by 58 or 23.2% of the assistant principals. Statistically speaking the median and mean number of students/assistant principals were 605 and 634 respectively.

14. If assistant principals were assigned by number of full-time teachers per assistant, the most common range chosen was (20-29) teachers/assistant principal selected by 107 or 44% of the respondents and (30-39) teachers/assistant principal chosen by 74 or 30.32% of the respondents. Statistically speaking the median and mean number of teachers/assistant principals respectively were 27 and 31.

15. If assistant principals were assigned by work load, assistant principals responding (242) indicated their preferences for work load assignments in the following rank order:

- a. Plans and program of school administration 76 or 31.4%
- b. Needs of school children served 54 or 22.31%
- c. Combination choices 54 or 22.31%
- d. Time analysis of necessary daily work 43 or 17.75%
- e. Number of hours worked beyond school hours 8 or 3.3%
- f. Services and requirements of community 7 or 2.89%

The combination choices varied from all five of single choices (22 reactions) down to many selections of a variety of four, three and two combination single choices. Assistant principals seem to be indicating that multiple factors should be considered when assigning assistant principal's work load, with emphasis on the plans and program of school administration, needs of children served and analysis of daily work load.

16. Assistant principals were asked to rank (best to worst) a list of possible ways that their duties could be assigned. Seven choices existed with the possibility to combine answers (choice 'e') and write in "other" answers (choice 'f'). The two most frequently selected choices, based on an arbitrary decision to include only ranks 1, 2, and 3 selections, were: Discretion of principal (214 selections) and defined in individual school regulations (192 selections). Significantly enough, the least chosen answer was--discretion of Board of Education (31 selections).

17. Assistant principals were asked to rank from 1-12, various bases for determining their salary (1-high; 12-low). Arbitrarily, only the top 6 choices were recorded for each basis. In rank order by total number of times chosen 1, 2, 3, 4, 5, and 6 they are:
Circled responses in each choice column indicate the particular reason or basis most frequently chosen for the rank (e.g.) the basis or reason for determining an assistant principal's salary appearing with the most column two or second rank selections was (a) number of pupils per assistant principal.

18. Assistant principals were asked to rank from 1-15, those selections which make their school position the most difficult (1-high; 15-low). Arbitrarily, only the top eight choices were recorded. In rank order by total number of times selected 1, 2, 3, 4, 5, 6, 7 and 8 they are:

(see following page)
Circled responses in each choice column indicate the particular reason or basis most frequently chosen for the rank.
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Books, Publications and General References


Dissertations


APPROVAL SHEET

The dissertation submitted by Patrick Joseph McDonough has been read and approved by the members of the School of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

January 15, 1970  
Signature of Adviser