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Duties of Vice-Principals in First Class Districts of the State of Washington

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DUTIES OF VICE-PRINCIPALS
IN FIRST CLASS DISTRICTS OF THE STATE OF WASHINGTON

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

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

by
Rudolph J. Anderson
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS

Little specific information is available on the duties of the secondary school vice-principal. Who would know better than the vice-principal himself the duties he performs? If we should survey the people in the field, would we not find some duties and responsibilities which were common to the vast majority of assistant principals?

I. THE PROBLEM

Need for the study.

Every successful enterprise, large and small, public or private, must have effective leadership. The many thousands of local school organizations throughout America are guided by superintendents and their administrative and supervisory staffs. The highest types of thoroughly trained, successful, experienced persons must be available for this service. To serve the expanding schools and the increasing number of teachers, administrative and supervisory staffs must be enlarged.¹

The monthly publication of the Washington Education Association recently told of an internship program for an administrator worked out jointly by Central Washington College of Education and the Ellensburg city schools.²

¹Neil H. McElroy, chairman, Report of Committee, White House Conference on Education, Circular 417 (Washington: Superintendent of Documents, 1956), p. 41.

²Maurice L. Pettit and Edward Erickson, "A Student Tries His Wings," Washington Education, XXXIV (March, 1955), p. 10.

This would seem to be a good program and one that should be expanded. However, an assistant principal in a large secondary school probably has more responsibility than one would want to give this type of trainee. The position of an assistant principal in a large secondary school is akin to the principalship of a small or medium sized secondary school, but perhaps does not cover as many areas since there are more students.

Many books have been written regarding the duties of the principal, but little attention has been given to the vice-principal. Mr. G. W. Van Horn, who is an administrative consultant in the office of the Superintendent of Public Instruction for Washington State, writes:

To my knowledge, there are no regulations regarding assistant principals at either the junior or senior high levels provided by statute or by regulation of the State Board of Education or the Office of the State Superintendent of Public Instruction, or by rulings of the Attorney General.³

The total school enrollment in Washington during the 1937-38 school year was 337,488 pupils.⁴ The enrollment during the 1957-58 year was reported by the Washington Education Association statistical department to be 560,235

³G. W. Van Horn, statement in personal letter to the writer in response to inquiry, dated July 15, 1957.

⁴Earl S. Atwood, Superintendent of Public Instruction, Washington Educational Directory (Olympia: State Printing Plant, 1937), p. 91.

pupils.⁵ It is apparent that the increased enrollment has resulted in a need for more administrators. Moreover, a comparison of the Washington Educational Directories over the twenty year span indicates that a number of districts have consolidated, resulting, in many instances, in larger buildings with a greater need for administrative assistants.

Louis Grant Brandes, in an address to the convention of the Secondary Principals' Association, reported that in terms "of practice and opinion" the ratio of administrator to pupil was placed at one to four hundred; but in terms of result, the ratio should be lowered considerably.⁶ For this reason, the writer deemed it sufficient to survey only the more heavily populated school districts.

School districts in Washington State are divided into classes by population.

A school district having a population in excess of 10,000, as shown by any regular or special census or by any other evidence acceptable to the county superintendent, shall be a school district of the first class.⁷

⁵Washington Education Association, WEA's 35th Annual Teachers' Salary Study (Seattle: Washington Education Association, 1958), pp. 21-30.

⁶Louis Grant Brandes, "The Position of the Subordinate Administrator in the Secondary School," The Bulletin of the National Association of Secondary School Principals, XL (May, 1956), p. 51.

⁷Pearl A. Wanamaker, Superintendent of Public Instruction, State Manual of Washington, Sixteenth Edition (Olympia: State Printing Plant, 1956), p. 83.

There are thirty-nine school districts of the first class in Washington.⁸ It is interesting to note that the Washington Educational Directory for the 1937-38 school year shows only twenty-three districts in this category.

A comparison of professional literature over a decade or so reveals an awareness of the problem of defining the duties of the vice-principal and that some progress is being made.

In 1933, Rice, Conrad, and Fleming wrote:

The vice-principal holds an anomalous position among high school administrators. Second to the principal in authority, he is accorded little recognition in professional circles. He is not eligible for membership in state or national association of principals. In large cities, he is rarely encouraged to meet with fellow vice-principals to consider common problems.⁹

Probably the leader in the movement to give the vice-principal definition and status is the principal. Today, the vice-principal is accepted on an equal footing with the principal in all principals' organization in the State of Washington. This also applies to the National Association of Secondary Principals, a recent extract from whose publication, The Bulletin, reads:

Unfortunately, factors of competency in administration have not been validated scientifically, but area studies now under way are shedding much light

⁸Salary Study, op. cit., p. 17.

⁹George A. Rice, Clinton C. Conrad, and Paul Fleming, The Administration of Public High Schools Through Their Personnel (New York: The MacMillan Company, 1933), p. 260.

on our needs. One of the rapidly emerging validations is the need for administrative apprenticeships under an experienced and competent principal.¹⁰

The problem. The best person to define the duties of the vice-principal is the vice-principal himself. Are the duties of the vice-principals in the various schools so ambiguous and vague that they have nothing in common? If we should survey the people in the field, would we find some duties "inherent" in the position? This, then, is our problem: to survey the duties of the vice-principals in the larger districts of Washington where the secondary school enrollments would be great enough to hire an administrative assistant.

II. DEFINITIONS OF TERMS

Vice-principal. No distinction is made between the terms vice-principal, assistant principal and administrative assistant. The term "vice-principal" refers to the professional person next in authority to the principal of the school building.

Internship program. A program designed for graduate

¹⁰Lloyd Y. Thayer, "What Educational Program is Needed in the Junior High School?" The Bulletin of the National Association of Secondary School Principals (April, 1957), p. 96.

students interested in gaining administrator's credentials and needing experience in public school administration.

Secondary school. A school having any combination of grades seven through twelve or any part of these exclusively.

III. LIMITATIONS OF THE STUDY

The limitations of this paper were threefold:

(1) The study was limited to the State of Washington's first class districts. (2) The study was limited in time to the 1957-58 school year. (3) The study was limited to schools employing vice-principals.

CHAPTER II

THE DEVELOPMENT OF THE PRINCIPALSHIP

America's secondary schools and their administrators are a product of our democratic American society. Secondary education in the United States, with its local domination and system of local administration, is distinctive. In most European countries, federal or central inspection of the system is elaborate and the local administrator plays more of the role of the clerk and often teaches part time.

Secondary schools in America and their administrators are an answer to the democratic needs of the country. The first high school was the Boston English Classical School established in 1821. This school¹ was for boys only and was first called a high school three years later, in 1824. The first junior high schools in America were not established until 1910, when Berkeley, California and Columbus, Ohio established them.²

The idea of teacher training established itself in

¹J. B. Edmonson, Joseph Roemer and Francis L. Bacon, The Administration of the Modern Secondary School (New York: The MacMillan Company, 1948), pp. 7-8.

²Lawrence E. Vredevoe, An Introduction and Outline of Secondary Education (Ann Arbor, Michigan: J. W. Edwards, Incorporated, 1957), p. 56.

Europe before anything was done along this line in America. The first textbook published in America³ on education was published in 1829. The first superintendent was appointed in 1837 "to act as a secretary of the board of education, to keep the necessary financial records and supervise the educational program."⁴

While the office of superintendent was an outgrowth of the school board, the principalship was an outgrowth of teaching.

A century or so ago the school with one teacher prevailed. Besides instructing pupils, the teacher was expected to perform all other duties. He or she also kept the records, made the required reports, and assumed responsibility for the care of the building. As a result of the increase in the instructional force that gradually came about, one of the teachers had to be placed in charge of school affairs. He naturally came to be known as the head or the principal teacher. At first the 'principal' continued to teach a full-time program but by the middle of the nineteenth century school authorities began to relieve principals of some of their teaching. A real⁵ principalship was thus started on a part-time basis.

The assistant principalship started in the larger

³Edgar W. Knight, Education in the United States (San Francisco: Ginn and Company, 1929), p. 316.

⁴Leo M. Chamberlain, The Teacher and School Organization (New York: Prentice-Hall, 1937), p. 99.

⁵Frank Pierrepont Graves, The Administration of American Education (New York: The MacMillan Company, 1932), pp. 323-24.

schools in much the same way as did the principalship earlier. At first, the duties of the assistant principal were mostly clerical or in the guidance field, and the office was only to be found in the very large schools. While the office of the principal has had about one hundred years to develop, the office of the assistant principal has only been in existence about one-half of that time.

I. CERTIFICATION

Teacher certification. The development of certification requirements for school administrators in Washington began with teacher certification. The earliest teacher certification law in Washington was passed in 1854, the year after the Washington Territory was formed. This certificate involved an examination by the County Superintendent of Schools. This law was vague and permissive but not mandatory.

In 1877, certification on the part of teachers by the Territorial Superintendent of Public Instruction or the County Superintendent of Schools was made mandatory. When normal schools were established in 1890 at Ellensburg and Cheney, provision was made for recognizing diplomas from these institutions as teaching credentials. This policy was extended in 1895 to other institutions including

the University of Washington.

The new Code of 1897 invested final authority in the State Board of Education with the County Superintendent to administer tests devised by the Board.

The next general revision in certification came in 1909. This law provided for five types of certificates: common school, city, institutions of higher learning, temporary and special. The laws of 1915 and 1917 made certification more difficult but no great changes were made until the year 1923. Since that time, all certificates have been based upon institutional training. Revisions in teachers certificates were made again in 1929 and in 1933. The present general certificate was adopted in 1951, a year of major change in teacher certification.⁶

Administrator's credential and current accreditation of principal and vice-principal. Since September, 1934, an administrator's credential involving teaching experience and additional college work beyond that of a teacher has been required of the principal of an accredited four-year high school. Similar accreditation of junior high and grade school principals dates from this period. The

⁶Frederick E. Bolton and Thomas W. Bibb, History of Education in Washington (Washington, D. C.: Superintendent of Documents, 1935), pp. 388-402.

assistant principal is expected to meet the same standards as the principal because he is, in fact, also the vice-principal in most schools.

Current accreditation of junior and senior high school principals is the result of a three way partnership of accrediting agencies. Involved are ratings, credit and experience.

Accreditation of the secondary principal now involves (1) identification by the school, (2) collecting of records and forwarding of them to the state institution of higher learning, and (3) ⁷ recommendation by the educational institution.⁷

II. REVIEW OF THE LITERATURE

Books. Short references to the assistant principal and his duties are plentiful. Complete studies, such as are commonly devoted to the duties of the principal, are almost entirely lacking at this time.

Periodicals and dissertations. A number of short articles have been written on the subject of the assistant principal. A large share of the work that has been done has been abstracted in The Bulletin of the National Association of Secondary-School Principals. Only three state-wide studies of duties are indicated in the periodicals. One

⁷Statement of Ernest L. Muzzall, Ed.D., Director of Graduate Studies, Central Washington College of Education.

of these is a study made in the State of Ohio in 1926 and is of little value now except for purposes of comparison.⁸ A study of the duties of Maryland principals⁹ was made in 1955, and the most recent state-wide investigation was the 1946 study of New York vice-principals made by Charles Long in pursuit of his doctoral degree at the University of Buffalo.¹⁰

⁸C. W. Boardman, "The Duties and Responsibilities of the Assistant Principal in the Secondary School," The Bulletin of the National Association of Secondary-School Principals, XXX (March, 1946), p. 3.

⁹Edward I. Pfeffer, "Duties of the Vice-Principals in New Jersey," The Bulletin of the National Association of Secondary-School Principals, IXL (May, 1955), pp. 57-67.

¹⁰Charles M. Long, "Duties of Secondary-School Vice-Principals in New York State," The Bulletin of the National Association of Secondary-School Principals, XLI (February, 1957), pp. 26-37.

CHAPTER III

PROCEDURES

The process of making this exploration into the duties of Washington vice-principals involved several steps. A perusal of the literature on the duties of assistant principals in general was the first step. Next, a questionnaire was constructed and duplicated. Then the names and addresses of each vice-principal in the school districts involved were ascertained. Arrangements were then made with the King County Junior High School Principals' Association and the Puget Sound League Principals' Association to sponsor the questionnaire. Following this, a letter and the questionnaire were sent to all vice-principals in the secondary schools of first class districts in Washington. Non-respondents were then sent a follow-up card. Finally a tabulation of the results was made.

Direct source material. Studies made in the various school districts suggested source material for the questionnaire. Brochures from Tacoma, Vancouver, Spokane and Seattle were especially informative. Supplementary brochures from the United State Office of Education in Washington, D. C., the Office of Public Instruction in Olympia, and the Washington Education Association

headquarters in Seattle were helpful.

Direct mail correspondence with a number of district superintendents, Messrs. Cronquist and Van Horn of the Washington State Department of Public Instruction, Stayner Brighton of the Washington Education Association, and Charles Long of Niagara Falls High School in the State of New York resulted in additional information.

Information was secured by telephone from the State Athletic Association and the King County Superintendent of Schools in Seattle. Material was secured by direct interview from the Graduate Office at Central Washington College of Education, the Kittitas County School Superintendent, the King County Junior High School Principals' Association and the Puget Sound League Principals' Association.

The questionnaire. The questionnaire was composed of two parts. The first part of the questionnaire sought personal and background information about the administrative assistant and was designed, in part, as a check to insure that the response was made by the vice-principal himself. The second part had to do with the vice-principal's duties and consisted, in the main, of a check-list of one hundred twenty-two possible areas of responsibility. The items in the check-list were grouped into eleven large fields. The check-list of the questionnaire was followed

by a group of summary questions and a breakdown of the amount of time devoted to the different fields by the assistant principal.

Part one of the questionnaire contained specific questions, the answers to which are summarized in the following chapter of this paper.

The procedure to be followed by each vice-principal in answering the section on duties, part two of the questionnaire, requires a little elaboration. In each area the practicing vice-principal was to place a check-mark in the proper one of three columns designed to show:

(1) his degree of responsibility for the item, (2) the amount of training he or she felt the item required, and (3) the value of the experience as a training device for additional responsibilities in the future.

In the area of responsibility, the vice-principal was told that a check in the column marked "complete" indicated that the duty was the complete responsibility of the respondent, subject only to the veto of the principal. A check in the "joint" column indicated that the responsibility for the duty was shared jointly with the principal. A check in the column marked "minor," he was told, indicated that his responsibility in the duty was slight.

The vice-principal was then asked to check in one of three columns designed to indicate whether or not he or she thought the duty required special training. A check in the column marked "special" suggested that he believed special training was required to perform the duty satisfactorily. A check in the column marked "routine" indicated that the duty was a routine one and could be performed by a regular teacher. If, however, he checked the column marked "clerical" it would indicate that the duty could, in his opinion, be performed by a clerk.

The assistant principal was then asked to make a choice in one of three areas regarding his evaluation of the experience as an administrative experience. Under the heading "experience", he was asked to differentiate those activities that he regarded as highly valuable training experience, fairly valuable training experience and experiences of slight value in the way of experience for the junior administrator. The corresponding columns were headed "high", "fair" and "minor" with each of the three terms defined in the questionnaire.

The respondents. At the time of the survey, no tabulation of vice-principals was kept by any state agency. The list of first class districts was taken from the annual teachers' salary study prepared by the Washington Education

Association.¹ The addition of the Mercer Island and Pullman districts to the list was made at the suggestion of Mr. Stayner Brighton, since these districts had made application for first class status. The wisdom of this was confirmed later in the year when the complete list was received from Mr. Cronquist in Olympia and these two schools were included.

Since the state directory did not list the vice-principals, this information had to be collected before the questionnaire could be mailed. This information was gathered from the Puget Sound League Directory, the Washington State Athletic Association, the King County Junior High School Principals' Association and by letters of inquiry to the central offices of the districts in question. Much of this information, too, was gathered at the Principals' Parliament, an annual state-wide meeting held in Seattle.

The sponsors. The King County Junior High School Principals' Association and the Puget Sound League Principals' Association both kindly agreed to lend the use of the name of the organization to the inquiry as a sponsor

¹Washington Education Association, WEA's 34th Annual Teachers' Salary Study (Seattle: Washington Education Association, 1957), p. 17.

and included an item in their minutes to this effect.

The follow-up card sent to all non-respondents and carrying the names of the sponsoring organizations probably had some effect on the number of returns as well as did the publicity given the questionnaire in the minutes of the groups.

The response. The survey disclosed the fact that there were one hundred fifteen individuals classified for purposes of this paper as vice-principals in first class districts. Only individuals specifically contracted by their school district under the title of vice-principal or a similar title were considered. Supervisors, guidance specialists and the like were not included.

All districts involved were represented in the survey, but not all individuals from each district. Of the one hundred fifteen possible responses, ninety-four were received or, in terms of per cent, it can be said that the questionnaire had an eighty-two per cent response.

Not all responding vice-principals answered every question in the duty check list and some checks were not tabulated because conflicting columns were checked or for some other reason the response was not clear. The net effect is that many of the tabulated items had between seventy and eighty responses.

The validity of the evaluation. The responses to the questionnaire indicate a high degree of validity because, as Guilford notes, the higher the per cent of return, the smaller becomes the effect of bias. Furthermore, unless the questions refer directly to the personality or behavior of the author, there is little reason to suspect bias.²

²J. P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill Book Company, 1950), p. 372.

CHAPTER IV

FINDINGS

The questionnaire was divided into two parts. The first part had to do with the conditions under which the vice-principal worked and his personal and professional background. The second part dealt with the specific duties and responsibilities of the respondents.

I. THE DISTRICTS AND SCHOOLS

The districts. All except five of the districts included in the survey had at least one vice-principal and at least two of the remaining five districts indicated plans to include this position the following year. Two systems had both vice-principals and assistant principals on the staff in the same building.

Most districts contracted with their vice-principals for the latter to work on a ten months basis. However, some assistant principals worked a longer and some a shorter school year. A glance at Table I shows ten months to be both the median and the average time contracted.

TABLE I

THE NUMBER OF MONTHS VICE-PRINCIPALS ARE UNDER CONTRACT

Length of Contract	Number of Respondents
Twelve months	4
Eleven months	11
Ten and one-half months	5
Ten months	54
Nine and one-half months.	9
Nine months	6
Undefined	5

The schools. The largest school reporting numbered twenty-five hundred pupils, the smallest counted four hundred sixty-two in its enrollment. The median enrollment of schools checked was nine hundred eighty pupils. The fact that these were all rather large schools was to be expected since the survey was limited to First Class Districts which, by definition of the State Code, are Washington's largest districts.

Teaching load. The great majority of vice-principals in First Class Districts of Washington State had no teaching

load. Seventy-nine assistant principals or eighty-four per cent of the replies reported this to be the case. The other fifteen vice-principals reported their teaching load as follows: one class, five respondents; two classes, five respondents; three classes, three respondents; four classes, two respondents.

II. PERSONAL AND PROFESSIONAL BACKGROUND

Title. While two schools reported both assistant principals and vice-principals on the staff with a division between pedagogical and administrative functions, the rest of the systems surveyed made no distinction in the duties to correlate with the title. Despite the fact that "assistant principal" is a more functional title, seventy-two respondents were listed as "vice-principals". Five respondents were called "administrative assistants" and only sixteen respondents were called assistant principals.

Experience. All respondents had had considerable teaching experience. No vice-principal had taught less than three years and one had taught thirty-six years. Median teaching experience on the part of assistant principals was ten years. Administrative experience on the part of the vice-principals varied from one to thirty-one years with the median assistant principal having had

four years of administrative experience.

Academic degrees held by the respondents. Slightly over one-half of the respondents held advanced degrees. Of the ninety-four respondents, three held doctor's degrees, forty-eight held master's degrees and forty-three held bachelor's degrees. None of the respondents had less than a bachelor's degree and many had additional college work beyond the degree listed.

Age and sex of vice-principals. The median age of vice-principals at the time of the survey was forty years. Eighty-seven of the ninety-four assistant principals who answered the questionnaire were men and seven were women. All of the male respondents were married as were three of the women.

III. DUTIES OF THE VICE-PRINCIPALS

The major part of the section of the questionnaire having to do with the duties and responsibilities of the assistant principal consisted of a check list of one hundred twenty-two items. The administrative assistant was to make a choice from among three possible responses to each of the three questions about an item. In other words, a completed check list involved three hundred

sixty-six checks out of one thousand ninety-eight possibilities. Beyond these choices, space was provided for any additional duties the assistant principals might suggest.

At the conclusion of the check list, a summary list of the items considered most important, least important, most valuable training and least valuable training was provided. In these instances, the vice-principal was asked to list the five items, about which he felt most strongly, in each category. Since no provision for weighing these items was provided and since the number of items varied in the different categories, the summary list did not have as high a degree of validity as the check list. It did, however, offer a comparison.

Following the summary list on the questionnaire, space was provided for a time analysis of the vice-principal's duties. The respondent was asked both the ideal and actual percentage of his time that was spent in each of the broad areas.

Professor Kyte of the University of California, in his book, The Principal at Work, states that the principal should recognize the office of the assistant principal "as a means of providing practical in-service training for the principalship." He further states that any other policy

on the part of the principal is basically unsound.¹

Evaluation of responses. Responsibilities were tabulated as primary if fifty per cent or more of the total number of vice-principals responding either had the entire responsibility or shared that responsibility with the building principal.

An item was considered to require special training when more than one-half of the total number of respondents checked either columns one or two, indicating teacher training or administrative type training was needed to successfully complete the task.

The tabulation listed as valuable training experiences those items which the assistant principals checked as either high or fair in the tabulation under the heading "experience".

The figure of fifty per cent for a dividing line is an arbitrary one and admittedly conservative because the ninety-four return base used in calculating the percentage applied to the total returns and not the returns to any one question. However, this did not affect the listing of the duties as to order of importance and the ninety-four figure

¹George C. Kyte, The Principal at Work (San Francisco: Ginn and Company, 1952), p. 368.

for the number of responses is a constant figure throughout the tabulation.

IV. ATTENDANCE

Public schools in Washington State receive a large share of their financial support from non-local school district sources. The United States Office of Education, in a survey made during the 1953-54 school year, listed school districts in Washington as receiving over sixty-seven per cent of their funds from state sources.²

Much of the money allocated to the local districts by the state government is distributed on the basis of the daily attendance. The proceeds from the county real estate transaction tax, implemented by funds from the state auto excise tax, are also apportioned on an attendance basis.³

It is therefore evident that schools in Washington State find attendance to be a vital factor in the management of school finance. In addition to reasons of finance,

²Clayton D. Hutchins and Albert R. Munse, Public School Finance Programs of the United States, Office of Education, United States Department of Health, Education, and Welfare, Miscellaneous Number 22 (Washington: Government Printing Office, 1955), p. 17.

³Lloyd J. Andrews, State Manual of Washington, Seventeenth Edition, Superintendent of Public Instruction (Olympia: State Printing Plant, 1955), p. 17.

the school is, of course, interested in keeping a careful check on attendance for pedagogical and disciplinary reasons.

In order to insure a careful check on attendance, Washington's school laws provide rather severe penalties for the administrator who becomes careless in this regard.⁴

Vice-principals were asked to express themselves on four phases of attendance and to list other duties not suggested in the questionnaire which they performed in the field of attendance. Apparently the questionnaire was quite inclusive because few additional duties were added by the respondents in any of the categories. In no case was an additional duty suggested by more than one-third of the correspondents and the one item this large will be mentioned under the field of pupil personnel later in this paper.

Check absences. Three-fourths or 75.5 per cent of the vice-principals responding indicated that the checking of absences was a primary responsibility, and in 58.5 per cent of the cases this responsibility was not shared by the building principal. No tabulation was made of the clerical, or other certificated help used in aiding the vice-principal

⁴Maurice J. Thomas, The Thomas Code of Public Education (Seattle: Lowman and Hanford, 1939), p. 151.

in this responsibility. It is probable that this figure is conservative since we might expect the untabulated checks in the various columns to be in the same ratio as the tabulated returns. However, the other possibility is that some returns were not answered because the vice-principal did not concern himself with this field.

Most vice-principals, 58.5 per cent, felt that the duty involved some special training but that the average teacher had enough training to do the work. A substantial majority, 70.7 per cent, thought that the responsibility for checking absences was a valuable training experience.

Check tardiness. The response of vice-principals to the duty of checking tardiness was very similar to the response to the question of checking absences.

More than three-fourths, 77.7 per cent, of the respondents indicated that they were responsible for checking tardiness. A majority indicated that the building principal took little or no share in the problem. Again, most administrative assistants indicated that the duty involved some special training but that the training ordinarily received by a teacher was sufficient, in this case 56.3 per cent responded affirmatively. Most assistant principals, 60.6 per cent, regarded the experience of checking tardiness and its ramifications as a valuable training device.

Check registers and prepare monthly reports. The records phases of attendance, both the checking of registers and the preparation of monthly reports, were not considered to be particularly important to the majority of the respondents. This could be said of all three categories; responsibility, training and experience.

Summary and tabulation. The vice-principals accepted responsibility for attendance problems but did not check the clerical phases as important to the position. Table II summarizes the responses.

V. BUILDINGS AND GROUNDS

The physical plant.

An environ which is conducive to health and the propagation of creative effort is the concern of any administrator. This fact is especially true of a job which seeks to educate the pupil of today and the citizen of tomorrow. Proper heating, sanitation, ventilating, lighting, all the multiple facets of the school plant are usual sollicitudes of school principals.⁵

Supervision. The principal of a building would normally be charged with the duty of general supervision of his school building. The questionnaire asked whether the vice-principal shared in this responsibility and

⁵Charles M. Long, "The Duties of the Secondary-School Vice-Principal in New York State" (unpublished Doctor's thesis, The University of Buffalo, Buffalo, New York, 1957), p. 63.

TABLE II

SUMMARY OF TABULATIONS ON ATTENDANCE

ATTENDANCE ITEMS	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
1. Check absence	55	16	11	23	32	25	22	40	12
2. Check tardiness	56	17	13	14	39	29	18	39	16
3. Check registers	27	14	19	12	18	30	9	25	18
4. Prepare monthly reports	25	9	24	12	7	36	17	19	19

whether the entire responsibility was sometimes delegated to the assistant. If so, did the item of supervision require special training? What was the experience value?

Almost seventy per cent of the responses tabulated indicated that the assistant principal had some voice in the supervision of the buildings and grounds. Supervision was the only category listed under buildings and grounds which the vice-principals regarded as a primary responsibility. Most administrative assistants, 75.5 per cent, indicated that they felt this duty required special training although many of the seventy-one affirmative responses in this category indicated that a teacher was trained enough to do this. Building supervision rated in the upper bracket, too, as a worthwhile training experience receiving the proper check from 63.8 per cent of the respondents in this tabulation.

Non-school functions, rentals. Washington school laws are quite permissive on the use of buildings for other than school functions.⁶ Washington's school finances are not nearly so permissive because funds are limited in most school district budgets. This combination of circumstances

⁶Arthur Remington, Revised Statutes of Washington (Vol. VI of 12 vols. plus annual supplements, San Francisco: Bancroft Whitney Company, 1932), pp. 351-53.

makes it imperative that a careful check be kept on the use of buildings for other than school functions. Many large districts have developed a code or framework within which the building administrator operates which includes fees for use of the building.

While the question of non-school functions was not checked as a responsibility of one-half of the respondents, a majority of 60.6 per cent thought that this responsibility involved some special training. Slightly over one-half of the assistant principals, 55.3 per cent, thought that the experience was worthwhile in preparing them for future responsibilities.

Help plan new buildings. "The day of the standard school classroom is gone. Every school building should be tailor-made to the community's needs."⁷

Sixty-three or 67.0 per cent of the ninety-four administrative assistants responding to the questionnaire believed that helping to plan new buildings would require special training in education. By a ratio of three to one, the respondents also indicated that the regular teacher did not have sufficient training for this responsibility.

⁷Walter E. Scott, "What Are Recent Developments in Construction of New School Buildings?" The Bulletin of the National Association of Secondary-School Principals, XLI (April, 1957), p. 211.

Fifty-five vice-principals, 58.5 per cent of the respondents, answered that they would regard the chance to help plan new buildings as a valuable learning experience.

Maintenance. Maintenance is an area where the administrator finds it easy to become careless. There are definite psychological reasons for the administrator's interest in the appearance of the school. The morale of both students and teachers is better in a clean, well maintained school. Much of the public has little direct contact with the school but vaguely feels that if the building and grounds have a pleasing appearance, the children of the community are being well taught. Moreover, there is a local loyalty or pride of possession fostered in the community if the school is well kept. Financially, too, a well maintained building is cheaper to operate in the long run although more may be spent temporarily for soap, paint and the like. A term has been coined for this latter aspect of the problem, "preventive maintenance".

Sixty-four, 68.1 per cent, of the respondents indicated that the check list item of building maintenance required some special training. Most individuals concerned, 59.6 per cent, favored maintenance experience as worthwhile in their training for administration of schools.

Repair. While in many of the larger districts, central repair crews are maintained, it is the responsibility of the building administrator to bring needed repairs to the attention of the central office. In the smaller districts, although the repairing would be contracted out more generally, the principal's responsibility would be to observe, to request, to check, and to weigh the relative importance of repairs in the building for which he was the administrator.

In the field of building and environ repair, fifty-seven, 60.6 per cent, of the assistant principals suggested that special training was required. Just over one-half, 51.1 per cent, of the vice-principals felt that the field of building repair was a valuable training experience for the junior administrator.

Summary and tabulation. Supervision was the only item in the area of buildings and grounds which the vice-principal indicated to be a primary responsibility. Other areas, however, were indicated to require special training and to have experience value. Table III summarizes the responses.

TABLE III

SUMMARY OF TABULATIONS ON BUILDINGS AND GROUNDS

BUILDINGS AND GROUNDS	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
1. Supervision	6	59	12	31	40	2	40	20	10
2. Non-school functions	2	29	40	10	47	3	12	40	13
3. Help plan buildings	0	29	37	47	16	0	48	9	4
4. Maintenance	0	33	38	27	37	2	24	32	6
5. Repair	0	28	36	21	36	2	18	30	10

VI. CURRICULUM

The curriculum requires constant evaluation. Paul E. Elicker, the executive secretary of the National Association of Secondary School Principals, considers our current emphasis on adapting the curriculum to the needs of all youth to be one of the three major accomplishments in education of the past twenty-five years.⁸ Since our needs in this dynamic and mobile society change, the curriculum needs constant reevaluation. In the questionnaire, the administrative assistant was asked to check five general types of activity in the field of curriculum.

Develop philosophy. The first question asked of the vice-principals regarding curriculum was their participation in the development of the school's philosophy. Dr. Fisher, superintendent of Baltimore schools, says:

Of all the burdens carried by those called to leadership in American education today, none is more pressing than the need to maintain balance and perspective.⁹

In general, vice-principals reacted very favorably

⁸Paul E. Elicker, "The Next Twenty-Five Years in Secondary Education," The Bulletin of the National Association of Secondary-School Principals, XLI (December, 1957), pp. 1-6.

⁹John H. Fischer, "High Schools for the Fabulous Future," NEA Journal, XLVII (January, 1958), p. 25.

toward this aspect of administration. Most respondents felt that they shared this responsibility with the principal; the total of affirmative responses to the question was sixty-eight, or 72.3 per cent, to make this an area of primary responsibility.

Seventy-seven, or 82 per cent, of the vice-principals felt that it required special training to do the task well and the great majority of these did not think that the ordinary training received by a teacher was sufficient. All responses tabulated indicated this to be a valuable learning experience. Seventy-four acceptable responses, 78.7 per cent of the total number, indicated a high degree of unanimity here.

Curriculum duties. Seventy-four of the respondents, or 78.7 per cent, indicated the area of studying the needs of the curriculum to be a primary responsibility. In all but two of the responses, the vice-principals indicated that this was not his entire responsibility but one to be shared with the building principal.

The ratio of those who believed this activity required special training to those who did not was eighty-one to one or an affirmative vote of eighty-one ballots out of a possible ninety-four for 86.1 per cent.

Without exception, all checks tabulated indicated

that the administrative assistant considered the analysis of curriculum needs to be a valuable training experience with seventy-eight, or 83 per cent, of the ballots counted.

Most vice-principals looked upon it as their primary responsibility to help in curriculum committee work. Sixty-nine, or 73.4 per cent, of the respondents indicated this.

All acceptable responses indicated that curriculum committee work required special training. Eighty-one responses were counted for this question which was 86.1 per cent of the returns.

All responses tabulated indicated curriculum committee work to be a valuable training experience. In this case, eighty ballots were tabulated, or 85.1 per cent of the returned ballots.

Construct and revise courses of study. In connection with the construction and revision of courses, fifty of the vice-principals regarded this area as a primary responsibility for a 53.2 per cent majority of the returns. However, thirty-four vice-principals had little or no feeling in this area. Nevertheless, all but one of the responses tabulated felt this to be a valuable training experience; in other words, this received the nod of seventy-two junior administrators or 76.6 per cent of the responses. All seventy-five of the respondents tabulated regarding the

need for special training indicated that they felt special training to be necessary to adequately construct and revise courses. This latter number represented 80 per cent of the possible responses.

State reports. Vice-principals felt little responsibility for state reports on curriculum and apparently regarded them as not very important to their position.

Summary and tabulation. Vice-principals responded enthusiastically to all counts but one on curriculum, accepting the area as one of primary responsibility. The one area where little interest was shown was that of state reports. Table IV summarizes the responses.

VII. FINANCE

Proper management of finance is essential. The management of school funds is the inescapable lot of the building administrator. A system that is properly set up should take a minimum of his time and yet allow him to quickly check this facet of his work. To be sure, the larger districts have a division of business management, but many financial problems must be solved in the individual buildings.

A careful system of accounting, a policy of not

TABLE IV

SUMMARY OF TABULATIONS ON CURRICULUM

CURRICULUM ITEMS	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
1. Develop philosophy	2	66	15	71	6	1	69	5	0
2. Analyze needs	2	72	14	70	11	1	72	6	0
3. Committee work	6	63	21	61	21	0	70	10	0
4. Construct courses	5	45	34	57	18	0	63	9	1
5. State reports	1	15	41	30	20	6	27	20	5

burdening the classroom teacher with the collection of funds for various purposes, of keeping student expenses to the minimum, of careful management of student funds as well as adequate auditing and safety precautions, are characteristics of capable administration. The field of finance was broken into eight subdivisions for purposes of the questionnaire.

Accounting, audit and timekeeping. Vice-principals in general did not regard the three areas of accounting, audit and timekeeping as their primary responsibilities. Neither did they think of these items as particularly high in experience values. Correlative to this attitude was the fact that less than one-half of the respondents indicated any special training was required.

School activities. While less than one-half of the respondents signified responsibility in this area, fifty-one respondents, or 54.3 per cent, said the area required special training and fifty-five administrative assistants, or 58.5 per cent, indicated that they valued working in the area for the training experience.

School store, fees and insurance. Less than one-half of the respondents indicated responsibility for the three subdivisions of school store, fees and insurance.

Neither did the vice-principals regard the areas valuable as a training experience nor requiring special training.

Athletics. While the financial aspects of school athletics were not regarded as a primary responsibility, they were regarded as a valuable training experience and one for which training was required. Fifty-three vice-principals, or 56.3 per cent, said that the financial area of athletics administration required training and fifty-four, or 57.4 per cent of the respondents, indicated that the experience in this field was valuable to an administrator.

Summary and tabulation. On the whole, the question of finance did not weigh heavily in the program of the vice-principal. Table V summarizes the responses.

VIII. EQUIPMENT MAINTENANCE

The supervision of building equipment, like the supervision of buildings and grounds, is properly the domain of the principal. A quotation from a recent government publication summarizing education in the United States gives a good description of the principal and his duties.

The person who is in charge of the administration and instruction of a high school is called the principal. He is responsible for preparing schedules of classes, assigning teachers, stimulating curriculum improvement,

TABLE V

SUMMARY OF TABULATIONS ON FINANCE

FINANCE ITEMS	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
1. Accounting	5	12	36	25	15	10	26	16	8
2. Audit	3	8	36	26	11	9	21	16	9
3. Timekeeping	1	5	40	8	14	21	6	14	24
4. School activities funds	11	25	32	18	33	12	30	25	7
5. School store	6	13	30	7	23	17	10	22	16
6. Fees (locker, book, etc.)	9	25	26	6	28	31	14	19	24
7. Insurance	12	26	26	7	28	25	15	21	24
8. Athletics	11	35	18	25	28	7	31	23	6

maintaining good public relations, preparing school budgets, and doing everything possible to improve the quality of instruction within the school.¹⁰

In general, the six subdivisions in this area were regarded as of relatively minor importance to the vice-principals questioned.

Lockers and locks. Most administrative assistants had the responsibility for this item but regarded it as of little experience value and an item where little training was needed. Fifty-one vice-principals, or 54.3 per cent, had this responsibility.

Office equipment and intercommunication systems including bells. Little interest was shown by the assistant principal in these two areas.

Auditorium, visual aids and athletic equipment. The general feeling in the three areas of equipment maintenance heading this paragraph was that special training was required and that these were neither areas of widely accepted responsibility on the part of the vice-principal nor were they areas of high experience value to him.

¹⁰Samuel M. Brownell, Education in the United States of America, Office of Education, United States Department of Health, Education and Welfare (Washington: Government Printing Office, 1955), p. 26.

Summary and tabulation. Only one item in equipment maintenance was given the rating of a primary responsibility. None of the items were given a high experience value rating. Table VI summarizes the responses.

IX. GENERAL CONTROL

There are a number of administrative and supervisory duties in connection with a large secondary school that are so diversified that they are difficult to group in any one area. These miscellaneous duties that do not easily fit into one of the other general divisions of the duty questionnaire were grouped under general control in the duty check-list.

Principal in absentia. The very terms assistant principal and vice-principal would seem to imply second in command. The answers on the check list confirmed the belief that in the absence of the principal, the modern assistant has wide administrative power. This is the only question which had no checks in the three negative columns of minor responsibility, routine training and minor experience value.

Eighty-three checks were recorded in the columns that indicated the vice-principal had this area of responsibility. While no negative replies were received, the

TABLE VI

SUMMARY OF TABULATIONS ON EQUIPMENT MAINTENANCE

EQUIPMENT MAINTENANCE	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
1. Lockers, locks	31	20	14	4	38	22	2	23	35
2. Office equipment	5	33	17	10	22	21	3	24	23
3. Auditorium, stage	6	41	16	16	37	8	7	26	22
4. Visual aids	6	24	29	20	28	7	17	23	11
5. Athletic and/or gym	2	37	14	19	28	2	14	22	11
6. Bells, etc.	9	33	17	16	28	10	7	25	19

tabulation showed this to be just over 88 per cent of the total respondents.

Although only eighty-one replies were tabulated on the question of special training, all eighty-one, 86.1 per cent, thought special training was required. Seventy-three respondents, 77.7 per cent, said this duty had high experience value.

Staff meetings. An attempt was made to break down this item. Some superintendents and principals believe that the vice-principal should be in the building in an administrative capacity while the principal is away at meetings. Other administrators feel that the junior administrator should attend all meetings with the principal during school time both because of the experience value and because "if the meeting is worth the principal's time, it is also worth the time of the assistant principal."¹¹

Seventy-seven vice-principals, or 82 per cent, regarded staff meetings within the building as a primary responsibility, but the fact that less than one-half of the respondents checked meetings outside of their building as a responsibility apparently indicates that most, although not all, vice-principals feel the assistant should be in the building during the absence of the principal.

¹¹Statement by John Amend, assistant superintendent of Highline Public Schools, personal interview.

All except one of the respondents indicated that staff meetings involved special training, whether they were centered around a particular building or not. The great majority felt, too, that local meetings had high experience value. The fact that they did not indicate this in connection with meetings not held in the building could have been due to unfamiliarity with this type of meeting or because this type of meeting was not valued highly.

Student assemblies. A large majority of those assistant principals responding to the question of student assemblies, 59.6 per cent, indicated this to be an area of primary responsibility. Seventy-seven respondents, or 82 per cent, said special training was required. Seventy-two of the administrative assistants, 76.6 per cent, valued the experience.

Receiving callers. A public school is a "happy hunting ground" for individual salesmen, sponsors of endless charities, investigators of credit ratings for teachers, insurance salesmen and others. Many parents, too, in their interest in an individual child, forget that a teacher is concerned with the whole class. While schools generally encourage parents to come to school, often someone in the office must arrange the time and place for

the interview and sometimes a class substitute must be arranged. While some phases of this area fall in the category of public relations, other areas involved are administration and supervision of the school.

Vice-principals regarded this duty as a primary responsibility requiring training. Eighty respondents, or 85 per cent of the total, listed this as part of their job and seventy-one respondents, or 75.5 per cent, said special training was required. Slightly over three-fourths of the responding vice-principals, or 76.6 per cent, indicated the handling of callers to be a valuable training experience.

Answering mail. While a good secretary is able to screen much of the mail, there are problems of administration, supervision, public relations, record and guidance where it is possible for the assistant administrator to relieve the principal.

Fifty-nine assistant principals, or 62.8 per cent, regarded this as one of their responsibilities. Sixty-four respondents, or 68.1 per cent, indicated the task required special training. Fifty-nine of them, or 62.8 per cent, rated the duty as a valuable training experience.

Preparation of bulletins. Preparation of bulletins for the students and public involves public relations but

there is also a large area of supervision of the school staff and students which enters the picture.

This area was classed as a primary responsibility since sixty-eight of the respondents, or 72.3 per cent, were charged with the task. Seventy individuals, or 74 per cent, considered this an area requiring special training and sixty-six of the recordable responses, or 70.2 per cent, called bulletin preparation a valuable training experience.

Inspections. The vice-principal, by becoming involved in inspections, gains in stature with the staff and is enabled to get a picture of the over-all needs while relieving the building principal of a portion of his administrative load.

Sixty-one respondents, or 64.9 per cent, signified inspections to be a primary responsibility; while sixty-three of them, or 67 per cent, indicated that special training was advisable. Sixty-six of the vice-principals, 70.2 per cent, classed this a valuable training experience.

Fire drills.

It shall be the duty of the principal or other person in charge of every public or private school or educational institution within the state, to instruct and train the pupils by means of drills, so that they may, in a sudden emergency, be able to leave the school building in the shortest possible time and without

confusion or panic. Such drills or rapid dismissals shall be held at least twice each month.¹²

Sixty-three respondents, or 67 per cent, indicated that they regarded the area as a primary responsibility. Sixty-four, or 68.1 per cent, suggested special training and exactly one-half of the respondents stated this to be a worthwhile experience in the training program.

Air raid drills. The number of respondents indicating the area of air raid drills to be their responsibility was fifty-three, or 56.3 per cent. Since this is over one-half of the respondents, it is considered to be a primary responsibility. The fact that some agencies now recommend dispersal and some evacuation depending upon the location of the school and other factors, and also that air raid problems are relatively new, may have contributed to the difference in attitudes of responsibility between air raid and fire drills.

Fifty-seven respondents, or 60.6 per cent, regarded this area as one needing special training while most disregarded this area as a valuable training experience for the administrator.

School census. Primarily for reasons of finance

¹²Remington, op. cit., p. 474, Vol. 6.

but also to aid the personnel and guidance divisions of the school systems, many districts in Washington find it necessary to take and keep a regular census.¹³ This is quite an elaborate procedure because of the uneven and rapid growth of many school districts in Washington. Involved are such items as house to house canvassing as well as statistical projections worked out on the basis of county and city vital statistics records and new telephone installations.

Respondents did not regard this as a primary responsibility nor one high in experience value. Neither did they feel that this area required special training.

School calendar.

The pupil activity program is one of the most important areas of the curriculum. Forward-looking schools and communities no longer consider the program as extracurricular.¹⁴

The keeping of a master calendar and the problem of fitting together the many in-classroom and out-of-classroom learning activities could well be the domain of the vice-principal. The school calendar was held to be a primary

¹³Administrative Organization and Major Functions (Tacoma: Tacoma Public Schools, 1956), p. 49.

¹⁴Robert R. Marks, "How Can We Provide an Activity Program for All Senior High-School Students?" The Bulletin of the National Association of Secondary-School Principals, XLI (April, 1957), p. 10.

responsibility since sixty-two vice-principals, or 66 per cent, either had complete or joint charge of this area. Seventy individuals, 74 per cent or almost three-fourths of those responding, felt the area should have people with special training; and sixty-one, or 69.4 per cent, regarded this as a worthwhile training experience.

Health services. A division was made in the questionnaire between school-wide health measures such as arranging for examinations and immunizations, and individual pupil health measures such as nurse records, individual health follow-ups, and so forth. Assistant principals did not regard either category as a primary responsibility nor was either division considered to be of major importance in the fields of training and experience.

Transportation. Washington state funds provide for a large share of the cost of transportation of students. Most of the large districts have at least part of their students transported on busses owned by the district. In other cases, transportation is provided under contract with individuals and transportation systems. It would seem to be the responsibility of the principal's office to work out problems of discipline on busses, routing, scheduling, and so forth. The responses on the duty check-list, however, did not indicate this to be a primary responsibility

nor a major concern with most assistant principals.

Cafeteria.

Dietitians and similar specialized personnel frequently serve the whole school system rather than one particular school.¹⁵

Despite this, apparently most cafeterias in first class districts in Washington are the concern of the building administrator, because fifty-one vice-principals, or 54.3 per cent, had this area of responsibility. Fifty-seven, or 60.6 per cent, also said training would be helpful and fifty-two administrative assistants, or 55.3 per cent, reported that contact with this area was a worthwhile training experience.

Custodial help. Jacobson and Reavis, in their discussion of custodial services, make two points on the subject of custodial services. They state that the efficiency and maintenance of the plant depends largely on the type of custodial help and that as a policy, requests for extra janitorial service should go through the principal.¹⁶

¹⁵Ellsworth Tompkins and Walter H. Gaumnitz, High School Staff and Size of School. Office of Education, Federal Security Agency, Circular 317 (Washington: Government Printing Office, 1950), p. 16.

¹⁶Paul B. Jacobson and William C. Reavis, Duties of School Principals (New York: Prentice-Hall, 1941), pp. 718-721.

The survey indicated that the area of custodial help is not delegated to the vice-principal with enough frequency to be classed as a primary responsibility. However, in the opinion of over one-half of the respondents, or 52.1 per cent, this would be a worthwhile training duty and most, or 54.3 per cent, felt that the area required special training.

Injury reports. Vice-principals regarded the field of reporting injuries as a primary responsibility on the basis of fifty-three out of a possible ninety-four responses or 56.3 per cent. Training and experience values were low in this area.

Ill and injured supervision. Most administrative assistants regarded supervision of ill and injured as a responsibility of their office. Sixty-two, or 66 per cent, stated this so it was judged a primary responsibility. Sixty-one respondents, or 63.8 per cent, indicated that special training would be desirable and fifty-one, or 54.3 per cent, checked this item as a worthwhile training experience.

Law enforcement bodies. It is true that the period of adolescence is a period of tensions and changes, but most youth, as it has for ages past, comes through this

period very well. Generally, schools and law enforcement bodies work together very closely, each needing the help of the other in the solution of problems. The words "juvenile" and "delinquent" have had an unhappy association. An extract from a recent Parent Teacher Association publication which is addressed to adults puts the issue in its proper perspective.

Adults and adolescents themselves need to understand these changes and their effects on behavior and interpersonal relations. Adolescents need counseling in making the numerous adjustments, and adults need the knowledge and skills to give such guidance.

Adults need also to understand something of the changes that have taken place in our society since they were adolescents. Today, approximately 80 per cent of the fourteen-to-seventeen year age group is in school. A generation ago, in 1930, 51 per cent were in school. Our democratic ideals impel us to want as much schooling as possible for everyone.

Our national wealth and our ability to do without the labor of young people have enabled us to extend the period of compulsory school attendance. Many of our youth are in school today not because they want to be but because they have to be. For them, school is prison. Some accept their imprisonment. Others rebel, and we have the high school equivalent of prison riots and prison breaks, vandalism and truancy.

The large high school population of today has a far wider range of abilities and interests than the high school group of a generation ago. Under school attendance laws, many young people are now in school who would have 'flunked out' under the rigid standards maintained twenty-five years ago.¹⁷

¹⁷What P. T. A. Members Should Know About Juvenile Delinquency, A report prepared by the National Parent-Teacher Magazine (Chicago: National Congress of Parents and Teachers, 1957), pp. 89-90.

It would seem that the vice-principals were cognizant of the responsibility the school has in this field. Sixty-nine respondents acknowledge this to be one of their duties, or 73.4 per cent, so it was classed as a primary responsibility in the tabulation. Sixty-eight, or 72.3 per cent, thought that work in the field required special training and sixty-six, or 70.2 per cent, valued the training experience.

Charitable services. This category was separated into the divisions of school-wide drives and individual pupil services such as arranging for the dentist, for free lunches or for providing clothing when needed. The school-wide drive is normally a district endeavor. Therefore, any drive a school accepts has usually been examined by the central staff and representatives of other schools in the district.

Respondents felt, evidently, that acceptable drives were their primary responsibility, on the basis of exactly 50 per cent of the possible ballots. All other categories of charitable services were of small interest to those responding.

School banking and student pictures. Little interest was shown by the vice-principals in either of these areas.

Interscholastic athletics.

School athletics is only one of the responsibilities of the school administrator, but he must give it an adequate share of time and thought. It can become part of a well-rounded school program or it can absorb the program through outside¹⁸ manipulation and interference and faculty dissension.

While many of the schools or school districts employ athletic directors or coordinators, still there are problems of administrative decision in each building which must go through the principal's office.

Fifty-two assistant principals, or 55.3 per cent, indicated that they either shared in the program or had complete responsibility for interscholastic athletics, making the area one of primary responsibility. Fifty-eight respondents, or 61.7 per cent, indicated special training was needed and sixty-six, or 70.2 per cent, considered participation in administering this phase of the school a worthwhile training experience.

In-service workshops, night school and adult education. Less than one-half of the respondents indicated responsibility or interest in the adult, night school or in-service phases of the school program.

¹⁸Charles G. DeShaw, "The High School Administrator and Athletics," The Bulletin of the National Association of Secondary-School Principals, XLI (March, 1957), p. 53.

Summary and tabulation. Principal in absentia led the list of primary duties or responsibilities of the vice-principal. Staff meetings within the building, receiving callers and relationships with law enforcement bodies also received high marks. Other primary responsibilities of vice-principals were student assemblies, mail, bulletins, inspections, drills, school calendar, cafeteria, the ill and injured, charitable services, and interscholastic athletics. Table VII summarizes the responses.

X. INSTRUCTIONAL SUPPLIES

Little interest was shown in supplies. Assistant principals responding to the questionnaire indicated little interest in any of the six items, sub-divisions of supplies. It seems probable that this area was regarded primarily as clerical in its execution and one which a new principal could set up with little difficulty.

Summary and tabulation. The responses to all items in the supply area was less than one-half of the number of respondents. Table VIII summarizes the responses.

TABLE VII
SUMMARY OF TABULATIONS ON GENERAL CONTROL

GENERAL CONTROL ITEMS	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
1. Principal in absentia	75	12	0	79	2	0	70	3	0
2. Staff meetings									
within building	3	74	11	66	14	1	67	6	2
district wide	3	28	26	36	14	0	35	7	2
beyond district	1	29	22	34	8	0	31	6	1
3. Student assemblies	17	39	12	36	41	3	39	33	2
4. Receiving callers	2	78	6	37	34	7	45	22	7
5. Answering mail	4	55	22	24	40	8	27	32	10
6. Preparation of bulletins	8	60	18	28	42	8	33	33	6
7. Inspections	1	60	19	29	34	7	21	30	12
8. Fire drills	22	41	19	8	56	11	12	35	21
9. Air raid drills	13	39	18	8	49	10	10	30	19
10. School census	11	26	26	13	29	20	11	23	20
11. School calendar	12	50	19	30	40	4	29	32	6

TABLE VII (Continued)

GENERAL CONTROL ITEMS	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
12. Health services personnel coordina- tion (nurse, records, etc.)	6	32	18	21	23	6	17	24	6
school-wide health measures (shots, examinations, etc.)	4	23	24	16	18	8	9	18	15
13. Transportation (busses, etc.)	6	26	27	11	30	9	13	21	16
14. Cafeteria	11	39	22	14	43	9	20	32	14
15. Custodial help	0	27	38	21	31	6	19	30	9
16. Injury reports	10	43	16	8	35	17	16	23	23
17. Ill, injured super- vision	17	45	15	22	39	6	18	33	14
18. Law enforcement bodies	15	54	9	30	38	1	31	35	1
19. Charitable services drives, community pupil (dentist, milk, etc.)	8 1	39 24	20 19	8 5	38 27	12 11	10 7	32 22	17 16

TABLE VII (Continued)

GENERAL CONTROL ITEMS	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
20. School banking	6	10	28	2	18	21	6	13	23
21. Student pictures	12	24	22	6	24	19	5	19	30
22. Interscholastic athletics	15	37	16	38	20	3	38	17	35
23. In-service workshops	2	27	26	33	10	5	36	11	3
24. Night school	1	3	22	10	4	7	11	7	7
25. Adult education	0	4	24	15	2	5	11	9	5

TABLE VIII

SUMMARY OF TABULATIONS ON INSTRUCTIONAL SUPPLIES

INSTRUCTIONAL NEEDS	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
1. Requisitions	11	23	26	15	29	14	19	26	12
2. Check, receipt vouchers	5	13	33	8	15	26	8	19	20
3. Distribute supplies	9	18	28	3	21	30	6	19	26
4. Inventory	9	24	20	7	21	22	9	21	19
5. Schedule films	5	11	33	6	26	15	5	23	18
6. Arrange field trips	3	24	30	10	36	10	6	35	13

XI. PUBLIC RELATIONS

"Public schools are public business."¹⁹ Community support or indifference to the schools depend to a very large degree on the public relations program of the schools. So very many people in the community base their attitudes on but a fragment of the picture of the schools, perhaps as they observe conduct of pupils on the street, perhaps at the football or basketball game, perhaps on the condition of the school grounds or bus transportation or the chance remark of one teacher. Eleven items were listed in the field of public relations.

Preparation of news articles. Respondents did not regard the preparation of news articles as a primary responsibility. Fifty-two respondents, or 55.3 per cent, suggested that special training was required in this field and fifty individuals, or 53.2 per cent, indicated that this was a worthwhile experience in the training of an administrator.

Prepare educational displays. Little interest was evinced in the field of educational displays. However,

¹⁹Van Miller and Willard B. Spalding, The Public Administration of American Schools (Yonkers-on-Hudson, New York: World Book Company, 1952), p. 451.

fifty-three people said that they considered this an area requiring special training.

Address professional groups. While the area of speaking to professional groups was not accepted as a primary responsibility, sixty-three respondents, or 67 per cent, considered this an area of valuable experience and fifty-nine individuals, 62.8 per cent, said that the area required special training.

Bulletins to parents. Vice-principals in the survey accepted the parent publicity bulletin area as a primary responsibility on the basis of fifty-three of the junior administrators, or 56.3 per cent, having either joint or complete responsibility in this field. Seventy of the respondents, or 74 per cent, believed that special training was required in order to do this well. Sixty-four of those responding, or 68.1 per cent, felt this area of home contact to be good training experience.

Address civic groups. "The very purpose of speech--securing understanding or moving listeners to action--marks it as an indispensable instrument in public relations."²⁰

²⁰Clifford Lee Brownell, Leo Gans, Turie Z. Maroon, Public Relations in Education (New York: McGraw-Hill, 1955), p. 200.

While respondents did not accept the concept of addressing civic groups as a primary responsibility, slightly more than one-half, or 52.1 per cent, of the responses endorsed the item as a valuable training experience. Fifty-one respondents, or 54.3 per cent, considered special training a requirement.

Parent-Teacher Association.

No other group has done so much to bring the positive contributions of the schools to the attention of communities as has the PTA. No other group has done so much to promote cooperative home and school study of problems resulting in mutual understanding of the educational tasks to be accomplished.²¹

Sixty-six of the respondents, or 70.2 per cent, indicated that the assistant principal regards working with the parent-teacher associations as a primary responsibility. Seventy administrative assistants, or 74 per cent, believed that the area was one where special training was needed and sixty-eight, or 72.3 per cent, indicated the area to be of value in the experience realm.

Alumni. In the area of alumni relations, vice-principals evinced little interest.

²¹Albert L. Ayers, Administering the People's Schools (New York: McGraw-Hill Book Company, 1957), p. 67.

Community and clubs. Respondents did not accept participation in community and clubs as a primary responsibility. They did, however, value this as a worthwhile training experience since fifty-one affirmative responses, or 54.3 per cent of the total, were counted on the checklist. Fifty-five vice-principals, or 58.5 per cent, indicated that the training of the administrator would be aided by this endeavor.

Sponsor youth activities. In the field of youth activities, while not accepting the item as a primary responsibility, the questionnaire totals showed that fifty respondents, or 53.2 per cent, regarded such an item as a valuable experience in training and fifty-one, or 54.3 per cent, considered special training was required.

Television and radio. Responses indicated that most vice-principals have little interest in television and radio as a means of public relations.

Neighborhood-student problems. The majority, fifty, of the respondents accepted neighborhood-student problems as an area of responsibility; this was 53.2 per cent of the total responses. Fifty-two persons, or 55.3 per cent, thought the item was a valuable experience field and forty-eight, which was 51.1 per cent of the total, suggested

that special training was required in the area.

Summary and tabulation. While vice-principals had high regard for the public relations area as an experience medium and one for which specialized training would be helpful, only the three items of bulletins to parents, parent-teacher relationships and neighborhood-student problems were accepted as primary duties. Table IX summarizes the responses.

XII. PUPIL PERSONNEL

Pupil personnel category included club sponsorships.

"The achievement of individual excellence requires attention to the individual."²² The area of pupil personnel as outlined in the duty questionnaire involved twenty-three different items plus a statement as to the student activity groups advised by the vice-principal.

Pupil registration. Respondents regarded this item as a primary responsibility because sixty-six individuals, or 70.2 per cent, checked it. Seventy-five, or 80 per cent, volunteered that professional training was required and seventy-one junior administrators, or 75.5 per cent,

²²George S. Counts, Education and American Civilization (New York: Bureau of Publications, Teachers College, Columbia, 1952), p. 316.

TABLE IX
SUMMARY OF TABULATIONS ON PUBLIC RELATIONS

PUBLIC RELATIONS ITEMS	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
1. Prepare news articles	1	27	33	34	18	2	34	16	4
2. Educational displays	0	25	29	24	29	1	23	23	3
3. Professional addresses	2	42	29	48	11	3	54	9	3
4. Parent bulletins	1	52	25	45	25	1	46	18	5
5. Address civic groups	3	38	26	38	21	0	46	14	1
6. P. T. A.	2	64	15	43	27	0	48	20	2
7. Alumni	0	20	22	16	21	3	14	17	6
8. Community and clubs	1	40	20	32	23	0	35	16	2
9. Youth activities	3	32	22	22	29	1	27	23	2
10. TV-radio	1	15	25	24	15	1	23	12	4
11. Neighborhood problems	6	44	10	36	18	1	34	18	2

considered the item to be a valuable training experience.

Orientation of new students. Seventy-three of the replies to the questionnaire indicated the vice-principals regarded orientation as a primary responsibility; this was 77.7 per cent of the response. Seventy-five replies, or 80 per cent, suggested that educational training was required and sixty-seven, 71.3 per cent, indicated that the field was a valuable one for experience.

Preparation of student handbook. Fifty-eight respondents, or 61.7 per cent, checked that they regarded preparation of the student handbook as their responsibility. Sixty-seven, or 71.3 per cent, said special training of at least the general type received by the regular teacher was required and sixty-five respondents, or 69.2 per cent, felt this activity to be a valuable experience.

Transfer students and records. While transfer of students and student records was accepted as a primary responsibility based on the responses of fifty-eight vice-principals, or 61.7 per cent, most of the respondents indicated that the matter did not take a great deal of training nor have very much to offer in the way of experience values.

Diploma certification. Little interest was shown

to any of the three questions regarding diploma certification.

Graduation. While administrative assistants did not signify graduation problems to be a primary responsibility, approximately one-half of the respondents, or 51.1 per cent, said special training would be helpful. That here was a worthwhile training experience was the expression of exactly one-half of the respondents. This survey involved many combinations of secondary students, not all of them having need of the elaborate preparations for graduation typical of the senior high school with twelfth graders.

Guidance. Except for the category of principal in absentia, guidance was the item accepted with the most unanimity. Seventy-eight vice-principals, or 83 per cent, considered this area as their responsibility. Seventy-nine, or 84 per cent, suggested special training was required for the work, and seventy-seven of the respondents, or 82 per cent, considered working in this field valuable experience.

Student job placement and scholarship information. Neither the categories of student job placement nor scholarship were considered to be areas of primary responsibility; but approximately one-half, or 51.1 per cent, of

the respondents thought scholarship had experience value. Exactly one-half of the respondents checked the training needed column for student job placement and fifty-three affirmative checks, or 56.3 per cent, were counted in the same area for scholarship information.

Special students. The assistant principals were little concerned with the problems of tuition students. Nevertheless, while not accepting the exceptional student as a primary responsibility, forty-nine respondents, or 52.1 per cent, regarded working with this group a valuable administrative experience and fifty-one of the vice-principals, or 54.3 per cent, corroborated the fact that the area required the special training of an educator.

College requirements. College requirements were not considered to be a primary responsibility, but offered a worthwhile administrative experience on the basis of fifty-five ballots, or 58.5 per cent. Fifty-two administrators, or 55.3 per cent, said educational training was needed.

Compile case studies. The case study has many uses. Its character depends on its purpose for the individual concerned. It is useful in the office, the classroom and the guidance department. Sixty respondents, or 63.8 per cent, accepted this as a primary responsibility. Sixty-four

or 68.1 per cent, considered training necessary here and the same number considered this a valuable experience.

Suspend pupils. By state law, letters of notification of suspension must go to the directors of the district and to the parents or guardian of the child.²³ The responses of sixty assistant principals, or 63.8 per cent, indicated that they either shared or had complete responsibility in this area. Sixty-two of them, or 66 per cent, regarded the responsibility as a valuable training experience while sixty-four considered that the special training of teacher or administrator was required for adequate understanding of the area.

Home visitation. Forty-nine vice-principals, or 52.1 per cent, accepted the responsibility for home visitation as a part of their job. The fact that some districts had more elaborate departments of special services than others probably had some effect on this item. Sixty-one respondents, or 64.9 per cent, concluded that this was a valuable training area and sixty-two, or 66 per cent, considered special work necessary in carrying out this activity.

²³Andrews, op. cit., pp. 193-94.

Discipline. One of the most detailed district studies concerned with the duties of vice-principals is the Seattle study of 1953. This study²⁴ gives assistant principals prime responsibility for discipline. What did we find on a state-wide basis?

Seventy-nine respondents, or 84 per cent, affirmed that discipline was their responsibility, so it was classed as a primary responsibility. The four respondents who disclaimed discipline as a responsibility were located in schools with more than one vice-principal and, generally speaking, were specialists in curriculum. Seventy-seven respondents, or 82 per cent, indicated this to be a good field of training for an administrator and the same number felt that the special training of educator or administrator was required for the duty.

Student health problems. Individual student health problems were not accepted as a primary responsibility. This was no surprise since many of the large schools surveyed have nurse and health specialists within the system. However, experience in this field was regarded

²⁴High School Principals' Committee for the Study of the Principal's and Vice-Principal's Responsibilities, Letter to Mr. Campbell (Seattle: Public Schools Administration Center, 1953), pp. 1-14.

as good training by sixty respondents, or 63.8 per cent, and sixty-two vice-principals, or 66 per cent, indicated that special training was helpful.

Advise failing students. The advising of failing students was a primary responsibility according to the responses of sixty-seven administrative assistants, or 71.3 per cent. Seventy-three respondents, or 77.7 per cent, said this was a valuable experience area and sixty-three junior administrators, or 67 per cent, felt that special training in education was required.

Student activities. In summarizing American education, primarily for people more familiar with education in other countries, the United States Office of Education says, "An extremely important part of the educational curriculum of most schools is that which is called extra-curricular, or cocurricular, or student activities."²⁵

Seventy-four respondents, or 78.7 per cent, had this area as a responsibility. Seventy-five respondents, or 80 per cent, said special training was required and also that the area had high experience value.

²⁵Brownell, op. cit., p. 25.

Investigate complaints of pupil, teacher, parent or public. Complaint investigations were broken into the four types of complaining parties, but the response was substantially the same in all categories. This was an area of primary responsibility for the vice-principal; it was a worthwhile experience, and the area required special training. These conclusions were based on the indications of approximately seventy returns out of ninety-four, in other words, the returns of three-fourths of the respondents.

Summary and tabulation. Both the areas of discipline and guidance fall to the lot of the vice-principal. The administrative assistant has much individual contact with the students. Table X summarizes the responses.

Faculty advisor. The area of pupil personnel in the questionnaire provided space for a list of the activities advised by the vice-principal. Practically all assistant principals were involved in some area but the activities were of many kinds. Student council was the response most frequently given, with thirty responses. This was followed by traffic control, boys' clubs and girls' clubs in that order.

TABLE X

SUMMARY OF TABULATIONS ON PUPIL PERSONNEL

PUPIL PERSONNEL ITEMS	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
1. Pupil registration	22	44	18	60	15	5	60	12	4
2. New students orientation	17	56	8	48	27	0	47	22	1
3. Handbook preparation	10	48	22	38	29	6	41	24	4
4. Transfer, records	11	47	20	15	21	35	16	28	27
5. Diploma certification	3	24	12	20	15	4	14	17	5
6. Graduation	4	40	12	28	20	3	28	19	1
7. Guidance	21	67	6	71	8	0	75	2	0
8. Student job placement	6	24	25	21	26	4	17	27	5
9. Scholarship information	14	30	12	32	21	0	27	21	3
10. Special students tuition	8	22	14	22	14	7	19	16	6
exceptional	7	33	14	42	9	2	35	14	2
11. College requirements	13	28	20	29	23	4	34	21	1
12. Compile case studies	18	42	11	50	14	2	52	12	1
13. Suspend pupils	21	57	6	62	15	1	63	14	0
14. Home visitation	14	35	23	38	24	2	42	19	4
15. Discipline	31	48	4	67	10	0	69	8	0
16. Student health problems	9	35	23	34	26	0	32	28	1
17. Advise failing students	18	49	12	48	15	1	54	19	1
18. Student activities	22	52	8	45	30	0	55	20	0
19. Investigate complaints of pupil	17	62	1	48	20	0	57	15	0
teacher	13	64	3	52	20	0	60	13	1
parent	13	67	3	49	20	0	59	14	1
public	9	60	3	44	19	0	52	14	1

XIII. TEACHER PERSONNEL

The teacher is a vital part of the school.

A school is not a building. The finest classrooms and the most elaborate textbooks do not instruct. The magical ingredient that creates a school out of stone and desks and books is the relationship between pupil and teacher. Of pupils the United States has an ever-increasing supply. Of teachers the United States has an ever-increasing shortage.²⁶

Help select and assign new teachers. Washington State had its first teacher recruitment campaign in 1864 with the arrival of the "Mercer Girls" in Seattle.²⁷ Since that time, there have been shortages of teachers often and occasionally a surplus, depending on the stage of the economy and other factors. Whether in time of surplus or shortage, the real problem is to get good and conscientious teachers that are well trained. Certain personal qualities distinguish the superior teacher and these are not always easily and quickly discernable in the teacher's record.

Neither the selection nor the assignment of new teachers involved enough of the respondents to class the items as primary responsibilities. Fifty-four of them,

²⁶David B. Dreiman, How to Get Better Schools (New York: Harper and Brothers, 1956), p. 186.

²⁷Andrews, op. cit., p. 237.

or 57.4 per cent, indicated, however, that the selection of teachers would be a worthwhile item as a training experience and sixty respondents, or 63.8 per cent, felt similarly about helping to assign new teachers. Fifty-eight vice-principals, or 61.7 per cent, indicated special training to be necessary in order to work in the field of selection of teachers and sixty-four, 68.1 per cent, thought special training was necessary for the one assigning the teachers.

Orient new teachers. The problem of new teachers transcends state lines. Teachers trained in one state go to work in another. Schools are obliged to use space not always ideal. In addition to the present shortage of 142,300 school rooms in this nation during the 1957-58 school year, it is estimated that 61,000 new rooms will be needed by the fall of 1958.²⁸ Washington is experiencing its share of problems with this expanding school population. Absorbing the new teachers into a system this rapidly has become the concern of many administrators.

Seventy-three respondents, or 77.7 per cent, regarded this item as one of the responsibilities of a vice-

²⁸Office of Education, United States Department of Health, Education, and Welfare, Enrollment, Teachers, and Schoolhousing (Washington: Government Printing Office, 1958), p. 4.

principal, so we may call this a primary area of responsibility. Seventy-four, or 78.7 per cent, considered this a worthwhile experience as a training activity and seventy-six, or 80.8 per cent, indicated that special training was required in order to successfully complete this item.

Obtain substitute teachers. Assistant principals indicated little interest or responsibility in the area of substitutes.

Act as substitute and teacher rating. Neither the rating of teachers nor the taking of teacher's place in the capacity of a substitute was regarded by the assistant principals as a primary responsibility. Both items were regarded as valuable training experiences requiring specialized training in education. Sixty respondents, or 63.8 per cent, said rating was a valuable experience. Sixty-four, or 70.2 per cent, thought special training was required. On the question of acting as a substitute for a teacher, fifty-four, or 57.4 per cent, indicated that here was a worthwhile experience and fifty-eight, or 61.7 per cent, said special training was required.

Help solve teacher problems. The chief function of the administration of a school is to facilitate the teaching process. The item of helping to solve teacher problems

was broken into two divisions: personal and professional problems of the teacher. Both categories were accepted as primary responsibilities of the vice-principal, with fifty-four, or 57.4 per cent, responding affirmatively in the personal category and sixty-two, or 63.8 per cent, in the professional section. In the area of favorable experience training, the respondents numbered fifty-nine, or 62.8 per cent, and sixty, or 63.8 per cent. The number of respondents who suggested special training was necessary was sixty-seven, or 71.3 per cent, in the area of personal problems and sixty-one, or 64.9 per cent, in the area of professional problems.

Arrange for teacher visits, discipline teachers.

Neither the areas of teacher visitation nor of teacher discipline were regarded as areas of primary responsibility by the vice-principals.

Work on teachers' handbooks, check teacher attendance.

Neither the categories of teacher handbooks nor teacher attendance were regarded as primary responsibilities. However, fifty-four respondents, or 57.4 per cent, considered the work good experience and the same number considered training was essential to do this. Forty-nine, or 52.1 per cent, felt that checking teacher attendance had experience value and fifty-two, or 55.3 per cent, said training

was required.

Check teacher lesson plans. Vice-principals showed little interest in checking teachers' lesson plans.

Supervision of cadet program. While not regarding the item of cadet training as a primary responsibility, respondents agreed that special training was needed since fifty-three, or 56.3 per cent checked this item and fifty-nine respondents, or 62.8 per cent, considered this a good experience in administrative preparation.

Promote cordial relations. The respondents felt that one of their primary responsibilities was to help the teacher in her relationships with other teachers, the public, the parent and the pupil. Respondents so affirming numbered from sixty-two to seventy-four, or no less than 66 per cent and as high as 77.7 per cent, on the question. In other words, the item was important to them in all phases.

Summary and tabulation. Vice-principals would be pleased to have more responsibility in the area of teacher supervision. Table XI summarizes the responses.

TABLE XI

SUMMARY OF TABULATIONS ON TEACHER PERSONNEL

TEACHER PERSONNEL	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
1. Help select new teachers	1	26	37	50	8	1	50	4	2
2. Help assign teachers	0	37	34	56	8	1	55	5	2
3. Assign extra duties	6	60	15	46	23	4	42	25	5
4. Orient new teachers	5	68	12	49	27	0	56	18	1
5. Obtain substitute teachers	14	23	28	17	24	15	16	20	19
6. Act as substitute	4	28	37	21	34	3	28	20	11
7. Rate teachers	5	32	31	48	10	1	50	6	1
8. Help solve teacher problems:									
personal	3	51	23	52	15	0	47	12	1
professional	11	51	20	53	9	1	49	11	2
9. Arrange for teacher visits	4	27	29	22	25	6	23	12	7
10. Keep cumulative records of teachers	2	21	27	28	10	7	27	10	7
11. Discipline teachers	2	24	34	47	7	2	44	10	2
12. Work on teachers' handbooks	6	36	21	28	24	5	30	19	5
13. Check teacher attendance	5	22	26	16	11	21	14	11	23
14. Inspect lesson plans, etc.	3	14	33	33	9	5	27	14	6
15. Supervise cadet program	5	30	22	36	17	1	34	15	3
16. Promote cordial relations:									
teacher-pupil	5	68	7	58	12	1	61	7	2
teacher-parent	3	71	7	56	12	1	59	9	2
teacher-teacher	2	64	9	55	12	1	55	8	3
teacher-community	1	59	11	51	12	1	52	10	2

XIV. TESTS AND RECORDS

Tests, records and safeguards are essential. Many types of tests and measurements are still in the developmental stage²⁹, but testing for achievement has been part of the educational picture for years. The modern testing program should include both rate and power tests based on national norms. The district should budget for a careful selection of tests in both the prognostic and personality fields as well as the achievement tests. A program of intelligence testing is essential.

Periodically, the school should survey and analyze its needs because the choice of tests is large and few districts budget enough to test as much as the personnel would like. A proper record of the test results maintained in a manner readily available for the use of teacher, nurse, administrator or guidance specialist is part of the program. Adequate security safeguards against loss or wrongful use of the records should also be provided.

Survey, analyze test needs. New tests are being developed constantly. Standardized test selection should

²⁹Harry A. Greene, Albert N. Jorgensen, and J. Raymond Gerberich, Measurement and Evaluation in the Secondary School (New York: Longmans, Green and Company, 1955), p. 33.

take into consideration the building needs, the cost, the total district program and the need for retesting. Provision should be made for the testing of individuals, the entire group, and special groups.

Respondents did not regard the surveying and analyzing of test needs as a field of primary responsibility. Fifty-five respondents, or 58.5 per cent, said the experience in this field was good training for an administrator and fifty-six administrative assistants, or 59.6 per cent, indicated that the work required educational training.

Purchase objective tests, check report cards. Both the purchasing of objective tests and the checking of reports, of whatever type, appeared to be of relatively little interest to the respondents.

Administer tests, supervise test administration, analyze test results. The categories involving administration, supervision and analysis of results of tests were not regarded as primary responsibilities of the vice-principal's office. Roughly one-half of the respondents, however, indicated the area to be worthwhile as a training experience and a slightly larger majority indicated the area required special training.

Develop promotional procedure. The responses to the

question of developing promotional procedure indicated that the area was not one of primary responsibility but a majority, 59.6 per cent, of the respondents indicated the area required training and fifty-three vice-principals, 56.3 per cent, said that the area was a worthwhile training field.

Supervision of student records. The cumulative record "is a record of all the facts about pupils considered significant by the school, recorded over a period of time."³⁰

The supervision of student records was the only item in the area of tests and records accepted by the vice-principals as an area of primary responsibility. Fifty-four respondents, or 57.4 per cent, were either jointly or completely charged with this item. Fifty-five, or 58.5 per cent, considered the item valuable as a training experience and exactly one-half of the respondents indicated they felt that the special training of an educator was essential to this supervision.

State, district reports. Throughout the questionnaire, the vice-principals tended to minimize the importance

³⁰Office of Education, United States Department of Health, Education, and Welfare, Handbook of Cumulative Records (Washington: Government Printing Office, 1954), p. iii.

of reports and items of a clerical nature. The item of state and district reports was no exception.

Summary and tabulation. While most areas of testing were regarded by the vice-principals involved in the survey as valuable experiences, only one was regarded as a primary responsibility, the supervision of student records. It was also indicated by the respondents that most of the area required special training. Table XII summarizes the responses.

XV. SUMMARY LIST AND TIME ANALYSIS

Questionnaire summary. The summary on the questionnaire which followed the duty check-list provided for the five items regarded by the assistant principal as most important, the five items considered least important, the five items considered most valuable as training and the five items considered least valuable as training for more responsible positions. Since no provision was made for weighing the items, taken by themselves, the validity of the summary is not as high as the check-list. However, a comparison of these results with the check lists permits some conclusions to be drawn.

Since attendance was rated both most important and yet least valuable training and since it was regarded as a

TABLE XII
SUMMARY OF TABULATIONS ON TESTS AND RECORDS

TESTS AND RECORDS	Responsibility			Training			Experience		
	Complete	Joint	Minor	Special	Routine	Clerical	High	Fair	Minor
1. Survey, analyze needs	13	33	19	51	5	1	49	6	1
2. Purchase tests	13	24	1	31	11	10	30	6	14
3. Administer tests	19	9	27	35	14	1	31	15	1
4. Supervise administration	16	17	26	37	15	0	33	15	2
5. Analyze test needs	17	28	17	46	12	0	44	11	1
6. Promotional procedures	2	39	18	35	21	0	36	17	1
7. Check report cards	3	33	24	14	27	11	17	18	14
8. Supervision records	12	42	15	25	22	15	25	30	7
9. State, district reports	3	21	25	22	15	6	22	14	5

primary responsibility, we can generalize that the vice-principals regarded attendance as a necessary and primary responsibility of the vice-principal but one on which the principal's office spends little time.

The summary also tells us that a principal receives his best training in personal relationships and that problems of equipment and supply are of relatively small value in the training of an administrator, in the eyes of the assistant principals.

Those summary results which showed a definite pattern were as follows: (a) most important, attendance, discipline and guidance; (b) least important, equipment maintenance and instructional supplies; (c) best training, public relations, curriculum, teacher personnel; (d) least valuable training, attendance and equipment maintenance.

Time analysis. The average percentages of time actually spent in each area correlated quite well with the time estimated by the respondents to be ideal. Table XIII lists both actual and ideal time estimates in terms of per cent for the median assistant principal.

TABLE XIII
 TIME ANALYSIS
 AVERAGE VICE-PRINCIPAL

AREA	ACTUAL % TIME	IDEAL % TIME
A. ATTENDANCE	17.0	11.1
B. BUILDINGS AND GROUNDS	4.5	3.4
C. CURRICULUM	7.5	13.7
D. FINANCE	2.6	3.4
E. EQUIPMENT MAINTENANCE	2.1	2.2
F. GENERAL CONTROL	18.5	17.3
G. INSTRUCTIONAL SUPPLIES	2.8	1.5
H. PUBLIC RELATIONS	6.1	7.9
I. PUPIL PERSONNEL	24.9	23.0
J. TEACHER PERSONNEL	7.8	11.0
K. TESTS AND RECORDS	4.4	4.9
L. OTHER (COACH, TEACH)	<u>1.8</u>	<u>.6</u>
	100.0	100.0

CHAPTER V

SUMMARY AND CONCLUSIONS

Were there some duties performed by most vice-principals? What statements can be made concerning the assistant principal and his relationship with the school? Are there any conclusions to be drawn from the results of the survey?

I. SUMMARY

The office of the vice-principal is a relatively new development. The Ohio study¹ of 1926 indicated the vice-principal to be little more than a clerk. This study confirmed the observations made in Maryland² in 1955 and in New York³, published in 1956, that, at present, the vice-principal has a real voice in the administration and policy of the school. He presently is active in professional organizations along with the principals and either complements the principal in his administrative duties or shares them with him.

Ninety-four vice-principals responded to the questionnaire. There were 115 secondary assistant principals

¹Boardman, loc. cit.

²Pfeffer, loc. cit.

³Long, loc. cit.

in Washington's thirty-nine districts of the first class during the 1957-58 school year. Most large secondary schools have at least one vice-principal.

Most schools make little distinction as to title.

In schools where two assistants to the principal are employed, the title assistant principal is usually given to a specialist in some phase of education, for instance, curriculum, and the vice-principal usually deals more directly with the students. In the great majority of schools, no distinction is made between the title of the second in command. The literature most commonly uses the title "assistant principal" but most contracts in this field for the State of Washington list the title as "vice-principal."

Few vice-principals teach classes. Eighty-four per cent of the respondents reported no teaching load.

Ten months contract is common. Most assistant principals responding reported that they were under ten months contract. Details of the contract time are on page 21.

II. CONCLUSIONS

Vice-principals pursue professional growth. By using the academic degree as a yardstick, it can be stated that the vice-principals are academically industrious. No respondent held less than a bachelor's degree. More than one-half of those reporting had master's degrees and three of the ninety-four respondents held doctor's degrees.

The number of vice-principals is increasing. The number of vice-principals has been increasing over the past twenty years in Washington and there is every reason to expect this trend to continue.

Certain duties are "inherent" in the position of vice-principal. Table XIV summarizes those duties performed by more than fifty per cent of the respondents.

Certain duties are more valuable experiences than others in the in-service training of the vice-principal. Table XV indicates those duties voted as valuable experiences by more than fifty per cent of the respondents.

Certain duties of the vice-principal and the principal require special training. It was the opinion of the respondents that many of their duties require special training and preparation, as shown in Table XVI.

TABLE XIV

PERCENTAGE DISTRIBUTION OF WASHINGTON'S ASSISTANT PRINCIPALS
OF SECONDARY SCHOOLS IN FIRST CLASS DISTRICTS
ACCORDING TO THE DUTIES CONSIDERED
PRIMARY RESPONSIBILITIES

DUTY	Per cent of VICE-PRINCIPALS
Principal in absentia	87.2
Parent complaints	85.1
Receiving callers	85.1
Pupil complaints	84.0
Student health problems	84.0
Guidance	83.0
Suspend pupils	83.0
Building staff meetings	82.0
Teacher complaints	82.0
Student activities	78.7
Teacher-parent relationships	78.7
Analyze curriculum needs	78.7
Check tardiness	77.7
New student orientation	77.7
Orient new teachers	77.7
Teacher-pupil relations	77.7
Check absences	75.5
Curriculum committee work	73.4
Investigate complaints of public	73.4
Law enforcement bodies	73.4
Help develop curriculum philosophy	72.3
Preparation of bulletins	72.3
Advise failing students	71.3
Assign extra duties	70.2
Promote teacher-teacher relations	70.2
PTA	70.2
Pupil registration	70.2
Building and grounds supervision	69.2
Fire drills	67.0
Ill, injured supervision	66.0
School calendar	66.0
Teacher professional problems	66.0
Inspections	64.9
Compile case studies	63.8
Teacher-community relations	63.8
Answering mail	62.8
Preparation student handbook	61.7

TABLE XIV
(continued)

DUTY	Per cent of VICE-PRINCIPALS
Transfer of students, records	61.7
Student assemblies	59.6
Personal teacher problems	57.4
Supervision of student records	57.4
Injury reports	56.3
Parent bulletins	56.3
Air raid drills	55.3
Interscholastic athletics	55.3
Locks, lockers	54.3
Cafeteria	53.2
Construct, revise courses	53.2
Neighborhood-student problems	53.2
Home visitation	52.1
Charitable drives	50.0

TABLE XV

PERCENTAGE DISTRIBUTION OF WASHINGTON'S ASSISTANT PRINCIPALS
OF SECONDARY SCHOOLS IN FIRST CLASS DISTRICTS
ACCORDING TO THE DUTIES PROVIDING
VALUABLE EXPERIENCE

DUTY	Per cent of VICE-PRINCIPALS
Curriculum committee work	85.1
Analyze curriculum needs	83.0
Discipline	82.0
Guidance	82.0
Suspend pupils	82.0
Student activities	80.0
Develop curriculum philosophy	78.7
Orient new teachers	78.7
Advise failing students	77.7
Investigate complaints of parent	77.7
Investigate complaints of teacher	77.7
Principal in absentia	77.7
Staff meetings within building	77.7
Construct, revise courses	76.6
Investigate pupil complaints	76.6
Pupil registration	76.6
Student assemblies	76.6
Orient new students	73.4
Promote cordial teacher-parent relationships	72.3
Promote cordial teacher-pupil relationships	72.3
PTA	72.3
Assign extra duties	71.3
Receiving callers	71.3
Check absences	70.2
Investigate complaints of public	70.2
Law enforcement bodies	70.2
Preparation school bulletins	70.2
Student handbook	69.2
Compile case studies	68.1
Parent bulletins	68.1
Address professional groups	67.0
Promote cordial teacher-teacher relationships	67.0
Promote cordial teacher-community relationships	66.0
Home visitation	64.9
School calendar	64.9
Building supervision	63.8

TABLE XV
(continued)

DUTY	Per cent of VICE-PRINCIPALS
Bulletins to parents	63.8
Help assign teachers	63.8
Help solve teacher professional problems	63.8
Student health problems	63.8
Answering mail	62.8
Help teacher personal problems	62.8
Check tardiness	60.6
Help plan new buildings	60.6
Building maintenance supervision	59.6
Rate teachers	59.6
Analyze test results	58.5
College requirements	58.5
Interscholastic athletics	58.5
School activities funds	58.5
Supervision student records	58.5
Survey, analyze test needs	58.5
Athletic finance	57.4
Discipline teachers	57.4
Help select new teachers	57.4
Develop promotional procedure	56.3
Cafeteria	55.3
Non-school functions, rentals	55.3
Public relations, neighborhood-student	55.3
Community and clubs	54.3
Ill, injured supervision	54.3
Inspections	54.3
Prepare news articles	53.2
Sponsor youth activities	53.2
Check teacher attendance	52.1
Custodial help	52.1
Exceptional students	52.1
Work on teachers' handbooks	52.1
Act as substitute	51.1
Building repair problems	51.1
Scholarship information	51.1
Supervise test administration	51.1
Fire drills	50.0
In-service workshops	50.0

TABLE XVI

PERCENTAGE DISTRIBUTION OF WASHINGTON'S ASSISTANT PRINCIPALS
OF SECONDARY SCHOOLS IN FIRST CLASS DISTRICTS
ACCORDING TO THE DUTIES REQUIRING
SPECIAL TRAINING

DUTY	Per cent of VICE-PRINCIPALS
Guidance	93.6
Curriculum committee work	87.2
Analyze curriculum needs	86.1
Principal in absentia	86.1
Staff meetings within building	86.1
Develop curriculum philosophy	82.0
Discipline	82.0
Student assemblies	82.0
Suspend pupils	82.0
Orient new teachers	80.9
Construct, revise courses	80.0
Orientation new students	80.0
Pupil registration	80.0
Student activities	80.0
Investigate complaints of teachers	76.6
Buildings and grounds supervision	75.5
Receiving callers	75.5
Bulletin preparation	74.0
Bulletins to parents	74.0
Promote teacher-pupil relationships	74.0
PTA	74.0
School calendar	74.0
Assign extra teacher duties	73.4
Investigate parent complaints	73.4
Investigate pupil complaints	72.3
Law enforcement bodies	72.3
Promote cordial teacher-parent relationships	72.3
Help solve teacher teacher personal problems	71.3
Preparation student handbooks	71.3
Promote teacher-teacher relationships	71.3
Answer mail	68.1
Buildings and grounds maintenance	68.1
Compile case studies	68.1
Fire drills	68.1
Help assign teachers	68.1
Advise failing students	67.0
Help plan new buildings	67.0
Investigate complaints of public	67.0
Promote cordial teacher-community relationships	67.0

TABLE XVI
(continued)

DUTY	Per cent of VICE-PRINCIPALS
Help solve teacher professional problems	66.0
Home visitation	66.0
Inspections	66.0
Ill, injured supervision	64.9
Address civic groups	62.8
Address professional groups	62.8
Analyze test results	61.7
Help select new teachers	61.7
Interscholastic athletics	61.7
Rate teachers	61.7
Air raid drills	60.6
Building repair	60.6
Cafeteria	60.6
Non-school functions	60.6
Community and clubs	59.6
Develop promotional procedure	59.6
Survey, analyze test needs	59.6
Act as substitute	58.5
Check absence	58.5
Discipline teachers	57.4
Neighborhood-student problems	57.4
Athletic finance	56.3
Auditorium, stage	56.3
Check tardiness	56.3
Scholarship information	56.3
Supervise cadet program	56.3
College requirements	55.3
General control of custodial help	55.3
Prepare news articles	55.3
Supervise test administration	55.3
Work on teachers' handbook	55.3
School activities funds	54.3
Sponsor youth activities	54.3
District wide staff meetings	53.2
Administer tests	52.1
Graduation	51.1
Visual aids	51.1
Athletic and gym equipment	50.0
Supervision student records	50.0

The vice-principals believe that the per cent of time spent on various duties is approximately correct. In general, ideal per cent of time estimates of division of duties showed a close correlation with actual per cent division of duties on the part of respondents.

The average vice-principal is young enough to be good promotional material. The average age of the administrative assistants was forty years. Educational accomplishments were relatively high, fields of experience were wide.

It appears that this group is composed of many individuals having great potentials for professional leadership. The increasing need for educational leadership in American education may be met by this group as they continue their professional development.

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APPENDIX

APPENDIX A - Letter Requesting Name of Vice-Principal

14331 - 22nd S. W.
Seattle 66, Washington
January 2, 1958

Under the sponsorship of the King County Principal's Association and the Puget Sound League Principal's Association, we are making a survey of the duties of the vice-principal in secondary schools (seventh grade through high school) in the thirty-nine districts of the First Class in Washington.

For purposes of this survey, would you please send me a District teacher roster or, if one is not available, the names of assistant principals employed by the District for levels of students seven through twelve, together with the name of the building to which they are attached?

Thank you.

Sincerely,

Rudy J. Anderson (Highline
District)

APPENDIX B - Letter of Transmittal

Puget Sound Junior High School
105 S. W. 126th Street
Seattle 66, Washington
January 2, 1958

Dear

Under the approval of both Puget Sound League Principals' Association and King County Junior High Principals' Association, we are surveying the duties and responsibilities of the secondary-school vice-principal in First Class Districts in Washington State.

In Washington, there are no state-wide regulations regarding assistant principals at either the junior or senior high levels. Both the principals and vice-principals in the two sponsoring organizations are as interested as, we hope, you are in clarifying the picture in this pioneer field.

We feel that the most accurate picture of the situation must come from the administrative assistant himself. We realize that you are a busy person but it is our hope that the professional purpose of this survey will elicit a prompt response.

The accompanying questionnaire has been carefully made in such a way that most of the questions can be answered by a check mark (✓).

When you have completed the questionnaire, please return it in the enclosed stamped envelope. All individual replies will be kept confidential, but if you wish to receive a tabulation of the total findings, please check in the box on the last page of the questionnaire.

Thank you,

Rudy J. Anderson (Vice-Principal)

APPENDIX C - The Questionnaire

THE SECONDARY-SCHOOL VICE-PRINCIPAL IN WASHINGTON STATE

This questionnaire is composed of two parts. PART ONE seeks information about your personal and professional background. PART TWO deals with your duties.

In most items, your reply can be given with a check-mark (✓). Please do not hesitate to write in comments. All information will be held confidential.

In this study, the term Vice-Principal means "the professional person next in authority to the school building principal." Secondary School includes "grades 7-12."

PART ONE -- PERSONAL AND PROFESSIONAL BACKGROUND

1. Name of vice-principal cooperating _____

2. School: Name _____

District Name or Number _____

3. Title (V.-Prin.; Ass't Prin.; Admin. Assistant; etc.)

4. Enrollment: Number pupils in school _____

Grades included in school _____

5. If you teach any classes in addition to your administrative duties, please list:

Subjects		M	T	W	T	F
_____	No. of periods					
_____	taught per day					

6. Number of months each year you are contracted to work.

_____ months.

7. PROFESSIONAL PREPARATION:
 No Degree Bachelor's Master's Doctor's
 Major subject _____
 Minor subject _____
8. EXPERIENCE: Teaching __ years. Administration __ years.
9. Your age when this vice-principal appointment received _____ years. Present age _____.
10. Sex _____ married _____ single _____

PART TWO -- DUTIES

According to the schedule below, please place a check-mark (✓) in the column which best describes your reaction to the duties listed on the following pages. LEAVE BLANK ANY DUTIES WHICH YOU DO NOT PERFORM.

RESPONSIBILITY:

1. A check in the COMPLETE column indicates that the duty is your complete responsibility, subject only to the veto of the principal.
2. A check in the JOINT column indicates that responsibility for the duty is shared jointly with the principal.
3. A check in the MINOR column indicates that your responsibility in the duty is slight.

TRAINING:

1. A check in the SPECIAL column indicates that special training or experience is necessary to perform the duty satisfactorily.
2. A check in the ROUTINE column indicates that the duty is a routine one which could be performed by the ordinary teacher.
3. A check in the CLERICAL column indicates that the duty can be performed by a clerk.

EXPERIENCE:

1. A check in the HIGH column indicates that you believe performance of this duty provides a highly valuable training experience in educational administration.

Duty	Respon- sibility Training Experience						
	Complete	Joint	Minor	Special	Routine	Clerical	High Fair Minor
F. GENERAL CONTROL (continued)							
8. Fire drills							
9. Air raid drills							
10. School census							
11. School calendar							
12. Health services							
personnel coordination (nurse, records, etc.)							
school-wide health measures (shots, examin- ations, etc.)							
13. Transportation (buses, etc.)							
14. Cafeteria							
15. Custodial help							
16. Injury reports							
17. Ill and injured student supervision							
18. Law enforcement bodies							
19. Charitable services							
drives, community ser- vices (Red Cross, Chest, etc.)							
pupil (dentist, milk, shoes, glasses, etc.)							
20. School banking							
21. Student pictures							
22. Interscholastic athletics							
23. In-service workshops							
24. Night school							
25. Adult education							
26. Other duties (please specify)							
G. INSTRUCTIONAL SUPPLIES							
1. Requisitions							
2. Check and receipt vouchers							
3. Distribute supplies							
4. Inventory							
5. Schedule films							
6. Arrange field trips							
7. Other duties (please specify)							

- L. SUMMARY--Please review the questionnaire and select:
- a. The 5 items you consider most important as duties.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - b. The 5 items you consider least important as duties.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - c. The 5 items you consider the most valuable as training for higher administrative work.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - d. The 5 items you consider the least valuable as training for higher administrative work.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - e. In Column One below, list approximate per cent of total time in a typical school year that you actually spend on each duty. In Column Two, indicate the approximate per cent of time you would spend if conditions were ideal.

	Percentage of Time	
	Actual	Ideal
A. ATTENDANCE	_____	_____
B. BUILDINGS AND GROUNDS	_____	_____
C. CURRICULUM	_____	_____
D. FINANCE	_____	_____
E. EQUIPMENT MAINTENANCE	_____	_____
F. GENERAL CONTROL	_____	_____
G. INSTRUCTIONAL SUPPLIES	_____	_____
H. PUBLIC RELATIONS	_____	_____
I. PUPIL PERSONNEL	_____	_____
J. TEACHER PERSONNEL	_____	_____
K. TESTS AND RECORDS	_____	_____

- f. Please check if you desire the tabulated results of this survey to be sent you when the survey is complete.

APPENDIX D - Follow-up Card

Dear Colleague,

We secondary vice-principals employed by districts of the First Class number only 114 in Washington State. The fact that two districts became First Class Districts this year and that this year, for the first time, the State Report provides for vice-principals points up the development of the office. Due to our present small number and probable rapid growth, it is essential that the duties survey, sponsored by the Puget Sound League Principals' Ass'n and the King County Junior High Ass'n have a high degree of response.

If you have already answered the questionnaire, may I express my appreciation for your cooperation. If you have not had the opportunity to complete the questionnaire, would you kindly check (✓) the appropriate box. Thank you.

Rudy Anderson (Highline Dist.)

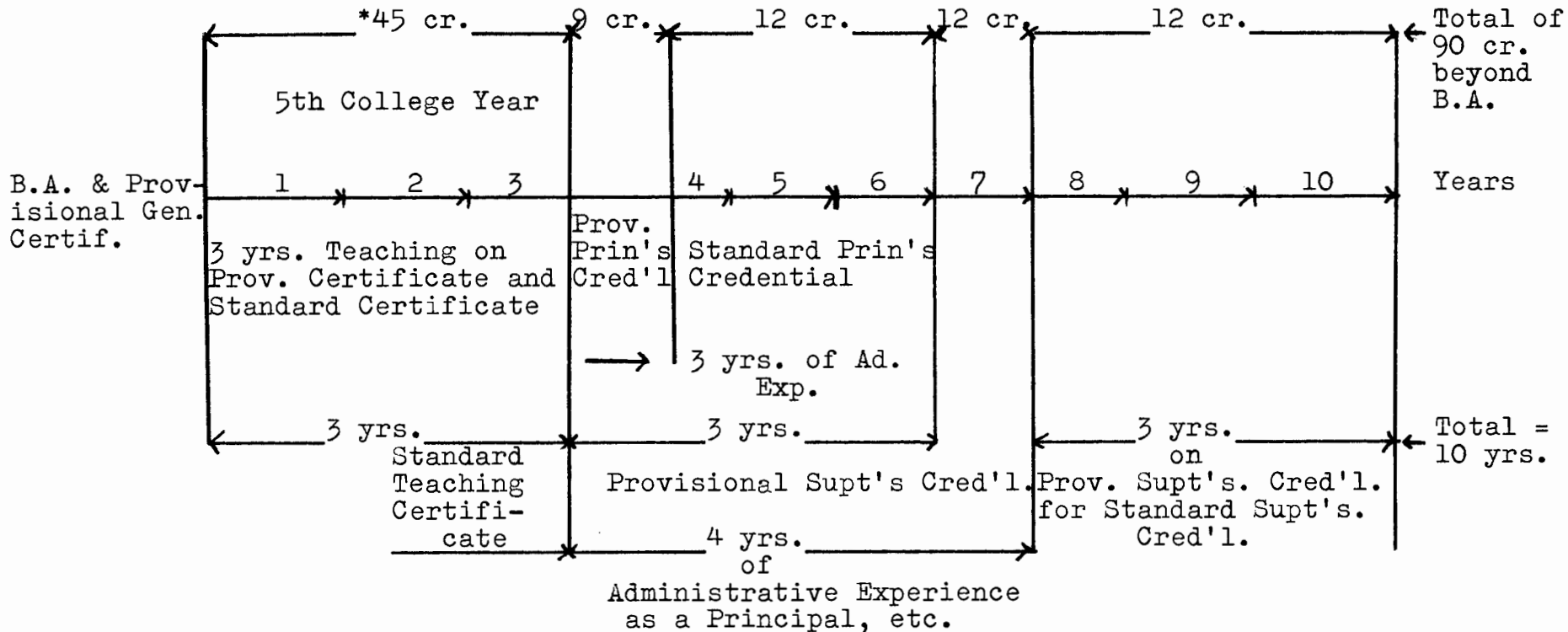
February 11, 1958

Dear Rudy,

- () I do not at this time have a copy of the questionnaire.
- () Questionnaire will be answered when time permits, probably by _____(date).
- () Addressee is no longer a vice-principal here.
- () I am having difficulty answering because of _____

Yours professionally,

APPENDIX E
 MINIMUM TIME AND PREPARATION REQUIRED FOR ADMINISTRATORS' CREDENTIALS
 ADAPTED FROM STATE BOARD OF EDUCATION REGULATIONS, 1956
 CENTRAL WASHINGTON COLLEGE OF EDUCATION
 December 24, 1956



*24 credits in approved courses for administrative credential.
 The provisional principal's credential is good for 4 years of administrative experience.
 The standard principal's credential is good for as long as the teaching certificate is in force.
 Present regulations regulating issuance of principal' and superintendents' credentials are in force until October 1, 1957 and October 1, 1958, respectively.

GUIDANCE OF CANDIDATES FOR ADMINISTRATORS' CREDENTIALS
STATE BOARD OF EDUCATION REGULATIONS, 1956
CENTRAL WASHINGTON COLLEGE OF EDUCATION
December 24, 1956

1. Bases of Identification: Candidate's declaration of interest and recommendation of school administrators and teacher education institutions.
2. Application Procedure: All applications made to Superintendent of Public Instruction.
 - a. Provisional Principal's Credential: After one year of teaching and prior to completion of requirements, preferably before applicant has begun study for the credential.
 - b. Standard Principal's Credential: During applicant's second year of experience as a principal and prior to completion of requirements.
 - c. Provisional Superintendent's Credential: After applicant has completed preparation for a standard principal's credential and prior to completion of requirements.
 - d. Standard Superintendent's Credential: After one year's service as a superintendent and prior to completion of requirements.
3. Steps to Follow in Filing of Application:
 - a. Evaluation of experience and administrative potentiality. School administrators responsible for applicants' supervision evaluate candidate and suggest areas of study and experiences needed.
 - b. Planning a program of study. Teacher education institution and candidate are to plan a program of study and related experiences.
 - c. Recommendation by teacher education institution. Upon completion of program of study or at its discretion, the teacher education institution is to send applicant's application and all supporting papers and records of progress to the Superintendent of Public Instruction with a recommendation as to the candidate's eligibility for the credential.