THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

# THE STATUS, DUTIES, AND RESPONSIBILITIES OF THE ASSISTANT PRINCIPAL IN THE HIGH SCHOOLS OF OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirement for the

degree of

DOCTOR OF EDUCATION

BY

BILL LILLARD

Norman, Oklahoma

1956

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/196

THE STATUS, DUTIES, AND RESPONSIBILITIES OF THE ASSISTANT PRINCIPAL IN THE HIGH SCHOOLS OF OKLAHOMA

APPROVED BY

F. A. Balyeat

Glenn R. Snider

F. F. Gaither

Henry Angelino

W. B. Ragan

DISSERTATION COMMITTEE

## ACKNOWLEDGEMENT

The writer wishes to express his appreciation and indebtedness to the following persons for their assistance in this study: Dr. F. A. Balyeat, for his encouragement and direction as chairman of the committee; Dr. F. F. Gaither, Dr. Henry Angelino, and Dr. Glen Snider, for their counsel as members of the committee; Dr. W. B. Ragan, as a member of the reading committee.

The writer is grateful to Mr. Alonzo Roop, Mr. Gerald Kidd, Mr. Clarence Breithaupt, and Mr. Garwin Fleming for participating in the pilot study; also to the assistant principals of Oklahoma who responded to the questionnaire and interview.

Special acknowledgement is expressed to the writer's wife and daughter, Mary Helen and Louise Lillard, whose patience and devotion has made this study possible.

TABLE OF CONTENTS


Page

LIST OF TABLES . . . . . vi

Chapter

I. INTRODUCTION . . . . . 1

Background and Need for the Study
The Problem
Scope and Purpose of the Study
Definition of Terms
Sources of Data
Method of Procedure

II. A REVIEW OF RELATED LITERATURE . . . . . 11

III. THE STATUS OF THE ASSISTANT PRINCIPAL IN THE HIGH SCHOOLS OF OKLAHOMA . . . . . 35

The School Unit
Personal Characteristics
Professional Preparation
Professional Experience
Procedures Used in the Selection of Assistant Principals in Oklahoma
Economic Status
General Information
Summary

IV. DUTIES AND RESPONSIBILITIES OF OKLAHOMA HIGH SCHOOL ASSISTANT PRINCIPALS . . . . . 75

Who Prescribes the Duties and Responsibilities?
General Administration
Guidance and Counseling
Attendance and Discipline
Instruction and Supervision

Chapter Page

School Plant and Non-Certificated Employees
Extra-Class Activities
Public Relations
Rank Order of Duties and Responsibilities
Summary

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . 97

Summary
Conclusions
Recommendations for Further Studies

BIBLIOGRAPHY . . . . . 108

APPENDIXES . . . . . 112

## LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1. | The Twenty-Nine Oklahoma High Schools Employing the Services of an Assistant Principal for the School Year 1955-56 . . . . | 10 |
| 2. | Distribution of Twenty-Nine High Schools Employing Assistant Principals According to Type of Administrative Plan for the School Year 1955-56 . . . . . | 37 |
| 3. | Enrollments of the Twenty-Nine High Schools in Oklahoma Employing the Services of an Assistant Principal for the School Year 1955-56 . . . . . | 38 |
| 4. | Certificated Staffs of the Twenty-Nine High Schools in Oklahoma Employing the Services of an Assistant Principal for the School Year 1955-56 . . . . . | 39 |
| 5. | Bases of Assignment of the Twenty-Nine High Schools in Oklahoma Employing the Services of an Assistant for the School Year 1955-56 . . . . . | 40 |
| 6. | Distribution of Twenty-Nine High School Assistant Principals in Oklahoma According to Age for the School Year 1955-56 . . . . . | 42 |
| 7. | Desirable Personal Attributes Suggested by Three or More Assistant Principals . . . . . | 43 |
| 8. | Distribution of Twenty-Nine High School Assistant Principals in Oklahoma According to the Highest Degree Held for the School Year 1955-56 . . . . . | 45 |

| Table | | Page |
|---|---|---|
| 9. | Distribution of the Major Fields of Preparation of the Twenty-Nine Assistant Principals for the Bachelor's Degree | 46 |
| 10. | Distribution of the Major Fields of Preparation of the Twenty-Seven Assistant Principals for the Master's Degree | 47 |
| 11. | Total Years of College Work of the Twenty-Nine Assistant Principals | 47 |
| 12. | Years Elapsed Since the Last Enrollment of the Twenty-Nine Assistant Principals | 49 |
| 13. | College Hours Earned Since the Last Degree by the Twenty-Nine Assistant Principals of Oklahoma | 49 |
| 14. | Mean Years of Teaching and Administrative Experience of the Twenty-Nine Assistant Principals of Oklahoma | 51 |
| 15. | Distribution of Twenty-Nine High School Assistant Principals in Oklahoma According to the Number of Years in the Present Position | 52 |
| 16. | Distribution of Twenty-Nine High School Assistant Principals in Oklahoma According to Previous Position Held Prior to the Present Assistant Principalship | 54 |
| 17. | Distribution of Responses of the Twenty-Nine Assistant Principals as to the Procedures Used in Obtaining Their Present Position | 55 |
| 18. | Distribution of Twenty-Nine Assistant Principals in Oklahoma According to Salary for the School Year 1955-56 | 57 |
| 19. | Official Title Used in the Twenty-Nine High Schools of Oklahoma by the Assistant Principal | 58 |

| Table | | Page |
|---|---|---|
| 20. | Portion of the Day Spent in Classroom Teaching by the Twenty-Nine High School Assistant Principals in Oklahoma for the School Year 1955-56 . . . . . | 59 |
| 21. | Distribution of Twenty-Nine High School Assistant Principals According to the Present Position of the Predecessor . . . . . | 62 |
| 22. | The Civic and Fraternal Organizational Membership of the Twenty-Nine Oklahoma High School Assistant Principals for the School Year 1955-56 . . . . . | 63 |
| 23. | The Professional Organizational Membership of the Twenty-Nine Oklahoma High School Assistant Principals for the School Year 1955-56 . . . . . | 64 |
| 24. | Distribution of Twenty-Nine High School Assistant Principals in Oklahoma According to the Population of the Cities in Which Located . . . . . | 65 |
| 25. | Distribution of the Responses of Twenty-Nine Assistant Principals Concerning General Administration Duties and Responsibilities . . | 79 |
| 26. | Distribution of the Responses of Twenty-Nine Assistant Principals Concerning Guidance and Counseling Duties and Responsibilities . . | 82 |
| 27. | Distribution of the Responses of Twenty-Nine Assistant Principals Concerning Attendance and Discipline Duties and Responsibilities . . . . . | 85 |
| 28. | Distribution of the Responses of Twenty-Nine Assistant Principals Concerning Instruction and Supervision Duties and Responsibilities . . . . . | 88 |
| 29. | Distribution of the Responses of Twenty-Nine Assistant Principals Concerning School Plant and Non-Certificated Employees . . . . . | 90 |

Table Page

30. Distribution of the Responses of Twenty-Nine Assistant Principals Concerning Extra-Class Activities . . . . . 92

31. Distribution of the Responses of Twenty-Nine Assistant Principals Concerning Public Relations Duties and Responsibilities . . . . 94

32. Rank Order Assigned to the Duties and Responsibilities by the Twenty-Nine Assistant Principals. . . . . 94

# THE STATUS, DUTIES, AND RESPONSIBILITIES OF THE ASSISTANT PRINCIPAL IN THE HIGH SCHOOLS OF OKLAHOMA

## CHAPTER I

## INTRODUCTION

### Background and Need for the Study

The present conditions indicate a trend toward a decreasing number of school districts in the state of Oklahoma. Since 1907-08, the number of school districts has decreased from 5656 to 1738.[1] In the last decade the number has decreased from 4450 to 1738.[2]

Closely allied with the decreasing number of school districts has been an increase in the number of large high schools in the state of Oklahoma. A decade ago there were only thirty-three high schools in the state with twenty-five or more certificated staff members.[3] Five years ago the

---

[1] Research Bulletin, Oklahoma Education Association, Memorandum No. 165 (November 1, 1955).

[2] Ibid.

[3] Oklahoma Educational Directory, 1944-45, Bulletin No. 108-U, issued by the State Superintendent of Public Instruction, Oklahoma City, 1944-45.

number had increased to forty-nine.[1] At present, there are sixty-four high schools in this state with twenty-five or more certificated staff members.[2]

The development of larger and more complex high schools has placed an increased burden on the principals of these institutions. More high school principals are requiring the services of administrative assistants to aid in carrying out their duties and responsibilities. The delegation of responsibilities by the principal has brought about the position of assistant principal.

The assistant principalship is a comparatively new position in the public schools of Oklahoma. As the duties and responsibilities of the principal have increased, an assistant principal was selected to aid the principal in the accomplishment of these tasks. In most instances the duties of the assistant principal have been left to the discretion of the principal. Where the principal had given the assistant principal supervisory and administrative responsibilities, the position offered wide, valuable experiences. Contrarily, the assistant principal might be delegated only routine duties; he might function as the "handy man" for the staff. Often the duties of the assistant principal fall between

---

[1] Oklahoma Educational Directory, 1949-50, Bulletin No. 108-Y, issued by the State Superintendent of Public Instruction, Oklahoma City, 1949-50.

[2] Oklahoma Educational Directory, 1954-55, Bulletin No. 109-D, issued by the State Superintendent of Public Instruction, Oklahoma City, 1954-55.

these two extremes.

Since its emergence, the position of the assistant principal has never been clearly defined. His seems to be an anomalous position among school administrators. A small amount of the research has been devoted to a study of the assistant principal.

There exists a need for additional research concerning the assistant principal. Seyfert has written,

> The number of high schools large enough to justify the employment of an assistant principal is going to increase. In terms of frequency, therefore, the position seems destined to become a more clearly defined one in the profession. The prospect of increases in the number of large high schools suggests, also, that training programs for administrators should not be designed to deal only in a general way with showing principals how to delegate responsibilities. More and more principals are going to have assistants to whom they can do some delegating and should do it with some rhyme and reason.[1]

Boardman, Gran, and Holt stated,

> More adequate information concerning the assistant principal is . . . needed in order that the office may be more standardized. This does not imply that the duties and responsibilities should be identical in all schools. . . . It is, however, quite desirable and important that we have a more adequate description of the office in the terms of activities, duties, and responsibilities. Such an objective description will furnish a better concept of what is meant by the assistant principalship, what duties and responsibilities are commonly allocated to him, and to this extent will furnish a standard concerning the assistant principal.[2]

---

[1]Warren C. Seyfert, "Please Ask Mr. Smith To Come In," The School Review, LXII (February, 1954), 70-71.

[2]C. W. Boardman, J. W. Gran, and A. E. Holt, "The Duties and Responsibilities of the Assistant Principal in the Secondary School," The National Association of Secondary School Principals Bulletin, XXX (March, 1946), 3-4.

Rice, Conrad, and Fleming said,

> The vice principal's duties are ill defined and vary greatly from school to school. In many schools when he surveys his heterogeneous responsibilities, he feels that, like Topsy, his job has just grown, without a visible effort on the part of educational authorities to introduce system or order into it. Too often he is but an exalted clerk upon whom the principal bestows, with a liberal hand, duties which he feels it convenient to delegate.[1]

To the knowledge of the writer, the assistant principal in the high schools of Oklahoma has not been studied.

## The Problem

The foregoing needs suggest the problem: What are the status, duties, and responsibilities of the assistant principal in the high schools of Oklahoma?

## Scope and Purpose of the Study

The purpose of the study is to ascertain the status, duties, and responsibilities of the assistant principal in the high schools of Oklahoma. The study is undertaken in order to examine the position of assistant principal to find out what the usual practices are related to the office, and to make recommendations for improvement.

The writer is concerned with the assistant principal as an administrative assistant to the principal. It is the writer's assumption that in high schools of less than

---

[1]G. A. Rice, C. C. Conrad, and Paul Fleming, The Administration of Public High Schools Through Their Personnel (New York: The MacMillan Company, 1933), p. 260.

twenty-five certificated staff members the assistant principal would not exist, for practical purposes, as an administrator. It would be a position in name only.

The study will be restricted to the twenty-nine public, tax supported, high schools in Oklahoma with certificated staffs of at least twenty-five members that employ the services of an assistant principal. The schools selected will be determined by the use of The Oklahoma Educational Directory for 1954-55.[1]

## Definition of Terms

Assistant Principal. As used throughout this report, the term assistant principal refers to the professional person in the high school next in authority to the principal. The term vice-principal is considered synonymous with assistant principal.

Status. This was interpreted to be the position or state of the assistant principal at the time of the study. Items considered were personal characteristics, professional preparation, professional experience, procedures used in his selection, economic status, the school unit, and general information.

Duties. Duties were tasks assigned to the position. They included services performed by the assistant principal.

---

[1]The Oklahoma Educational Directory, 1954-55, Bulletin No. 109-D, issued by the State Superintendent of Public Instruction, Oklahoma City, 1954-55.

Responsibilities. Responsibilities were interpreted to be items for which the assistant principals were accountable.

High School. High School referred to a school unit with grades nine through twelve, ten through twelve, or grades seven through twelve.

## Sources of Data

### Primary Data

Primary data were obtained through the use of a questionnaire and personal interview. Insight into the problem was secured through observation and personal experience of the writer as a junior high school teacher, senior high school teacher, senior high school counselor, and junior high school assistant principal. A copy of the questionnaire[1] and interview topics[2] have been inserted in the appendix of this volume.

### Secondary Sources

Secondary materials have included professional books in school administration, periodical literature, special reports, bulletins, and other miscellaneous published literature. Many valuable suggestions were found in unpublished

[1]A copy of the questionnaire appears in Appendix A, p. 112.

[2]A copy of the interview topics appears in Appendix B, p. 120.

dissertations. Copies of these, or microfilms, were obtained through the University of Oklahoma Interlibrary Loan, and in some instances microfilms were purchased at personal expense. Free bulletins from the State Department of Education and Oklahoma Education Association were available for use. A treatment of secondary sources will be included in Chapter II.

## Method of Procedure

The normative survey method of research was used to obtain the primary data, since the nature and extent of the population would best lend itself to this method. Since the data were to be gathered from the assistant principal, whose time is limited, it was decided in the questionnaire a majority of the items would be of the check-list type. In some instances brief responses were written. The interview was arranged at the convenience of the assistant principal.

The form of the questionnaire was devised in terms of the criteria for a good questionnaire as explained by Good and Scates.[1] The interview was conducted in like manner.[2]

The questionnaire and interview items were formulated from a comprehensive list regarded by experts in the field of secondary administration as good practices.[3] In addition,

---

[1]Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), Chapter VI, pp. 615-616.

[2]Ibid., pp. 635-645.

[3]Secondary material examined is cited throughout this chapter, Chapter II, and the bibliography.

significant factors in the administration of a high school were considered in terms of the writer's experience.

A pilot study was conducted with four experienced assistant principals. Two were chosen from the senior high school level and two from the junior high school.

A final printed questionnaire and interview item list were formulated.

The 135 items of the questionnaire were grouped into eight major headings, A through H. Headings A through G dealt with the status of the assistant principals to be studied. Major areas included were the school unit, personal characteristics, professional preparation, professional experience, procedures used in selection of assistant principals, economic status, and general information. Heading H, Duties and Responsibilities, was divided into general administration, guidance and counseling, attendance and discipline, instruction and supervision, school plant and non-certificated employees, extra-class activities, and public relations.

The questionnaire was printed on seven sides of an eight page folder, and mailed with a self-addressed stamped envelope.

A list of high schools in Oklahoma with a certificated staff of twenty-five or more members was compiled from the Oklahoma Educational Directory for 1954-55.[1]

[1] Oklahoma Educational Directory, 1954-55, Bulletin No. 109-D, issued by the State Superintendent of Public Instruction, Oklahoma City, 1954-55.

It was found that sixty-four high schools fell under this classification. A letter was sent to the principals of these schools on June 24, 1955, inquiring as to the existence of the position of assistant principal.[1] An enclosed self-addressed postal card furnishing the needed data was included in the letter.[2] Replies from all sixty-four principals indicated that twenty-nine of the high schools designated a person as assistant principal.

Questionnaires were sent to the twenty-nine assistant principals on October 7, 1955, with a letter explaining the purpose of the study.[3] On November 7, 1955, follow-up letters were sent to those who had failed to respond to that date.[4] The total returns from the twenty-nine contacts numbered twenty-nine, or one hundred per cent, and every questionnaire was returned in usable form. Table 1 indicates the name and location of the twenty-nine schools participating in this study.

A personal letter was sent to all of the assistant principals suggesting an interview to be arranged at their

---

[1]A copy of the letter to the principals appears in Appendix C, p. 122.

[2]A copy of the postal card appears in Appendix D, p. 124.

[3]A copy of the letter to assistant principals appears in Appendix E, p. 126.

[4]A copy of the follow-up leter to assistant principals appears in Appendix F, p. 128.

convenience.[1] Interviews were arranged during the school year of 1955-56. Whenever possible the writer would conduct the interview during the school day. In many situations the interview was conducted after school or on a holiday. The times of the interviews varied from fifty minutes to two hours and ten minutes. All twenty-nine interviews were completed by January 28, 1956.

TABLE 1

THE TWENTY-NINE OKLAHOMA HIGH SCHOOLS EMPLOYING THE SERVICES OF AN ASSISTANT PRINCIPAL FOR THE SCHOOL YEAR 1955-56

| | |
|---|---|
| Bartlesville | Douglass |
| Blackwell | Harding |
| Chickasha | John Marshall |
| Choctaw | Northeast |
| Duncan | Northwest Classen |
| Durant | Southeast |
| Lawton | U.S. Grant |
| McAlester | Okmulgee |
| Midwest City: | Shawnee |
| Del City | Tulsa: |
| Midwest City | Booker T. Washington |
| Muskogee | Central |
| Norman | Edison |
| Oklahoma City: | Webster |
| Capitol Hill | Will Rogers |
| Central | |
| Classen | |

[1] A copy of this letter appears in Appendix G, p. 130.

# CHAPTER II

## A REVIEW OF RELATED LITERATURE

A survey of the professional literature in education reveals that numerous texts and professional articles have been written about the secondary principal, but only a small amount of material has been devoted to the assistant principal. Early text books in general school administration have given little attention to the professional role of the position; and recent texts, at most, show little improvement in this area. Scattered articles in professional magazines have indicated a trend to recognize the need for assistant principals, and recent works have included a more functional description of the office.

From 1920-1930 a narrow concept of the position existed because it was in its infancy. Few schools had the position and the majority of the writings were concerned with the elementary level. Only the writings pertaining to the assistant principal in the high school will be discussed in this chapter.

As early as 1925 Johnson stated:

To serve the necessary time for important professional

> duties, the principal must delegate many of these tasks. He is fortunate if he can secure an assistant principal and an adequate clerical force. In most cases he will find it necessary to assign administrative duties to members of the teaching staff.[1]

In 1929, Flowers[2] made a study of the use of the vice-principals' time. He stated that their work should be in four areas. The vice-principal should devote part of his time to teaching, supervision, testing, and clerical work.

Carr[3] kept a record of the use of her time during October, November, and December of 1929. She found that her major duty was the guidance of girls.

Boulton[4] reported in 1931 on a study of 158 secondary schools in California. At that time all but three per cent of the assistant principals had a bachelor's degree. The master's degree was held by 44.8 per cent.

---

[1]Franklin W. Johnson, The Administration and Supervision of the High School (Boston: Ginn and Company, 1925), p. 10.

[2]I. V. Flowers, "Best Use of the Vice-Principals' Time," Baltimore Bulletin of Education (May, 1929), 183-184.

[3]Lucy C. Carr, "The Work of a Woman Assistant Principal in a Six Year High School," School Review, XXXVIII (November, 1930), 700-706.

[4]Christopher B. Boulton, "An Analytical Study of the Duties of Boys' Vice-Principals in Secondary Schools of California," National Association of Secondary School Principals Bulletin, XXIV (January, 1931), 11-13.

Kilpatrick[1] studied twenty assistant principals in the senior high schools of Los Angeles in 1931. The major duties performed were classroom visitations, teacher conferences, and preparation of the master schedule. All assistant principals had charge of boys' discipline and boys' athletics.

Zouch[2] classified her duties as being office duties, or assisting in the development of the morale of the school.

The first study concerned with assistant principals that was of major significance was made by Charles R. Van Eman[3] in 1926. He sought evidence from eighty of the larger high schools in Ohio. Fifty-two returns were received, twenty-six from junior high school and twenty-six from senior high school principals. Nineteen of the senior high schools reporting had assistant principals. Five of these reported three assistants; the largest had three thousand pupils and 128 teachers; the smallest had 1,705 pupils and sixty-two teachers. Six reported two assistants; the largest of these

---

[1]W. Bruce Kilpatrick, "An Analysis of the Professional Duties and Activities of Boys' Vice-Principal of the Los Angeles Senior High Schools," National Association of Secondary School Principals Bulletin, XXIV (January, 1931), 16-18.

[2]Marguerite Zouch, "Some Reflections Upon the Duties of a Vice-Principal," Baltimore Bulletin of Education, XI (September, 1932), 11-14.

[3]Charles R. Van Eman, "The Functions of the Assistant Principal and Other Assistant Executives," Educational Research Bulletin, V (March, 1926), 148-150.

schools had 2,637 pupils and 129 teachers; and the smallest, 1,167 pupils and forty-two teachers. Eight reported one assistant principal; these schools ranged from 2,075 pupils and ninety-seven teachers to 512 pupils and twenty-eight teachers.

In the majority of cases the duties of the assistant principals were defined entirely by the principal of the school. In only seven junior high schools and six senior high schools were the duties of the assistant principal defined to any considerable measure by the board of education. The majority of the assistant principals in the high schools were women. They performed the following duties:[1]

1. Exercise supervision of the girls and help them to solve their problems
2. Exercise general supervision of the discipline of the girls and in a few cases of the boys
3. Have direct control of all records and partial control of the attendance
4. Confer with failing pupils and their parents
5. Have complete charge of the social functions of the school.
6. Work out plans with the principal's help for improving the morale of school and the type of work done by pupils and teachers.
7. Act as a general 'Shock Absorber'

Jessie G. Fisher[2] reported in June, 1926, on her

---

[1] Ibid., p. 150.

[2] Jessie G. Fisher, "Inquiry Into the Training of Assistant Principals," Journal of Educational Method, V (June, 1926), 429-433.

study concerned with the training of assistant principals. She found that a very small percentage of our colleges offered courses for training for principalship. Even fewer colleges offered training for the assistant principalship. There were very few textbooks on this subject in use.

Opinion at that time favored the idea that the assistant principal should be a professional apprentice to the principal, thus getting practical training for future principalship. The period of training should not exceed three years.

Most authorities thought the assistant should teach classes but not exceeding half time. The remainder of his time should be given to supervisory, administrative, and clerical duties. The assistant principal should first learn the clerical duties of the office, gradually assume the administrative duties, and lastly share the responsibility of supervision with the principal.

Johnson[1] in his 1925 work suggested assistant principals for schools with an enrollment of five hundred or more pupils. Johnson believed the experience of the assistant principal should prepare him for the principalship whenever a vacancy occurred. The duties of the assistant principal were concerned with general supervision of attendance and the office, supervision of scholarship records, teachers' reports,

[1]Johnson, op. cit., pp. 91-92.

and general matters that may require his attention.

The California Teachers' Association Southern Section, devoted one session to the duties of boys' vice-principals in 1928. They appointed a committee to attempt to standardize the duties of vice-principals. The report of this committee illustrates how little was known about this position at that time. The main recommendation of the committee was that the boys' vice-principals should be allowed to manage athletics, to work with one or more student organizations, to have an occasional assembly for boys, and to appear at times on the program at regular student assemblies.[1]

In 1930 Morgan and Cline[2] devoted very little space in their work to the assistant principal, in fact, about one and one-half pages. Their thinking was very much like other writers of that day. They found the administrative assistant was usually a woman and she taught part of the day. She was usually director of activities and girls' counselor.

One of the outstanding treatments of the assistant principal is to be found in the excellent work of Rice, Conrad, and Fleming, entitled The Administration of Public High Schools through Their Personnel.[3] The authors devote the

---

[1]Joseph M. Sniffen, "Duties of Boys' Vice-Principal," California Quarterly of Secondary Education, IV (April, 1929), 266.

[2]M. Evan Morgan and Erwin C. Cline, Systematizing the Work of School Principals (New York: Professional and Technical Press, 1930), pp. 30, 96-97.

[3]Rice, Conrad, and Fleming, op. cit., pp. 260-320.

entire sixth chapter to the assistant principal.

They stated that the duties were ill defined and varied greatly from school to school. In many instances the principal was the final arbiter on all matters falling within the assistant principal's field of action. Too often the latter was made an exalted clerk.

The authors stated clearly that their purpose was to define sound practice in the assignment and execution of the duties. They used as an example a high school enrolling from one thousand to fifteen hundred pupils.

The authors stated that the bases of selection should be determined by the requirements of the position. The principal's chief assistant should logically have the same qualifications as the principal, and quite often the abilities will complement those of the principal. The practice in 1933 was to select a person from the faculty of the school in which he was to serve.

In tenure, leave of absence, and sick leave the assistant principal had the same status as the teacher. His salary was between five-eighths and three-quarters of the principal's salary.

In 1933 the position was commonly assigned a teaching load. Approximately half of the group taught from one to four classes. Rice, Conrad, and Fleming frowned upon this practice and claimed it lowered the efficiency of the assistant principal.

The authors gave an excellent discussion on the assistant principal as the business manager of the school. Transportation, cafeteria, inventory, budget, and school store were all discussed as areas of the assistant principal's responsibility.

Schedule making, attendance, and discipline were the main duties of the assistant principal at this time. He was required to be skilled in constructing a schedule of recitation. His job was to enforce attendance regulations and punish violators of school regulations. It was interesting to note that the assistant principal did not have the power to suspend or expel a pupil. He discussed the cases with the principal who made the final decision.

The assistant principal had a maze of duties and responsibilities with little authority at this time. He, next to the principal, bore the heaviest responsibility of all the faculty. "All the more reason, then, that his position be made tenable by the analysis and organization of his duties and be recognized as involving true professional service, specialized to a high degree, a proper training ground for later service as principal."[1]

Cox and Langfitt[2] devoted only two and one-half pages

---

[1] Ibid., p. 319.

[2] Philip W. L. Cox and R. Emerson Langfitt, High School Administration and Supervision (New York: American Book Company, 1934), pp. 45-46.

to administrative assistants in 1934. They stated that there was a marked tendency to employ assistant principals as schools increase in enrollment. They stressed the idea that in a large school an administrator would be required to possess abilities beyond the talents of the average man. Therefore, administrative assistants were hired who had these special abilities.

Gerald M. Weller,[1] in 1938, voiced the opinion that the size and complexity of the modern city secondary schools are such that executive assistants to the chief administrator are needed. Weller also called attention to the fact that few writers in the field of school administration concerned themselves with the assistant principalship.

He listed the functions of the assistant principal under six main headings as follows:[2] (1) pupil control, (2) pupil-activity direction, (3) instructional supervision, (4) plant management, (5) community relations, and (6) miscellaneous administrative duties.

His belief was that the major responsibility of the assistant principal was in the general problem of pupil direction-control. The assistant principal devoted approximately fifty per cent of his time to this area.

One of the most significant studies was reported by

---

[1]Gerald M. Weller, "The Role of the Boys' Vice-Principal," Educational Administration and Supervision, XXIV (December, 1938), 705.

[2]Ibid.

Wright[1] in 1939. His study consisted of 194 responses. Three-fourths of the group were male. The median enrollment of the senior high schools responding was 1903. The title of assistant principal was reported by 48.5 per cent and vice-principal by 45.4 per cent. Two thirds held the master's degree and slightly less than one-third held the bachelor's degree. It was interesting to note that the group possessed a median of 15.3 years of educational experience before they assumed the position of assistant principal. Approximately sixty per cent entered the teaching profession as secondary teachers. Only 21.6 per cent began as elementary teachers and 3.7 per cent as junior high school teachers. The present position was assumed at the median age of 37.2 years and had been occupied for approximately seven years.

The median beginning salary for the assistant principal was $2,808 and the median salary was $3,267. These salaries were greater than those of classroom teachers by $350 and $475 respectively.

In 1939 it was found that 60.8 per cent of the assistant principals did not teach. The majority of teaching assistant principals taught social studies, mathematics, languages, or science.

---

[1]William Albert Earl Wright, "Educational and Vocational Histories of Vice or Assistant Principals in Senior High Schools," School and Society, XLIX (April, 1939), 553-556.

Bertha Cohen[1] described the work of the administrative assistant in the large high schools of New York. The typical high school in New York City contains about six thousand pupils and two hundred teachers. This article stresses the importance of the administrative assistants. It did not describe the duties of the assistant principal in detail. The duties mentioned were schedule making, attendance, discipline, and general executive ability. This article is more a plea in defense of the assistant principal than anything else.

Recent textbooks in the field of secondary school administration have neglected the assistant principals as did the older textbooks. Douglass[2] devotes only two paragraphs to administrative assistants. He takes the position that the assistant principal is not distinctly a separate officer, but is merely an assistant to the principal. He states that the relationship between the assistant principal and principal is very similar to that between the principal and superintendent in the smaller school.

---

[1]Bertha Cohen, "The Work of the Administrative Assistant to the Principal in the High Schools of the City of New York," High Points, XXII (December, 1940), 32-36.

[2]Harl R. Douglass, Organization and Administration of Secondary Schools (Rev. ed.; Boston: Ginn and Company, 1945), p. 589.

Edmonson, Roemer, and Bacon[1] discuss very briefly the selection of an assistant principal and his duties. They suggest that the assistant principal and principal should complement each other. Also, they state that men teachers of mathematics and science have the strongest personalities and make good assistant principals.

They list the duties of the assistant principal in the following groups:[2]

1. General disciplinary control
2. Locker management
3. Pupil program adjustment
4. Daily schedule
5. Office management and records
6. Traffic and assembly management
7. Acting as boys' adviser
8. Management of athletics
9. Direction of student activities
10. Business management
11. Administering general matters otherwise unassigned
12. Acting as principal when the principal is away

Jacobson, Reavis and Logsdon[3] stressed the guidance

---

[1]J. B. Edmonson, Joseph Roemer, and Francis Bacon, The Administration of the Modern Secondary School (New York: The Macmillan Company, 1948), pp. 94-96.

[2]Ibid., p. 96.

[3]Paul B. Jacobson, William C. Reavis, and James D. Logsdon, Duties of School Principals (New York: Prentice-Hall, Inc., 1950), pp. 159-160.

duties performed by assistant principals. In thirty-nine of sixty-eight schools, assistant principals were available for guidance duties.

Sullivan[1] compiled a study of the assistant principals of the United States in 1945. She stated the function or purpose of the assistant principal in public schools should be considered as a means of in-service preparation for the higher position of principal.

One of the latest studies concerned with the duties and responsibilities of the assistant principal was reported by Boardman, Gran, and Holt[2] in 1946. One phase of their study was concerned with assistant principals in the high schools of Wisconsin with an enrollment of six hundred or more. From the thirty-one who indicated willingness to participate, only twenty-one usable replies were received. The assistant principal's duties and responsibilities were viewed from two approaches: (1) those for which they were personally responsible; (2) those for which they were cooperatively responsible. This study can be summarized as follows:

> The assistant principals of Wisconsin were found to have considerable administrative responsibility, both personally and cooperatively, especially for duties

---

[1]Anna C. Sullivan, "The Assistant Principal in the Public Schools of the United States" (unpublished Ph.D. dissertation, Fordham University, 1945).

[2]C. W. Boardman, J. W. Gran, and A. E. Holt, "The Duties and Responsibilities of the Assistant Principal in the Secondary School," The National Association of Secondary School Principals Bulletin, XXX (March, 1946), 3-4.

listed under pupil accounting, curriculum and school control. While there were no supervisory duties for which fifty percent of the assistant principals were personally responsible, marked cooperative responsibility was found for many activities of a supervisory nature, especially those concerned with developing a supervisory program and improving special services.[1]

The second phase of this study was concerned with assistant principals in the high schools of Wisconsin with an enrollment of five hundred or more. From the thirty-six who indicated willingness to participate, thirty-five usable replies were finally received. Holt found the cooperative responsibilities of the assistant principal were great in the sections of curriculum, school control, and extra class activities. There is a decided tendency for the assistant principal to take a greater share in the development of a supervisory program and for improving the curriculum. The assistant principal still holds a clerical position but now he is assuming more varied duties in both the administrative and supervisory fields.

A committee in the Saint Paul, Minnesota, public schools recommended certain duties for the assistant principal.[2] They suggested that the assistant principal should participate in construction and revision of the curriculum. He should prepare the daily class schedule. He should be

---

[1] Ibid., p. 8.

[2] F. L. Blune (Chairman), "Duties and Responsibilities of High School Principals and Assistant Principals," National Association of Secondary School Principals Bulletin, XXX (December, 1946), 9-12.

responsible for planning and administering the testing program.

In the area of general administration the assistant principal should take an active part in commencement exercises. He should establish and supervise procedure for handling absences. He should establish and supervise procedures for preventing drop-outs. The assistant principal should handle all discipline cases.

This committee also felt the assistant principal should supervise classroom instruction, direct in-service training programs for new teachers, and assist new teachers in adjusting themselves. He should supervise substitute and practice teachers.

In the area of the students, the assistant principal should direct pupil registration and share the responsibility for guidance, counseling, and placement program.

The faculty at Waller High School in Chicago helps select their assistant principals. They developed a scale for judging an assistant principal and listed qualities he should possess.[1] His duties are outlined in general areas. The staff thought the assistant principal should be selected from the present staff.

---

[1]Milton J. Cohler, "The Faculty Helps Select the Assistant Principal," American School Board Journal, CXVIII (February, 1949), 33-34.

G. L. Wahlquist[1] believes that vice-principals are out of date. He states that the old duties of a vice-principal were mainly in the area of discipline. Since the job has changed he believes that the title should also be changed to assistant principal.

A study by George A. W. Weiss[2] was made with assistant principals in the Middle Atlantic States area and was concerned with the nature of fifty-six duties they perform or shared in performance. A total of sixty-six questionnaires were returned and used in this study.

Three duties were performed personally by fifty per cent or more of the assistant principals. These duties fell into the general areas of parent conferences regarding pupil discipline (55.6 per cent); running the school in absence of the principal (83.3 per cent); representing the principal at community functions (60.6 per cent).

Nine of the most important of the duties whose performance was shared by more than fifty per cent of the assistant principals are listed below:[3]

1. Developing the school philosophy, 93.9 per cent
2. Developing school standards, 86.4 per cent

---

[1]G. L. Wahlquist, "Vice-principals: Are They Out of Date?" The Clearing House, XXVIII (October, 1953), 78-79.

[2]George A. W. Weiss, "The Duties of the Secondary School Vice-Principal," National Association of Secondary School Principals Bulletin, XXVII (December, 1953), 109-117.

[3]Ibid., p. 110.

3. Conducting teachers meetings, 80.3 per cent
4. Preparing administrative bulletins, 74.2 per cent
5. Organization of the curricula, 74.2 per cent
6. Setting and supervising instructional experiments 74.2 per cent
7. Counseling with pupils, 64.2 per cent
8. Parent conferences regarding pupil adjustment, 74.2 per cent
9. Inspection of building and grounds, 71.2 per cent

When percentages are combined for personal and shared duties the following ranks are discovered:[1]

1. Running the school in absence of the principal, 98.5 per cent
2. Developing school philosophy, 95.5 per cent
3. Preparing administrative bulletins, 95.45 per cent
4. Counseling with pupils, 93.42 per cent
5. Representing the principal at community functions, 92.39 per cent
6. Parent conferences regarding pupil adjustment, 90.9 per cent
7. Pupil discipline, 89.4 per cent
8. Developing school standards, 89.4 per cent
9. Conducting teachers' meetings, 86.4 per cent
10. Parent conferences regarding pupil discipline, 86.4 per cent

From these facts, it can be seen that the responsibilities of the assistant principal have definitely grown in

[1] Ibid., p. 111.

number during the last few years.

Weiss classified the duties of the assistant principal in six general areas:[1] (1) administration and school management; (2) pupil welfare and related conferences with pupil, parent, and teacher; (3) supervision and classroom visitation; (4) routine office and clerical work; (5) professional and community activities; and (6) miscellaneous.

The data obtained from the assistant principals show that 29.3 per cent of their time each week is devoted to duties within the area of administration and school management; 20.7 per cent to pupil welfare and related conferences; 14.3 per cent to routine office and clerical works; 12.9 per cent to other duties; 12.0 per cent to supervision and classroom visitation; and 10.8 per cent to professional and community activities.[2]

As a result of his study Weiss states that the increasing number of responsibilities for the principal has brought about the need for an assistant. He discovered the majority of duties of the assistant principal are usually shared by him with someone else. His time is devoted to duties related to the areas of administration and school management and pupil welfare.

The average work week for the assistant principal is

---

[1] Ibid., p. 113.

[2] Ibid., p. 115.

now 51.8 hours. The time spent in performance of his duties has grown considerably in the last ten to fifteen years.

Since the number of duties which the assistant principal may expect to be called upon to perform are great and varied in their nature, a man with a broad background is needed to fill the position. Weiss believes the training required should be as great as that of the principal. Only the experience should vary if any requirement varies at all.

Weiss makes the following recommendations:[1] (1) the principal of the secondary school should create the position of assistant principal to share his responsibilities; (2) the office is a good training ground for the assistant principal; (3) the assistant principal should possess a bachelor's degree and, if possible, the master's degree; (4) the assistant principal should be a person with teaching experience; (5) definite administrative training should be acquired by the assistant principal before entering the position; (6) the assistant principal should be allowed time for community activities.

Warren C. Seyfert[2] makes some very interesting statements concerning the assistant principal in the February, 1954, issue of The School Review. He thinks the assistant principal is too often a handyman with ill defined duties.

---

[1] Ibid., p. 117.

[2] Warren C. Seyfert, "Please Ask Mr. Smith To Come In," The School Review, LXII (February, 1954), 70-71.

Seyfert believes the range of duties of the assistant principal should be reduced and the level of responsibility should be increased. Since the number of assistant principals will probably increase, the position should become more clearly defined.

Yarbrough,[1] in 1953, studied the assistant principal in senior high schools of the United States in cities with a population of from one hundred thousand to one million. Two hundred and ninety-four completed and usable questionnaires were received. Only four assistant principals in Oklahoma were included in the study.

Yarbrough found that 53.1 per cent of the assistant principals did not have their duties explained in writing. Major responsibilities of these assistant principals were more closely related to the student than to other school and community contacts. The twenty-five most common tasks were associated with student supervision and activities. The six tasks which were considered most important were the following:[2]

1. Advising maladjusted students
2. Personal and educational guidance and counseling

[1]Joseph W. Yarbrough, "The Status of the Assistant Principal in Senior High Schools of the United States in Cities with a Population of from 100,000 to 1,000,000" (unpublished Ed.D. dissertation, Colorado State College of Education, 1935).

[2]Ibid., p. 126.

3. Setting up and administering the general school program

4. Performing administrative duties at the direction of the principal

5. Supervising the pupil accounting program

6. Supervising the student activity program

Among these assistant principals the results show very little responsibility was delegated. More tasks were shared than performed personally by the assistant principal. He had almost no responsibility for business contacts and school finance. The responsibilities which were related to guiding the activities of teacher, office, and custodial personnel showed the least frequently.

The assistant principals thought that routine clerical work should be delegated to someone who has less professional preparation and experience. They stated that there was a definite need to extend their duties into the areas of curriculum construction and supervision if the position was to serve as background experiences for future principals. The position should be recognized by other school personnel for what it is, both in salary and in professional prestige.

Pfeffer[1] conducted a study of the 229 assistant principals in the State of New Jersey. One hundred and ninety-seven, or eighty-six per cent, of the group participated in the study. The assistant principal on the high school,

[1]Edward I. Pfeffer, "A Study of the Vice-Principalship in New Jersey" (unpublished Ed.D. dissertation, Rutgers University, 1954).

junior high school, and elementary level was included in the study.

In New Jersey, three out of four assistant principals were devoting more than one-half of their day to duties other than teaching. The teaching assistant principals were found primarily in the elementary schools.

Both terms, vice-principal and assistant principal, were used as titles for the position. However, vice-principal was more often utilized.

Population size of a school district was not a determining factor in locating assistant principals nor in defining the responsibilities of the position.

Pfeffer stated the following concerning the responsibilities of the assistant principal:

> A supervising vice-principal in New Jersey was delegated significant duties in the fields of organization and administration, supervision, pupil personnel and public relations. He performed these duties frequently. In duties relating to pupil personnel, he was usually given major responsibility subject only to the veto power of his principal. In his other duties, he showed responsibility with his principal. The importance of pupil personnel duties to the supervising vice-principalship may imply that the New Jersey State Board of Education should establish specific college courses in this field as a requirement for the position.[1]

Pfeffer concluded from his study that the vice-principalship in New Jersey was a responsible position in the public school system. Therefore, boards of education should employ outstanding personnel for the position. Also, the

---

[1] Ibid., p. 162.

vice-principalship should be considered an excellent source for recruiting candidates for the principalship.

Brandes,[1] in 1956, made a plea for subordinate administrators in the secondary schools. He stated that an administrator should be employed for every four hundred pupils. Also, the budget should be increased to provide the additional administrators needed in the complex secondary schools of today.

## Summary

A review of the literature concerned with the assistant principal revealed that few research studies had been conducted. From 1925 to the present, writers had expressed opinions concerning the position. The literature was approximately equally divided between research studies and writings expressing the need for, or a description of, the position. A study was not found on the assistant principal in Oklahoma.

The earlier writings stated that the title most often used was vice-principal. The position usually was occupied by a woman. The principal prescribed the duties and responsibilities by oral agreement. Teaching, counseling, attendance, discipline, and clerical work were the major areas of duties and responsibilities. Writers expressed the opinion that the assistant principal should teach not more than one

[1]Louis G. Brandes, "The Position of the Subordinate Administrator in the Secondary School," National Association of Secondary School Principals Bulletin, XL (May, 1956), 46-52.

half of the day. Less than one-half of those occupying the position held the master's degree. Salaries were approximately $475 more than that paid to classroom teachers. The position was considered primarily as training for the principalship.

The writings of the last decade indicated that the position was changing. Assistant principal was becoming the accepted title. More men than women were occupying the position. The principal continued to prescribe the duties and responsibilities by oral agreement. Teaching was becoming less frequent and a non-teaching assistant principal was considered desirable. Eighty-five per cent held the master's degree. Salaries were $1,108 more than that paid to classroom teachers. The majority of the writers considered the assistant principalship as training for the principalship.

# CHAPTER III

## THE STATUS OF THE ASSISTANT PRINCIPAL IN THE HIGH SCHOOLS OF OKLAHOMA

As the high schools in Oklahoma increased in size and the scope of their curricula, an assistant principal was added to the staff to aid the principal in fulfilling his increasing responsibilities. Webster's unabridged dictionary states that assistant means "one who assists; helper; specifically, one associated as a subordinate to assist another in some task or duty . . ." and that vice means "one who takes the place of; specifically, denoting one who may assume the office or duties of a superior. . . ."[1] Accordingly, the assistant principal should be qualified to invest himself with the office and to perform the duties of the principalship. Therefore, the personal characteristics, professional preparation, professional experience, in general, the status of the assistant principal and principal could be comparable.

The data collected for this report, show the current

[1] Webster's New International Dictionary of the English Language, Second Edition, Unabridged (Massachusetts: G. and C. Merriam Company, 1951), pp. 167 and 2480.

status of the twenty-nine assistant principals in the high schools of Oklahoma as reported during the school year 1955-56. The data were collected by means of a questionnaire and a personal interview. The status of the twenty-nine assistant principals, representing a response of one hundred per cent, is indicated throughout the chapter by the major headings. The areas discussed in this chapter are the following: the school unit, personal characteristics, professional preparation, professional experience, selection procedures, economic status, and general information.

## The School Unit

### Administrative Plan

The data indicate that 62.07 per cent are employed in a three-year senior high school, grades 10 through 12. Only 34.48 per cent are employed in a six-year high school. One assistant principal is employed in a four-year high school. Table 2 shows the distribution of responses to this question.

The majority of the high schools employing the services of an assistant principal utilize the three-year administrative plan. No one administrative plan is used to the exclusion of other plans.

TABLE 2

DISTRIBUTION OF TWENTY-NINE HIGH SCHOOLS EMPLOYING ASSISTANT PRINCIPALS ACCORDING TO TYPE OF ADMINISTRATIVE PLAN FOR THE SCHOOL YEAR 1955-56

| Administrative Plan | Number of High Schools | Per Cent of Total |
|---|---|---|
| Three year (10-12) | 18 | 62.07 |
| Six year (7-12) | 10 | 34.48 |
| Four year (9-12) | 1 | 3.45 |
| Total | 29 | 100.00 |

## Enrollment

There exists a great degree of variance in the enrollment of these high schools. The range is from 435 to 3327. The median is 981. The mean is 1355. Table 3 shows the enrollments of twenty-nine high schools in Oklahoma employing the services of an assistant principal.

Rarely is the position found in high schools enrolling less than 500 pupils. A majority of 15 is found in high schools enrolling less than 1000 pupils. It would appear that the position is most often found in the larger high schools of the state, but size of the school is not the sole determining factor in employing the services of an assistant principal.

TABLE 3

ENROLLMENTS OF THE TWENTY-NINE HIGH SCHOOLS IN OKLAHOMA EMPLOYING THE SERVICES OF AN ASSISTANT PRINCIPAL FOR THE SCHOOL YEAR 1955-56

| Enrollment | Number of High Schools | Per Cent of Total |
|---|---|---|
| 2500 and over | 1 | 3.45 |
| 2000 through 2499 | 1 | 3.45 |
| 1500 through 1999 | 4 | 13.79 |
| 1000 through 1499 | 8 | 27.59 |
| 500 through 999 | 14 | 48.27 |
| Under 500 | 1 | 3.45 |
| Total | 29 | 100.00 |

Mean 1355 Median 981

Number of Certificated Personnel

Closely related to the enrollment of a high school is the number of certificated staff members employed. These include teachers and administrators. It does not include custodians, cafeteria workers, and secretarial help. Again a great degree of variance is found in the high schools of Oklahoma. The range of the number of certificated staff members is from 24 to 128, the mean being 48 and the median 43. Table 4 shows the size of the certificated staffs of the Oklahoma high schools employing the services of an assistant principal.

TABLE 4

CERTIFICATED STAFFS OF THE TWENTY-NINE HIGH SCHOOLS IN OKLAHOMA EMPLOYING THE SERVICES OF AN ASSISTANT PRINCIPAL FOR THE SCHOOL YEAR 1955-56

| Number of Certificated Staff Members | Number of High Schools | Per Cent of Total |
|---|---|---|
| 70 and over | 4 | 13.79 |
| 60 through 69 | 2 | 6.90 |
| 50 through 59 | 4 | 13.79 |
| 40 through 49 | 7 | 24.14 |
| 30 through 39 | 7 | 24.14 |
| Under 30 | 5 | 17.24 |
| Total | 29 | 100.00 |

Mean 48 Median 43

Number of Assistant Principals in the Building

The number of assistant principals in the building is reported to be one in every response. No Oklahoma high school participating in this study reports having more than one. Little confusion should exist as to the person next to the principal in terms of administrative authority.

Basis of Assigning Assistant Principals

Assistant principals are assigned to a high school in consideration of the number of pupils, the problems of the school, or one to a school unit. Table 5 shows the bases for assigning assistant principals in the State of Oklahoma.

TABLE 5

BASES OF ASSIGNMENT OF THE TWENTY-NINE ASSISTANT PRINCIPALS IN THE HIGH SCHOOLS OF OKLAHOMA

| Basis of Assignment | Number of High Schools | Per Cent of Total |
|---|---|---|
| One to a school unit | 24 | 82.76 |
| Number of pupils | 3 | 10.34 |
| Problems of the school | 2 | 6.90 |
| Total | 29 | 100.00 |

The three assistant principals assigned in relation to the number of pupils gave an explanation of this item in the interview. As the enrollment of the school increased the assistant principal was appointed to aid the principal in the discharge of his duties and responsibilities.

The two assigned in consideration of the problems of the school performed the majority of their duties and responsibilities in the area of guidance and counseling. The principal devoted the majority of his time to the administration of the school.

Assistant principals in the high schools of Oklahoma are usually assigned on the basis of one to a school unit. The number of pupils and problems of the schools are so closely related that separation of the two is difficult. It appears to the writer that assistant principals are assigned one to a school unit without particular concern about the

problem of the school and number of pupils.

## Personal Characteristics

### Sex

Twenty-eight of the assistant principals in the high schools of Oklahoma are of the male sex. The one female stated that her main duties and responsibilities were teaching. It would appear that opportunity for a woman to enter the ranks of administration through the assistant principalship is relatively small.

### Age

The ages of the assistant principals in the high schools of Oklahoma vary from the youngest at 28 to the oldest at 59. The median age is 46. The mean age is 43. Table 6 shows the present age groupings of the assistant principals in Oklahoma.

The largest age group is between 40 and 49 years. The median age on first becoming an assistant principal is 37.71 years. Twenty of the 29 are 40 years of age or over. Only three are 30 years of age or under. If the assistant principalship is intended to be training for the principalship, then many of the assistant principals will be of an advanced age when appointed as a principal. Training for the principalship should begin at an earlier age than is indicated by the ages in Oklahoma.

TABLE 6

DISTRIBUTION OF TWENTY-NINE HIGH SCHOOL ASSISTANT PRINCIPALS IN OKLAHOMA ACCORDING TO AGE FOR THE SCHOOL YEAR 1955-56

| Age Group | Number of Assistant Principals | Per Cent of Total |
|---|---|---|
| 50 through 59 | 7 | 24.14 |
| 40 through 49 | 13 | 44.83 |
| 30 through 39 | 6 | 20.69 |
| Under 30 | 3 | 10.34 |
| Total | 29 | 100.00 |

Mean 43 Median 46

## Marital Status

Twenty-seven of the 29 assistant principals are married. Two are single. Of the single assistant principals, one is male and the other female.

Seventeen of the 27 married assistant principals state that their spouses contributed to the family income.

The number of dependents varies from one to five, with three assistant principals claiming the maximum, and two the minimum. Twelve have two dependents and nine have three. Only three of the group claim four dependents. The median number of dependents is 2.56.

## Personal Attributes

In an interview the assistant principals were asked

to list the personal attributes they thought would best aid a person in being successful in the position. Table 7 shows the personal attributes mentioned by three or more of the group.

TABLE 7

DESIRABLE PERSONAL ATTRIBUTES SUGGESTED BY THREE OR MORE ASSISTANT PRINCIPALS

| Attribute | Frequency of Mention |
|---|---|
| Liking to work with people | 11 |
| Even temper | 11 |
| Ability to get along | 10 |
| A good listener | 9 |
| Be fair | 8 |
| Endurance | 4 |
| Consistent | 4 |
| Sense of humor | 3 |
| Patient | 3 |
| Firm | 3 |
| Objective | 3 |

The two attributes suggested by 11 assistant principals are liking to work with people and possessing an even temper. The ability to get along is listed by 10. Eight mention being a good listener. Four think being consistent and possessing endurance are important personal attributes. Three suggest a sense of humor, patient, firm, and objective as desirable personal attributes.

The personal attributes considered desirable by the assistant principals stress the relationships with other

persons.

## Professional Preparation

### Degrees Held

One of the general trends in the professionalization of school administration has been a decided tendency toward increased degree requirements. This emphasis has its effect upon the high school principalship, and the North Central Association of Colleges and Secondary Schools recommends the master's degree as a professional requirement for principals.[1]

Oklahoma school regulations have stated a requirement that:

> To serve as a principal of a secondary school as legally required. . . . A master's degree from an approved college or university and completion of a program approved by the State Board of Education for the preparation of secondary school principals, such program to consist of a minimum of sixteen semester hours of graduate work in school administration. . . .[2]

There is no special administrator's certificate for the position of assistant principal in Oklahoma. Those who teach at least 50 per cent of the time are not required to have an administrator's certificate.

The distribution of degrees held by high school assistant principals is shown in Table 8.

---

[1]Edmonson, Roemer, and Bacon, op. cit., pp. 84-85.

[2]Laws and Regulations for the Certification of Teachers and Administrators, State of Oklahoma, State Department of Education (Oklahoma City: The State Board of Education, October 1, 1953), p. 37.

TABLE 8

DISTRIBUTION OF TWENTY-NINE HIGH SCHOOL ASSISTANT PRINCIPALS IN OKLAHOMA ACCORDING TO THE HIGHEST DEGREE HELD FOR THE SCHOOL YEAR 1955-56

| Highest Degree Held | Number of Assistant Principals | Per Cent of Total |
|---|---|---|
| Master's | 27 | 93.10 |
| Baccalaureate | 2 | 6.90 |
| Total | 29 | 100.00 |

The master's degree is held by all but two of the assistant principals in the state of Oklahoma. The majority completed their undergraduate program in Oklahoma. Seven of the 29 completed their undergraduate programs in another state.

The master's degree was earned by 22 of the 27 holding the degree in the State of Oklahoma.

The institution granting the bachelor's degree to the greatest number was Southeastern State College at Durant, Oklahoma. The institution granting the master's degree to the greatest number was the University of Oklahoma.

## Major Fields of Preparation

The major field of preparation for the bachelor's degree indicates the assistant principals have a varied background. Table 9 shows the distribution of the major field of preparation for the bachelor's degree.

TABLE 9

DISTRIBUTION OF THE MAJOR FIELDS OF PREPARATION OF THE TWENTY-NINE ASSISTANT PRINCIPALS FOR THE BACHELOR'S DEGREE

| Major Field | Frequency | Per Cent of Total |
|---|---|---|
| History | 7 | 24.14 |
| Education | 4 | 13.79 |
| Chemistry | 3 | 10.34 |
| General Science | 3 | 10.34 |
| Biology | 2 | 6.90 |
| Physical Education | 2 | 6.90 |
| Mathematics | 2 | 6.90 |
| Music | 1 | 3.45 |
| English | 1 | 3.45 |
| Speech | 1 | 3.45 |
| Physics | 1 | 3.45 |
| Political Science | 1 | 3.45 |
| Industrial Arts | 1 | 3.45 |
| Total | 29 | 100.00 |

From Table 9 it appears that history is the most popular major on the bachelor's degree. The sciences and social sciences account for more than one-half of the fields of preparation for the bachelor's degree.

Only six major fields of preparation are represented for the master's degree. From the point of academic preparation it appears that the assistant principal is well prepared for his position.

Table 10 shows the distribution of the major fields of preparation on the master's degree.

TABLE 10

DISTRIBUTION OF THE MAJOR FIELDS OF PREPARATION OF THE TWENTY-SEVEN ASSISTANT PRINCIPALS FOR THE MASTER'S DEGREE

| Major Field | Frequency | Per Cent of Total |
|---|---|---|
| School Administration | 20 | 74.10 |
| History | 2 | 7.40 |
| Secondary Education | 2 | 7.40 |
| Educational Guidance | 1 | 3.70 |
| Mathematics | 1 | 3.70 |
| Vocational Education | 1 | 3.70 |
| Total | 27 | 100.00 |

Total Years of College Work

The total number of years of college work varies from four to 7.5, with one assistant principal having the minimum, and one the maximum. Table 11 shows the total years of college work of the assistant principals.

TABLE 11

TOTAL YEARS OF COLLEGE WORK OF THE TWENTY-NINE ASSISTANT PRINCIPALS

| Years of College Work | Frequency | Per Cent of Total |
|---|---|---|
| Seven and over | 4 | 13.79 |
| Six to seven | 12 | 41.38 |
| Five to six | 12 | 41.38 |
| Four | 1 | 3.45 |
| Total | 29 | 100.00 |

No assistant principal now holds a doctor's degree. Table 11 indicates that many have done considerable work beyond the master's degree.

### Most Valuable Professional Courses

Secondary school administration is mentioned by more assistant principals as being the most valuable professional course. Guidance and counseling courses rank second. The third largest group indicates psychology courses as being the most important. Ranking fourth and fifth are courses in measurements and secondary supervision. The assistant principals state that these courses have a more practical application to their position than do many other professional courses.

### Years Since Last Enrollment

Fifteen of the assistant principals indicate that they have been enrolled at a college or university within the past year. Three state that it has been one year since the last enrollment. Nine have been enrolled within the past five years. Only two state that it has been more than five years since their last enrollment. Table 12 shows the years since the last enrollment.

This table indicates the assistant principal is making an attempt to keep abreast of current administrative thoughts through college and university enrollment.

TABLE 12

YEARS ELAPSED SINCE THE LAST ENROLLMENT OF THE TWENTY-NINE ASSISTANT PRINCIPALS IN A COLLEGE OR UNIVERSITY

| Years Since the Last Enrollment | Frequency of Response | Per Cent of Total |
|---|---|---|
| Five and more | 2 | 6.90 |
| More than one, less than five | 9 | 31.03 |
| One year | 3 | 10.34 |
| Less than one year | 15 | 51.73 |
| Total | 29 | 100.00 |

College Hours Earned Since Last Degree

Since many have attended a college or university recently, the writer desired to know how many college hours were earned since the last degree was conferred. Table 13 shows the college hours earned since the last degree was conferred. It appears that the assistant principals continue their formal education past the degree requirements.

TABLE 13

COLLEGE HOURS EARNED SINCE THE LAST DEGREE BY THE TWENTY-NINE ASSISTANT PRINCIPALS

| Hours Earned | Frequency of Response | Per Cent of Total |
|---|---|---|
| 25 or more hours | 7 | 24.14 |
| 17 to 24 | 3 | 10.34 |
| 9 to 16 | 5 | 17.24 |
| 0 to 8 | 14 | 48.28 |
| Total | 29 | 100.00 |

### Degree Held When Appointed Assistant Principal

The bachelor's degree was held by 10 when first appointed to the position. Nineteen held the master's degree. The writer has not attempted to determine the certification requirements at the time each person was appointed to his position. Considering the changing certification requirements, it is reasonable to state that the assistant principals meet the minimum degree requirements.

### Type of Administrator's Certificate

Twenty-two of the group now have a valid administrator's certificate. Four have provisional certificates and 18 have standard administrator's certificates. Seven do not hold an administrator's certificate. Considering the teaching load carried by some assistant principals, and newness of the position, it appears that they meet the minimum certificate requirements.

## Professional Experience

### Teaching and Administrative Experience

The high school assistant principals have a varied background in public education. As a group they represent many years of teaching and administrative experience. Elementary teaching experience is mentioned by four assistant principals. Ten have teaching experience on the junior high school level. Twenty-nine have teaching experience on the

high school level. Two have college teaching experience during a summer session. Two have regular session college teaching experience.

Four assistant principals have elementary administrative experience. Seven have junior high school administrative experience. Twenty-four have high school administrative experience.

Table 14 shows the mean years of teaching and administrative experience.

TABLE 14

MEAN YEARS OF TEACHING AND ADMINISTRATIVE EXPERIENCE OF THE TWENTY-NINE ASSISTANT PRINCIPALS OF OKLAHOMA

| Level of Experience | Mean Years of Teaching | Mean Years of Administration |
|---|---|---|
| College | .45 | 0.0 |
| High school | 11.44 | 6.91 |
| Junior high school | 6.10 | 7.42 |
| Elementary (1-6) | 2.75 | 1.50 |

Years Employed at Present School

One assistant principal has been employed at his present school for 28 years. The range extends downward to two reporting this to be their first year at the present school. The median time employed at the present school is 8.21 years.

### Years Present Position Held

Tenure in the present position ranges from one reporting 20 years, to four reporting one year. The responses of twenty-nine assistant principals relative to their tenure are shown in Table 15. Approximately two-thirds of the group had been in the present position less than five years.

TABLE 15

DISTRIBUTION OF TWENTY-NINE HIGH SCHOOL ASSISTANT PRINCIPALS IN OKLAHOMA ACCORDING TO THE NUMBER OF YEARS IN THE PRESENT POSITION

| Years in Present Position | Number of Responses | Per Cent of Total |
|---|---|---|
| Over 15 years | 1 | 3.45 |
| 11 through 15 | 2 | 6.90 |
| 6 through 10 | 6 | 20.69 |
| 2 through 5 | 16 | 55.17 |
| First year | 4 | 13.79 |
| Total | 29 | 100.00 |

### Total Years Experience as an Assistant Principal

All 29 have been assistant principals only in the State of Oklahoma. None has experience in another state. Only two have experience in a school system other than the one in which they were now employed. The total years experience as an assistant principal, and the years the present position had been held are almost identical.

## Procedures Used in the Selection of Assistant Principals in Oklahoma

### Previous Position

A basic factor in the professional preparation of a high school assistant principal is the status of the person in past educational experience. Teaching experience of any type is helpful in preparing a person for an assistant principalship. Experience in the elementary school or college is valuable because the assistant principal needs to know the schools that articulate below and above the high school. Probably the most valuable experience is gained at the secondary level because through this experience he will better understand the boys and girls at this stage of their development and the high school teachers.

Table 16 shows the positions occupied by the 29 assistant principals in Oklahoma immediately before their present position. The largest group is that of high school teachers. Three were recruited from a prior position as a junior high school assistant principal, to make up the third group. Two had been high school principals. The remaining assistant principals were recruited from the following positions: one each from junior high school teaching, high school guidance director, and Veterans Administration employee. The years the previous position had been held ranged from one to 22. Fifteen reported having held the previous position from two through five years.

TABLE 16

DISTRIBUTION OF THE TWENTY-NINE HIGH SCHOOL ASSISTANT PRINCIPALS IN OKLAHOMA ACCORDING TO PREVIOUS POSITION HELD PRIOR TO THE PRESENT ASSISTANT PRINCIPALSHIP

| Previous Position | Number of Responses | Per Cent of Total |
|---|---|---|
| High school classroom teacher | 16 | 55.17 |
| Coach and classroom teacher | 5 | 17.24 |
| Assistant junior high principal | 3 | 10.34 |
| High school principal | 2 | 6.90 |
| Junior high classroom teacher | 1 | 3.45 |
| High school guidance director | 1 | 3.45 |
| Veterans Administration employee | 1 | 3.45 |
| Total | 29 | 100.00 |

A further classification of the group indicated as having been recruited from teaching positions shows eight taught social studies, five taught science, five taught mathematics, and one each taught speech, industrial arts, and English.

## Present Position

Twenty-six were employed in the same school system when they were appointed to the present position. Three were employed in a different school system.

Twenty of the 29 were invited to apply for their present position. The invitation was extended, in order of frequency, by the principal, superintendent, and the director of personnel.

Various routines are followed in obtaining the present position. The most common practice is to be interviewed by the principal. Twenty-one report following this procedure. Fifteen were interviewed by the superintendent. Three were interviewed by a committee from the superintendent's staff. One met with the board of education. One was interviewed by the director of personnel. A letter from the superintendent was used in one case. Sixteen state that their appointment was announced by the superintendent and approved by the board of education.

Table 17 shows the frequency of the use of the various methods in obtaining the position. More than 29 responses are listed as an assistant principal may have utilized several of the methods.

TABLE 17

DISTRIBUTION OF RESPONSES OF THE TWENTY-NINE ASSISTANT PRINCIPALS AS TO THE PROCEDURES USED IN OBTAINING THEIR PRESENT POSITION

| Practices | Frequency of Response |
|---|---|
| Principal interview | 21 |
| Announced by superintendent and approved by board | 16 |
| Superintendent interview | 15 |
| Superintendent's administrative staff interview | 3 |
| Board interview | 1 |
| Personnel director interview | 1 |
| Letter from superintendent | 1 |
| Competitive examination | 0 |

From Table 17 it appears that no definite plan or procedure exists in applying for an assistant principalship. In no instance was there a competitive examination to select the applicant. It would appear for the professionalization of the position that each school system should formulate a definite procedure to be followed in making the final selection of the candidates.

## Economic Status

### Salary

The salary scale has always been of concern to school administrators, and administrative positions pay greater salaries than teaching positions. Probably the salary is one factor which can never be stabilized since the standard of living, duties and responsibilities, and other comparative items vary so greatly.

Table 18 shows the salaries of 29 high school assistant principals in Oklahoma. The median salary for Oklahoma during 1955-56 is $4,957.83.

Twenty-seven indicate their annual salary for being an assistant principal is more than if they were a classroom teacher. Two receive no additional salary for their position but are relieved of a portion of their teaching duties. The additional salary received by the 27 ranges from $2300 to $100. The median additional salary for the 27 is $687.50.

TABLE 18

DISTRIBUTION OF TWENTY-NINE ASSISTANT PRINCIPALS IN OKLAHOMA ACCORDING TO SALARY FOR THE SCHOOL YEAR 1955-56

| Salary | Number of Responses | Per Cent of Total |
|---|---|---|
| Over $6000 | 3 | 10.34 |
| $5500 through $6000 | 7 | 24.14 |
| $5000 through $5499 | 4 | 13.79 |
| $4500 through $4999 | 6 | 20.69 |
| $4000 through $4499 | 8 | 27.59 |
| $3500 through $3999 | 1 | 3.45 |
| Total | 29 | 100.00 |
| Median $4957.83 | | |

Months Per Year on Duty

Eighteen are required to be on duty ten months of the year. The general plan is for this group to be on duty two weeks after the school term ends and two weeks before the beginning of the next term. They are allowed one month vacation and are on call the other month.

Seven are required to be on duty nine months per year. Their duty period corresponds with that of the classroom teachers. One of this group is subject to call during the summer months.

Only one is required to be on duty ten and one-half months per year. This person states he is usually on duty two weeks after the school term ends and one month before the

beginning of the next term.

Three are on duty eleven months per year being allowed one month of vacation.

## General Information

### Official Title

The official title of the person next in authority to the principal is most often assistant principal. Table 19 shows the various titles used by the person next in authority to the principal. Eighteen are called assistant principal. Nine are called vice-principal. Twoare referred to as dean of boys.

The writer has observed a tendency toward the increased use of the term assistant principal in Oklahoma. Vice-principal was used more often in the years past.

TABLE 19

OFFICIAL TITLE USED IN THE TWENTY-NINE HIGH SCHOOLS OF OKLAHOMA BY THE ASSISTANT PRINCIPAL

| Official Title | Number of Responses | Per Cent of Total |
|---|---|---|
| Assistant principal | 18 | 62.07 |
| Vice-principal | 9 | 31.03 |
| Dean of boys | 2 | 6.90 |
| Total | 29 | 100.00 |

### Portion of the Day Spent in Teaching

A controversy exists as to whether the assistant principal should teach a class to establish and maintain rapport with the teachers and students. One indicates that he teaches a class by choice and not by requirement.

The responses of 29 assistant principals indicating the portion of the day spent in teaching are shown in Table 20. The teaching assistant principal is usually found in the smaller high schools. The median enrollment of the high schools where the assistant principal teaches one-half of the day or more is 532, as compared with the 981 for the entire group.

TABLE 20

PORTION OF THE DAY SPENT IN CLASSROOM TEACHING BY THE TWENTY-NINE HIGH SCHOOL ASSISTANT PRINCIPALS IN OKLAHOMA FOR THE SCHOOL YEAR 1955-56

| Portion of the Day | Number of Responses | Per Cent of Total |
|---|---|---|
| Do not teach | 18 | 62.07 |
| 25 per cent | 6 | 20.68 |
| 50 per cent | 2 | 6.90 |
| 75 per cent | 1 | 3.45 |
| The entire day | 2 | 6.90 |
| Total | 29 | 100.00 |

### Subject Area Taught

Mathematics is the subject most often taught, with four indicating this response. Two teach physical education. One each teaches the following subjects: aviation, distributive education, English, psychology, and biology. No relationship appears to exist between the position of assistant principal and subject taught.

### Office of the Assistant Principal

Only one assistant principal indicates that he does not have an office. Twenty-six of the twenty-eight indicate their offices are private. The typical office contains desk, chairs for guests, typewriter, file cabinet, and telephone. Occasionally a fan, magazine holder, personal closet, bookcase, or a conference table will be found. The writer observed that in every case the office of the assistant principal is furnished less attractively than that of the principal. The inter-communication system found in 24 of the 29 schools is usually located in the proximity of the assistant principal's office.

### Clerical Help

Eighteen indicate that they have full-time, salaried clerical help. Four have a part-time person. Seven state they have none. A further investigation of the seven shows that they have access to salaried clerical help. The help in these cases is not designated as being solely under the

supervision of the assistant principal. In most instances this person is designated as secretary to the principal. Her services can be utilized by the assistant principal when needed.

All but three of the schools utilize the services of students in helping with the clerical work.

## Growth of the Position

Ten of the assistant principals state that their school had the position twenty years ago. Sixteen indicate the position did not exist and three said the information is not available. The position was in existence in 18 of the schools, a decade ago. Twenty-five indicate the position was in existence in their school five years ago. The position has increased two and one-half times in the last two decades.

## Present Position of Predecessor

Eight of the group state they have no predecessor. Either the position or the school was not in existence prior to this. Table 21 shows the positions of the predecessors to the present assistant principals. Three are high school principals and five are junior high school principals. Four are to be found in elementary principalships. Two are high school assistant principals. Two former assistant principals are now employed in teaching positions. One has become a county superintendent of schools. Three are retired. The present position of one is unknown and eight had no

predecessors. Fifteen of the predecessors are known to be employed in some phase of school administration. Assistant principals appear to remain in the work of school administration.

TABLE 21

DISTRIBUTION OF TWENTY-NINE HIGH SCHOOL ASSISTANT PRINCIPALS ACCORDING TO THE PRESENT POSITION OF THE PREDECESSOR

| Present Position | Frequency of Response | Per Cent of Total |
|---|---|---|
| High school principal | 3 | 10.34 |
| Junior high school principal | 5 | 17.24 |
| Elementary principal | 4 | 13.79 |
| Assistant high school principal | 2 | 6.90 |
| Teaching position | 2 | 6.90 |
| County superintendent | 1 | 3.45 |
| Retired | 3 | 10.34 |
| Unknown | 1 | 3.45 |
| No predecessor | 8 | 27.59 |
| Total | 29 | 100.00 |

Membership in Civic and Fraternal Organizations

The total frequency of memberships in civic and fraternal organizations is 32, or approximately one organization per assistant principal. Table 22 shows the frequency each organization is mentioned and the rank of the organization from highest to lowest. The Chamber of Commerce is listed by 11 assistant principals. Nine hold memberships in the Lions Club. Three belong to the Young Men Christian Association.

Two list the Masons, Kiwanis, and Civitan Club. One each belongs to the Rotary, Air Force Association, and Urban League.

TABLE 22

THE CIVIC AND FRATERNAL ORGANIZATIONAL MEMBERSHIP OF THE TWENTY-NINE OKLAHOMA HIGH SCHOOL ASSISTANT PRINCIPALS FOR THE SCHOOL YEAR 1955-56

| Organization | Frequency |
|---|---|
| Chamber of Commerce | 11 |
| Lions Club | 9 |
| Young Mens Christian Association | 3 |
| Masons | 2 |
| Kiwanis | 2 |
| Civitan | 2 |
| Rotary | 1 |
| Urban League | 1 |
| Air Force Association | 1 |

The assistant principals do not appear to be extremely active in civic and fraternal organizations. They should be encouraged to play a more active role in community affairs as do other professional personnel. Community service would aid in their being recognized as a professional group.

### Membership in Professional Organizations

More assistant principals are members of the Oklahoma Education Association than any other professional organization. Twenty-eight hold membership in this organization. Twenty-seven belong to the National Education Association. Eleven state that they are members of the secondary school

principals associations on the national, state, and local levels. Eight belong to the County School Masters organization. One each belongs to the National Science Teachers, Business Education-Association, and Oklahoma Vocational Association. Table 23 shows the frequency of membership in the professional organization.

TABLE 23

THE PROFESSIONAL ORGANIZATIONAL MEMBERSHIP OF THE TWENTY-NINE OKLAHOMA HIGH SCHOOL ASSISTANT PRINCIPALS FOR THE SCHOOL YEAR 1955-56

| Organization | Frequency |
|---|---|
| Oklahoma Education Association | 28 |
| National Education Association | 27 |
| Secondary School Principals (national, state, and local) | 11 |
| County School Masters | 8 |
| National Science Teachers | 1 |
| Business Education Association | 1 |
| Oklahoma Vocation Association | 1 |

If membership in professional organizations is a criterion then the assistant principals of Oklahoma are a professional group.

### Location of the Assistant Principal

The position is most often found in the larger cities of the state. Fifteen are found in the two largest cities, having populations of more than 150,000. The remaining 14 are located in cities with populations of less than 40,000.

Only three are found in cities of less than 10,000. The size of the city is only one of the factors determining the employment of an assistant principal. Table 24 shows the location of the assistant principals in Oklahoma according to the population of the cities.[1]

TABLE 24

DISTRIBUTION OF THE TWENTY-NINE HIGH SCHOOL ASSISTANT PRINCIPALS IN OKLAHOMA ACCORDING TO THE POPULATION OF THE CITIES IN WHICH LOCATED

| Population | Number of Responses | Per Cent of Total |
|---|---|---|
| Above 200,000 | 10 | 34.48 |
| 150,000 to 200,000 | 5 | 17.24 |
| 100,000 to 149,999 | 0 | .00 |
| 50,000 to 99,999 | 0 | .00 |
| 40,000 to 49,999 | 0 | .00 |
| 30,000 to 39,999 | 2 | 6.90 |
| 20,000 to 29,999 | 2 | 6.90 |
| 10,000 to 19,999 | 7 | 24.14 |
| Below 10,000 | 3 | 10.39 |
| Total | 29 | 100.00 |

Type of Professional Meetings Attended

Twenty indicate they attend the meetings related to the administration of the secondary schools. Three attend the meetings in a specific subject matter area. Six state

[1]United States Department of Commerce, Bulletin P-A 36, 1951, United States Census of Population (Oklahoma), 10-16.

they attempt to attend both types of meetings, or alternate from year to year.

### Desirable Aspects of the Position

The assistant principals were asked to enumerate the most desirable aspects of their position. Twenty-two indicate that working with the pupils and remaining in contact with classroom situations is a desirable aspect of the assistant principalship. Eleven enjoy the variety of the position. Three state the position offers a challenge and the same number enjoy the additional financial reward. Two receive satisfaction from being part of a team. Observing changes in pupils and teachers, being able to assist boys and girls with their problems, each is mentioned by one assistant principal. Helping to organize and administer a school, and preparing for a principalship, each is listed by one person.

The assistant principals consider the most desirable aspects of their position to be those items relating to the pupils and their growth.

### Undesirable Aspects of the Position

Fifteen consider the unpleasantness associated with attendance and discipline the most undesirable aspect of the position. Included in this item are uncooperative parents and not working with a representative sample of the pupils. Four complain of the low salary as compared with the responsibilities. Seven think more official recognition should

be given the assistant principal by the staff. He should be more than an errand boy. A more professional status with the staff is desired by the assistant principal.

Eleven believe they should be assigned more responsibilities in the areas of administration and supervision. They do not desire to be confined to attendance and discipline alone.

Three assistant principals find difficulties in dividing their time between teaching and administrative duties. Four state that a small portion of the teachers seem to have more than their share of difficulty with discipline. Too many night activities, little time for planning, teachers being late with reports, each is mentioned twice. Occurring once is lack of time for community activities, lack of professional status, teachers not being suited for teaching, and teachers making little attempt to handle any classroom discipline.

The undesirable aspects of the position most often are related to the problems of attendance and discipline. Lack of cooperation of the teachers is mentioned frequently.

### Is the Assistant Principalship Training for the Principalship?

Twenty-one think the assistant principalship should be training for the principalship. One believes the principal and assistant principal should complement each other. They should constitute an administrative team. Another

states that the two should exchange duties and responsibilities occasionally. He thinks of his position as being a co-principal. The general consensus is that the assistant principalship should be training for the principalship. One assistant principal states that he would "go crazy" if an assistant principal for many years. Rezabek[1] concluded that more attention should be given to the training of assistant high school administrators as potential candidates for the principalship.

Eight state the assistant principalship is a job in itself. One of the eight says this would be true only in a large school system.

### The Assistant Principalship as a Career

Eight say they plan to remain in the position as a career. Two of this group feel they are too old to change positions. One considers the possibility of entering college teaching.

Twenty-two do not plan to continue in the assistant principalship as a career.

One is undecided as to his future plans.

### Organizational and Administrative Responsibilities

Seven indicate that the assistant principalship does

[1]Bernard V. Rezabek, "Preferred Practices in the Selection and Retention of Senior High School Principals in Oklahoma" (unpublished Ed.D. dissertation, University of Oklahoma, 1953).

not give them sufficient organizational and administrative responsibilities. Six state they spend very little time in the organization and administration of the school. Attendance and discipline require the major portion of their time. One states that a few administrative duties are added to the teaching ? ad.

The remaining twenty-two are of the opinion that the assistant principalship offers a challenge to their administrative and organizational abilities. Six think the assistant principal could assume more responsibility in the area of administration and supervision. Four say the assistant principal deals with all aspects of the school. Two say a good assistant principal must do everything the principal does. Several make the comment that the principal is the public relations agent and the assistant principal runs the school.

## Improving the Status of the Assistant Principal

Eleven assistant principals suggest a salary more commensurate with the responsibilities assumed to improve the status of their position. Ten suggest a clearer definition of the duties and responsibilities. These need not be outlined in detail but a better framework is needed in addition to the general statement of being responsible for attendance and discipline. The definition of the duties and responsibilities would be re-examined when the school situation changed.

Eleven believe the assistant principal should be assigned more responsibility in the areas of administration and supervision. He should not be confined to attendance and discipline alone.

Seven think more official recognition should be given the assistant principal by the staff. He should be more than an errand boy. A more professional status with the staff is desired by the assistant principals.

Four suggest a state organization of assistant principals as a part of the state secondary school principals organization. This would not be a separate organization, but would concern itself with problems confronting assistant principals.

Three state additional time for planning would aid their position. It is becoming an accepted practice to provide planning time for teachers and administrative staff members are in need of such time. Three also believe the assistant principal should devote less time to teaching and routine clerical work.

A need for a merit system of promotion is raised by two members of the group. They feel some manner of open applications for a given position should be developed. A complaint is voiced that the usual process was to announce the resignation of individuals and at the same time the appointment of the new personnel. It is felt that when a resignation is received it should be made public. Applications should

then be accepted for the position.

An annual state workshop to discuss various phases of problems of attendance and discipline is suggested by one assistant principal.

A private office to facilitate conferences with pupils and parents is recommended by one assistant principal. He stresses the usual office courtesies are not observed by staff members concerning the office of the assistant principal.

Experience with state department and regional accreditation reports should be included in the academic training of assistant principals. One suggestion is made in reference to this item.

The majority of statements concerning the improvement of the status are concerned with salary, clearer definition of duties and responsibilities, additional responsibilities in the area of administration and supervision, and professional status with staff members.

## Summary

An examination of the results indicates basic information concerning the status of the high school assistant principals in Oklahoma.

The majority, or 62.07 per cent, utilize the three-year high school plan. The median enrollment is 981. The median of the certificated staff members employed is 43. All

high schools employ only one assistant principal. They are generally assigned on the basis of one to a high school unit.

The assistant principal is most frequently male, married, and approximately 46 years of age. He has 2.56 persons dependent on him. The spouse usually contributes to the family income. The assistant principal believes the most desirable personal attributes are these: liking to work with people, having an even temper, getting along with people, and being a good listener.

Twenty-seven hold the master's degree and 74.10 per cent of this group have school administration as a major field. The sciences and social sciences are the most popular fields of preparation for the bachelor's degree. The assistant principal generally holds the master's degree when appointed to the position. He generally possesses a valid standard administrators certificate.

His professional experience most often includes high school teaching, the mean years being 11.44. Junior high school teaching ranks second with 6.10 being the mean years reported. The mean years administrative experience reported is 7.42 on the junior high school level and 6.91 on the high school level.

Only two have experience as an assistant principal in a school system other than the one in which they are now employed. None has experience in his position in another state. The majority, or 68.96 per cent, have held the

present position less than five years.

The position held most often by high school assistant principals in Oklahoma prior to their present position is that of high school classroom teacher, which is 55.17 per cent of the total responses. Twenty-six were employed in the same school system when appointed to their present position. They were invited to apply by the principal or superintendent. Twenty-one were interviewed by the principal and their appointment is usually announced by the superintendent and approved by the board of education.

The median salary for the group is $4957.83. All but two receive additional salary for their position, the median increase being $678.50. The majority, or 62.07 per cent, are on duty ten months per year. They receive one month of vacation and are subject to call for one month.

The official title most often used is assistant principal. Vice-principal is the second ranking title but occurs only one-half as often as assistant principal.

The assistant principal usually does not teach. Only five report teaching one-half day or more. The subject most often taught is mathematics.

He usually has a private office with an inter-communication system. He has salaried clerical help supplemented with student help.

Fifteen, or 71.44 per cent, of the predecessors are employed in some phase of school administration.

The assistant principal most often belongs to the Chamber of Commerce or Lions Club. The professional organizations in which he most often holds membership are these: Oklahoma Education Association, National Education Association, Secondary School Principals on the national, state, and local level, and the County School Masters.

Rarely is the position found in cities of Oklahoma with a population below ten thousand. The majority, or 51.72 per cent, are found in the two largest cities of the state. Eleven, or 37.93 per cent, are located in cities from ten thousand through forty thousand.

Working with the pupils and remaining in contact with the classroom situation is considered the most desirable aspect of the position. The unpleasantness associated with attendance and discipline is considered the least desirable aspect of the position.

Twenty-one, or 72.41 per cent, think the assistant principalship should be training for the principalship. Twenty-two, or 75.86 per cent, do not plan to continue in the assistant principalship as a career.

Assigning the assistant principal more responsibilities in the areas of administration and supervision, and making the salary more commensurate with the responsibilities assumed, are the two most suggested items for the improvement of the position. The third ranking suggestion is more professional recognition of the position by the staff.

# CHAPTER IV

## DUTIES AND RESPONSIBILITIES OF OKLAHOMA HIGH SCHOOL ASSISTANT PRINCIPALS

The great responsibility placed upon the high school assistant principal necessitates that he should be a well-trained, qualified professional leader. A review of the related literature indicates that little is known about the position. Less information is available concerning the assistant principal in the high schools of Oklahoma.

The data that are presented in this chapter show the current duties and responsibilities of twenty-nine assistant principals in the high schools of Oklahoma during the school year 1955-56. The data were collected by means of a questionnaire and a personal interview.

The ninety-one duties and responsibilities have been grouped into seven major headings, to be reported upon in the order in which they appear in the questionnaire. The duties and responsibilities of twenty-nine assistant principals, representing a response of one hundred per cent, are indicated throughout the chapter by the major headings.

By placing a check mark in the appropriate space, the

assistant principal indicated whether he was personally responsible, shared, delegated, or assumed no responsibility for each item.

Who Prescribes the Duties and Responsibilities?

All twenty-nine indicate that their duties and responsibilities are prescribed by the principal. None has his duties and responsibilities prescribed by the superintendent or board of education. The duties and responsibilities are by oral agreement between the principal and assistant principal.

It would appear that from a professional viewpoint there is much to be desired in the manner in which the duties and responsibilities of the assistant principal are presented. A general framework of the duties and responsibilities should be in written form and agreed upon by the principal and assistant principal. The duties and responsibilities would be flexible to allow the assistant principal to complement the principal.

General Administration

Acting as principal when the principal is not on duty is the responsibility personally assumed by more assistant principals than any other phase of general school administration. Administering regulations concerning hall traffic and lockers ranks second in terms of frequency of responsibilities personally assumed.

The assistant principal shares with other persons the majority of duties and responsibilities in the area of general administration. Supervising the principal's office, planning the school calendar, constructing the master schedule, assigning pupils to classes, planning the details of the opening and closing of each semester, issuing bulletins concerning school routine, planning faculty meetings, helping to develop the school philosophy, all are responsibilities shared most frequently. Placed in the same category are the following responsibilities related to teachers: orienting new teachers, directing in-service education of teachers, recommending professional literature to teachers, supervising teachers and building reports, and arranging for and assisting substitute teachers.

Rarely are the duties and responsibilities in the area of general administration delegated by the assistant principal. Those never delegated are the following: acting as principal when the principal is not on duty, planning faculty meetings, participating in the selection of teachers, directing the orientation of new teachers, directing the in-service education of teachers, and rating the teachers. Other administrative duties and responsibilities are delegated by one to four assistant principals.

The majority assume no responsibility for making the school budget, selecting teachers, rating teachers, and making schedules for student teachers. Eleven delegate and

eleven assume no responsibility for supervising the use of the inter-communication system. Twelve delegate and twelve assume no responsibility for making the daily announcements.

Table 25 indicates that the majority of duties and responsibilities in the area of general administration are shared by the assistant principal with other persons. The only responsibility personally assumed by a majority was acting as principal when the principal was not on duty. Rarely are the duties and responsibilities in administration delegated to other persons. The assistant principal assumes no responsibility in approximately twenty per cent of duties related to general administration.

He assumes a major role in the general administration of the high schools of Oklahoma. A majority are personally responsible for, or share the responsibility, for all duties and responsibilities in general administration with the exceptions of making the school budget, selecting teachers, rating teachers, and making the schedule for practice teachers. The writer believes that the assistant principal could be personally responsible for more of the duties and responsibilities in the area of general administration. The value of an assistant principal could be realized more fully as an administrative assistant if this were done.

## Guidance and Counseling

A relatively minor role is assumed by the assistant

TABLE 25

DISTRIBUTION OF THE RESPONSES OF TWENTY-NINE ASSISTANT PRINCIPALS CONCERNING GENERAL ADMINISTRATION DUTIES AND RESPONSIBILITIES

| P | S | D | N | |
|---|---|---|---|---|
| 26 | 3 | 0 | 0 | Act as principal when he is not on duty |
| 5 | 16 | 1 | 7 | Assume general supervision of the principal's office |
| 0 | 15 | 2 | 12 | Plan the school calendar |
| 1 | 17 | 2 | 9 | Construct the master schedule |
| 2 | 17 | 1 | 9 | Assign pupils to classes |
| 1 | 20 | 1 | 7 | Plan the details of opening and closing each semester |
| 0 | 20 | 0 | 9 | Plan faculty meetings |
| 0 | 2 | 1 | 26 | Make the school budget |
| 0 | 24 | 1 | 4 | Develop the school philosophy |
| 0 | 9 | 0 | 20 | Participate in the selection of teachers |
| 1 | 25 | 0 | 3 | Direct the orientation of new teachers |
| 0 | 17 | 0 | 12 | Direct the in-service education of teachers |
| 0 | 12 | 0 | 17 | Rate the teachers |
| 0 | 14 | 2 | 13 | Recommend professional literature to teachers |
| 4 | 13 | 1 | 11 | Supervise teachers' and building reports |
| 1 | 17 | 2 | 9 | Arrange for and assist substitute teachers |
| 0 | 7 | 3 | 19 | Make schedule for student or practice teachers |
| 11 | 12 | 4 | 2 | Administer regulations concerning hall traffic and lockers |
| 3 | 14 | 1 | 11 | Issue bulletins concerning school routines |
| 5 | 11 | 2 | 11 | Supervise the use of the inter-communication system |
| 4 | 12 | 1 | 12 | Make the daily announcements |

P - Personally responsible  S - Shared  D - Delegated

N - No responsibility

principal in the guidance and counseling programs in the high schools of Oklahoma. None of the duties and responsibilities is personally assumed by a majority. Those responsibilities most frequently personally assumed are these: administering the testing program, assigning pupils to homerooms, discovering and attempting to correct causes of undesirable pupil behavior, analyzing data concerning behavior problems, and making an annual summary of drop-outs and reasons for leaving. These responsibilities are personally assumed by only four to five of the twenty-nine assistant principals.

Two-thirds of the duties and responsibilities concerned with guidance and counseling are shared with other persons by a majority of the assistant principals. Organizing and administering the guidance program, analyzing data concerning pupil achievements, aiding teachers in developing homeroom activities, advising students concerning their class programs, adjusting programs to suit the needs of the pupil, doing individual counseling, discovering and attempting to correct causes of undesirable pupil behavior, analyzing data concerning behavior problems, reporting failures to parents, studying causes for failures and helping students to overcome their difficulties, attempting to develop preventive procedures for drop-outs, advising with students and parents concerning additional academic training, writing recommendations concerning students, and studying success of graduates in the next educational unit, all are responsibilities shared by a

majority of the assistant principals.

Rarely are the responsibilities concerning the guidance and counseling program delegated by the assistant principal. Only three responsibilities are delegated by as many as four assistant principals. Administering the cumulative record system, reporting failures to parents, and doing follow-up work in vocational placement are the responsibilities most often delegated.

The assistant principals normally do not assume any responsibility for administering the cumulative record system, administering the testing program, assigning pupils to home-rooms, visiting contributory schools to give parents and pupils pre-entrance counseling, making an annual summary of drop-outs and reasons for leaving, administering the employment or placement program, and doing follow-up work in vocational placement.

Table 26 indicates that the assistant principal usually shares with other persons the responsibility for the guidance and counseling program. Two-thirds of the responsibilities in guidance and counseling are reported by a majority as being in this category. In no instance are any of the responsibilities personally assumed by a majority of the assistant principals. Quite often he assumes no responsibility for the guidance and counseling program. One-third of the duties and responsibilities is reported by a majority as belonging in this category.

TABLE 26

DISTRIBUTION OF THE RESPONSES OF TWENTY-NINE ASSISTANT PRINCIPALS CONCERNING GUIDANCE AND COUNSELING DUTIES AND RESPONSIBILITIES

| P | S | D | N | |
|---|---|---|---|---|
| 2 | 21 | 0 | 6 | Organize and administer the general guidance program |
| 0 | 11 | 5 | 13 | Administer the cumulative pupil record system |
| 4 | 8 | 3 | 14 | Administer the testing program |
| 0 | 15 | 3 | 11 | Analyze data concerning pupil achievements |
| 5 | 10 | 1 | 13 | Assign pupils to homerooms or divisions |
| 0 | 14 | 3 | 12 | Aid teachers in developing homeroom activities |
| 0 | 11 | 1 | 17 | Visit contributory schools to give parents and pupils pre-entrance counseling |
| 1 | 26 | 0 | 2 | Advise students concerning their class programs |
| 2 | 22 | 1 | 4 | Adjust programs to suit the needs of pupils |
| 3 | 24 | 0 | 2 | Do individual counseling of the pupil |
| 5 | 23 | 0 | 1 | Discover and attempt to correct causes of undesirable pupil behavior |
| 5 | 22 | 0 | 2 | Analyze data concerning behavior problems |
| 1 | 15 | 4 | 9 | Report failures to parents |
| 1 | 24 | 1 | 3 | Study causes for failures and help students to overcome their difficulties |
| 4 | 10 | 3 | 12 | Make an annual summary of drop-outs and reasons for leaving |
| 0 | 21 | 1 | 7 | Attempt to develop preventative procedures for drop-outs |
| 3 | 9 | 2 | 15 | Administer the employment or placement program |
| 0 | 4 | 5 | 20 | Do follow up work in vocational placement |
| 1 | 24 | 1 | 3 | Advise with students and parents concerning additional academic training |
| 0 | 23 | 0 | 1 | Write recommendations concerning students |
| 0 | 15 | 2 | 12 | Study success of graduates in the next educational unit |

P - Personally responsible S - Shared D - Delegated

N - No responsibility

The assistant principal does not assume a major role in the guidance and counseling programs in the high schools of Oklahoma. Guidance and counseling services are usually delegated to other staff members. Since other staff members are assigned the responsibilities for the guidance and counseling program the assistant principal's role is a relatively minor one. The importance of the guidance and counseling work done by the assistant principal in his daily contact with pupils and their parents should not be minimized. He can assume a very important role in the guidance and counseling program even though he does not assume a major role.

## Attendance and Discipline

The major portion of the duties and responsibilities of the assistant principal is performed in the area of attendance and discipline. More are personally responsible for activities in this area than any other phase of their position. More report that they are personally responsible for assuming responsibility for the attendance of the school, readmitting students after absences, issuing tardy admits to pupils, issuing permits for pupils to leave the building during school hours, issuing visitors permits, and assigning lockers than share, delegate, or assume no responsibility in these areas.

The assistant principal shares the responsibility for the discipline of the school, contacting homes of absentees,

issuing hall passes, interviewing parents in attendance and discipline cases, planning and administering pupil registration, effecting pupil transfers to another school, assuming responsibility for fire drills and other safety measures, and supervising conduct in the cafeteria, halls, and grounds, more often than is assumed personally, delegated, or no responsibility is assumed.

With the exceptions of supervising the detention hall and attending court when students are involved, the majority report they are either personally responsible for, or share the responsibility for all areas of attendance and discipline.

No responsibility is delegated by a majority of the assistant principals. Those responsibilities delegated by at least four are concerned with contacting the home of absentees, readmitting students after absences, issuing tardy admits, issuing hall passes, assigning lockers, supervising the detention hall, and supervising conduct in the cafeteria, halls, and grounds.

Only one responsibility, supervision of the detention hall, is reported by a majority as belonging in the category of no responsibility assumed. Attending court when students are involved is the next responsibility in this category in terms of frequency of occurrence.

Table 27 indicates that the majority of the assistant principals personally assume the responsibility, or share the responsibility, in the areas of attendance and discipline.

Seldom are responsibilities in this area delegated or no responsibility assumed. More assume the responsibility for the attendance of the school than any other single responsibility. Since a high degree of relationship exists between attendance and discipline, the major duties and responsibilities of the assistant principal are apparent.

TABLE 27

DISTRIBUTION OF THE RESPONSES OF TWENTY-NINE ASSISTANT PRINCIPALS CONCERNING ATTENDANCE AND DISCIPLINE DUTIES AND RESPONSIBILITIES

| P | S | D | N | |
|---|---|---|---|---|
| 11 | 17 | 0 | 1 | Assume responsibility for the discipline of the school |
| 14 | 12 | 1 | 2 | Assume responsibility for the attendance of the school |
| 9 | 10 | 7 | 3 | Contact home of absentees |
| 13 | 11 | 4 | 1 | Readmit students after absences |
| 9 | 8 | 8 | 4 | Issue tardy admits to pupils |
| 12 | 12 | 3 | 2 | Issue permits for pupils to leave the building during the school hour |
| 4 | 15 | 4 | 6 | Issue hall passes |
| 12 | 11 | 0 | 6 | Issue visitors permits |
| 9 | 8 | 5 | 7 | Assign lockers |
| 11 | 16 | 0 | 2 | Interview parents in attendance and discipline cases |
| 1 | 4 | 4 | 20 | Supervise the detention rooms |
| 3 | 18 | 2 | 6 | Plan and administer pupil registration |
| 5 | 15 | 2 | 7 | Effect pupil transfers to other school |
| 7 | 12 | 3 | 7 | Assume responsibility for fire drills and other safety measures |
| 3 | 11 | 2 | 13 | Attend court when students are involved |
| 7 | 15 | 4 | 3 | Supervise conduct in the cafeteria, halls, and grounds |

P - Personally responsible S - Shared D - Delegated
N - No responsibility

The assistant principal usually has been a successful teacher. It appears quite logical that the principal would delegate the important task of discipline and attendance to such a person.

## Instruction and Supervision

The assistant principal in the high schools of Oklahoma does not assume a major role in the program of instruction and supervision. Seldom does he personally assume the responsibility for the program concerned with instruction and supervision. Determining the form of report cards and other records is the only responsibility that at least two assume personally. The personal responsibility for studying pupil achievement, progress, and needs as a basis for supervision occurs only once. The frequency is also once in the terms of supervising the athletic program, planning the schedule for semester examinations, directing the audio-visual program, and holding departmental conferences.

A majority report that the responsibility is shared with other persons in planning the evaluation of the school program, securing teacher acceptance of needed changes, planning the imporvement of the school program, aiding teachers in developing methods for studying their habits, studying pupil achievement, progress, and needs as a basis for supervision, studying needs for curriculum change, and assisting special supervisors.

Rarely does the assistant principal delegate the responsibility for instruction and supervision to other persons. No specific responsibility is delegated by a majority. Only two responsibilities are delegated by as many as four assistant principals. Those two responsibilities are constructing courses of study and directing the audio-visual program.

Table 28 indicates that it is quite common for the assistant principal to assume no responsibility for many phases of the instructional and supervisory program. A majority report that they assume no responsibility for constructing courses of study, selecting instructional materials, supervising the athletic program, planning the schedule for semester examinations, supervising the study halls, directing the audio-visual program, and holding departmental conferences. Fourteen assume no responsibility for visiting classes of teachers and holding conferences, and determining the form of report cards and other records.

The assistant principal assumes a minor role in the program of instruction and supervision. In seven of the duties and responsibilities a majority assume no responsibility. In seven of the duties and responsibilities a majority share the responsibility with other persons. The responsibility for visiting classes of teachers and holding conference is shared in fourteen cases. More assume no responsibility for determining the form of report cards and records

than do personally assume, share, or delegate this responsibility.

TABLE 28

DISTRIBUTION OF THE RESPONSES OF TWENTY-NINE ASSISTANT PRINCIPALS CONCERNING INSTRUCTION AND SUPERVISION DUTIES AND RESPONSIBILITIES

| P | S | D | N | |
|---|---|---|---|---|
| 0 | 20 | 0 | 9 | Plan the evaluation of the school program |
| 0 | 19 | 0 | 10 | Secure teacher acceptance of needed changes |
| 0 | 23 | 1 | 5 | Plan the improvement of the school program |
| 0 | 15 | 0 | 14 | Aid teachers in developing methods for studying their habits |
| 1 | 17 | 2 | 9 | Study pupil achievement, progress, and needs as a basis for supervision |
| 0 | 14 | 1 | 14 | Visit classes of teachers and hold conferences |
| 0 | 20 | 1 | 8 | Study needs for curriculum change |
| 0 | 6 | 4 | 19 | Construct courses of study |
| 0 | 9 | 1 | 19 | Select instructional materials |
| 1 | 10 | 1 | 17 | Supervise the athletic program |
| 1 | 9 | 1 | 18 | Plan the schedule for semester examinations |
| 0 | 3 | 2 | 24 | Supervise the study halls |
| 1 | 0 | 4 | 24 | Direct the audio-visual program |
| 1 | 8 | 1 | 19 | Hold departmental conferences |
| 2 | 12 | 1 | 14 | Determine the form of report cards and other records |
| 0 | 15 | 1 | 13 | Assist special supervisors |

P - Personally responsible S - Shared D - Delegated
N - No responsibility

The major responsibility for the program of instruction and supervision is usually assumed by a director of instruction or by the heads of the various departments. For this reason the assistant principal assumes a minor role in this

area.

School Plant and Non-Certificated Employees

Rarely does the assistant principal personally assume the responsibility for the school plant and non-certificated employees. Three state that they were personally responsible for supervising the inventory of supplies and equipment. One personally assumes the responsibility for supervising the school transportation services. No other duties and responsibilities are personally assumed by the assistant principal.

Supervising clerical personnel and supervising the care of the building and grounds are the only two responsibilities that a majority share with other persons.

No responsibility is delegated by a majority of the assistant principals. Supervising school transportation services is the only responsibility delegated by as many as two assistant principals.

Table 29 indicates a majority assume no responsibility for six of the eight responsibilities concerned with the school plant and non-certificated employees. The six responsibilities are the following: supervising cafeteria operation and personnel, supervising custodial personnel, determining public use of building and grounds, selecting custodial supplies and equipment, supervising inventory of supplies and equipment, and supervising school transportation services.

TABLE 29

DISTRIBUTION OF THE RESPONSES OF TWENTY-NINE ASSISTANT PRINCIPALS CONCERNING SCHOOL PLANT AND NON-CERTIFICATED EMPLOYEES

| P | S | D | N | |
|---|---|---|---|---|
| 0 | 7 | 0 | 22 | Supervise cafeteria operation and personnel |
| 0 | 19 | 1 | 9 | Supervise clerical personnel |
| 0 | 13 | 0 | 16 | Supervise custodial personnel |
| 0 | 17 | 1 | 11 | Supervise the care of building and grounds |
| 0 | 8 | 0 | 21 | Determine public use of building and grounds |
| 0 | 1 | 1 | 27 | Select custodial supplies and equipment |
| 3 | 4 | 1 | 21 | Supervise inventory of supplies and equipment |
| 1 | 3 | 2 | 23 | Supervise school transportation services |

P - Personally responsible S - Shared D - Delegated
N - No responsibility

Duties and responsibilities concerned with the school plant and non-certificated employees are usually assumed by the principal of the school. Seldom does he delegate these responsibilities to an assistant principal. The role of the assistant principal is a minor one in connection with the school plant and non-certificated employees.

## Extra-Class Activities

The assistant principal in the high schools of Oklahoma normally shares the responsibility for determining policies and supervising extra-class activities with other persons. In the majority of cases the responsibility for the assignment of duties to teachers for extra-class activities

is shared with other persons; however, this responsibility is personally assumed more frequently than any extra-class activity. The assistant principal usually shares the responsibility for the administration of inter-scholastic activities with other persons. In an almost equal number of cases he assumes no responsibility for the administration of inter-scholastic activities or he delegates this responsibility. The responsibility for sponsoring the student council is normally not assumed by the assistant principal. Sponsoring the student council ranks second in terms of frequency of responsibilities personally assumed.

Table 30 indicates that the assistant principal usually shares with other persons the responsibility for the extra-class activities, the exception being the sponsorship of the student council in which case he usually assumes no responsibility. Rarely are the responsibilities for extra-class activities personally assumed or delegated to other persons.

The scope of the extra-class activities in the large secondary schools of Oklahoma is of such magnitude that the assistant principal must share these responsibilities with other persons. He plays an active role in extra-class activities. The task is too great for the assistant principal to assume personally and is too important for him to ignore; therefore, the responsibilities for extra-class activities are usually shared.

TABLE 30

DISTRIBUTION OF THE RESPONSES OF TWENTY-NINE ASSISTANT PRINCIPALS CONCERNING EXTRA-CLASS ACTIVITIES

| P | S | D | N | |
|---|---|---|---|---|
| 0 | 22 | 0 | 7 | Determine policies concerning extra-class activities |
| 1 | 19 | 1 | 8 | Supervise extra-class activities |
| 6 | 15 | 1 | 7 | Assign duties to teachers for extra-class activities |
| 0 | 15 | 3 | 11 | Administer inter-scholastic activities |
| 5 | 1 | 4 | 19 | Sponsor the student council |

P - Personally responsible, S - Shared D - Delegated
N - No responsibility

Ten indicate they personally sponsor one extra-class activity. One reports sponsoring two activities. Eighteen personally sponsor no extra-class activity. The student council, junior class, and service club are the organizations sponsored by two assistant principals. The aviation club, distributive education club, lettermans club, proctors court, square dance club, and ushers club are sponsored by one assistant principal.

## Public Relations

The assistant principal normally shares the responsibility for supervising the planning for special public relations events such as American Education Education Week, College Days, Career Days, etc. with other persons. Normally he shares with other persons the responsibility for speaking before public groups about school matters. In the majority

of cases the responsibility for planning and directing commencement activities is shared with other persons; however, this responsibility is personally assumed more frequently than any other responsibility concerned with public relations. Supervising public relations releases concerning the school is reported as a responsibility shared by fourteen assistant principals. Thirteen assume no responsibility in this matter.

Table 31 indicates that the assistant principal usually shares the responsibility for public relations with other persons. Rarely does he personally assume responsibility for the public relations, nor does he delegate this responsibility. Usually the principal is the chief public relations agent in the high schools of Oklahoma. The assistant principal shares the public relations duties with the principal. Many assistant principals state that the principal devotes a major portion of his time to public relations. Many also state that they believe the assistant principal should be given a greater opportunity to participate in community affairs as does the principal.

## Rank Order of Duties and Responsibilities

Each assistant principal was asked to rank in order of importance the duties and responsibilities that confronted him. The areas considered are as follows: general administration, attendance and discipline, guidance and counseling,

clerical duties, instruction and supervision, public relations, and extra-class activities. Table 32 indicates the rank assigned to the various areas.

TABLE 31

DISTRIBUTION OF THE RESPONSES OF TWENTY-NINE ASSISTANT PRINCIPALS CONCERNING PUBLIC RELATIONS DUTIES AND RESPONSIBILITIES

| P | S | D | N | |
|---|---|---|---|---|
| 0 | 19 | 1 | 9 | Supervise the planning for special public relations events such as American Education Week, College Days, Career Days, etc. |
| 0 | 22 | 0 | 7 | Speak before public groups about school matters |
| 3 | 16 | 1 | 9 | Plan and direct commencement activities |
| 0 | 14 | 2 | 13 | Supervise public relations releases concerning the school |

P - Personally responsible S - Shared D - Delegated
N - No responsibility

TABLE 32

RANK ORDER ASSIGNED TO THE DUTIES AND RESPONSIBILITIES BY THE TWENTY-NINE ASSISTANT PRINCIPALS

| Area of Duty and Responsibility | Rank Order |
|---|---|
| Attendance and discipline | 1 |
| General administration | 2 |
| Guidance and counseling | 3 |
| Instruction and supervision | 4 |
| Extra-class activities | 5 |
| Public relations | 6 |
| Clerical duties | 7 |

Summary

The majority of the duties and responsibilities are shared by the assistant principal with other persons, but rarely delegated. He assumes his most important role in the area of attendance and discipline, interviewing parents in attendance and discipline cases.

The one responsibility personally assumed by a majority of the assistant principals is acting as principal when the principal is not on duty.

The assistant principal assumes a major role in the general administration of the school. He assumes a less active role in the guidance and counseling program, and the instruction and supervision program. The guidance and counseling program is usually the responsibility of a specialist in that area. The responsibility for the instruction and supervision program is assumed by the heads of the departments or a curriculum specialist.

The principal assumes the major responsibility for the school plant and non-certificated employees, the two exceptions being the supervision of clerical personnel and the care of the buildings and grounds.

The assistant principal assumes a major role in extra-class activities. He personally most often assumes the responsibility for assigning duties to teachers for extra-class activities.

The duties and responsibilities concerned with public

relations are usually shared by the principal and assistant principal. The former is the chief public relations agent of the school.

# CHAPTER V

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## Summary

The purpose of the study was to ascertain the status, duties, and responsibilities of the assistant principal in the high schools of Oklahoma. The summary of the data represents those 29 high schools employing the services of an assistant principal for the school year 1955-56.

A review of the related literature revealed only a small amount devoted to this position. A state-wide study has never been conducted in Oklahoma prior to this.

### Status

The three-year high school organizational plan is used in nearly two-thirds of the cases. This indicates a trend toward more specialization in the high school area since the majority of high schools in the United States have recently been reported as still operating under the four-year plan.

The position is more often found in the larger high schools of Oklahoma. The median enrollment is 981. Size of

the school is not the sole determining factor in employing the services of an assistant principal. School districts that utilize the position assign one to a school unit regardless of the enrollment of the school. No high school reports having more than one assistant principal.

The position is usually occupied by a person who is male, married, and approximately 46 years of age. The possibility of a woman occupying the position is relatively small as only one of the twenty-nine is female. The spouse contributes to the family income in 63 per cent of the cases. The median number of dependents is 2.56. The personal attributes considered most important by members of the group are: liking to work with people, having an even temper, getting along with people, listening well, and being fair.

The assistant principal appears to have adequate professional preparation. His training is most often received in Oklahoma. Over 90 per cent hold the master's degree and three-fourths of this group have school administration as a major field. The master's degree and a valid administrator's certificate is generally held when appointed to the position.

Members of the group appear to keep abreast of current administrative thoughts through college and university enrollment. Slightly over 90 per cent have been enrolled within the past five years.

The assistant principal usually has a varied background of professional experiences. High school teaching is

most often found with the mean years being 11.44. Ranking second is junior high school teaching with 6.10 years being reported as the mean. The administrative experience most often found is on the junior high school level with high school administration ranking second. The respective means are 7.42 and 6.91 years.

Only two have experience as an assistant principal in a school system other than the one in which they are now employed. None have experience in their position in another state. The majority, or 68.96 per cent, held the present position less than five years. It would appear that an assistant principal rarely moves from one school to another, or from one system to another, in the same status.

Slightly over 55 per cent of the group were high school classroom teachers immediately prior to appointment to their present positions, and another 17 per cent had been athletic coaches. All but one were employed in the same school system when appointed to the present position.

The invitation to apply for the position is usually extended by the principal or superintendent. Seventy-two per cent were interviewed by the principal and the appointment announced by the superintendent and approved by the board of education.

The assistant principal generally receives additional salary for assuming the position. The median increase is $678.50. The median salary for the entire group is $4957.83.

It is significant that the salary of the assistant principal in Oklahoma is $1326 below the national average. The majority, or 62.07 per cent, are required to be on duty 10 months per year. They receive one month of vacation and are subject to call for one month.

The official title most often used is assistant principal. Vice-principal is the second ranking title but occurs only one-half as often.

In Oklahoma the assistant principal usually does not teach. Of the 38 per cent who teach only 17 per cent teach more than one-fourth of the school day. The number teaching in Oklahoma is over three times greater than the national average. The amount of time spent in classroom teaching is approximately the same, or slightly below two periods per day.

The office of the assistant principal is usually furnished less attractively than that of the principal. The former has an office but the provision for needed privacy is rarely observed. The salaried clerical help is supplemented with student help.

The predecessors of 71 per cent of the group are employed in some phase of school administration. This indicates that an assistant principal tends to remain in school administration as a profession.

Members of the group are not active in civic and fraternal organizations if membership is used as the criterion.

Membership in the Chamber of Commerce or Lions Club occurs most frequently. The assistant principal usually belongs to one organization.

He is more active in professional organizations, belonging to an average of three. National and state education associations, and the various levels of the secondary school principals associations are the professional organizations in which membership is usually held.

The position of assistant principal is rarely found in Oklahoma cities of less than ten thousand population. Over one-half are found in the two largest cities of the state. Thirty-seven per cent are found in cities of from ten thousand through forty thousand population.

The most desirable aspect of the position is working with pupils and remaining in contact with the classroom situation. The unpleasantness associated with attendance and discipline is considered the least desirable aspect of the position.

## Duties and Responsibilities

The duties and responsibilities for the position are prescribed orally by the principal in four-fifths of the cases. They are not written except for a reference by a few boards of education stating the assistant principal shall be in charge of general pupil behavior.

The majority of the duties and responsibilities are

shared by the assistant principal with other persons, but rarely delegated. He assumes his most important role in the area of attendance and discipline, interviewing parents in attendance and discipline cases.

The one responsibility personally assumed by a majority of the assistant principals is acting as principal when the principal is not on duty.

The assistant principal assumes a major role in the general administration of the school. He assumes a less active role in the guidance and counseling program, and the instruction and supervision program. The guidance and counseling program is usually the responsibility of a specialist in that area. The responsibility for the instructional and supervision program is assumed by the heads of the departments or curriculum specialists.

The major responsibility for the school plant and non-certificated employees is assumed by the principal, the two exceptions being the supervision of clerical personnel and the care of the buildings and grounds.

The assistant principal assumes a major role in extra-class activities. He personally most often assigns duties to teachers for extra-class activities.

The duties and responsibilities concerned with public relations are usually shared by the principal and assistant principal. The former is the chief public relations agent of the school.

Only minor differences exist between the duties and responsibilities assumed by the assistant principal in Oklahoma and the nation as a whole.

## Conclusions

The conclusions are based on responses to the questionnaire, results of the interviews, a review of the related literature, and the observations and experiences of the writer. In an attempt to improve secondary administration in Oklahoma by more clearly defining the position of assistant principal, conclusions are drawn in light of approved, accepted practices. It is the desire of the writer to improve the apparent weaknesses of the position.

### Status

An assistant principal should be employed, without teaching duties, in an Oklahoma high school with an enrollment of more than seven hundred pupils. Certain local conditions may warrant such services with a smaller enrollment. When the enrollment of the school is less than seven hundred pupils the assistant principal should teach.

Consideration should be given to the possibility of employing an additional assistant principal in a high school enrolling more than fourteen hundred pupils.

The professional preparation for the position should be the same as for the principalship. A master's degree with a major in school administration, or comparable professional

courses, would be a desirable requirement for the position. Additional emphasis should be given to preparation in the area of guidance and counseling. Experience as a counselor is highly recommended. The professional preparation should include some manner of experience with state and regional accreditation reports.

Professional experience should include successful classroom teaching on the same level as the position to be assumed. The total years of professional experience of the assistant principal may be considerably less than that of the principal.

Superintendents and principals of each school system should formulate a definite procedure to be followed in selecting applicants for the position. Notice of vacancies should be made public and applications accepted. All candidates should be screened in the same manner. The larger school systems should give consideration to a written examination as part of the selection procedure.

Persons assuming the responsibilities of the position should receive an increase in salary in addition to being relieved of teaching duties. A definite need exists to make the salary commensurate with the responsibilities assumed. A salary adjustment is needed as the position in Oklahoma receives $1326 less than the national average.

The office of the assistant principal should be furnished more attractively. More pupils and patrons are

exposed to this office than that of the principal. This would be a wise expenditure from a public relations viewpoint. More comfortable surroundings would greatly aid in establishing rapport with pupils and patrons. Office courtesies should be observed in this area and privacy available when needed.

The assistant principal should more actively participate in civic and fraternal organizations and have the same opportunity for membership as does the principal.

The position should receive more professional recognition by members of the staff. It should not be thought of as a position for an errand or chore boy.

A state organization should be formed as part of the secondary school principals organization and concern itself with problems peculiar to the schools utilizing the position.

## Duties and Responsibilities

The superintendent, principal, and other administrative officers should understand the nature of the position of assistant principal and the duties and responsibilities involved.

Routine clerical duties should be delegated to someone other than the assistant principal who has less professional preparation and experience.

A clearer definition of the duties and responsibilities is needed. These need not be described in detail but a

better framework is needed in addition to the general statement of being responsible for attendance and discipline.

The assistant principal should be given an opportunity to exercise his initiative and skill in the areas of curriculum construction and supervision.

The position may be considered primarily as training for the principalship. The duties and responsibilities should be of such a nature as to adequately prepare a person for the principalship.

## Recommendations for Further Studies

The findings of this study not only have helped determine the status, duties, and responsibilities of the assistant principal in the high schools of Oklahoma, but the conclusions also imply a need for further studies related to the position. Thus, the following areas of study are suggested:

1. There is need for a comprehensive status study of the Oklahoma high school assistant principalship every decade to indicate the progress in the professional improvement of the position.

2. A comparative study of the status of the high school assistant principal in the forty-eight states every decade to indicate the national trend in the professional improvement of the position is suggested.

3. A comparative study of the duties and responsibilities of the junior and senior high school assistant principals of the nation would be timely.

4. It is suggested that a study of the concepts of the position as held by superintendents, principals, and teachers should be made.

5. There is a need for a study of the factors that determine the needs of a school unit for the services of an assistant principal.

6. A study is needed to determine the bases for judging and selecting candidates for the position.

# BIBLIOGRAPHY

## Books


Cox, Phillip W. L., and Langfitt, Emerson R. High School Administration and Supervision. New York: American Book Company, 1934.

Douglass, Harl R. Organization and Administration of Secondary Schools. Rev. ed. Boston: Ginn and Company, 1945.

Edmonson, J. B., Roemer, Joseph, and Bacon, Francis L. The Administration of the Modern Secondary School. 3rd. ed. New York: The Macmillan Company, 1948.

Good, Carter V., and Scates, Douglas E. Methods of Research. New York: Appleton-Century-Crofts, Inc., 1954. Chapter VI, pp. 615-645.

Jacobson, Paul B., Reavis, William C., and Logsdon, James D. Duties of School Principals. 2nd ed. New York: Prentice-Hall, Inc., 1950.

Johnson, Franklin W. The Administration and Supervision of the High School. Boston: Ginn and Company, 1925.

Morgan, Evan M., and Cline, Erwin C. Systematizing the Work of School Principals. New York: Professional and Technical Press, 1930.

Rice, G. A., Conrad, C. C., and Fleming, Paul. The Administration of Public High Schools through Their Personnel. New York: The Macmillan Company, 1933.

Webster's New International Dictionary of the English Language. 2nd ed. Unabridged. Springfield: G. and C. Merriam Company, 1952. pp. 167 and 2480.

## Articles

Blume, F. L. "Duties and Responsibilities of High School Principals and Assistant Principals," National Association of Secondary School Principals Bulletin, XXX (December, 1946), 9-12.

Boardman, C. W., Gran, J. W., and Holt, A. E. "The Duties and Responsibilities of the Assistant Principal in the Secondary School," National Association of Secondary School Principals Bulletin, XXX (March, 1946), 3-11.

Boulton, Christopher B. "An Analytical Study of the Duties of Boys' Vice-Principals in Secondary Schools of California," National Association of Secondary School Principals Bulletin, XXIV (January, 1931), 11-13.

Brandes, L. G. "The Position of the Subordinate Administrator in the Secondary School," National Association of Secondary School Principals Bulletin, XL (May, 1956), 46-52.

Carr, Lucy C. "The Work of a Woman Assistant Principal in a Six Year High School," School Review, XXXVIII (November, 1930), 700-706.

Cohen, Bertha. "The Work of the Administrative Assistant to the Principal in the High Schools of the City of New York," High Points, XXII (December, 1940), 32-36.

Cohler, Milton J. "The Faculty Helps Select the Assistant Principal," American School Board Journal, CXVIII (February, 1949), 33-34.

Fisher, Jessie G. "Inquiry into the Training of Assistant Principals," Journal of Educational Method, V (June, 1926), 429-433.

Flowers, I. V. "Best Use of the Vice-Principal's Time," Baltimore Bulletin of Education, VII (May, 1929), 183-184.

Kilpatrick, Bruce W. "An Analysis of the Professional Duties and Activities of Boys' Vice-Principal of the Los Angeles Senior High Schools," National Association of Secondary School Principals Bulletin, XXIV (January, 1931), 16-18.

Seyfert, Warren C. "Please Ask Mr. Smith To Come In," School Review, LXII (February, 1954), 70-71.

Sniffen, Joseph M. "Duties of Boys' Vice-Principal," California Quarterly of Secondary Education, IV (April, 1929), 266.

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

Wahlquist, G. L. "Vice-Principals: Are They Out of Date?" Clearing House, XXVIII (October, 1935), 78-79.

Weiss, George A. W. "The Duties of the Secondary School Vice-Principal," National Association of Secondary School Principals Bulletin, XXVII (December, 1953), 109-117.

Weller, Gerald M. "The Role of the Boys' Vice-Principal," Educational Administration and Supervision, XXIV (December, 1938), 705.

Wright, William Albert E. "Educational and Vocational Histories of Vice or Assistant Principals in Senior High Schools," School and Society, XLIX (April, 1939), 553-556.

Zouch, Marguerite, "Some Reflections Upon the Duties of a Vice-Principal," Baltimore Bulletin of Education, XI (September, 1932), 11-14.

## Bulletins and Reports

Laws and Regulations for the Certification of Teachers and Administrators, State of Oklahoma, State Department of Education; Oklahoma City: State Board of Education, October 1, 1953.

Research Bulletin. Oklahoma Education Association, Memorandum No. 165, November 1, 1955.

The Oklahoma Educational Directory, Bulletin No. 108-U, issued by the State Superintendent of Public Instruction, Oklahoma City, 1944-45.

_____. 1949-50.

_____. 1945-55.

United States Department of Commerce. 1950 United States Census of Population. Report P-A36. Washington: United States Government Printing Office, 1951.

## Unpublished Material

Pfeffer, Edward I. "A Study of the Vice Principalship in New Jersey." Unpublished Ed.D. dissertation, Rutgers University, 1954.

Rezabek, Bernard V. "Preferred Practices in the Selection and Retention of Senior High School Principals in Oklahoma." Unpublished Ed.D. dissertation, University of Oklahoma, 1953.

Sullivan, Anna C. "The Assistant Principal in the Public Schools of the United States." Unpublished Ph.D. dissertation, Fordham University, 1945.

Yarbrough, Joseph W. "The Status of the Assistant Principal in Senior High Schools of the United States in Cities with a Population of from 100,000 to 1,000,000." Unpublished Ed.D. dissertation, Colorado State College of Education, 1953.

# APPENDIX A

## Questionnaire

Name _____

School _____

Date _____

# THE ASSISTANT PRINCIPAL IN OKLAHOMA

## A. THE SCHOOL UNIT

1. What type of adminstrative unit is your high school?
   ___Grades 10-11-12; ___Grades 9-10-11-12; ___Grades 7-8-9-10-11-12

2. Present enrollment in school as of October 1, 1955; _____.

3. Total number of certificated personnel; ___; Men ___; Women ___.
   (Include administrators and teachers. Exclude custodians, cafeteria and secretarial help)

4. Number of assistant principals in building? (Count yourself)___.

5. On what basis are assistant principals assigned to your school system?
   ___Number of teaching positions;___Number of pupils;___One to a school unit;___Problems of the school;
   ___Other (Specify) _____.

## B. PERSONAL CHARACTERISTICS

1. Your sex: Male___; Female___. 2. Age ___.

3. Marital status: Married___; Single___; Divorced___; Widowed___.

4. If married does your spouse contribute to the family income?
   Yes___; No___.

5. How many persons are now dependent on you?___.

## C. PROFESSIONAL PREPARATION

1. Indicate the degree or degrees you now hold, year received, the major field of concentration for each degree, and give name and location of the college or university attended.

| Degree | Year | College or University | Location | Major |
|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

2. Approximately how many semester hours of college credit was not included in your degree programs? _____.

3. Counting thirty semester hours as a years work, how many years of college work have you had? (Show fractions.) _____Years.

4. How many years since you last enrolled for classes at a college or university?
____ Less than one; ____ One; ____ Less than five; ____ More than five.

5. Approximately how many college hours have you earned since your last degree was conferred? _____ Hours.

6. What degree did you hold when you first became an assistant principal?
_____ Degree.

7. Do you have a valid administrators certificate? Yes ____; No____;
Provisional ____; Standard____.

## D. PROFESSIONAL EXPERIENCE

1. Including the school year 1955-56, indicate below the number of years teaching and administrative experience.

| Years Teaching Experience | Level | Years Administrative Experience |
|---|---|---|
| _____ | College | _____ |
| _____ | High School | _____ |
| _____ | Junior High School | _____ |
| _____ | Elementary (1-6) | _____ |
| _____ | Others (Specify) _____ | _____ |

2. How many years have you been employed at this school? _____ Years.

3. How many years have you held your present position? (Count this year.) _____ Years.

4. How many years experience have you had as an assistant principal? (Count this year.) _____ Years.

5. Have you ever been an assistant principal in a school system in another state? Yes ___; No ___. In the State of _____.

6. Have you ever been an assistant principal in a school system other than the one in which you are now employed? Yes ___ ; No ___. Where? _____.

## E. PROCEDURES USED IN THE SELECTION OF ASSISTANT PRINCIPALS IN OKLAHOMA

1. When you accepted your present position, which one of the following positions did you hold? (Check one.) If teacher, show subject field.
   (a) ___ Superintendent
   (b) ___ High School and Taught _____.
   (c) ___ Junior High School and Taught _____.
   (d) ___ Coach and Taught _____.
   (e) ___ High School Principal
   (f) ___ Junior High Principal
   (g) ___ Elementary Principal
   (h) ___ Elementary Teacher
   (i) ___ Other (Specify) _____.

2. How many years had you held that position? ___Years.

3. When appointed to your present position were you employed in the same or a different school system? ___Same; ___Different.

4. Were you invited to apply for your present position? Yes ___; No ___.

5. If invited, by whom? (Check all that apply.)
   ___Board of Education ___Principal ___Superintendent
   ___Other (Specify) _____.

6. How did you obtain your present position? (Check all that apply.)
   ___ Board Interview
   ___ Superintendent Interview
   ___ Principal Interview
   ___Competitive Examination
   ___Announced by Superintendent and Approved by Board
   ___Others (Specify) _____.

## F. ECONOMIC STATUS

1. What is your annual salary for the school year 1955-56?
   ___ Under $3,000. ___$3,000 - 3,449. ___$3,500 - 3,999.
   ___ $4,000 - 4,499. ___$4,500 - 4,999. ___$5,000 - 5,499.
   ___ $5,500 - 6,000. ___Over $6,000.

2. Is your annual salary for being an assistant principal more than if you were a classroom teacher? Yes__; No__. How much more? _____.

G. GENERAL INFORMATION

1. What is your official title? (Check one.)
__Vice-Principal __ Assistant Principal __ Dean of Boys
__Boys' Counselor __ Other (Specify) _____.

2. What was your age when you first became an assistant principal?
__Years.

3. Approximately what portion of your day is spent in classroom teaching?
__I do not teach; __25 per cent; __50 per cent; __75 per cent;
__The entire day.

4. What subjects do you teach?
__Social Science; __ Science; __Mathematics; __English;
__Other (Specify)_____

5. Do you have an office? Yes__; No__; Shared__; Private__.

6. Which of the following equipment does your office contain?
(Check appropriate items.)
__Desk __Typewriter __File Cabinet __Telephone
__Chairs for guests __Other (Specify) _____

7. Does your school have an inter-communication system? Yes__; No__.

8. Do you have salaried clerical help? Part-Time__; Full-Time__.

9. Is student help used? Yes__; No__.

10. What kind of work did your immediate predecessor go into?
__Superintendency __High School Principalship
__Junior High Principalship __Teaching position
__Other (Specify) _____

11. To what civic and fraternal organizations do you belong?
__Lions; __Rotary; __Kiwanis; __Chamber of Commerce
__Other (Specify) _____.

12. To what professional organizations do you belong?
__National Education Association __Oklahoma Education Association
__County School Masters
__Other (Specify) _____.

13. Did your school have an assistant principal twenty years ago?
Yes___; No___. Information not available___.
Ten years ago? Yes___; No___. Five years ago? Yes___; No___

## H. DUTIES AND RESPONSIBILITIES

DIRECTIONS: BY EACH DUTY OR RESPONSIBILITY PLACE A CHECK MARK IN THE APPROPRIATE SPACE. P - PERSONALLY RESPONSIBLE FOR.
S - RESPONSIBILITY SHARED WITH OTHER PERSONS.
D - RESPONSIBILITY DELEGATED TO OTHER PERSONS BY ASS'T. PRINCIPAL.
N - NO RESPONSIBILITY ASSUMED BY ASS'T PRINCIPAL.

EXAMPLE: P S D N
_✓___ DEVELOP THE PHILOSOPHY OF THE SCHOOL.

### GENERAL ADMINISTRATION

P S D N
- - - - 1. Act as principal when he is not on duty.
- - - - 2. Assume general supervision of the principal's office.
- - - - 3. Plan the school calendar.
- - - - 4. Construct the master schedule.
- - - - 5. Assign pupils to classes.
- - - - 6. Plan the details of opening and closing each semester.
- - - - 7. Plan faculty meetings.
- - - - 8. Make the school budget.
- - - - 9. Develop the school philosophy.
- - - -10. Participate in the selection of teachers.
- - - -11. Direct the orientation of new teachers.
- - - -12. Direct in-service education of teachers.
- - - -13. Rate the teachers.
- - - -14. Recommend professional literature to teachers.
- - - -15. Supervise teachers' and building reports.

P S D N
- - - - 16. Arrange for and assist substitute teachers.
- - - - 17. Make schedule for student or practice teachers.
- - - - 18. Administer regulations concerning hall traffic and lockers.
- - - - 19. Issue bulletins concerning school routines.
- - - - 20. Supervise the use of the inter-communication system.
- - - - 21. Make the daily announcements.
- - - - Other. (Specify)
- - - -

### GUIDANCE AND COUNSELING

P S D N
- - - - 1. Organize and administer the general guidance program.
- - - - 2. Administer the cumulative, pupil record system.
- - - - 3. Administer the testing program.
- - - - 4. Analyze data concerning pupil achievements.
- - - - 5. Assign pupils to home rooms or divisions.

P S D N
- - - - 6. Aid teachers in developing homeroom activities.
- - - - 7. Visit contributory schools to give parents and pupils pre-entrance counceling.
- - - - 8. Advise students concerning their class programs.
- - - - 9. Adjust programs to suit the needs of the pupil.
- - - - 10. Do individual counseling of the pupil.
- - - - 11. Discover and attempt to correct causes of undesirable pupil behavior.
- - - - 12. Analyze data concerning behavior problems.
- - - - 13. Report failures to parents.
- - - - 14. Study causes for failures and help students to overcome their difficulties.
- - - - 15. Make an annual summary of drop-outs and reasons for leaving.
- - - - 16. Attempt to develop preventative procedures for drop-outs.
- - - - 17. Administer the employment or placement program.
- - - - 18. Do follow-up work in vocational placement.
- - - - 19. Advise with students and parents concerning additional academic training.
- - - - 20. Write recommendations concerning students.
- - - - 21. Study success of graduates in the next educational unit.
- - - - Other (Specify)
- - - -

ATTENDANCE AND DISCIPLINE

P S D N
- - - - 1. Assume responsibility for the discipline of the school.
- - - - 2. Assume responsibility for the attendance of the school.
- - - - 3. Contact homes of absentees.
- - - - 4. Readmit students after absences.

P S D N
- - - - 5. Issue tardy admits to pupils.
- - - - 6. Issue permits for pupils to leave the building during the school hour.
- - - - 7. Issue hall passes
- - - - 8. Issue visitors permits.
- - - - 9. Assign lockers.
- - - - 10. Interview parents in attendance and discipline cases.
- - - - 11. Supervise the detention rooms.
- - - - 12. Plan and administer pupil registration.
- - - - 13. Effect pupil transfers to other school.
- - - - 14. Assume responsibility for fire drills and other safety measures.
- - - - 15. Attend court when students are involved.
- - - - 16. Supervise conduct in the cafeteria, halls, and grounds.
- - - - Other (Specify)
- - - -

INSTRUCTION AND SUPERVISION

P S D N
- - - - 1. Plan the evaluation of the school program.
- - - - 2. Secure teacher acceptance of needed changes.
- - - - 3. Plan the improvement of the school program.
- - - - 4. Aid teachers in developing methods for studying their habits.
- - - - 5. Study pupil achievement, progress, and needs as a basis for supervision.
- - - - 6. Visit classes of teachers and hold conferences.
- - - - 7. Study needs for curriculum change.
- - - - 8. Construct courses of study.
- - - - 9. Select instructional materials

P S D N
- - - - 10. Supervise the athletic program.
- - - - 11. Plan the schedule for semester exams.
- - - - 12. Supervise the study halls.
- - - - 13. Direct the audio-visual program.
- - - - 14. Hold departmental conferences.
- - - - 15. Determine the form of report cards and other records.
- - - - 16. Assist special supervisors.
- - - - Other (Specify)
- - - -

SCHOOL PLANT AND NON-CERTIFICATED EMPLOYEES

P S D N
- - - - 1. Supervise cafeteria operation and personnel.
- - - - 2. Supervise clerical personnel.
- - - - 3. Supervise custodial personnel.
- - - - 4. Supervise the care of buildings and grounds.
- - - - 5. Determine public use of building and grounds.
- - - - 6. Select custodial supplies and equipment.
- - - - 7. Supervise inventory of supplies and equipment.
- - - - 8. Supervise school transportation services.
- - - - Other (Specify)
- - - -

EXTRA-CLASS ACTIVITIES

P S D N
- - - - 1. Determine policies concerning extra-class activities.
- - - - 2. Supervise extra-class activities.
- - - - 3. Assign duties to teachers for extra-class activities.
- - - - 4. Administer interscholastic activities.
- - - - 5. Sponsor the student council.
- - - - Other (Specify)
- - - -

PUBLIC RELATIONS

P S D N
- - - - 1. Supervise the planning for special public relations events such as American Education Week, College Days, Career Days, etc.
- - - - 2. Speak before public groups about school matters.
- - - - 3. Plan and direct commencement activities.
- - - - 4. Supervise public relations releases concerning the school.
- - - - Other (Specify)
- - - -

Return to: Bill Lillard
Capitol Hill High School
500 S.W. 36
Oklahoma City, Okla.

# APPENDIX B

## Interview Topics

## Interview Topics

1. Rank in order of importance the following duties and responsibilities that confront you as an assistant principal:
   _____General Administration
   _____Attendance and Discipline
   _____Guidance and Counseling
   _____Clerical Duties
   _____Instruction and Supervision
   _____Public Relations
   _____Extra-Class Activities
   _____Misc.

2. What extra-curricular activities do you personally sponsor?

3. What do you believe are the most desirable personal attributes of an assistant principal?

4. What are the most valuable professional courses?

5. What are the most undesirable aspects of the position? What are the most desirable aspects of the position?

6. Is the assistant principalship a job in itself or a stepping stone to a principalship?

7. Do you plan to continue the assistant principalship as a career?

8. Is the assistant principalship of sufficient magnitude to challenge your administrative and professional ability?

9. How do you keep up with current trends? Summer Sessions? Workshops? Others?

10. In professional meeting do you attend the administrative or subject matter meetings?

11. How employed--months per year on duty?

12. Who prescribes your duties and responsibilities? Principal? Superintendent? Board of Education? Are they in writing? Where?

13. How can the position of assistant principal best be improved?

# APPENDIX C

## Letter of Transmittal to Principal

June 24, 1955

Dear Sir:

I am preparing a research study under the guidance of Dr. F. A. Balyeat of the University of Oklahoma. May I share your valuable time for approximately one minute?

Is there a person in your building designated as an assistant or vice-principal? This person may or may not teach a full schedule of classes. The term assistant principal implies that this person assumes some responsibilities in the administration and supervision of the school. Also, this person may take the place of the principal during his absence.

Would you be so kind as to answer the enclosed postal card? Your cooperation in this matter will be appreciated.

Sincerely,

Bill Lillard

BL:MH

Enclosure

# APPENDIX D

Reply Postal Card

SCHOOL_____Principal_____

1. Did your high school have an assistant principal in 1954-55? Yes_____ No_____

2. Does your high school plan to have an assistant principal in 1955-56? Yes_____ No_____

3. If the answer to No. 2 was yes, would you please supply the following data for 1955-56:
   Name of Assistant principal_____
   Summer address_____
   Permanent address_____
   Telephone_____

# APPENDIX E

## Letter of Transmittal to Assistant Principal

October 7, 1955

Now that the busy opening weeks of the school year have passed may I share your valuable time for a few minutes?

I am preparing a research study under the guidance of Dr. F. A. Balyeat of the University of Oklahoma. This study is concerned with the assistant principal in the high schools of Oklahoma.

The assistant, or vice-principal, has been neglected in the literature of secondary education. This will be the first study concerned primarily with the assistant principals of this state. Your principal has indicated a willingness to participate in this study. I would appreciate sharing your experiences to make this a more comprehensive study.

As the high schools of Oklahoma have grown larger in recent years so the position of assistant principal has increased in numbers and importance. It is the purpose of this study to ascertain what are the duties and responsibilities of the assistant principals of Oklahoma.

Would you be kind enough to answer the enclosed questionnaire at your convenience? Many of your fellow assistant principals have completed this task in approximately forty-five minutes. I would appreciate the return of the questionnaire in two weeks if at all possible. Please answer all the items. Responses will not be associated with any individual or school.

During the school year I may call you for an interview to be arranged at your convenience. Also, you will be furnished a summary of the results of this study.

Wishing that this study may prove beneficial to you and the boys and girls of Oklahoma, I remain,

Respectfully,

Bill Lillard

# APPENDIX F

## Follow-up Letter to Assistant Principal

November 7, 1955

On October 7, 1955, I sent you a questionnaire concerning your position as an assistant principal. As of this date I have not received your reply, or I may have misplaced your response. Would you be kind enough to let me share your valuable time again?

Since this study involves only the assistant principals in Oklahoma the total is a relatively small number. This fact makes your response a valuable contribution to the entire study. I am greatly interested in hearing from you as soon as possible.

I would appreciate you taking time from your very busy schedule to participate in this important study. I firmly believe that the results will prove of benefit to the assistant principals of Oklahoma.

Respectfully yours,

Bill Lillard

# APPENDIX G

## Interview Letter to Assistant Principal

December 2, 1955

I wish to take this opportunity to express my appreciation to you for answering my questionnaire a few weeks ago. Your participation will certainly aid me in making a more complete study of the assistant principals in Oklahoma.

I plan to be in Tulsa on Friday, December 9. May I visit you at approximately 1 P.M. on that date? I would like to share some of your experiences and opinions as an assistant principal. This interview should take approximately forty-five minutes of your valuable time.

If the above mentioned time does not suit your convenience please let me know and we can make other arrangements.

Thanking you for your cooperation I remain,

Respectfully yours,

Bill Lillard