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## An Analysis Of The Duties And Responsibilities Of The California Elementary School Vice-Principal

William Howe Welsh  
*University of the Pacific*

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AN ANALYSIS OF THE DUTIES AND RESPONSIBILITIES OF THE  
CALIFORNIA ELEMENTARY SCHOOL VICE-PRINCIPAL

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A Dissertation  
Presented to  
the Faculty of the Graduate School  
University of the Pacific

---

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

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by  
William Howe Welsh

May 1975

AN ANALYSIS OF THE DUTIES AND RESPONSIBILITIES OF THE  
CALIFORNIA ELEMENTARY SCHOOL VICE-PRINCIPAL

Abstract of Dissertation

**PURPOSE:** The purpose of this study was to determine California elementary vice principals' perceptions of the actual time allocated to their duties, the time that should be given to their duties, and their level of responsibility for each of their activities.

**POPULATION:** The study was limited to full-time California vice-principals whose work was confined to one school with no other vice-principals assigned and with a grade organization of kindergarten through six. One hundred and twenty-eight vice-principals (66.0 percent) returned completed questionnaires out of the state's one hundred and ninety-four vice-principals.

**PROCEDURES:** The primary source of data was a questionnaire distributed during the Fall of 1974. Five major duty areas composing twenty-eight administrative activities of the vice-principal were compared for actual time and ideal time relationships and differences. Statistical treatment of the data was accomplished through the use of means, percentages, graphs, and t-tests. Secondary sources included related studies, textbooks, and professional publications.

**FINDINGS:** Some of the major findings were:

1. An analysis of the mean rankings of the actual time and the ideal time allocated by vice-principals to 28 activities revealed 19 activities with significant differences at or below the .05 level.
2. The majority of vice-principals were found to have a shared level of responsibility with the principal for 26 of the 27 activities.
3. An analysis of the mean percentages of the actual time and ideal time allocated by vice-principals to the five major duty areas of Administration, Community-School Relations, Professional Leadership, Pupil Personnel, and Supervision revealed:
  - a. no significant differences for the major duties of Administration and Supervision;
  - b. significantly less time was presently being given to the major duties of Community-School Relations and Professional Leadership than was considered desirable for the most efficient total school program;
  - c. significantly more time was presently being given to the major duty of Pupil Personnel than was considered desirable for the most efficient total school program.

**CONCLUSIONS:** Some of the major conclusions were:

1. Factors that generally determine the assignment of a vice-principal to a K-6 elementary school in California are:
  - a. large pupil enrollment;
  - b. school neighborhood economically below average;
  - c. a combination of large schools and low economic areas.
2. The actual time allocated to major duties and activities by vice-principals differs substantially from the time that should be given in order to provide for the most efficient total school program.

**RECOMMENDATIONS FOR FURTHER STUDY:** Some of the major recommendations are:

1. Vice-principals should have a shared level of responsibility with the principal for all major duties and activities performed by the principal.
2. Vice-principals should give decreased time to the major duty of Pupil Personnel.
3. Vice-principals should give increased time to the major duties of Community-School Relations and Professional Leadership.
4. The vice-principal should be provided with adequate trained and paid clerical assistance.
5. Adequate supervisory assistance for hall, yard, and cafeteria duty should be provided in order to free the vice-principal for more important duties and activities.
6. Adequate administrative and counseling personnel should be provided so that the vice-principal is able to function effectively in all major areas of school administration.

## ACKNOWLEDGMENTS

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## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
LIST OF FIGURES . . . . .	vii
Chapter	
1. INTRODUCTION TO THE STUDY . . . . .	1
INTRODUCTION . . . . .	1
IMPORTANCE OF THE STUDY . . . . .	4
THE PROBLEM . . . . .	5
Statement of the Problem . . . . .	5
Limitations . . . . .	6
Definitions . . . . .	6
Procedures . . . . .	7
Organization of the Study . . . . .	8
2. A REVIEW OF RELATED LITERATURE . . . . .	9
BEFORE 1900 . . . . .	9
1900 TO 1949 . . . . .	12
1950 TO PRESENT . . . . .	36
SUMMARY . . . . .	70
3. METHODOLOGY AND GENERAL INFORMATION CONCERNING VICE-PRINCIPALS . . . . .	76
INTRODUCTION . . . . .	76
IDENTIFICATION OF CALIFORNIA ELEMENTARY SCHOOL VICE-PRINCIPALS . . . . .	76
DEVELOPMENT OF THE QUESTIONNAIRE . . . . .	79

Chapter

Page

DISTRIBUTION OF THE QUESTIONNAIRE . . . . . 81

GENERAL INFORMATION CONCERNING VICE-PRINCIPALS . . . . . 84

SUMMARY . . . . . 90

4. MAJOR DUTIES, ACTIVITIES AND RESPONSIBILITIES OF THE VICE-PRINCIPAL . . . . . 92

INTRODUCTION . . . . . 92

ACTIVITIES TIME ALLOCATION AND LEVEL OF RESPONSIBILITY . . . . . 93

Administration Activities . . . . . 93

Community-School Relations Activities . . . . . 97

Professional Leadership Activities . . . . . 101

Pupil Personnel Activities . . . . . 105

Supervision Activities . . . . . 110

TIME ALLOCATED TO MAJOR DUTIES . . . . . 114

SUMMARY . . . . . 118

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . . 121

OBJECTIVES OF THE STUDY . . . . . 121

METHODOLOGY OF THE STUDY . . . . . 122

FINDINGS AND CONCLUSIONS . . . . . 126

A COMPARISON OF THE FINDINGS TO PREVIOUS RESEARCH . . . . . 132

RECOMMENDATIONS . . . . . 136

BIBLIOGRAPHY . . . . . 138

APPENDIXES

A. LETTER TO DISTRICT OFFICIALS . . . . . 144

B. FOLLOW-UP LETTER TO DISTRICT OFFICIALS . . . . . 145

C. LETTER TO VICE-PRINCIPALS . . . . . 146

D. POSTAL CARD REMINDER TO VICE-PRINCIPALS . . . . . 147

APPENDIXES

Page

E. FOLLOW-UP LETTER TO VICE-PRINCIPALS . . . . . 148

F. VICE-PRINCIPALS' QUESTIONNAIRE . . . . . 149



## LIST OF TABLES

Table	Page
1. Judgment of Fifteen Professors of Education Regarding the Function of the Principal, 1921 . . . . .	14
2. Tabulation of Principals' Duties in Thirty Selected American Cities, 1920 . . . . .	15
3. Duties of the Assistant Principal, 1924 . . . . .	18
4. Number of Assistant Principals in Schools Under Supervising Principals . . . . .	21
5. Comparison of the Average Percent of Time Given by Assistant Principals, Teaching Principals, and Supervising Principals to Certain General Duties . . . . .	22
6. Percent Distribution of Time Given to the Major Duties by Assistant Principals and Supervising Principals - 1928 Compared to 1948 . . . . .	32
7. Personnel Resources of Supervising Principals . . . . .	34
8. Average Percent of Time Spent at Work in Seven Administrative Areas, as Reported by Vice- Principals . . . . .	40
9. Number of School Districts Employing Assistant Principals . . . . .	46
10. Supervising Principals Having Assistant Principals Available Full or Part Time by Region . . . . .	48
11. Actual and Ideal Hours Per Week Given to Eight Major Duties by Elementary School Assistant Principals in the North Central States - 1967 . . . . .	62
12. Present Percent of Time Given to Major Functions For A Typical Week by Assistant Principals . . . . .	68
13. Administration Activities Data Reported by Full-Time, K-6 Vice-Principals . . . . .	95

Table	Page
14. Community-School Relations Activities Data Reported by Full-Time, K-6 Vice-Principals . . . . .	99
15. Professional Leadership Activities Data Reported by Full-Time, K-6 Vice-Principals . . . . .	103
16. Pupil Personnel Activities Data Reported by Full-Time, K-6 Vice-Principals . . . . .	107
17. Supervision Activities Data Reported by Full-Time, K-6 Vice-Principals . . . . .	112
18. Major Duties Data Reported by Full-Time, K-6 Vice-Principals . . . . .	116

## LIST OF FIGURES

FIGURE	Page
1. FREQUENCY POLYGON BASED ON THE AGE OF FULL-TIME, K-6 VICE-PRINCIPALS, N=111 . . . . .	85
2. FREQUENCY POLYGON BASED ON THE SIZE OF THE PUPIL ENROLLMENT OF SCHOOLS EMPLOYING A FULL-TIME, K-6 VICE-PRINCIPAL, N=115 . . . . .	86
3. FREQUENCY POLYGON BASED ON THE NUMBER OF HOURS WORKED A TYPICAL WEEK BY FULL-TIME, K-6 VICE-PRINCIPALS, N=123 . . . . .	91
4. PROFILES OF THE ACTUAL AND IDEAL MEAN RANK-ORDER OF TIME FULL-TIME, K-6 VICE-PRINCIPALS GIVE TO ADMINISTRATION ACTIVITIES DURING A TYPICAL WEEK, N=128 . . . . .	98
5. PROFILES OF THE ACTUAL AND IDEAL MEAN RANK-ORDER OF TIME FULL-TIME, K-6 VICE-PRINCIPALS GIVE TO COMMUNITY-SCHOOL RELATIONS ACTIVITIES DURING A TYPICAL WEEK, N=128 . . . . .	102
6. PROFILES OF THE ACTUAL AND IDEAL MEAN RANK-ORDER OF TIME FULL-TIME, K-6 VICE-PRINCIPALS GIVE TO PROFESSIONAL LEADERSHIP ACTIVITIES DURING A TYPICAL WEEK, N=128 . . . . .	106
7. PROFILES OF THE ACTUAL AND IDEAL MEAN RANK-ORDER OF TIME FULL-TIME, K-6 VICE-PRINCIPALS GIVE TO PUPIL PERSONNEL ACTIVITIES DURING A TYPICAL WEEK, N=128 . . . . .	111
8. PROFILES OF THE ACTUAL AND IDEAL MEAN RANK-ORDER OF TIME FULL-TIME, K-6 VICE-PRINCIPALS GIVE TO SUPERVISION ACTIVITIES DURING A TYPICAL WEEK, N=128 . . . . .	115
9. PROFILES OF THE ACTUAL AND IDEAL MEAN PERCENTAGE OF TIME FULL-TIME, K-6 VICE-PRINCIPALS GIVE TO MAJOR ADMINISTRATIVE DUTIES DURING A TYPICAL WEEK, N=128 . . . . .	119

## Chapter 1

### INTRODUCTION TO THE STUDY

#### INTRODUCTION

In 1958 Edmund Adams reported that the assistant elementary school principal's position was essentially a new and unexplored concern of education.<sup>1</sup> By 1970 Hencley, McCleary, and McGrath noted that in large elementary schools, positions such as assistant principal, administrative assistant, coordinator, and director were provided in addition to that of the principal.<sup>2</sup> In the same year Faber and Shearron cited a trend towards increased employment of an assistant administrator in elementary schools, particularly in the larger schools in metropolitan areas. This additional administrator was usually called the assistant principal, but was sometimes referred to by other titles, such as vice-principal. They also stated that a commonly accepted job definition for the assistant principal was lacking.<sup>3</sup> The absence of information regarding the assistant principalship was also a concern of David Austin two years later, when he referred to the position as ill-defined even in

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<sup>1</sup>Edmund Burke Adams, "An Analysis of the Position of Elementary School Assistant Principal" (unpublished Doctoral dissertation, University of Southern California, 1958), p. 1

<sup>2</sup>Stephen P. Hencley, Lloyd E. McCleary, and J. H. McGrath, The Elementary School Principalship (New York: Dodd, Mead and Company, 1970), p. 3.

<sup>3</sup>Charles F. Faber and Gilbert F. Shearron, Elementary School Administration; Theory and Practice (New York: Holt, Rinehart and Winston, Inc., 1970), p. 252.

the best professional literature and often not officially recognized by state certifying agencies. Nowhere, he contended, was there a dependable list of those who serve in this position, let alone their number, their salaries, their duties.<sup>4</sup>

During the summer of 1974 the writer conducted a search to identify and locate all persons holding the position of assistant principal or vice-principal in California's elementary schools. Nine hundred and seven persons were found to be serving in this capacity among the state's 4,244 elementary schools. These figures indicated that approximately 20 percent of California's elementary schools employed either full-time or teaching vice-principals. It was also discovered that the majority of these position holders were identified by the title of vice-principal as opposed to assistant principal. A regional preference for the title vice-principal was also noted earlier in a 1969 nationwide survey of the elementary school assistant principalship conducted by the National Education Association (NEA). They reported that the title vice-principal was more likely to be used in the West, whereas the title assistant principal was in use by 79 percent to 90 percent of the position holders in the other three regions of the United States.<sup>5</sup>

Even with the impressive number of vice-principals already assigned to elementary schools in California it is expected that the number of these positions, on a national level, will increase markedly

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<sup>4</sup>David B. Austin, "The Assistant Principal-What Does He Do?" Theory Into Practice (February, 1972), p. 68.

<sup>5</sup>National Association of Elementary School Principals, The Assistant Principalship in Public Elementary Schools-1969 A Research Study (Washington: National Education Association, 1969), pp. 9-10.

in the years ahead.<sup>6</sup> This growing need may be attributed to a number of larger school centers, culturally disadvantaged school neighborhoods, increased concern about community and social problems, adaptation to technological change, introduction of new instructional concepts, teacher militancy, and a host of other problems which have increased the importance and complexity of elementary school administration. Some authorities feel that any school with over 200 pupils should provide at least part-time assistance to the principal and that in a school of over 700 pupils more than one full-time assistant to the principal is necessary.<sup>7</sup>

In addition to the increasing need to assign more than one administrator to an elementary school there is the benefit of having the position serve as a training ground for future principals. Robert Englert addressed this concern when he outlined the general areas of preparation of the elementary school principal: "He must have a period of internship as an assistant principal. This experience will provide him an opportunity to gain knowledge and practical experience before an appointment to a principalship."<sup>8</sup> Hackman agreed that the use of the position of assistant principal as a means for training future principals had much merit. He commented: "In-service training and graduate courses, while valuable in themselves, just cannot convey learning in the same

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<sup>6</sup>Faber, op. cit., p. 254.

<sup>7</sup>Roald F. Campbell, John E. Corbally, Jr., and John A. Ramseyer, Introduction to Educational Administration, 3d ed. (Boston: Allyn and Bacon, Inc., 1956), p. 403.

<sup>8</sup>Robert Englert, "Selection and In-Service Development," The National Elementary Principal, 42:40, February, 1963.

general way."<sup>9</sup> Nine years later, Cantley, in a study on the role of the assistant principal in California junior high schools, concluded that the assistant principalship was the proper training position for the school principalship.<sup>10</sup>

#### IMPORTANCE OF THE STUDY

Though numerous research studies have attempted to define the duties and responsibilities of the elementary principal, how he spends his time on the job, and his estimations of the ideal distribution of time, no comprehensive studies relating specifically to the position of the elementary vice-principal in California are to be found. In addition, very little information is available, at local, state and national levels relative to the actual or desirable role of the vice-principal in an elementary school. In this regard Otto and Sanders are convinced that the elementary school administrative and leadership function is understaffed at present in most systems but that comprehensive research could establish a scientific base for changes in the future.<sup>11</sup> A greater understanding of the duties and levels of responsibilities of the elementary school vice-principalship would help to professionalize the position, as well as provide administrator

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<sup>9</sup>Thomas Hackman, "The Assistant's Role," The National Elementary Principal, 42:39, February, 1963.

<sup>10</sup>Bruce Allen Cantley Jr., "The Role of the Assistant Principal in California Junior High Schools" (unpublished Doctoral dissertation, University of Southern California, 1972), p. 149.

<sup>11</sup>Henry J. Otto and David C. Sanders, Elementary School Organization and Administration (New York: Appleton-Century-Crofts, Inc., 1964), p. 294.

training institutions, school boards, superintendents, personnel administrators, elementary school principals, and vice-principals with much needed knowledge with which to improve the training and selection of candidates, evaluate and improve the effectiveness of those already in the position, and assist the principal in his efforts to improve the school's educational program.

## THE PROBLEM

### Statement of the Problem

There has been a serious lack of published knowledge pertaining to the administrative duties, activities, and responsibilities performed by elementary school vice-principals. In an effort to contribute to the better understanding of this increasingly important position in California's elementary schools the major objectives of this study were to determine the vice-principals' perceptions of the actual time allocated to their duties, the time that should ideally be given to their duties, and their level of responsibility for each of their activities. More specifically the study sought to:

1. review the literature related to the duties and responsibilities of elementary school vice-principals
2. identify specific characteristics of the vice-principals and the schools in which they work
3. identify vice-principals' perceptions of any relationship between duties and responsibilities of vice-principals and selected personal and school factors, including sex, experience, and socioeconomic composition of the school neighborhood



4. identify vice-principals' perceptions of the actual time they give to various administrative duties and activities
5. identify vice-principals' perceptions of the time they should ideally give to various administrative duties and activities in order to provide for the most efficient total school program
6. identify vice-principals' perceptions of their present level of responsibility for carrying out administrative activities
7. compare the actual time and ideal time vice-principals give to various administrative duties and activities for relationships and differences

#### Limitations

This study was limited to full-time California vice-principals whose work was confined to one school with no other vice-principals assigned and with a grade organization of kindergarten through six.

#### Definitions

For the purposes of this study the following terms were defined as:

Vice-principal. Vice-principal is synonymous with assistant principal: an administrative officer who assists the principal of the school and whose specific powers and duties vary according to the local situation.<sup>12</sup>

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<sup>12</sup>Carter V. Good and Winifred R. Merkel, ed., Dictionary of Education, 3d ed., (New York: McGraw-Hill, 1973), pp. 436, 641.

Elementary school. A school whose organization is any combination of grades kindergarten through eight (schools with a grade organization of kindergarten through six are the subject of this study).

Perceptions. Those insights, impressions, and judgements held as a result of experience and training.

Major administrative duties. The broad areas of Administration, Community-School Relations, Professional Leadership, Pupil Personnel, and Supervision.

Activities. Tasks within each of the five major administrative duty areas, such as pupil discipline, clerical, in-service training, and attendance procedures.

Responsibility. The level of obligation the administrator has for a specific activity. For the purposes of this study the levels of responsibility are categorized as total, shared, and none and are defined in Chapter 3.

Ideal. The amount of time the vice-principal perceives he should assume for a major administrative duty or activity in order to provide the most efficient total school program.

Actual. The amount of time and level of responsibility the vice-principal perceives he presently assumes for a major administrative duty or activity.

### Procedures

A review of the literature and research was undertaken. A data gathering instrument (questionnaire) was developed as a result of this investigation. The instrument was examined for congruency, clarity, and ease of completion by elementary school administrators, research

personnel, and the candidate's doctoral committee. The modified instrument was then mailed to all members of the study's population. Two follow-up mailings were made at two and one-half week intervals soliciting the completion and return of questionnaires not yet received by the researcher.

Data from returned questionnaires were keypunched onto IBM cards and submitted to computer tabulation and analysis. These findings together with data describing the school, and the personal characteristics of the vice-principal are reported in Chapters 3 and 4. Chapter 5 summarizes and analyzes the findings, states conclusions, and offers recommendations.

#### Organization of the Study

Chapter 1 includes an introduction to the study, the importance of the study, the statement of the problem, limitations, definitions, procedures, and the organization of the study.

Chapter 2 reports the literature and research related to the duties and responsibilities of the elementary school vice-principalship.

Chapter 3 describes the methods used to identify and locate vice-principals, the development of the data gathering instrument, and the descriptive characteristics of the vice-principals and the schools in which they work.

Chapter 4 reports findings related to the vice-principals' level of responsibility, and comparisons between the actual and ideal time distributions given to major administrative duties and activities.

Chapter 5 contains an analysis and summary of the findings, conclusions, and recommendations.

## Chapter 2

### A REVIEW OF RELATED LITERATURE

A review of books, professional journals, periodicals, and studies relative to the development of the elementary school vice-principalship has been made to provide a better understanding of the position. This chapter is designed to present the reader with a chronological review of the historical development of the elementary vice-principal up to the present study. Since the duties and responsibilities of the vice-principal, indeed the position itself, have been generally related to the principal's inability to meet increased demands on his time, occasional reference will be made concerning the development of the elementary school principalship.<sup>1</sup>

#### BEFORE 1900

The earliest use of a vice-principal appears to have taken place at Boston in 1849. Prior to this time Boston had two types of schools, one under a writing master and one under a grammar master. When these schools were paired and placed in the same building a situation was created resulting in two masters with divided and equal authority governing the same school site. After years of dissension it was decided

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<sup>1</sup>Paul B. Jacobson, James D. Logsdon, and Robert R. Wiegman, The Principalship: New Perspectives (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973), p. 20.

by the local board that the grammar teacher should be the master and the writing teacher should be the sub-master.<sup>2</sup>

While reporting on the status of the principalship in large cities during the mid-eighteen hundreds, Paul R. Pierce referred to a hierarchy within the school's administrative structure as follows: (1) a teaching male principal was the controlling head of the school; (2) female and primary departments had women principals under the direction of the male principal.<sup>3</sup>

Jacobson, Logsdon, and Wiegman reported that as early as 1857 the principals in some of the schools in Boston were relieved of their teaching duties for part of each day and in other schools one or two half days a week by a teacher known as the head assistant. It was also mentioned that other cities employed similar plans to free the principal for the performance of his newly emerging administrative and supervisory duties.<sup>4</sup>

The next reference to the assistant's position was made by superintendent Denman of San Francisco in his annual report during 1860:

Greater responsibility should devolve upon the Principal of the Primary Department. The classes should be so arranged, that each Principal could place her own division in charge of one of her assistants while she is visiting and superintending the whole school.<sup>5</sup>

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<sup>2</sup>National Association of Elementary School Principals, The Assistant Principalship on Public Elementary Schools-1969: A Research Study (Washington: National Education Association, 1969), p. 4.

<sup>3</sup>Paul R. Pierce, The Origin and Development of the Public School Principalship (Chicago: University of Chicago Press, 1935), p. 12.

<sup>4</sup>Jacobson, Logsdon, and Wiegman, op. cit., pp. 30-31.

<sup>5</sup>"The Elementary School Principalship," Seventh Yearbook of the Department of Elementary School Principals, Vol. VII, No. 3 (Washington, D.C.: National Education Association, 1928), p. 163.

Four years later, in 1864, San Francisco's superintendent Tait reported on the growing need to free the master of large schools from teaching and routine duties:

The greatest improvement, however, of which all of our large schools, with a single exception--the Denman School--are susceptible, is a provision for thorough and practical supervision of their classes by the Grammar Masters. In New York the Masters are entirely relieved of the charge of any one class, so that they may attend to the general interests of the school; and in Boston the Master has a special assistant who has charge of the school records and of the Master's division when the supervision of the lower division renders his absence necessary. Our Grammar Masters are expected to prepare annually a class of forty pupils for promotion to the High Schools, and still find time to superintend the instruction given in all the classes of the school and attend to all matters of discipline. The Masters realizing the impossibility of performing all these duties, attend to the wants of their own class, settle all cases of discipline for the school and then, having but little or no leisure, they often perforce leave their assistants dependent on their individual resources.<sup>6</sup>

The first mention of the assistant or vice-principal assuming all or the major portion of the principal's duties was made by the Boston superintendent John D. Philbrick, in 1867, when he stated that "every head assistant should be capable of handling the master's work during his absence."<sup>7</sup>

Records of the Baltimore schools show that vice-principals were first assigned exclusively to the English-German schools in 1895. The position was gradually extended to other schools. The vice-principals were teaching vice-principals who were considered assistants to the principal. Their duties tended to be in the areas of pupil accounting and maintenance of records. In 1908 the duties of the vice-principal were broadened by a statement in the directory of the Baltimore public

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<sup>6</sup>Ibid., pp. 163-64.

<sup>7</sup>National Association of Elementary School Principals, loc. cit.

schools which said: "The vice-principal shall perform such other duties in addition to regular class instruction as may from time to time be delegated to them by the principal."<sup>8</sup>

It may be summarized that the role of the assistant principal was created by increased demands placed on the time of building principals. Even though the schools of the period were purely academic, school populations increased following the Civil War and the concept of public education enjoyed growing acceptance.<sup>9</sup> The duties of the vice-principal or head assistant appeared to have consisted of a regular teaching assignment plus relieving the master of his classes and routine clerical work in order that he be free to visit classrooms and supervise the instructional program.

#### 1900 TO 1949

After 1900 the size of urban elementary schools continued to grow. This was paralleled by the increased appointment of head teacher assistants and assistant principals. In spite of their growing number little effort appears to have been made to define the duties and responsibilities of these assistants.<sup>10</sup> An apparent reference to the position was made by Frank McMurry in 1913. He suggested that the duties of the principal be divided into three groups: (1) those that were purely clerical, (2) those that concerned instruction more or less but that largely concerned

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<sup>8</sup>Virgil Sydney Hollis, "Elementary Schools With and Without Vice-Principals" (unpublished Doctoral dissertation, Stanford University, 1952), p. 296.

<sup>9</sup>"The Elementary School Principalship," *op. cit.*, p. 165.

<sup>10</sup>National Association of Elementary School Principals, *op. cit.*, p. 5.

routine, and (3) those that required the technical ability of the educational specialist. He further suggested that the principal delegate duties of the first two types to minor officials and concern himself primarily with those of the third group.<sup>11</sup>

Harold Rugg reported, during this period, "that progress had been made toward making the position of principal a professional one with the potential for improving the educational efficiency of the schools." The schools, however, were described as still aloof from the community and subject-centered.<sup>12</sup>

During the early 1920's Ellwood Cubberley stressed the importance of supervision by administrators and the need to free principals from clerical duties so that they could devote a greater percentage of their time to the supervision of instruction and assume a larger responsibility for the progress of their students:

Viewed from the standpoint of educational efficiency alone, a good school principal should pay for his services by reason of more economical progress of the children through the grades. The acceleration ought to be greater and retardation less by reason of more scientific placement of pupils. The few comparative studies which have been made show that this is the case.<sup>13</sup>

McClure conducted a survey, in 1921, of fifteen professors of education concerning the ideal functions of the principal and found that supervision of instruction was given the highest median percent of time

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<sup>11</sup>Frank M. McMurry, Elementary School Standards (New York: World Book Co., 1913), p. 210.

<sup>12</sup>Harold Rugg, Foundations for American Education (New York: World Book Co., 1947), p. 523.

<sup>13</sup>Ellwood P. Cubberley, The Principal and His School (Boston: Houghton Mifflin Co., 1923), p. 75.



(40 percent) and ranked first in importance by the respondents (Table 1).<sup>14</sup>

Table 1\*

Judgment of Fifteen Professors of Education Regarding  
the Function of the Principal, 1921

Function	Median percentage of time spent	Rank of importance	Range in percent
Supervision of Instruction	40	1	25-65
Administrative Duties	20	2	10-40
Community Leadership	15	3	10-25
Professional Study	11	4	5-30
Clerical Work	10	5	0-20

\*Source: Ellwood P. Cubberley, The Principal and His School, p. 43.

In contrast to these findings a 1920 survey reported by Cubberly regarding the rules and regulations governing principals in thirty selected American cities indicated a dichotomy between the principal's actual and ideal functions (Table 2).<sup>15</sup>

In a February 1922 issue of the Bulletin, which later became the National Elementary Principal, a summary of an article by Los Angeles superintendent Susan M. Dorsey reported that Newark, New Jersey, was appointing vice-principals "with the thought that this vice-principal do supervising work to a great extent or rather that this vice-principal will

<sup>14</sup>Ibid.

<sup>15</sup>Ibid.

rescue supervisory work from the oblivion into which it had fallen."

John L. Bracken, editor of the periodical and secretary of the National Association of Elementary School Principals, viewed the assignment of supervisory functions to vice-principals with some alarm and expressed the thought that principals would generally prefer to delegate the routine work while carrying out the supervision of instruction themselves.<sup>16</sup>

Table 2\*

Tabulation of Principals' Duties in Thirty  
Selected American Cities, 1920

Type of duty	No. of different requirements	Total no. of rules pertaining to duties
Clerical Duties	15	101
Routine Relating to Building and Equipment	27	171
Routine Relating to Personnel	28	153
Discipline	6	72
Teaching Duties	1	9
Supervisory Duties (vague general statement)	2	42
Supervisory Duties (specific statement)	6	52

\*Source: Ellwood P. Cubberley, The Principal and His School, p. 43.

A 1923 survey of eighty-three large city school systems conducted by the National Education Association's Department of Elementary School

<sup>16</sup>National Association of Elementary School Principals, op. cit., p. 5.

Principals reported that only thirty-seven of these communities had assistant principals in their schools. These assistants operated under the following titles: head teacher (6), vice-principal (9), assistant principal (19), and miscellaneous (3). Their duties were found to be poorly defined and dispersed widely over regular classroom teaching, administration, and supervision.<sup>17</sup>

In a 1924 Master's study Esther Schroeder reported that forty-one of eighty-five cities with a population over 250,000 employed assistant principals in some elementary schools. Though few superintendents and principals returned completed questionnaires she concluded that: (1) assistant principals were seldom given duties in the areas of community leadership, professional growth, and supervision, (2) their functions were determined primarily by the principal, (3) duties varied widely among the different school systems, and (4) the position was one essentially based on relieving the principal of routine duties so that he could supervise the instructional program. Her recommendations suggested that: (1) a clerk be hired to do routine work, (2) the assistant principal be assigned supervisory and administrative duties to dignify the position and make it truly professional, and (3) the emphasis should be redirected towards making the assistant principalship a training ground for the principalship.<sup>18</sup>

A breakdown of the duties performed by assistant principals

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<sup>17</sup>Ibid.

<sup>18</sup>Esther Schroeder, "The Status of the Assistant Principal in the Elementary School: in the Fourth Yearbook, Department of Elementary School Principals, The National Education Association (Washington, D.C.: National Education Association, 1925), pp. 389-400.

participating in the Schroeder study may be seen in Table 3. The variety of duties assigned to the position reflected a wide range of thought regarding the role of the assistant principal. In some instances they performed clerical duties to the exclusion of administrative and supervisory duties. Some handled minor disciplinary cases, met with visiting parents, and made school and community surveys. Others conducted the testing program and class reorganization. Almost all taught regular classes and served as acting principal during his absence.<sup>19</sup>

During this period the emergence of a growing professionalism among school administrators was being addressed by Cubberley. He noted that as part of this movement community relations was now one of the four major functions of the principal. Under this heading he included administrative responsibilities for: "school entertainments, athletic activities, youth organizations, the parent-teacher association, important civic movements, and assisting the community in the intelligent, wider use of the school plant."<sup>20</sup>

It may be assumed that the expanded concept of the principalship, with its new duties and responsibilities, particularly in large urban schools, contributed to the trend of adding a vice-principal to the elementary school staff. With this thought in mind the Fourth Yearbook of the Department of Elementary School Principals of the National Education Association contained the following reference:

As the task of supervision constitutes the chief function of the principal, administrative duties should be taken care of in such a way as to allow time and opportunity for the principal to supervise instruction given in the classroom. The best means of carrying out this fundamental principle is to place an executive

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<sup>19</sup>Schroeder, *Ibid.*, p. 398.

<sup>20</sup>Cubberley, *op. cit.*, p. 44.

Table 3\*

## Duties of the Assistant Principal, 1924

A. Teaching	<u>Hours per week</u>	<u>No. of responses</u>
	26 - 30	6
	21 - 25	1
	16 - 20	3
	11 - 15	2
	6 - 10	1
	0 - 5	8
		Total <u>21</u>
		Median 14.25 hours
B. Supervision	<u>Hours per week</u>	<u>No. of responses</u>
	13 - 15	2
	10 - 12	3
	7 - 9	0
	4 - 6	0
	0 - 3	9
		Total <u>14</u>
		Median 1.00 hours
C. Administration	<u>Hours per week</u>	<u>No. of responses</u>
	16 - 20	1
	11 - 15	1
	6 - 10	2
	0 - 5	4
		Total <u>8</u>
		Median 4.50 hours
D. Community Leadership	Four responses only, indicating assistance was given to the principal at PTA meetings.	
E. Promotion of Professional Growth	Four respondents indicated that they assisted the principal in teachers' meetings, one arranged the program for the meeting, one presided in the principal's absence from teachers' meetings, and one held conferences with teachers supervised.	

Table 3 (continued)

## Duties of the Assistant Principal, 1924

F. Clerical Work	Hours per week	No. of responses
	13 - 15	11
	10 - 12	1
	7 - 9	1
	4 - 6	1
	0 - 3	7
	Total	21
	Median	12.64 hours
G. Other Work Not Included		
		No. of responses
Supervision of yard		6
Supervision of pupils during intermission		10
In charge of athletics		2
Pupils' parties		3
Pupils' organizations		3
Assigning duties to teachers		2

\*Source: "Assistants of the Supervising Principal" in Ibid., pp. 393-96.

secretary in the principal's office, to have a vice-principal, and to delegate certain duties to others.<sup>21</sup>

A similar reference was contained in the Seventh Yearbook of the Department of Elementary School Principals:

Circumstances frequently force elementary school principals to devote time to duties which could be performed by persons with less training. Superintendents have sought to correct this situation by providing principals with vice-principals or assistants to the principal and office clerks.<sup>22</sup>

<sup>21</sup>Ida L. Bailey, "The Principalship as an Administrative Office" in the Fourth Yearbook, Department of Elementary School Principals, National Education Association (Washington, D.C.: National Education Association, 1925), p. 386.

<sup>22</sup>"Assistants of the Supervising Principal," Seventh Yearbook of the Department of Elementary School Principals, Vol. VII, No. 3 (Washington, D.C.: National Education Association, 1928, p. 255.

A year earlier, in 1927, William Cook commented that in communities of less than 100,000 population few vice-principals were to be found. He concluded that as demands on the principal's time continued to increase small cities would do well to improve their educational efficiency by adding vice-principals to their larger schools.<sup>23</sup>

As the vice-principal came to be recognized as providing the means for freeing principals to concentrate on the supervision of instruction and community leadership superintendents became faced with the problem of deciding the school size which justified the assignment of a vice-principal. Schroeder stated that:

In a small school one person might easily carry out a complete supervisory program. In such a school an assistant principal would be unnecessary....In a large school, the number of classes or variety of work might render it impossible for one person to supervise the teaching effectively. Here an assistant principal would prove expedient.<sup>24</sup>

A study of the status of vice-principals in 1927 found that the median school with one vice-principal had an enrollment of about 740 pupils (Table 4). The major portion of the vice-principal's time, however, was given to teaching followed by clerical work. A comparison of time spent by vice-principals, teaching principals, and supervising principals shows that teaching principals gave more time to supervision and less to administration and clerical work than vice-principals (Table 5). Of the 576 schools contacted 128 schools, 22.2 percent, had the position of assistant principal.<sup>25</sup> In a survey of the Sacramento,

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<sup>23</sup>William A. Cook, "An uncapitalized Opportunity in Education," Journal of Educational Method, 7:70-75, November, 1927.

<sup>24</sup>Schroeder, op. cit., p. 397.

<sup>25</sup>"Assistants of the Supervising Principal," op. cit., p. 256.

Table 4\*

## Number of Assistant Principals in Schools Under Supervising Principals

Number of assistant principals	Enrollment of school						Total
	100-499	500-899	900-1299	1300-1699	1700-2099	2100 Over	
1	14	55	24	4	4	1	102
2	5	6	4	0	0	0	15
3	0	3	3	2	0	0	8
4	0	0	0	1	0	0	1
5	0	0	0	0	1	0	1
6	0	0	0	0	1	0	1
Total	19	64	31	7	6	1	128
Percent	10.6	22.8	33.7	45.8	100.0	100.0	22.2

\*Source: "Assistants of the Supervising Principal," Seventh Yearbook of the Department of Elementary School Principals, Vol. VII, No. 3 (Washington, D.C.: National Education Association, 1928), p. 256.



Table 5\*

Comparison of the Average Percent of Time Given by Assistant Principals, Teaching Principals, and Supervising Principals to Certain General Duties

Type of position	Supervision	Administration	Teaching	Clerical	Miscellaneous	Total
Assistant	5.11	10.40	67.02	12.13	5.35	100.01
Teaching	9.89	9.73	65.39	8.99	6.14	100.19
Supervising	33.94	30.02	4.18	18.94	13.45	100.53

\*Source: "Assistants to the Supervising Principal," Seventh Yearbook of the Department of Elementary School Principals, Vol. VII, No. 3 (Washington, D.C.: National Education Association, 1928), p. 256.

California school district, a year later, Sears reported that only one of fifteen elementary schools had a vice-principal.<sup>26</sup>

The Seventh Yearbook of the Department of Elementary School Principals concluded its report on the vice-principal by assigning three classifications to the position:

1. those doing chiefly supervisory work with some duties in administration
2. those engaged chiefly in administration with some duties of a supervisory and clerical nature
3. those giving most of their time to teaching, but with administrative and clerical responsibilities<sup>27</sup>

Concern was also expressed that two extreme possibilities might occur: (1) principals would give all supervisory responsibilities to the vice-principal and do only routine duties; or (2) the principal would not assign worthwhile duties to the vice-principal.<sup>28</sup> Reflecting this apprehension the report recommended that the two most important purposes of the vice-principal included:

1. the assisting of the principal in order that certain functions of the elementary school might be performed effectively
2. the provision of a means for the in-service training of future principals<sup>29</sup>

Rugg stated that the schools of the 1920's were being transformed into community centers. Extra curricular activities were beginning to take their place in the school program though the subject-centered

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<sup>26</sup>Jesse B. Sears, Sacramento School Survey (Sacramento, Calif.: Sacramento Board of Education, 1928), p. 572.

<sup>27</sup>"Assistants of the Supervising Principals," loc. cit.

<sup>28</sup>Ibid., p. 253.

<sup>29</sup>Ibid., p. 93.

curriculum was still very much in vogue.<sup>30</sup> With the arrival of the 1930's a new era opened in elementary education. Community influences plus advancement in the study of child growth and development and the emergence of many progressive education theories led to changes in the curriculum.<sup>31</sup> Revision took on many forms; new courses of study were added to the existing program, others were unified and reorganized, and new methods of evaluating and reporting student progress were introduced. Course offerings in the areas of safety, conservation, leisure-time activities, vocational, and avocational education became an accepted part of the curriculum. Relatedly, the principal now served as a motivating force, implementing and evaluating the school's program in terms of the needs of the child and society.<sup>32</sup>

Little attention appears to have been given to the office of the elementary school vice-principal during the 1930's. Only a few references in journals concerning the position were found by the researcher. Perhaps this inattention to the vice-principaiship was due to the economic conditions of the period and the preoccupation writers on school administration had with the introduction and evaluation of educational reforms.

Edmund Adams reported on two articles describing the duties of the vice-principal found in the 1932 issue of the Baltimore Bulletin of Education. Ella Beall reported that her duties as a vice-principal involved classroom supervision, organization of the testing program, some administrative duties, and part-time teaching. Louise Carper

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<sup>30</sup>Rugg, op. cit., p. 635.

<sup>31</sup>Ibid., p. 369.

<sup>32</sup>Walter S. Monroe, "Elementary Education I. Development, Scope, and Status," Encyclopedia of Educational Research (New York: The MacMillan Co., 1950), p. 358.

advocated the rotation of supervisory and administrative duties.<sup>33</sup>

Additional references concerning the duties of the vice-principal during this period were located in the Ninth and Tenth Yearbooks of the Department of Elementary School Principals. Munn stated that in Detroit assistant principals were used to relieve principals of routine clerical and administrative duties.<sup>34</sup> Katz indicated that assistant principals played a major role in the supervision of instruction in Buffalo's schools.<sup>35</sup> Possibly because of concern for the latter situation Taylor cautioned that "additional assistance should be considered as an aid to the principal and not the means for relieving him of responsibility."<sup>36</sup>

In 1940 Helen Wilson conducted a study of New York City assistants-to-the-principal. According to Adams her investigation reported six hundred and nine persons assigned to the position three hundred and fifty nine of whom worked in schools with over thirty-five teachers. Their duties covered the full range of those performed by the principal, although in some cases, a heavy clerical load was being carried.<sup>37</sup> Wilson's findings showed that the assistant-to-the-principal often assumed the responsibilities for the selection, ordering, reception, and distribution of supplies and also for library books and textbooks.

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<sup>33</sup>Edmund Burke Adams, "An Analysis of the Position of Elementary School Assistant Principal" (unpublished Doctoral dissertation, University of Southern California, 1958), p. 41

<sup>34</sup>"The Principal and Supervision," Tenth Yearbook of the Department of Elementary School Principals, Vol. X, No. 3 (Washington, D.C.: National Education Association, 1931), pp. 278-89.

<sup>35</sup>"The Principal and Administration," Ninth Yearbook of the Department of Elementary School Principals, Vol. IX, No. 3 (Washington, D.C.: National Education Association, 1930), pp. 217-21.

<sup>36</sup>*Ibid.*, pp. 217-21.

<sup>37</sup>Adams, *op. cit.*, p. 22.

Supervisory responsibilities included observations, conferences, demonstrations, and curriculum construction. Additional duties were testing, discipline, scheduling, and contact with social agencies.<sup>38</sup> Wilson recommended a more uniform procedure for assigning responsibilities to the position, that more adequate office space be provided, and greater professional recognition be given to the post.<sup>39</sup>

The following year George Kyte reported that assistant principals tended to be appointed in large schools or where the supervising principal has charge of two or more buildings. He also noted that in extremely large schools it was not unusual to find two or more full-time assistant principals assigned to the office.<sup>40</sup> Kyte suggested that all of the major duties of the elementary school principal be included in the assistant principal's assignment which he recommended be modified from time to time so as to provide the assistant principal with a full range of administrative experiences.<sup>41</sup> He also proposed that the assistant perfect skills in the areas of supervision, administration, public relations, and office management, and that the following specific duties be made a part of the assignment:

1. inspection of the school plant
2. supervisory visits
3. supervisory conferences
4. parent conferences

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<sup>38</sup>Ibid., p. 40.

<sup>39</sup>Ibid., p. 22.

<sup>40</sup>George C. Kyte, The Principal at Work (New York: Ginn and Co., 1941), p. 393.

<sup>41</sup>Ibid., p. 397.

5. pupil counseling
6. discipline
7. organizing and scheduling
8. supervision of pupil activities<sup>42</sup>

During the war years little attention was given to the elementary vice-principalship. In 1945 references to the position again appeared in the literature. Henry Otto stated in his book Organizational and Administrative Practices in Elementary Schools in the United States that:

The duties most commonly given to these assistant principals in the elementary schools were the administration of attendance, discipline, office management, maintenance of records and reports as well as responsibility for extra-curricular activities, guidance and some supervision.<sup>43</sup>

Also the Twenty-Seventh Yearbook of the Department of Elementary School Principals reported that in 1945 the San Francisco school system utilized the vice-principal as a planner between elementary and junior high schools, to counsel and test children, to group children for educational adjustment, to enlist the aid of public and private agencies for the protection and welfare of children, a supervisor of the traffic patrol, to locate community resources for recreation, to hold conferences with the nurse and staff of child guidance services, to visit classrooms to observe children, to order and distribute books, to teach demonstration lessons, to assist substitutes and probationary teachers, to manage nutrition periods, to order and distribute supplies and to organize drives, sales and

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<sup>42</sup>Ibid., p. 400.

<sup>43</sup>Henry J. Otto, "Organizational and Administrative Practices in Elementary Schools in the United States," University of Texas Publication, Publication No. 4544 (1945), p. 213.

collections.<sup>44</sup>

Ann Sullivan conducted a study in the same year and found that the span of duties performed by vice-principals at all levels of public education were varied and broad. She concluded that principals had almost complete control over the duty assignments of their assistants.<sup>45</sup>

The National Elementary Principal devoted its December, 1945 issue to the role of the vice-principalship. Eleven contributors, many from major cities throughout the country, wrote about the duties and responsibilities of the position. Regina Benke described the duties of the assistant-to-the-principal in New York City as teaching, supervision, and administration.<sup>46</sup> Agnes Levorsen summarized a diary of her activities in Vanport, Oregon, indicating that the major portion of time spent was working with teachers and supervising student activities.<sup>47</sup> Zoa Evans reported that the vice-principal-counselor in San Francisco performed teaching, guidance, supervisory, and administrative duties.<sup>48</sup> According to Mary Galmbacher the most important activities of the assistant principal in Buffalo, New York, were student counseling,

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<sup>44</sup>"The Elementary School Principalship, Today and Tomorrow," Twenty-Seventh Yearbook of the Department of the Elementary School Principals, Vol. XXVIII, No. 1 (Washington, D.C.: National Education Association, 1948), p. 25.

<sup>45</sup>Ann Sullivan, "Assistant Principals in Public Schools in the United States" (unpublished Doctoral dissertation, Fordham University, New York, 1945), p. 203.

<sup>46</sup>Regina C. M. Benke, "The Assistant-to-the-Principal," The National Elementary Principal, 25:18, December, 1945.

<sup>47</sup>Agnes Levorsen, "My Day as a Vice-Principal," The National Elementary Principal, 25:6-9, December, 1945.

<sup>48</sup>Zoa M. Evans, "San Francisco Vice-Principals Accept New Challenge," The National Elementary Principal, 25:25-27, December, 1945.

coordinating the testing program, and classroom supervision.<sup>49</sup>

The work of the vice-principal in Pittsburg, Pennsylvania, was stated by Beulah Evans as falling into the areas of supervision, administration, guidance, and organization.<sup>50</sup> The responsibility for the school library as well as supervisory and administrative duties were listed by Jane Sullivan.<sup>51</sup> The activities of the vice-principal in Baltimore were reported by Kathryn Wilhelm. They consisted of testing, pupil accounting, parent conferences, and demonstration teaching.<sup>52</sup>

Helen Palmer also described in some detail the responsibilities of assistant principals in Cleveland, Ohio. She noted that specific duties included scheduling and assigning pupils to groups where they can achieve with satisfaction; scheduling for the use of playrooms, gymnasium, and auditorium; scheduling teacher duty assignments for the yard, cafeteria, and building; and the handling of equipment, supplies and books, visual aids, and other teaching materials. In addition, the assistant assumed the responsibility for organizing and supervising the school safety council, attendance procedures, special programs, and the testing program. Palmer suggested that assistant principals should cooperate with the principal in interpreting to the teachers and parents

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<sup>49</sup>Mary Galmbacher, "The Assistant Principal," The National Elementary Principal, 25:17-18, December, 1945.

<sup>50</sup>Beulah A. Evans, "The Best Use of the Vice-Principal's Time," The National Elementary Principal, 25:18-20, December, 1945.

<sup>51</sup>Jane H. Sullivan, "My Work as Vice-Principal," The National Elementary Principal, 25:23-24, December, 1945.

<sup>52</sup>Kathryn A. Wilhelm, "The Vice-Principal's Responsibilities for Pupil Growth and Development," The National Elementary Principal, 25:33-34, December, 1945.



the philosophy of the school and that they should assume responsibility for a share of the work in the administration and supervision of the school.<sup>53</sup>

Louise Keller expressed the view that the vice-principalship is an excellent training ground for the principalship. She discussed the difficulties and challenges of the office as related to the big school and concluded that the position cannot fail to make or break the person courageous enough to try it.<sup>54</sup>

Marjorie Miller defined the work of the vice-principal as consisting of inventories, supplies and requisitions, office procedures, pupil accounting, building maintenance, money raising drives, custodial problems and fire drills. Based on her own experiences in the office, she recommended that the vice-principal take over many of the detailed administrative duties and assist in pupil guidance, discipline, and supervision of the instructional program.<sup>55</sup>

An investigation of the assistant principalship in Cincinnati described by Luise Reszke found that the assistant's job extended over wide areas of both administration and supervision. Broad responsibilities were listed as:

1. supervising the enforcement of the rules and regulations of the school
2. participating in the improvement of the instructional

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<sup>53</sup>Helen I. Palmer, "Responsibilities of an Assistant Principal," The National Elementary Principal, 25:14-16, December, 1945.

<sup>54</sup>Louise Keller, "The Vice Principalship," The National Elementary Principal, 25:11, December, 1945.

<sup>55</sup>Marjorie Miller, "The Vice Principal Speaks," The National Elementary Principal, 25:9, December, 1945.

program

3. assuming democratic leadership of the teaching and non-teaching staff

4. exercising leadership in community affairs<sup>56</sup>

In 1948 the Twenty-Seventh Yearbook of the Department of Elementary School Principals again focused attention on the assistant principalship. A report by the Committee on the Personnel Resources of the Elementary School compared the present position of the assistant principal with the department's 1928 study. An analysis of the findings disclosed that though the assistant principal had decreased his teaching load and increased the time devoted to supervision and administration<sup>57</sup> fewer supervising principals had the services of an assistant principal.<sup>58</sup> The committee noted that assistant principals, in communities of 100,000 or more, were currently spending less than half of their time on teaching duties.<sup>59</sup> Time distributions given to the major duties of assistant principals and supervising principals in 1928 and 1948 are shown in Table 6.

The data in the 1948 study indicated:

1. Two out of every eleven supervising principals surveyed had the help of an assistant principal as compared with two out of nine in 1928.

2. The assignment of assistant principals tended to be related to the size of the community. Cities above 500,000 population had assistant principals in approximately half of their schools with supervising principals. Those communities with less than this number

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<sup>56</sup>Luise Reszke, "Potential Timber for the Principalship," The National Elementary Principal, 25:12, December, 1945.

<sup>57</sup>"The Elementary School Principalship, Today and Tomorrow," *op. cit.*, p. 256.

<sup>58</sup>*Ibid.*, p. 56.

<sup>59</sup>*Ibid.*, p. 59.

Table 6\*

Percent Distribution of Time Given to the Major Duties  
by Assistant Principals and Supervising  
Principals - 1928 Compared to 1948

Major duties	Assistant principal		Supervising principal	
	1928*	1948**	1928*	1948**
	Percent	Percent	Percent	Percent
Supervision	5.1	10.0	33.9	38.9
Administration	10.4	15.0	30.0	29.3
Teaching	67.0	57.0	4.1	2.3
Clerical	12.1	11.0	18.9	15.1
Other Duties	5.4	7.0	13.4	14.4

\*Source: "The Elementary School Principalship," Seventh Yearbook of the Department of Elementary School Principals, Vol. VII, No. 3 (Washington, D.C.: National Education Association, 1928), p. 256.

\*\*Source: "The Elementary School Principalship, Today and Tomorrow," Twenty-Seventh Yearbook of the Department of Elementary School Principals, Vol. XXVII, No. 1 (Washington, D.C.: National Education Association, 1948), p. 56.

of population had assistant principals in only 10 to 20 percent of their schools.

3. School enrollment, as shown in earlier studies, was related to the employment of the assistant principal. Schools above 1,000 enrollment most often had the services of a full-time assistant principal, whereas the position was found in 25 percent of the schools with enrollments between 600 and 999, and only in 10 percent of schools with 600 pupils or less.<sup>60</sup> (Table 7)

According to the report a definite trend to professionalize the office of the assistant principal had occurred during the 1928 to 1948 period (Table 6). However, duties of the assistant principal were described as generally being determined by the policies of the principal, the enrollment of the school, the type of neighborhood in which it is located, and the adequacy of clerical help.<sup>61</sup> In this regard, concern was expressed that the duties delegated to the position were still too often based on expedience rather than of sound principals of organization and personnel administration.<sup>62</sup> Recommendations included within the Twenty-Seventh Yearbook of the Department of the Elementary School Principals proposed that principals and assistant principals alike should work in the following areas:

1. public relations
2. policy making
3. school management
4. staff personnel
5. curriculum
6. pupil personnel
7. reportorial duties
8. fiscal planning and control
9. school housing
10. materials of instruction
11. evaluation
12. adjudication
13. morals building
14. professional relations

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<sup>60</sup>Ibid., pp. 55-56.

<sup>61</sup>Ibid.

<sup>62</sup>Ibid., p. 59.

Table 7\*

## Personnel Resources of Supervising Principals

Types of personnel	School size											
	Under 200 enrollment		200-599 enrollment		600-999 enrollment		1,000 and over enrollment		Enrollment not indicated		Total group	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1	2	3	4	5	6	7	8	9	10	11	12	13
Assistant Principals:												
None	30	88%	709	90%	273	74%	35	35%	100	82%	1147	81%
1 part time	--	--	11	2	--	--	1	1	1	1	13	1
2 part time	--	--	1	--	--	--	1	1	--	--	2	--
1 full time	4	12	64	8	90	25	56	57	16	13	230	16
2 full time	--	--	3	--	4	1	3	3	2	2	12	1
3 or more full time	--	--	--	--	1	--	3	3	2	2	6	1
Total Replies	34	100%	788	100%	368	100%	99	100%	121	100%	1410	100%

\*Source: "Elementary School Principalship, Today and Tomorrow," Twenty-Seventh Yearbook Department of Elementary School Principals, Vol. XXVII, No. 1 (Washington, D.C.: National Education Association, 1948), p. 59.

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The Yearbook also directed attention to the plight of the elementary principal and school without the aid of an assistant principal. The 1948 study found the average principal devoting about 56 hours a week to work related activities,<sup>64</sup> and the assistance provided him, directly corresponding to the time he allotted to various major functions.<sup>65</sup> With increased demands being placed upon the school and the principal the committee viewed with concern the decreased proportion of assistant principals to supervising principals and the result of findings which showed no appreciable difference in the percent of time given to important administrative areas by supervising principals and their predecessors twenty years earlier (Table 6).<sup>66</sup> Only in schools enrolling 1,000 or more was the principal likely to have the help of a full-time assistant. Referring to these findings the committee stated:

It is difficult to reconcile our knowledge of child growth and development, individual differences, complexity of instruction, shortage of qualified teachers, and intricate community conditions (economic and social) with the wide-spread absence of technical experts for elementary school service. Clearly the burden upon principals and classroom teachers must be heavy if they take seriously the educational objectives now widely advocated.<sup>67</sup>

It was the recommendation of the committee that:

There should be extensive and intensive studies of the duties of assistant principals so that principals may learn to free themselves from major technical duties and assistants may gain experience in the duties of the principalship.<sup>68</sup>

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<sup>63</sup>Ibid., p. 268.

<sup>64</sup>Ibid., p. 89.

<sup>65</sup>Ibid., p. 55.

<sup>66</sup>Ibid., p. 94.

<sup>67</sup>Ibid., p. 67.

<sup>68</sup>Ibid., p. 237.

## 1950 TO THE PRESENT

By mid-century the position of vice-principal was found in a majority of large elementary schools located in high population centers throughout the country. The original purpose of relieving the building principal from teaching, clerical, and routine duties was evolving to one of providing additional administrative assistance to meet increased demands and, at the same time, furnish on-the-job training for the principalship.<sup>69</sup> Some school districts and writers still viewed the position as dealing with clerical and lesser administrative tasks while leaving the "big things" in administration to the principal, but the trend generally was moving away from this kind of thinking.

With a redirection in the purposes of the vice-principal it should follow that his duties and responsibilities correspondingly be altered so as to achieve the new objectives. Jesse Sears spoke of such a need in his book The Nature of the Administrative Process. He said that duties and responsibilities should be clearly assigned and related to the objectives of the position, the organizational and managerial structure, and the program to be administered.<sup>70</sup>

In a 1951 study of the California elementary school principalship during an 18 year period Lloyd Bevans found that the demands upon the principal had substantially increased. The modern principal was described as having to be an expert in curriculum planning and development,

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<sup>69</sup>George C. Kyte, Principal at Work (2d ed.; New York: Ginn Company, 1952), p. 393.

<sup>70</sup>Jesse B. Sears, The Nature of the Administrative Process (New York: McGraw-Hill Book Company, Inc., 1950), p. 305.

school-community relations, pupil guidance, supervision of teaching methods, and teacher education. In addition, he now performed his functions in a school with a larger enrollment and teaching staff.<sup>71</sup> Bevans recommended the vice-principalship, in preference to other approaches, as the best route in preparation for the principalship.<sup>72</sup>

During the same year, Avary and Chester Diethert reported on a study of the vice-principalship conducted the year before. According to their findings a majority of the functions of the elementary school vice-principal and elementary school principal are common to each other. The authors proposed that:

Since the vice-principal should be able to take the principal's place at any time, the duties for which a vice principal should be able to assume responsibility should be the same as those of the principal.<sup>73</sup>

They categorized the duties of vice-principals and principals as falling into two general headings: (1) leadership of the teaching staff and community in understanding, interpreting and analyzing educational policies and practices currently in effect, and (2) democratic supervision of teachers in evaluating the school's existing procedures and making constructive suggestions for improvement.<sup>74</sup>

George Kyte, in 1952, devoted a chapter in his book to "The

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<sup>71</sup>Lloyd E. Bevans, "Administrative Practices in California Elementary School Principalships 1933 and 1951" (unpublished Doctoral dissertation, Stanford University, 1951), p. 51.

<sup>72</sup>Ibid., p. 309.

<sup>73</sup>Avary E. Diethert and Chester C. Diethert, "Cooperative Planning for Administration," School Board Journal, CXXII (March, 1951), p. 33.

<sup>74</sup>Ibid.



Principal's Supervision of the Assistant Principal." He viewed the purpose of the position as an aid to the principal, assuming the excess of the latter's load, and to provide supervised training and experience in all phases of the principalship.<sup>75</sup> Kyte stressed the importance of the assistant principal having experience in every type of major responsibility of the principalship with modifications in assigned duties being made as rapidly as they can profit by the experiences. He also listed the following specific duties to be included in the assistant principal's assignment:

1. inspection of the school plant
2. supervisory visits
3. supervisory conferences
4. parent conferences
5. pupil counseling
6. discipline
7. organizing and scheduling
8. supervision of pupil activities<sup>76</sup>

Kyte urged principals to delegate the necessary authority to assistant principals in order that they may carry out their assigned responsibilities and to inform all persons affected by these activities of the assistant principal's jurisdiction.<sup>77</sup>

Virgil Hollis conducted a study, in 1952, of elementary schools with and without vice-principals. Twenty-nine elementary schools without vice-principals and twenty-two elementary schools with vice-principals from fourteen school districts of the San Francisco Bay Area were the subject of his study. The findings showed a number of benefits to schools operating with vice-principals. Among them: (1) increased assistance

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<sup>75</sup>Kyte, op. cit., p. 393.

<sup>76</sup>Ibid., pp. 399-400.

<sup>77</sup>Ibid., pp. 397-98.

given to principals, teachers, pupils, parents, and community, (2) a de-emphasis of pupil detention and added emphasis on guidance, (3) increases in the kind and quality of pupil activities, (4) the coordination of all school activities, and (5) the released time afforded teachers and principals alike to improve the instructional program of the school.<sup>78</sup>

Hollis also reported that the decline in the assignment of vice-principals shown in the 1948 national survey did not hold true for the schools of the San Francisco Bay Area where half the districts had a policy for the assignment of vice-principals to their schools. Further, it did not hold true where the enrollment and number on the teaching staff were much lower in schools with the services of a vice-principal than the enrollment and number on the teaching staff of schools in the national survey assigning vice-principals.<sup>79</sup>

The findings indicated a basic difference in the administrative program of schools with and without vice-principals. The principal in the school without a vice-principal spent 37 percent of his daily time, or approximately four hours, with administrative detail. Assisting and talking with teachers accounted for less than 19 percent, or approximately two hours of his daily time. He spent an hour and a half, or 13 percent of his time, with pupils, mainly in assisting teachers with pupil detention. The remaining time was spent working with the administrative areas of school staff, parents, community, and professional growth activities, each accounting for less daily time than he spent working

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<sup>78</sup>Hollis, *op. cit.*, p. 249.

<sup>79</sup>*Ibid.*, pp. 249-250.

with administrative details, teachers, and pupils.<sup>80</sup> In the school with a vice-principal both administrators spent 33 percent of their time, or almost six hours, in assisting and talking with teachers. Working with pupils accounted for four hours, or 27 percent of their time and they spent 23 percent, or better than two hours daily, working with administrative details.<sup>81</sup> The percent distribution of the school day of vice-principals is shown in Table 8.

Table 8\*

Average Percent of Time Spent at Work in Seven Administrative Areas, as Reported by Vice-Principals

Administrative Areas	Percent of time
Teachers	27.4
Pupils	31.1
Parents	4.0
Community	2.4
School Staff	4.7
Administrative Details	25.7
Professional Growth	4.7
Total	100.0

\*Source: Virgil Sydney Hollis, "Elementary Schools With and Without Vice-Principals" (unpublished Doctoral dissertation, Stanford University, 1952), p. 83.

Hollis stated that vice-principals spent larger portions of their time working with pupils and administrative details than did their

<sup>80</sup>Ibid., p. 243.

<sup>81</sup>Ibid., p. 246.

principals and that they expressed the need to work more frequently with parents, with pupils, and in professional growth.<sup>82</sup>

Schools in the study with vice-principals reported an average enrollment of almost 900. The teaching staff numbered 27 with a teaching load of 34 pupils.<sup>83</sup> Though the benefits provided by the vice-principal to the school program and all members of the school community were well recognized by all concerned, lack of finances served as the chief reason for precluding their assignment to a greater number of schools.<sup>84</sup> Further study of the position was recommended in the hope that greater effectiveness of the office might be achieved.<sup>85</sup>

During 1954 the elementary vice-principalship was the subject of several local studies plus comments by John Otto in his book Elementary School Organization and Administration. Otto noted the difficulty in assessing the status of the position because it was so loosely defined. Senior teachers in charge of a school in the absence of the principal, a full-time teacher with administrative duties before and after school, part-time administrators, and full-time administrators all fell under the category of vice-principal. He questioned whether adequate administrative and supervisory services were being provided at the elementary school level:

Is the administrative and personnel load of secondary schools so much larger than the comparable load in elementary schools that added personnel are needed? Or, does convention rather than service load merely dignify the secondary schools with more

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<sup>82</sup>Ibid., p. 85.

<sup>83</sup>Ibid., p. 246.

<sup>84</sup>Ibid., p. 244.

<sup>85</sup>Ibid., p. 250.

adequate staff?<sup>86</sup>

Otto concluded that the position was most often utilized in larger schools and in urban school districts. He also considered it to be found with sufficient frequency to be a significant factor in the staffing of the modern elementary school.<sup>87</sup>

Edward Pfeffer conducted a study of vice-principals in several New Jersey schools and determined that their time was distributed as follows:

1. organization and administration, 22 percent
2. supervision, 15 percent
3. pupil personnel, 32.2 percent
4. public relations, 7.4 percent
5. teaching, 5.0 percent
6. clerical duties, 8.8 percent
7. miscellaneous duties, 8.8 percent

The results of Pfeffer's investigation indicated that vice-principals were receiving adequate training for the principalship.<sup>88</sup>

In a Master's study of the Hayward School District in California, William McKinley reported that the vice-principal's duties were determined by the individual principal and not by district policy. There was, however, a common core of activities performed by the majority of persons serving in these positions: (1) assisting parents' group with programs, problems, and planning, (2) relieving the principal of routine duties in order that he may supervise instruction, (3) informing the principal of

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<sup>86</sup>John H. Otto, Elementary School Organization and Administration (New York: D. Appleton-Century Company, 1954), p. 586

<sup>87</sup>Ibid., pp. 585-87.

<sup>88</sup>Edward I. Pfeffer, A Study of the Vice-Principalship in New Jersey (Washington, D.C.: Research Division, American Education Association, 1954), pp. 1-7.

staff problems, (4) setting up and administering the yard duty schedules, (5) acting as principal in the principal's absence, (6) working on district committees, (7) setting up and administering the physical education schedule, (8) checking the state school registers, (9) representing the school at community meetings held at school, (10) supervising the cafeteria, (11) assisting with teacher rating scales, (12) settling discipline problems, (13) assisting with special class and school programs, and (14) coordinating the audio-visual program.<sup>89</sup>

Development of the teaching vice-principalships into full-time vice-principals was felt to be the single most important step in improving the effectiveness of the position. In addition to providing relief for the principal the office was viewed by the respondents as a training ground for future principals.<sup>90</sup>

Edmund Adams reported on the findings of a certificated salary survey of the Los Angeles City School District during the 1954-55 school year. The duties and responsibilities of elementary school vice-principals were listed as follows:

1. assumes complete charge of the school in the absence of the principal
2. cooperates in providing stimulating educational leadership through scientific research, interpreting administrative policies, establishing channels of communication, and making available opportunities for teacher growth
3. cooperates in establishing a better relationship between home and school
4. assists in the appraisal, supervision, and improvement of the instructional program
5. assumes major responsibility in the organization,

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<sup>89</sup>William R. McKinley, "The Duties of the Vice-Principal in Certain Elementary Schools in California" (unpublished Master's thesis, Fresno State College, 1954), p. 44.

<sup>90</sup>Ibid., p. 53.

supervision, and coordination of pupil counseling, guidance, and evaluation programs

6. aids in the operation of the safety, health, and welfare programs

7. assists in providing orientation of personnel new to the school

8. cooperates with the principal and staff in establishing and maintaining democratic policies and procedures within the school

9. assists with the organization of classes each semester which involves factors such as: the maintenance of the required teacher-pupil norm, and determining the number of pupils at each grade level, availability of rooms, and teacher capabilities

10. assists in planning for various activities such as yard duty, auditorium activities, organized playground games, and various community drives by preparing necessary details and schedules

11. assists with office management, registration, and pupil assignment procedures

12. assumes major responsibility for the pupil attendance program, cooperating closely with the assistant supervisors of attendance

13. aids in requisitioning and distribution of supplies, equipment, and other instructional materials

14. assumes major responsibility for textbook inventories, requisitions, care, and distribution

15. assists in surveying ground and building needs, reports needed maintenance repairs, alterations, and improvements

16. performs related duties as assigned<sup>91</sup>

In an article in 1955, Thomas Barratt cited increased enrollment and the consolidation of small school districts into larger units as the reasons for the growth and importance of the assistant principal. He stated that purposes of the office were: (1) to provide training opportunities for future principals, (2) to relieve the principal for more important duties, (3) to provide greater contact and communication with parents, students, and teachers, (4) to provide for more effective supervision of the entire school, and (5) to increase the scope of administrative activities.<sup>92</sup> Daniel Griffiths alluded to the

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<sup>91</sup>Adams, op. cit., pp. 49-50.

<sup>92</sup>Thomas L. Barratt, "Assistant Principals," The American School Board Journal, CXXX, No. 4 (April, 1955), p. 56.

effectiveness of the position when he indicated that, "in some cases, a vice-principal may exercise more control and influence over the teachers than does the principal."<sup>93</sup>

During 1958 Edmund Adams conducted a nationwide study of the elementary school assistant principalship. He noted that for the most part previous studies of the position had been local or regional in nature and the descriptions of duties included in professional journals had been based almost entirely on the experience of the writer in an individual school.<sup>94</sup> He also found general agreement that the assistant principal should provide training for the principalship and that most assistant principals were, in fact, participating in all of the major areas of elementary school administration.<sup>95</sup> This view, however, was still not shared by all members of the educational community. Hunt and Pierce, during the same year, recommended in their book The Practice of School Administration that the main duty delegated to the vice-principal should be the routine management of the school. They felt that the vice-principal should perform those duties which had little to do with the leadership-curriculum-instruction function while leaving this area to the principal and teaching staff.<sup>96</sup>

The size of the school district continued to be related to the percent of assistant principals employed in elementary schools. Both the Adams study and the Thirty-Seventh Yearbook reported similar findings

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<sup>93</sup>Daniel E. Griffiths, Human Relations in School Administration (New York: Appleton-Century-Crofts, Inc., 1956), p. 138.

<sup>94</sup>Adams, op. cit., pp. 50-51.                      <sup>95</sup>Ibid., p. 324.

<sup>96</sup>Harold C. Hunt and Paul R. Pierce, The Practice of School Administration (Boston: Houghton Mifflin Company, 1958), p. 123.



which show a high proportion of assistant principals employed by larger school districts as compared with smaller ones. The number and percent of assistant principals in districts of varying size, as reported by Adams, is shown in Table 9.

Table 9\*

## Number of School Districts Employing Assistant Principals

District groups	Number of districts	Districts replying	Districts employing assistant principals	Percent
Group I 500,000 and over	16	14	10	70
Group II 100,000 to 500,000	80	67	25	37
Group III 30,000 to 100,000	186	156	30	19
Total	282	237	65	27

\*Source: Edmund Burke Adams, "An Analysis of the Position of Elementary Assistant Principal" (unpublished Doctoral dissertation, University of Southern California, Los Angeles, 1958), p. 73.

The Thirty-Seventh Yearbook also analyzed data concerning the proportion of assistant principals employed in the various geographic regions of the country. The results of these findings indicated that the Far West region of the United States was second only to the New England area in the total number of assistant principals assigned to elementary

schools (Table 10).<sup>97</sup>

The comprehensiveness of the Adams' study is revealed in the following findings: (1) in nearly one-half of the sixty-four school districts participating in the study, the position was relatively new, having been established for less than four years, (2) the average enrollment of eighty-nine schools employing assistant principals was 988, (3) in over three-fourths of the school districts the assistant principalship was a full-time, non-teaching administrative position, (4) the workday for the position in most districts averaged 7.36 hours, (5) the duties and responsibilities of the assistant principal were most frequently determined by the school principal, and (6) enrollment received the most consideration in establishing the position of assistant principal in a school.<sup>98</sup> Adams also found that assistant principals divided their time as follows:

1. organization and administration, 26.4 percent
2. supervision, 26.1 percent
3. guidance and pupil personnel services, 22.3 percent
4. public relations, 8.7 percent
5. professional leadership, 8.6 percent
6. teaching, 7.9 percent<sup>99</sup>

Adams concluded that the addition of an assistant principal to a school staff provided increased services and efficiency of operation. He listed benefits as: (1) improvement in the instructional program, (2) improvement in the organization and administration of the school, (3) improvement in the guidance and pupil personnel services, and (4)

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<sup>97</sup>"The Elementary School Principal - A Research Study," Thirty-Seventh Yearbook, Department of Elementary School Principals, Vol. XXXVII, No. 1 (Washington, D.C.: National Education Association, 1958), p. 67.

<sup>98</sup>Adams, op. cit., pp. 309-315.

<sup>99</sup>Ibid., p. 316.

Table 10\*

Supervising Principals Having Assistant Principals  
Available Full or Part Time by Region

Resource personnel	New England	Middle Atlantic	South- east	Middle west	South- west	North- west	Far west	Total
1	2	3	4	5	6	7	8	9
Assistant Principal	34%	15%	7%	17%	5%	6%	20%	15%
Number of Principals	137	325	329	606	167	136	308	2,008

\*Source: "The Elementary School Principal - A Research Study," Thirty-Seventh Yearbook Department of Elementary School Principals, Vol. XXXVII, No. 1 (Washington, D.C.: National Education Association (1958), p. 67.

improvement in public relations at the school level.<sup>100</sup> Recommendations based on Adams' study included the following: (1) assistant principals should give increased time to supervisory and professional leadership activities, (2) the position should be utilized to make possible an improvement in all aspects of the school program, (3) the assistant principalship is an administrative position and should involve only a minimum of classroom teaching, (4) school districts should have a formal, written statement of the duties and responsibilities of assistant principals, but school principals should make specific assignments of duties and responsibilities based on the needs of the educational program in the local school, and (5) the duties and responsibilities of assistant principals should consist of supervision, organization and administration, guidance and pupil personnel services, public relations, and professional leadership.<sup>101</sup>

During 1958 Shuster and Wetzler discussed the advantages of employing a vice-principal in the elementary school. They suggested that maximum benefit to the school program could be derived through the vice-principal's performance in the following activities:

1. serves as a discipline officer and attempts to use the guidance approach in working with particular pupils
2. provides resource materials and aids for the improvement of instruction
3. gives a sense of confidence and security to the staff by assuming control of the school in the absence of the principal
4. provides the principal with briefs, summaries, reports and the like to keep that administrator abreast of certain functions and developments

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<sup>100</sup>Ibid., p. 311.

<sup>101</sup>Ibid., pp. 324-27.

5. supports the on-going program of the school
6. provides leadership throughout the school
7. aids in the conservation of school materials, funds, supplies, etc., and helps to regulate and administer certain auxiliary processes
8. increases the effectiveness of administrative acts by stimulating motivation guidance and enthusiasm on the part of the staff as a whole
9. releases the principal from certain routine chores in order that he may give better leadership
10. serves as a sounding board for the principal in planning sessions before decisions are made or ideas put into action; helps him to be sensitive to certain people's point of view and the like
11. uses his knowledge of the processes of administration to build teamwork within the school<sup>102</sup>

In the 1960's increased attention was given to the elementary school vice-principalship. Several Master's and Doctoral level studies as well as a national survey focused on the position. Writers on school administration also continued to make periodic references to the office in books and journals.

Two proposals from different sources, in the early sixties, recommended a minimum school size at which a vice-principal should be assigned. In 1961 the Council for Administration Leadership in New York State suggested that elementary units of more than 700 pupils be staffed by a full-time vice-principal.<sup>103</sup> The following year Daniel Griffiths,

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<sup>102</sup>Albert H. Shuster and Wilson F. Wetzler, Leadership in Elementary School Administration and Supervision (Boston: Houghton Mifflin Company, 1958), p. 448.

<sup>103</sup>"Cooperative Development of Public School Administration," Administrative Organization and Staffing of Elementary Schools in New York State (Albany: Council for Administrative Leadership in New York State, 1961).

in discussing the organization structure of the modern elementary school in a large city, recommended that a vice-principal be assigned to each principal having more than 25 teachers.<sup>104</sup>

During the same year Stephen Knezevich, in his book Administration of Public Education, expressed concern regarding the effective use of the assistant principal. He noted the wide variation of duties delegated to those holding the position and indicated that some aids were used effectively whereas others had been submerged in primarily clerical chores. He also commented that the office may be considered as an internship for the principalship only if specifically designed for this function: "An assistant who has been limited to assuming menial chores cannot be expected to be enjoying opportunities for professional growth and development."<sup>105</sup>

A study of assistant principals in the public elementary schools of the City of Buffalo was conducted by Samuel Block in 1962. Six major functions of assistant principals were identified and subdivided into activities that made up each of the functions. Ninety such activities were listed for which responding principals and assistant principals were asked to check the appropriate column representing their present and ideal level of responsibility for the particular task and the present and ideal time allocated to it. Block labelled the major functions of the assistant principal as: instructional, office management, personnel

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<sup>104</sup>Daniel E. Griffiths et al., Organizing Schools for Effective Education (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1962), p. 145.

<sup>105</sup>Stephen J. Knezevich, Administration of Public Education (New York: Harper and Brothers, Publishers, 1962), p. 319.

(teacher and pupil), finance, school-community, and professional. He found that assistant principals and principals were in general agreement regarding the present and ideal level of responsibility and the time allocated to the former's activities. The only area of significant difference was the present level of responsibility assistant principals had for the instructional function.<sup>106</sup> Specific findings and recommendations included:

1. Assistant principals did not spend the same amount of time in present practice as they would ideally in carrying out the functions of their position.

2. Both principals and assistant principals felt that supervision and evaluation of teachers should remain largely the control of the principal, but that some responsibility be shared with the assistant so as to provide on-the-job training under the guidance of a capable administrator.

3. Curriculum activities should be shared by both administrators with the principal assuming the major responsibility.

4. Under ideal conditions the assistant principal should assume no responsibility for clerical duties.

5. Administering the school in the absence of the principal was considered to be one of the most vital functions for the assistant principals.

6. The assistant principal should share in the development of school philosophy.

7. The assistant principal has a need for greater involvement in professional growth activities and to display qualities of professional leadership.

8. The greatest majority of all responses representing both administrative groups favored active participation by the assistant principal in pupil behavioral duties.

9. Most of both administrative groups favored sharing an average degree of responsibility in the area of school finance, with the principal assuming the final responsibility.

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<sup>106</sup>Samuel Nathan Block, "A Job Analysis and Job Description of Assistant Principals in the Public Elementary Schools of the City of Buffalo" (unpublished Doctoral dissertation, University of Buffalo, 1962), pp. 158-59.

10. Both groups of administrators agreed that the assistant principals did not perform the majority of their delegated functions frequently. This may well result from the fact that a tremendous number of functions fall within the responsibility range of the elementary school administrators, and therefore insufficient time is available to perform each one at frequent intervals. It is also true that certain functions such as ordering textbooks and supplies, arranging the school calendar and collecting locker fees need not be taken care of each day or even each week

11. Assistant principals devote the largest percent of their time working to control pupil behavior

12. Most of the assistant principals were female.<sup>107</sup>

As a result of his investigation Block recommended that assistant principals be permitted to avail themselves of sufficient time to carry out such significant functions as: (1) the supervision and evaluation of teachers; (2) revising the curriculum; (3) administering the school in the absence of the principal; (4) controlling pupil behavior; (5) adjusting pupil-teacher problems; (6) conferring with parents; (7) coordinating youth activities; and (8) visiting other schools.<sup>108</sup> He also suggested that schools of more than 500 students receive great value to the total program through the addition of an assistant principal.<sup>109</sup> Factors increasing the importance of the position were cited as:

1. pupil enrollment
2. increased research pointing to justification for the assistant principalship
3. greater number of functions assigned to assistant principals
4. policies utilized by principals in relation to assistant principals
5. time allotments of elementary administrators<sup>110</sup>

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<sup>107</sup>Ibid., pp. 158-68.

<sup>108</sup>Ibid., p. 174.

<sup>109</sup>Ibid., p. 157.

<sup>110</sup>Ibid., p. 15.



Block stressed the need for further study to reveal the time ratio of the many diverse activities performed by assistant principals.<sup>111</sup>

During 1963 the National Elementary Principal included three articles concerning the assistant principalship in its February issue. The need to add the position to the elementary school and the benefits to be derived were major concerns of the writers. Helen Bertermann stated that the type and quality of activities carried on by a school should serve as a valid basis for determining the need for an assistant principal. She expressed the view that a number of elementary schools throughout the country would markedly improve the quality of their instructional program through use of the position.<sup>112</sup> Thomas Hackman gave school size as the basic justification for the employment of an assistant, but listed other factors as: the kind or type of school, background of student population, nature of the professional staff, and the principal. He also supported use of the position as a means of training for the principalship: "It gives an opportunity for experience on the firing line. In-service training and graduate courses, while valuable in themselves, just cannot convey learning in the same immediate way."<sup>113</sup> While John Ukrop wrote that maximum benefit from the position could only be obtained "when used in the right way and in the right place," he concluded that both the principal and assistant principal must be sensitive to the opportunities provided when an

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<sup>111</sup>Ibid., pp. 171-72.

<sup>112</sup>Helen A. Bertermann, "The Principal's Responsibility," National Elementary Principal, 42:38-39 (February, 1963).

<sup>113</sup>Thomas Hackman, "The Assistant's Role," National Elementary Principal, 42:36-37 (February, 1963).

assistant principal is employed if gratifying results are to occur.<sup>114</sup>

In 1964 Harriet McMullen compared the actual and ideal roles of elementary assistant principals in Detroit. Her study included ninety-eight principals and 124 assistant principals. McMullen considered the major purpose of the assistant principalship to be the preparation of candidates for the principalship. As such, she defined the ideal role of the assistant principal as "equivalent to the ideal role of the principal in terms of the experiences offered to the assistant principal."

Based on the findings of her study the following conclusions were reported:

1. The ideal role of the principal may be identified.
2. The elementary school principal recognizes the role of the assistant principal as embodying those elements of experience which are essential in the preparation of the assistant principal.
3. The actual experiences received by many assistant principals differ substantially from their role as perceived by both principals and assistant principals.
4. Many assistant principals are receiving little experience in the following functions: instructional leadership, personnel, public relations, supervision, and curriculum design.
5. The experience of a number of Detroit assistant principals is of a clerical nature, rather than toward the goal of instructional leadership.
6. Many of the assistant principals studied recognized the need, and would have preferred to spend more time in supervisory and curricular functions than they were currently experiencing.
7. Many of the assistant principals were obtaining most satisfaction in working with the teaching staff, and least satisfaction both in handling the lunch program and in performing clerical work.
8. Many of the assistant principals indicated that duties

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<sup>114</sup>John D. Ukrop, "A Help Maybe?" National Elementary Principal, 42:39 (February, 1963).

related to clerical work and the lunch program should not be a part of their job.<sup>115</sup>

Neagley and Evans suggested; during the same year, that the thoughtful principal would do well to select a vice-principal who could complement him and thus help to build a stronger team. This view, not previously stated, held that there are areas in school administration and supervision in which the principal is not so proficient as in other areas and the selection of an assistant with these particular skills would greatly strengthen the team.<sup>116</sup>

Wise use of the administrator's time was the subject of an article by Peter Drucker in the April, 1964 issue of The Bulletin of the National Association of Secondary School Principals. Though written for administrators in general, the message had implications concerning the growing work load of the vice-principal. Drucker wrote that one of the basic rules which an effective administrator must practice is the efficient use of time. He states:

There is no other resource like time. Time is utterly perishable and incapable of being restored, let alone of being manufactured in large supply. There is so much time- there is not going to be any more. And time once gone is gone forever. It is the scarcest and by far the most expensive resource we have- and usually the most thoroughly wasted one.<sup>117</sup>

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<sup>115</sup>Harriet H. McMullen, "An Investigation of Certain Factors Affecting the Role of the Elementary Assistant Principal in the Public Schools of the City of Detroit" (unpublished Doctoral dissertation, Wayne State University, 1964), pp. 181-83.

<sup>116</sup>Ross L. Neagley and N. Dean Evans, Handbook for Effective Supervision of Instruction (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1964), pp. 92-93.

<sup>117</sup>Peter F. Drucker, "The Effective Administrator," The Bulletin of the National Association of Secondary School Principals, Vol. 48, No. 291 (April, 1964), p. 160.

There may not be in the life of a busy administrator more than a few hours each week for which he can plan and which he can devote to the really important contributions he should make. All the more reason, therefore, to make sure that these hours are actually planned properly. Only by holding against each other the list of the truly important contributions and the time schedule can an administrator really make sure that the important things get done. If he either does not think through the contributions or does not know his time schedule, he is bound to give priority in time to the unimportant and to waste even the little time that is his to spend.<sup>118</sup>

Evidence indicating growth in the number of the country's elementary school assistant principals was found in the Twenty-Second Biennial Salary Survey of Public School Employees 1964-1965. Approximately 10 percent of the nation's elementary schools included the position in their staffs; 4,913 assistant principals were reported employed in 49,036 public elementary schools throughout the United States.<sup>119</sup> As in earlier studies the greatest number of these assistants was shown to be operating in school districts with large pupil enrollments. Districts of 25,000 pupils or more reported employment of 3,035 assistant elementary principals as compared to 9,789 elementary principals.<sup>120</sup> This would mean that approximately 31 percent of the elementary schools in these districts received the services of an assistant principal.

In 1965 Robert Kibby conducted a Master's study of the duties of elementary school vice-principals in Santa Clara County, California.

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<sup>118</sup>Ibid., p. 162.

<sup>119</sup>Twenty-Second Biennial Salary Survey of Public School Employees 1964-65: Summary Data for All Public School Systems, Research Report 1965-R5, Public School Salaries Series, Research Division, National Education Association (Washington, D.C., June 1965), p. 15.

<sup>120</sup>Ibid., p. 18.

Data were obtained from forty-four vice-principals in five school districts. Nine vice-principals were serving on a full-time basis while the other thirty-five reported teaching assignments ranging from less than half-time to full-time. Pupil enrollment of schools served by the vice-principals ranged from 100 to 1,100.

Based on data from each of the districts involved in the study Kibby concluded that: (1) no specific job descriptions were provided elementary vice-principals; (2) the majority of vice-principals considered their positions to be at least part of the training for the principalship; (3) the elementary vice-principal was not just a principal traineeship program, but a job entity in itself.<sup>121</sup>

Kibby recommended that:

1. the vice-principal's duties be assigned to cover varied aspects of the supervision and administration of the school not concentrating too heavily on any particular area-- i.e., pupil guidance, teacher in-service training
2. vice-principals be encouraged to become more involved in the area of curriculum
3. routine clerical duties--i.e., taking dictation, answering the telephone--be left up to the secretary
4. the responsibility for operating and maintaining all types of equipment be delegated to staff other than the administration of the school
5. the vice-principal's special areas of interest be considered in the developing of his job specifications
6. the importance of the vice-principal's duties be commensurate with those of the principal's<sup>122</sup>

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<sup>121</sup>Robert W. Kibby, "Job Analysis Study of Elementary School Vice-Principals in Selected Districts of Santa Clara County" (unpublished Master's thesis, San Jose State College, 1965), pp. 52-53.

<sup>122</sup>Ibid., pp. 53-54.

The following year Samuel Goldman, in his book The School Principal, expressed the need for further research into the responsibilities and duties of elementary school administrators. He noted that, as elementary school programs increase in size and scope, the demand for assistant principals would increase. As such, he suggested that investigations be made of the role the assistant principal might play, the responsibilities that might be invested in the position, and his relationship to others in the school. Changes in the assistant's role, for example, would alter the role of the principal.<sup>123</sup>

As with Drucker, Goldman saw the efficient allocation of time as a major factor in the successful administration of the school. Without it "the efforts of the principal can become haphazard, often ending with tasks uncompleted and a sense of frustration at the inability to devote proper emphasis to important activities."<sup>124</sup> He was quick to point out, however, that the proper allotment of time could not be accomplished without first determining the functions of the position.<sup>125</sup> With this in mind Goldman described the role of the principal as shifting to one that:

. . . must be tailored to fit the unique constellation of community variables which form a school attendance area. It must be continuously under evaluation and where necessary it must change.

Few communities remain the same for long. New residents, political realignments, and economic advance or decline all work to change the face of a community. Education also changes in response to increasing knowledge, emerging technology, and the developing psycho-social needs of the populace it serves. The role of the principal must change as both the community and education itself

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<sup>123</sup>Samuel Goldman, The School Principal (New York: The Center for Applied Research in Education, Inc., 1966), p. 19.

<sup>124</sup>Ibid., p. 34.

<sup>125</sup>Ibid., p. 36.

change.<sup>126</sup>

Though directed at the principal, Goldman's comments had implications for the assistant principal whose experiences were considered as on-the-job training for the principalship and whose tasks had been increasing.

In a similar vein Goldhammer, in 1967, indicated that not enough was known to provide those involved in administration and the preparation of administrators with the basis on which to determine the knowledge and competencies principals must have to give effective leadership to their schools.<sup>127</sup> He reported that the majority of principals interviewed in his study foresaw social changes within the next ten years that would greatly affect the role of the elementary school in society, and the role of the elementary principal in the educational system. Population growth, changes in the socioeconomic level of the community served by the school district, and the effects these changes would have on the schools were the most frequently mentioned areas of concern.<sup>128</sup>

During 1967 two Master's studies on the duties of the assistant elementary principal were made in the Central states. James Mitchell investigated the duties of fifty-nine assistant principals in the elementary schools of Des Moines, Iowa. Each assistant had a full-time teaching assignment with no released time for administrative duties. The position was described as serving as a source of assistance for the

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<sup>126</sup>Ibid., p. 28.

<sup>127</sup>Keith Goldhammer, John Suttle, William D. Aldridge, and Gerald L. Becker, Issues and Problems in Contemporary Administration (Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1967), p. 17

<sup>128</sup>Ibid., p. 139.

principal. Also it was expected that the assistant would gain firsthand knowledge and experience in dealing with administrative problems, thus preparing him for the principalship.<sup>129</sup>

Mitchell's data were based upon a comparison of thirty-five duties presently performed by the assistant principals and those duties the respondents thought should be included in the preparation and training of potential principals. His findings concluded that the position of assistant principal did not give the prospective principal in Des Moines experience in the area of supervisory responsibilities. He, therefore, recommended early identification of potential administrators so that these persons could then be given an opportunity to experience, in depth, the administrative and supervisory dimensions of the role of the elementary principal.<sup>130</sup>

George Doerksen conducted a study of the actual and ideal duties and responsibilities of elementary school assistant principals in seven North Central states. His investigation was directed at assistant principals in fifteen districts, who spent at least 50 percent of their time assisting the principal. Each assistant principal was asked to estimate the actual and ideal time given in a typical week to eight major duties (Table 11).

Assistant principals said that ideally, they would like to devote more time to duties concerning administration, teaching staff, and

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<sup>129</sup>James Mitchell, "The Duties and Administrative Preparation of the Assistant Elementary School Principal in the Des Moines Independent Community School District" (unpublished Master's thesis, Drake University, 1967), p. 13.

<sup>130</sup>Ibid., pp. 52-53.



curriculum. Conversely, they desired to spend less time with clerical duties, and duties concerning the pupils and community.<sup>131</sup>

Table 11\*

Actual and Ideal Hours Per Week Given to Eight Major Duties  
by Elementary School Assistant Principals in the  
North Central States - 1967

Duties concerning:	Actual hours per week	Ideal hours per week
Administrative	11	12
Pupils	13	11
Teaching Staff	8	10
Clerical	6	3
Parents	4	4
Curriculum	4	6
Community	4	2
Noncertified Staff	2	2
Total Hours Per Week	52	50

\*Source: George Doerksen, "An Investigation of the Actual and Ideal Duties and Responsibilities of Elementary School Assistant Principals in the North Central States" (unpublished Master's thesis, Wichita State University, Wichita, Kansas, 1967), pp. 58-59.

The most frequently mentioned problem areas reported by assistant principals were identified as:

1. no clearly defined job description

<sup>131</sup>George Doerksen, "An Investigation of the Actual and Ideal Duties and Responsibilities of Elementary School Assistant Principals in the North Central States" (unpublished Master's thesis, Wichita State University, Wichita, Kansas, 1967), p. 59.

2. lack of communication with parents and teachers
3. not enough time to perform the various duties of the assistant elementary school principal
4. failure of the staff to recognize the position of the assistant principal
5. too much time was spent on discipline in inner city schools
6. the need for stronger attendance laws<sup>132</sup>

The following year Dolores Raneri studied the criteria involved in the appointment of elementary vice-principals in the Los Angeles City Unified School District. She found that the vice-principal's job varied from school to school, with the two most important duties reported as: (1) assumes charge of the school in the absence of the principal, and (2) performs related duties as assigned. Though the district considered the vice-principal's position to be a training ground and prerequisite for the principalship, the range of experiences offered was mainly dependent on the principal. Thus the vice-principal could be expected to receive from little to great opportunities for the development of leadership skills.<sup>133</sup>

Raneri described the vice-principal's experiences and duties as falling into five major areas: (1) organization and administration, (2) supervision of the instructional program, (3) pupil personnel services, (4) school community relations, and (5) professional leadership.<sup>134</sup>

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<sup>132</sup>Ibid., pp. 59-60.

<sup>133</sup>Dolores D. Raneri, "An Analysis of the Role of the Elementary Vice-Principal in the Los Angeles City Unified School District" (unpublished Master's thesis, Pepperdine College, 1968), pp. 59-60.

<sup>134</sup>Ibid., pp. 60-61.

Factors that generally determined the assignment of a vice-principal to an elementary school in the Los Angeles District were listed as: (1) large growing schools, (2) large stable schools, (3) large schools with the majority of teachers of substitute or probationary status, (4) large schools in low socioeconomic areas, and (5) large schools with educationally mentally retarded centers in addition to 1,000 pupils.<sup>135</sup>

In 1969 William Groetsch reported on a Doctoral study he conducted a year earlier, concerning the status and functions of assistant elementary principals in the state of New Jersey. One hundred and thirty-one superintendents, elementary principals and full-time, K-6, assistant principals from twenty-four school districts responded to Groetsch's questionnaire. His findings showed the purposes of the position to be: (1) to assist the principal in the administration and supervision of the school, (2) to improve the instructional program, and (3) improve the guidance and pupil supervision program.<sup>136</sup>

Important factors in establishing the assistant principal in a school were found to be very similar to those reported in the Los Angeles study by Raneri: (1) enrollment, (2) number of employees, (3) rapid change in pupil enrollment because of additional housing development, (4) culturally disadvantaged school area, (5) special education and special projects in the school, (6) pupil transiency, and (7)

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<sup>135</sup>Ibid., p. 69.

<sup>136</sup>William J. Groetsch, "The Perceptions of Selected Superintendents, Elementary Principals and Assistant Elementary Principals Toward the Status and Functions of Assistant Elementary Principals in the State of New Jersey" (unpublished Doctoral dissertation, Temple University, 1969), pp. 300-301.

establishment of a new school.<sup>137</sup> Groetsch reported the assistant principal's need for a formal written statement of his duties and responsibilities and the delegation of the authority necessary to complete them.<sup>138</sup> Adjustment of the assistant principal's duties was recommended, with the assistant spending increased time on supervisory and professional leadership functions in order to achieve acceptance as a partner in the school management team.<sup>139</sup> The large majority of each respondent group also agreed that:

1. The assistant principal's work would be more effective if it included all phases of school administration.

2. An assistant principal should be added to a school when it reached between 600-699 pupils and had a professional staff of 21-25 members.

3. The principal should be responsible for the assigning of duties, supervision, and evaluation of the assistant principal.<sup>140</sup>

Knezevich stated that: "the duties of the assistant principal are still determined by what the principal delegates to him."

Knezevich's view of the position, however, was different from most writers on the subject. He urged principals to view an intern in a much different light from an assistant principal who was there only to relieve the principal of a few chores.<sup>141</sup>

The assistant elementary principalship was the subject of a nationwide study sponsored by the National Association of Elementary School Principals in early 1969. A total of 1,270 assistant principals

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<sup>137</sup>Ibid., p. 302.

<sup>138</sup>Ibid., p. 303.

<sup>139</sup>Ibid., p. 304.

<sup>140</sup>Ibid., p. 307.

<sup>141</sup>Stephen J. Knezevich, Administration of Public Education (2d ed.; New York: Harper and Row, 1969).

(88.1 percent of those sampled) replied to a questionnaire concerning the general status of the position. Assistant principals included in the study: represented school districts of 3,000 or more pupils, had a number of titles, worked in schools with varying grade organizations, and performed functions ranging from full-time teaching with a few administrative duties on the side to serving as full-time administrators. Information regarding school and biographical factors related to the assistant principalship were shown to reveal that nationally:

1. The assistant principal's median age was forty-two years. Men assistant principals, as a group, were younger than women assistant principals, with medians of forty and forty-nine respectively.<sup>142</sup>

2. Sixty-two percent of the assistant principals were men and thirty-eight percent were women. 73.5 percent of assistants in the Western region of the United States were men.<sup>143</sup>

3. Nearly half (47.1 percent) of the assistant principals reported working in K-6 type of schools organizations; 12.9 percent were in K-8 schools; 8.0 percent in the 1-6 type; 8.4 percent in Pre K-6 schools; 1.4 percent in Pre K-8 schools. The remainder were in various other types of organization (51.6 percent were K-6 type in the West).<sup>144</sup>

4. 14.3 percent of the school neighborhoods were characterized as above average economically, 40.0 percent average, and 45.3 percent below average.<sup>145</sup>

5. The median enrollment of schools with assistant principals was 875 pupils. 37.7 percent of the assistant principals reported they were employed in schools of 1,000 or more pupils. School faculties of schools with assistant principals had a median of 31 classroom teachers. The smallest pupil enrollment was reported as 50 and the largest was 3,800.<sup>146</sup>

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<sup>142</sup>National Association of Elementary School Principals, The Assistant Principalship in Public Elementary Schools-1969 A Research Study (Washington, D.C.: National Education Association, 1969), pp. 10-11.

<sup>143</sup>Ibid., p. 11.

<sup>144</sup>Ibid., p. 33.

<sup>145</sup>Ibid., p. 34.

<sup>146</sup>Ibid., p. 74.

6. 75.7 percent of the sample reported using the title assistant principal; 17.4 percent, vice-principal; 3.6 percent, administrative assistant; 1.4 percent, assistant to principal; and 1.7 percent, other. In the West the percent distribution was 49.8 percent, assistant principal; 45.6 percent, vice-principal; 2.4 percent, administrative assistant; 1.0 percent, assistant to principal; and 0.9 percent, other.<sup>147</sup>

7. 69.0 percent of the sample reported they were not assigned regular teaching duties. 15.0 percent reported 60.0 percent or more of their time assigned to regular teaching. The Western region reported fewer full-time assistant principals--63.4 percent.<sup>148</sup>

The present percent of time given to functions by assistant principals responding to the study are listed in Table 12. It should be noted that the total percent of present functions adds up to 95 percent. No other data were provided in the research report to account for the missing 5.0 percent.

Two out of every three assistant principals favored increased work in the area of supervision and coordination of instruction in order to make their job more effective and satisfying. The second area reported by respondents as most deserving additional time was that of curriculum development.<sup>149</sup> 64.1 percent of the assistants reported that their major present duty was pupil personnel. With regard to these differences the research report suggested that: "If many of the assistant principals in the present survey are to spend more time in supervision then it would be necessary, in many schools, to employ a second assistant principal to share the present administrative load."<sup>150</sup> The need for more clerical assistance also appeared to be evident with approximately 24 percent of the assistant principals reporting they did

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<sup>147</sup>Ibid., pp. 9-10.

<sup>148</sup>Ibid., pp. 40-41.

<sup>149</sup>Ibid., pp. 48-49.

<sup>150</sup>Ibid., p. 75.

not have any trained, paid secretarial help.<sup>151</sup> Forty-eight percent of the sample indicated they worked on the average of 42 or more hours a week at school with an additional median of 5 hours per week given to school related activities.<sup>152</sup>

Table 12\*

Present Percent of Time Given to Major Functions  
For A Typical Week by Assistant Principals

Major functions	Present % of Time
Classroom Teaching	15.0
Clerical Tasks	9.0
Administration	37.0
Supervision	18.0
Curriculum Development	7.0
Self-Improvement	4.0
Community Work	5.0
Total	95.0

\*Source: National Association of Elementary School Principals, The Assistant Principals in Public Elementary Schools-1969 A Research Study (Washington, D.C.: National Education Association, 1969), pp. 40-48.

The national study reported that 79.6 percent of the sample did not consider the assistant principalship as their final occupation goal (this compared with 89 percent of the assistant principals in the West). Sixty-five percent of the sample stated that they specifically sought the

<sup>151</sup>Ibid., p. 50.

<sup>152</sup>Ibid., p. 39.

elementary principalship.<sup>153</sup> Apparently with this objective in mind, 73.9 percent of the assistant principals preferred to serve in a general administrator's role, under the direction of the principal.<sup>154</sup> Sixty-one percent of the assistants also indicated that a majority of principals favored a school situation in which the assistant principal had opportunities for experimentation, research, and the coordination of instruction.<sup>155</sup>

Based on the findings of their study the investigators cited the following conclusions:

1. There are a number of assistant principals who work primarily as "assistants" without the assignments and authority that would contribute to their professional development.<sup>156</sup>
2. Potentially the assistant principalship is a major training ground for future elementary school principals.
3. The opportunities for effective developmental experiences, now available to assistant principals, should be improved.<sup>157</sup>

The National Association of Elementary School Principals expressed the hope that their 1969 study of the assistant principalship would lead to other studies, which in time, might lift the professional status and increase the opportunities of those who served as assistant principals in the nation's elementary schools.<sup>158</sup>

In 1970 James Taylor completed a comparative analysis of the established job descriptions and the responses of 23 elementary school principals in Chesterfield County, Virginia, concerning the duties of the assistant elementary school principal. He found the great majority of principals supporting the view that the assistant principal be assigned

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<sup>154</sup>Ibid., p. 52.

<sup>155</sup>Ibid., p. 80.

<sup>156</sup>Ibid., p. 78.

<sup>157</sup>Ibid., p. 73.

<sup>158</sup>Ibid., p. 8.



duties in all areas of administration. Taylor determined that "the assistant principal must be involved in the total educational program if he is to be a complementing member of the administrative team and if he is to acquire training for the principalship."<sup>159</sup>

Faber and Shearron, in 1970, predicted that most elementary schools of the future would operate with an assistant principal and one or more additional administrators or quasiadministrators using an administrative team approach.<sup>160</sup> They suggested that the assistant principal could make an important, worthwhile contribution to society and anticipated that eventually, society would recognize this and endow the position with the status and prestige it deserves.<sup>161</sup> Two years later James Ackley made a similar recommendation based on his study of elementary school principals in Los Angeles, California. He proposed that "the Los Angeles City Unified School District provide additional administrative staff support at the school level."<sup>162</sup>

#### SUMMARY

References to the beginnings of the elementary school

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<sup>159</sup>James H. Taylor, "A Job Description for the Elementary School Assistant Principal as Perceived by the Elementary School Principals in Chesterfield County Public Schools" (unpublished Master's thesis, Virginia State College, 1970), p. 58.

<sup>160</sup>Charles F. Faber and Gilbert F. Shearron, Elementary School Administration Theory and Practice (New York: Holt, Rinehart and Winston, Inc., 1970), p. 374.

<sup>161</sup>Ibid., p. 254.

<sup>162</sup>James F. Ackley, "A Comparison of the Actual and Ideal Time Utilization for Principals of Large Elementary Schools in an Urban District" (unpublished Doctoral dissertation, University of Southern California, 1972), p. 139.

vice-principalship were first made in the mid-eighteen hundreds. As the one-room school house gave way to larger multistaffed operations, and community leaders continued to place an increasing number of responsibilities on the headmaster, there developed a need to provide him with some type of relief. The assistant's position, under titles such as submaster, head assistant, and assistant to the principal, consisted of a regular teaching assignment plus relieving the master of his classes and routine clerical work in order that he be free to visit classrooms and supervise the instructional program. Though there were several references to the position being found in large population centers during this period, records show only three cities as having assistants in their elementary schools before nineteen-hundred, these being Boston, Baltimore, and San Francisco.

After the turn of the century little mention was made of the vice-principalship until the twenties. A 1923 survey of eighty-three large cities, conducted by the National Education Association's Department of Elementary School Principals, showed a change in titles. Listed in order of usage they were: assistant principal, vice-principal, and head teacher. Though several writers during the decade suggested that the vice-principal be given broader administrative duties, the vice-principals reported that the major portion of their time was still devoted to teaching followed by clerical work.

The 1930's heralded an era of educational change. Increased community involvement, child growth and development research, and the progressive education theories of Dewey and others all had a significant impact upon the elementary school. Perhaps it is because of a preoccupation with these new ideas and knowledge that the writers and

researchers of school administration gave scant attention to the vice-principalship during this period. With several exceptions the war years of the early forties also produced little written material concerning the position.

Although the references of the thirties and early forties were few, they did indicate a shifting in the duties and responsibilities of the office. The vice-principals were gradually broadening the range of their activities and writers started to propose that all major duties of the elementary principal be included in the assistant's assignment.

In 1948 the Twenty-Seventh Yearbook of the Department of Elementary School Principals compared the present position of the assistant principal with the department's 1928 study. The findings disclosed that though the assistant principal had decreased his teaching load and increased the time devoted to supervision and administration, he still spent 57 percent of the time teaching and 11 percent of the time doing clerical chores. It also was found that a slight decrease in the proportion of assistant principals to principals had occurred and, as shown in earlier studies, the assistant principal was most likely to work in large schools located in large population centers. The report concluded that there had been a definite trend to professionalize the office of the assistant principal during the twenty year period.

During the nineteen-fifties the role of the vice-principal continued to evolve to one of providing additional administrative assistance to meet increased demands and, at the same time, furnish on-the-job training for the principalship. Some school districts and writers, however, still viewed the position as dealing with clerical and lesser administrative tasks while leaving the "big things" in administration to

the principal.

Studies by Hollis, Pfeffer, and Adams, when compared with previous studies, showed a dramatic reduction in the amount of time assistant principals gave to teaching assignments. The vice-principals in the Hollis study reported their status as full-time administrators, whereas the assistant principals in the Pfeffer and Adams studies, respectively, devoted 5.0 percent and 7.9 percent of their time to teaching.

Hollis and Pfeffer found the major duty of assistant principals to be pupil personnel, consuming 31.1 percent and 32.2 percent of the administrator's time respectively. Adams reported that pupil personnel activities occupied 22.3 percent of the time of assistants, ranking third behind administration, 26.4 percent; supervision was 26.1 percent. For the three studies the range of means reported for the various duty areas included: organization and administration, 25.7 percent to 31.0 percent; supervision, 15.0 percent to 27.4 percent; public relations, 2.4 percent to 8.7 percent; professional growth and leadership, 4.7 percent to 8.6 percent (deleted in Pfeffer's study). Although this data provides some insight into the time allotted to major duties by assistant principals, caution is urged against generalizing beyond the limits of the studies.

Interest in the development and assessment of the elementary school vice-principalship continued to grow with the arrival of the 1960's. A number of Master's Level studies, three Doctoral studies, and a national survey, sponsored by the National Education Association's Department of Elementary School Principals, were conducted throughout the sixties and 1970. Accompanying these investigations were periodic

references to the position in books and journals. As with earlier studies, the research during this period tended to be directed at local situations with the exception of several state and regional studies and the aforementioned national survey.

Due to the number of studies and references made concerning the assistant principalship, a summation of the conclusions and recommendations most generally supported will be presented for review. Authorities generally agreed that:

1. A vice-principal should be assigned to a school when the enrollment reaches between 500 and 700 pupils and the professional staff numbers between 21 and 25.
2. Important factors in establishing the position in a school are large pupil enrollment, culturally disadvantaged school area, special education and special projects in the school, and the nature of the professional staff.
3. There tends to be a lack of school district policy concerning the vice-principalship and there exists a need for districts to define the assistant's role.
4. The duties of the vice-principal are most often delegated by the school principal.
5. Wide variation exists in the duties assigned to vice-principals.
6. Administering the school in the absence of the principal is considered to be one of the most vital functions performed by the vice-principal.
7. Vice-principals tend to devote more time to pupil personnel duties than any other area.
8. Vice-principals would desire to spend less time on pupil behavior and clerical duties and give more time to supervision of instruction and curriculum development.
9. The vice-principal should be given greater involvement in professional growth activities and opportunity to display qualities of professional leadership.
10. The principal must give the vice-principal the necessary authority to carry out his assigned duties and inform all members of the school staff of the assistant's responsibilities.

11. The vice-principal should share in the development of the school's philosophy.

12. The school administrator's role must be tailored to fit changes in education and the community in which the school is located.

13. The efficient allocation of time by administrators is a major factor in the successful operation of the school.

14. The vice-principalship serves as a training ground for the principalship.

15. The educational program in many schools could be greatly improved if additional administrative and clerical assistance were provided.

16. Further study of the vice-principalship is needed if the position is to provide maximum benefit to both the school's educational program and the position holder.

## Chapter 3

### METHODOLOGY AND GENERAL INFORMATION CONCERNING VICE-PRINCIPALS

#### INTRODUCTION

A review of the literature presented in Chapter 2 was the first step in the development of this study. Chapter 3 presents the procedures used to: (1) identify California elementary vice-principals, and (2) develop, validate, and distribute the research questionnaire. In addition, general information completed in Part I of the questionnaire is reported and the procedures used to analyze the data in Parts II and III of the questionnaire are discussed.

#### IDENTIFICATION OF CALIFORNIA ELEMENTARY SCHOOL VICE-PRINCIPALS

At the time of this investigation no single source of reference was available which identified all vice-principals employed in California's elementary schools.

1. A search of professional and governmental publications led to the discovery of financial document number 13 of the California Agency for Research in Education.<sup>1</sup> This source revealed that 199 of the state's 1,067 public school

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<sup>1</sup>California Agency for Research in Education, Salaries and Salary Schedules for Administrators and Special Services Certificated Personnel (Burlingame, California: Document No. 13, 1973), pp. 80-101.

districts had the position of vice-principal in their schools. The school districts were categorized by K-6 and K-8 grade levels, teaching and full-time vice-principals, and the size of the school district.

2. A search of the state's 58 county school personnel directories was made to determine if any districts employing elementary vice-principals were excluded from document listings in document number 13.
3. From information available in the county personnel directories, a list of vice-principals and their addresses was formulated.
4. Superintendents, assistant superintendents, and personnel directors of 62 districts identified by document number 13 as having full-time, K-6 vice-principals were asked by letter to provide a list of the names and addresses of those serving as vice-principals. Two mailings and several telephone conversations resulted in a 100 percent response from district officials (see Appendices A and B).

The information gathered through these sources indicated that 665 full-time and 242 teaching vice-principals worked in the elementary schools of California. The data also revealed that the conditions under which elementary vice-principals functioned varied extensively. Full-time vice-principals were found to be employed in elementary schools composed of the following grade levels:



School Grade Levels	No. of Full-Time Vice-Principals
Kindergarten through 2	1
Kindergarten through 3	38
Kindergarten through 4	4
Kindergarten through 5	24
Kindergarten through 6	334
Kindergarten through 8	74
Kindergarten, 6 through 8	1
Kindergarten through 2, 7 through 8	1
Kindergarten through 3, 7 through 8	1
3 through 6	2
3 through 8	1
4 through 6	23
4 through 7	2
4 through 8	4
5 through 8	2
6 through 8	50
7 through 8	103
<hr/> Total	<hr/> 665

In addition, 13 full-time vice-principals were found to be assigned to half-time schedules serving two elementary schools each. Another 54 full-time vice-principals were assigned to elementary schools employing two vice-principals to a school.

Due to the great variation of grade levels in schools with full-time vice-principals, a decision was made to limit the study to

vice-principals who held positions in K-6 schools. Also vice-principals serving in two schools or working with a second vice-principal in the same school were excluded from the study. These decisions were based on the following rationale:

1. The majority of all California full-time, elementary vice-principals worked in schools with a grade organization of K-6.
2. The full-time, K-6 vice-principal, assigned to a single school with only one assistant administrator, most typified the position of the full-time, elementary vice-principal in California.

Finally, all full-time, K-6 vice-principals working at a single school employing only one assistant administrator were surveyed.

#### DEVELOPMENT OF THE QUESTIONNAIRE

A review of the related research and development of the position, plus the investigator's own experience as a junior high school vice-principal, contributed to the construction of the questionnaire. Part I of the instrument sought to gather certain data from elementary school vice-principals concerning:

1. the schools in which they worked
2. their personal characteristics
3. their perceptions of the factors affecting the duties and responsibilities of the position

Part II sought to determine:

1. the vice-principals' perceptions concerning the actual and ideal time given to the activities that make up the

major duties of the vice-principalship

2. the relationships and differences between the actual time and ideal time that vice-principals give to activities
3. the vice-principals' perceptions concerning the actual level of responsibility they have for administrative activities

Part III sought to determine:

1. the vice-principals' perceptions of the actual and ideal percent of time they give to the five major duty areas of Administration, Community-School Relations, Professional Leadership, Pupil Personnel, and Supervision
2. the relationships and differences between the actual percent and the ideal percent of time vice-principals give to the five major duty areas

The major duty areas and activities determined by the researcher to be the most suitable for this study were those generally proposed by Edmund Adams in his 1958 study of the elementary assistant principalship. Modifications were made in order to provide for current practices in elementary administration and to include only those activities and major duties applying to full-time, elementary vice-principals. The relationships and differences between the actual and ideal time vice-principals give to activities and major duty areas were determined through the use of profile graphs and t-tests.

The original version of the questionnaire was reviewed by members of the researcher's Doctoral committee and suggested revisions were incorporated into the instrument. The questionnaire was then submitted to eight elementary administrators from two school districts for further

review and a pilot test. These administrators consisted of four vice-principals working in K-8 schools, two principals in K-6 schools, a district director of research, and an assistant superintendent of elementary schools. Three vice-principals, two principals, and the director of research returned the completed questionnaires. They also offered several suggestions to improve the instrument, as did the assistant superintendent during a personal interview. An analysis of the pilot test data determined that:

1. The range of time required by respondents to complete the questionnaire was 15 to 30 minutes, with a median of 18 minutes.
2. The questionnaire appeared to be clearly written and easily understood.
3. The data provided by the respondents were suitable for the analytical techniques chosen for use in the study.
4. Several minor changes should be incorporated into the final form of the questionnaire (Appendix F).

#### DISTRIBUTION OF THE QUESTIONNAIRE

Of the 334 full-time, K-6 vice-principals identified through county and school district personnel directories and correspondence with school district officials, a mailing list was formed consisting of 267 schools, each employing one full-time vice-principal (67 vice-principals did not meet this requirement). It was anticipated by the investigator that some variation of the assignment of vice-principals would be found in the present study due to the following factors:

1. The only source of reference available which attempted to

identify all California schools employing elementary vice-principals was the California Agency for Research in Education's Number 13. This report covered the 1972-1973 school year and was two years old at the time the present investigation was undertaken.

2. County and school district personnel directories used to identify and locate many of the state's elementary vice-principals were based on the 1973-1974 school year. The present study was conducted during the Fall semester of 1974.
3. California's public school pupil population was reported by the State Department of Education to have declined by approximately 35,000 pupils per year for the two years preceding the study.
4. The researcher found several discrepancies earlier in the study where county school personnel directories and the California Agency for Research in Education's Document Number 13 had inaccurately reported vice-principals serving on a part-time basis or in schools with other grade levels, as full-time, K-6 vice-principals.

On October 27, 1974, the questionnaire accompanied by a cover letter (Appendix C) and a stamped, self-addressed envelope was mailed to 267 schools, each previously identified as employing a single, full-time vice-principal. Each self-addressed envelope included the name of the school in the upper, left-hand corner thus enabling the investigator to identify those respondents who had returned the questionnaire. Also, as an additional incentive to participate in the study, vice-principals were

offered a summary of the findings. The initial mailing was followed by a postcard (Appendix D) sent on November 14, 1974, to schools not having returned the questionnaire. A second follow-up was mailed on December 3, 1974, consisting of a cover letter (Appendix E) appealing to the vice-principal for a reply, another copy of the questionnaire, and a stamped, self-addressed envelope.

Of the 267 questionnaires originally mailed to schools, a total of 209 replies (78.3 percent) was received by the researcher. From these returns it was determined that 33 schools no longer had the position of vice-principal on their staffs, four schools were served by a half-time vice-principal, and 36 other schools presently employed teaching vice-principals. Based on this information the number of K-6 schools having the services of one, full-time vice-principal was adjusted to 194. Of this total 128 usable returns were received by the investigator (66.0 percent).

In order to determine if the responses of vice-principals not returning questionnaires would have been different from those who had replied to the three mailings, a number of vice-principals were contacted in person and by telephone during mid-December and early January. Through this approach eight additional questionnaires (10.8 percent of the 74 nonrespondents) were obtained and compared for differences with the 120 previously received questionnaires. No major differences were found between the responses of the two sets of questionnaires; therefore, it was assumed that nonrespondents would have replied in a similar manner as did the respondents.

## GENERAL INFORMATION CONCERNING VICE-PRINCIPALS

Part I of the questionnaire sought to provide biographical and school related information regarding California K-6, full-time vice-principals, as well as report vice-principals' perceptions of certain factors affecting their job performance.

To the question, what is your title, 45 (35.4 percent) of 127 respondents reported they were identified by the title vice-principal, 77 respondents (60.6 percent) gave their title as assistant principal, and five respondents (3.9 percent) reported other titles such as administrative assistant and acting assistant principal. Note: The initial search to identify vice-principals throughout the state indicated that the majority of districts having the position used the title of vice-principal. The limitations of the study reduced the number of districts from 199 to 38. Of these districts Los Angeles City Unified School District, which used the title assistant principal, employed a majority of the state's full-time, K-6 position holders.

In response to the question, what is your sex, 88 (68.8 percent) of 128 respondents identified themselves as male, and 40 (31.2 percent) gave their sex as female.

One hundred and eleven vice-principals responded to the question what is your age. The mean age was 43.3 years, with a range of 29 to 61 years (Figure 1).

One hundred and fifteen vice-principals responded to the question what is your student enrollment. The mean enrollment was 909 pupils, with a range of 220 to 1,500 pupils (Figure 2).

One hundred and twenty-four vice-principals responded to the

Number of  
Full-time, K-6  
Vice-Principals

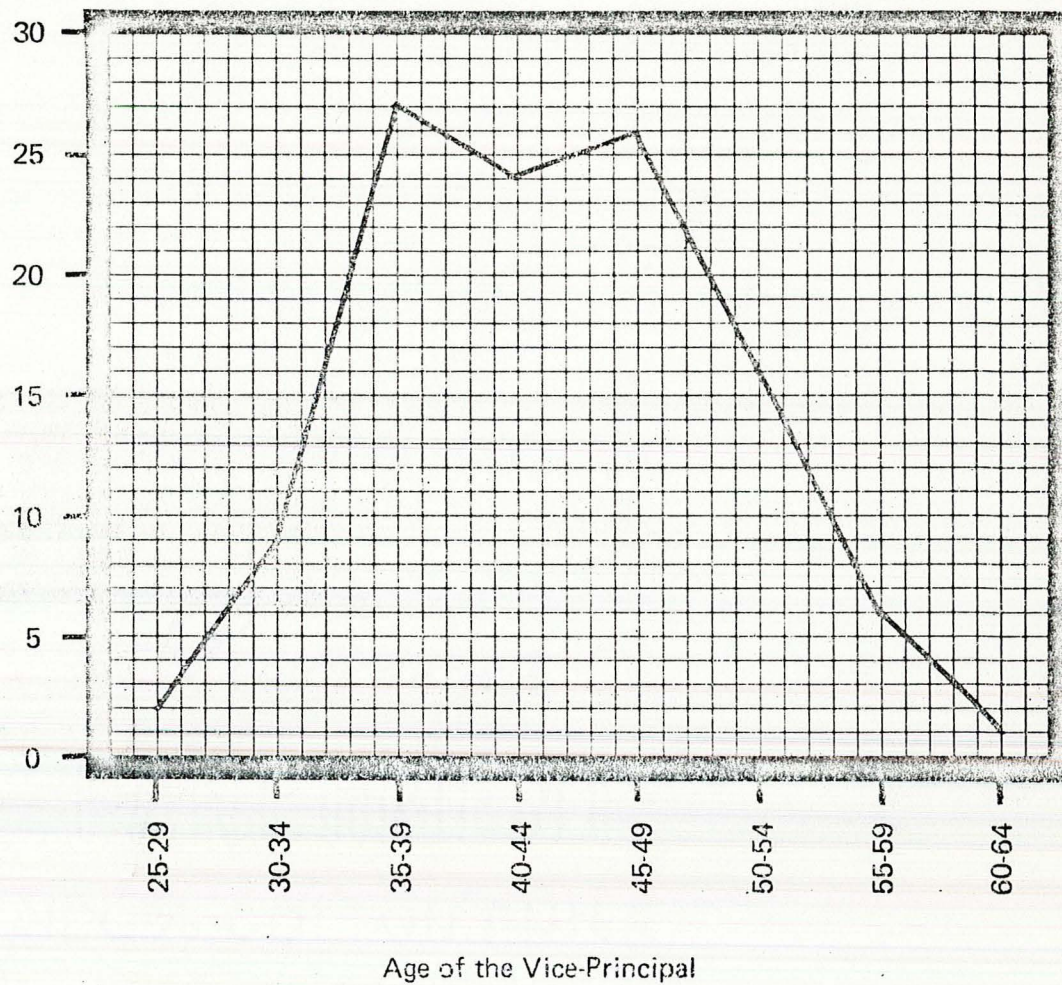


FIGURE 1. FREQUENCY POLYGON BASED ON THE AGE OF FULL-TIME, K-6 VICE-PRINCIPALS, N=111.



Number of  
Full-time, K-6  
Vice-Principals

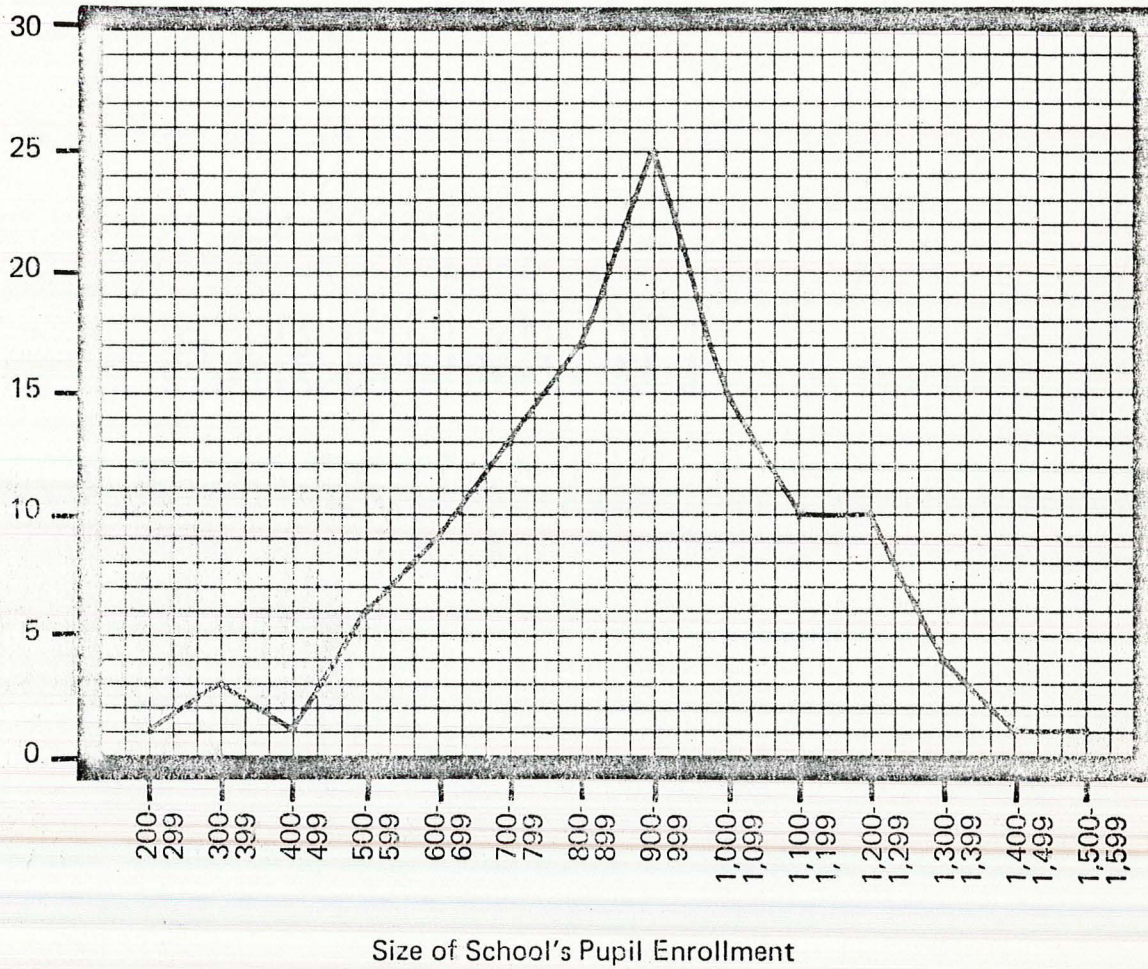


FIGURE 2. FREQUENCY POLYGON BASED ON THE SIZE OF THE PUPIL ENROLLMENT OF SCHOOLS EMPLOYING A FULL-TIME, K-6 VICE-PRINCIPAL, N=115.

question what is your ethnic group. Twenty-eight vice-principals (22.6 percent) identified themselves as Black, 81 vice-principals (65.3 percent) were White, 11 vice-principals (8.9 percent) were Spanish, and there was one vice-principal for each of the following ethnic groups: Asian, Indian, Filipino, and Spanish-Black combination.

In response to the question what is your highest college degree: four (3.2 percent) of 127 respondents stated they had a B.A. degree, 56 (44.1 percent) reported having an M.A. degree, 63 (49.6 percent) indicated they were Specialists or had an M.A. degree plus 30 units, and 4 (3.2 percent) reported they had a Doctorate or the equivalent in college units.

In response to the question, how are your duties and responsibilities determined, 57 vice-principals reported by "district policy," 55 vice-principals indicated "by the principal," 79 vice-principals reported "by the principal and the vice-principal," and 22 vice-principals indicated "on a day-to-day basis." Note: Vice-principals often gave more than one answer to this question so the total number of responses, 213, is greater than the number of vice-principals, 128, contributing to the study.

One hundred and twenty-eight vice-principals responded to the question is there a written set of duties and responsibilities for your position. Eighty-three vice-principals (64.8 percent) answered "yes" to this question, while 45 vice-principals (35.2 percent) indicated they operated without the benefit of such information.

In response to the question do you believe that a written set of duties and responsibilities would aid you in performing your job more effectively: 24 (39.3 percent) of 61 vice-principals answering the

question felt that the availability of such material would be a help to them in improving their effectiveness on-the-job, while 37 vice-principals (60.7 percent) reported there would be no effective improvement.

Ninety vice-principals (72.0 percent) of 125 responding to the question would additional clerical assistance free you for more important duties reported "yes," while 35 vice-principals (28.0 percent) indicated they did not have a need for more clerical help.

In response to the question, would additional supervisory assistance of hall, yard, and cafeteria areas free you for more important duties, 101 vice-principals (80.8 percent) replied "yes," while 24 vice-principals (19.2 percent) stated that such services in this area were not needed.

In reply to the question do you consider the vice-principalship as a career position or as preparation for future advancement: 21 (16.4 percent) out of 128 vice-principals indicated they viewed it as a career position, 100 vice-principals (78.1 percent) stated that they considered it to be a stepping-stone to the principalship, and seven vice-principals (5.5 percent) said they looked upon the position as providing training for other kinds of administrative assignments.

In response to the question how would you characterize your school neighborhood economically: 15 vice-principals (11.9 percent) reported their school neighborhood as above average, 31 vice-principals (24.6 percent) described them as average, and 80 vice-principals (63.5 percent) indicated they were below average.

A four part question sought to determine vice-principals' perceptions concerning whether the duties and responsibilities of the

vice-principalship differed greatly because of certain factors. Part A asked if the sex of the vice-principal would greatly alter the duties and responsibilities of the position: 48 vice-principals (44.4 percent) out of 108 responding to the question answered "yes," while 60 vice-principals (55.6 percent) replied that it would not. Part B asked whether the experience and preparation of the vice-principal would greatly affect the duties and responsibilities of the position: 87 vice-principals (75.7 percent) out of 115 responding to the question answered "yes," while 28 vice-principals (24.4 percent) felt that it would not. Part C asked if the socioeconomic composition of the school neighborhood would greatly alter the duties and responsibilities of the position: 97 vice-principals (82.2 percent) out of 118 responding to the question indicated "yes," while 21 vice-principals (17.8 percent) replied that it would not. Part D asked respondents to identify other factors that they believed greatly altered the duties and responsibilities of the vice-principal. Thirty-nine responses were received to this question and are listed as follows:

1. the philosophy of the principal (30)
2. direct supervisor (1)
3. experience background in all areas (1)
4. composition of the teaching staff: experienced or inexperienced (1)
5. needs of the community and the experience and ability of the vice-principal (1)
6. needs of the students (1)
7. district budget (1)
8. unique needs of each school (1)
9. size of the school population (1)

10. how the vice-principal views the position, as a career or a stepping-stone to another position (1)

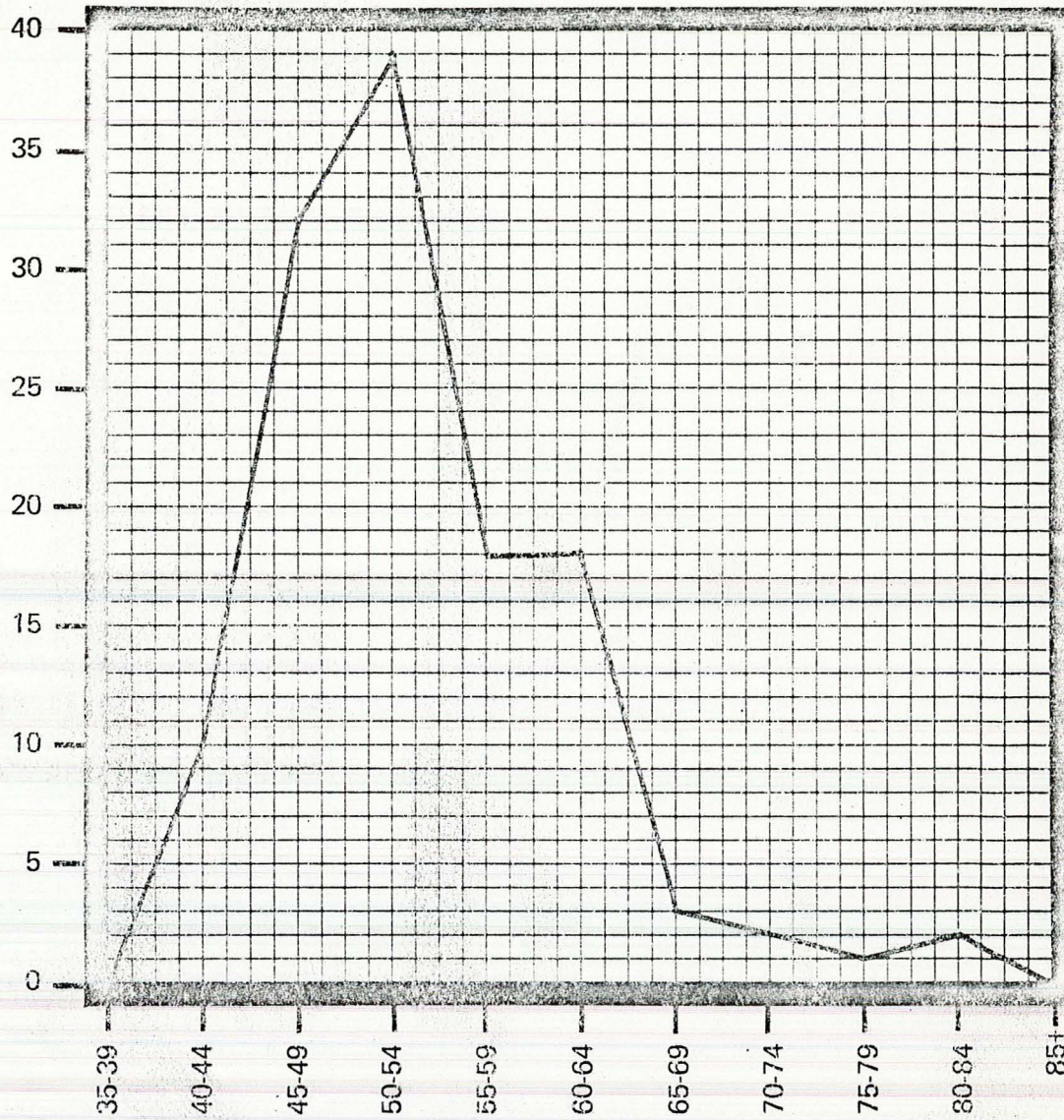
One hundred and twenty-three vice-principals responded to the question how many hours a week, including evenings and weekends, do you devote to the vice-principalship. The average (mean) time was found to be 51.7 hours a week, with a range of 40 to 80 hours (Figure 3).

#### SUMMARY

The procedures used to identify California, elementary school vice-principals were reported in Chapter 3. Six hundred and sixty-five full-time and 242 teaching vice-principals were identified by various sources as being employed in the state's elementary schools. The data revealed that full-time elementary vice-principals worked in schools with 17 different grade level organizations. The findings of the initial investigation led to the decision to limit the study to full-time, K-6 vice-principals working in a single school employing only one assistant administrator.

Development of the questionnaire was discussed as well as the methods used to determine relationships and differences between the actual and ideal time given to the major duties and activities by vice-principals. Procedures used to pilot test, distribute, and collect the questionnaire were reviewed. The last section of Chapter 3 presented biographical and school related information concerning California K-6, full-time vice-principals, as well as reporting vice-principals' perceptions of certain factors affecting their job performance.

Number of  
Full-time, K-6  
Vice-Principals



The Number of Hours Worked Per Average Week by Vice-Principals

FIGURE 3. FREQUENCY POLYGON BASED ON THE NUMBER OF HOURS WORKED A TYPICAL WEEK BY FULL-TIME, K-6 VICE-PRINCIPALS, N=123.

## Chapter 4

### MAJOR DUTIES, ACTIVITIES AND RESPONSIBILITIES OF THE VICE-PRINCIPAL

#### INTRODUCTION

The findings of Parts II and III of the questionnaire are reported in Chapter 4. Part II of the questionnaire was designed to investigate the differences and relationships that existed between the actual and ideal activities composing the five major duty areas of the elementary school vice-principal. Vice-principals were asked to rank the activities of each major duty area by giving a rank of one to the activity requiring the greatest portion of their time during a typical week, a rank of two to the activity requiring the second largest portion of time, and so on (each major duty area consisted of from four to seven activities). The vice-principals then were asked to rank the same activities in terms of the amount of time they should give to provide for the most efficient total school program.

The raw data were analyzed in order to establish the mean rank-scores. The actual and ideal mean ranks for each activity then were subjected to t-tests to determine the probability level of obtaining those statistics. The .05 level or less was predetermined as indicating a statistically significant difference between the actual and ideal time allocated to an activity (where the findings were below the probability levels of .02, .01, and .001 these probability levels were indicated).

Comparisons of the actual and ideal time allocations given to the activities in each major duty area were illustrated through the use of graphed profiles.

Vice-principals were also asked whether their present level of responsibility for each of the activities was: (1) total (complete responsibility for carrying out a given activity), (2) shared (joint responsibility with the principal for carrying out a given activity), or (3) none (no responsibility for the given activity). These data are reported in terms of the actual number of vice-principals responding to each of the categories and the corresponding percentage.

Part III of the questionnaire was concerned with the actual and ideal percentage of time vice-principals allocated to the five major duties of: (1) Administration, (2) Community-School Relations, (3) Professional Leadership, (4) Pupil Personnel, and (5) Supervision. The mean percentages were computed and submitted to analysis by t-tests. As in Part II, the .05 level was predetermined as the point below which a statistically significant difference existed (where the findings were below the probability levels of .02, .01, and .001, these probability levels were indicated). A comparison of the relationships between the mean percentages of the actual and ideal major duties were illustrated through the use of a graphed profile.

#### ACTIVITIES TIME ALLOCATION AND LEVEL OF RESPONSIBILITY

##### Administration Activities

The difference between the actual time and the ideal time allocated by vice-principals to activity number one, organization and management of the school (scheduling, library and textbooks, office, supplies, etc.), was not found to be significantly different at the



.05 level (Table 13). Vice-principals gave this activity a mean rank of 1.96 for the actual time allocation and a mean rank of 1.94 for the ideal time allocation. Twenty-eight vice-principals (22.0 percent) of 127 reported their level of responsibility for this activity as total, while 99 vice-principals (78.0 percent) indicated it was shared.

The difference between the actual time and the ideal time allocated by vice-principals to activity number two, administering buildings and grounds (inspections and safety, arranging repairs, maintenance, etc.), was not found to be significantly different at the .05 level (Table 13). Vice-principals gave this activity a mean rank of 3.83 for the actual time allocation and a mean rank of 3.71 for the ideal time allocation. Twenty vice-principals (15.7 percent) of 127 stated their level of responsibility for this activity was total, 101 vice-principals (79.5 percent) indicated it was shared, and six vice-principals (4.7 percent) reported none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number three, clerical duties (correspondence, reports, financial accounting, inventories, records, filing, etc.), was found to be significantly different at the .001 level (Table 13). Vice-principals gave this activity a mean rank of 3.41 for the actual time allocation and a mean rank of 4.79 for the ideal time allocation. Eighteen vice-principals (14.2 percent) of 127 stated their level of responsibility for this activity was total, 107 vice-principals (84.3 percent) reported it was shared, and two vice-principals (1.6 percent) indicated none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number four, meetings (planning

Table 13

Administration Activities Data Reported  
by Full-Time, K-6 Vice-Principals

Activities of vice-principals	Actual mean rank	Ideal mean rank	Mean difference	Standard error of mean difference	t-ratio	Probability level
1. Organization and Management	1.9590	1.9444	0.0185	0.1248	0.1482	NS <sup>a</sup>
2. Building and Grounds	3.8347	3.7103	0.1963	0.1463	1.3418	NS
3. Clerical Duties	3.4098	4.7870	-1.4537	0.1661	8.7520	p < .001
4. Meetings	3.8852	3.2778	0.6667	0.1429	4.6655	p < .001
5. Testing Program	4.6500	4.3925	0.3458	0.1348	2.5653	p < .02
6. School Activities	3.8525	3.6481	0.1111	0.1443	0.7699	NS
7. Substitute Teaching	6.3529	6.1927	0.1468	0.1127	1.3026	NS

<sup>a</sup>No significant difference at the .05 level, N = 128.

and conducting faculty meetings, attending district staff meetings, etc.), was found to be significantly different at the .001 level (Table 13). Vice-principals gave this activity a mean rank of 3.89 for the actual time allocation and a mean rank of 3.28 for the ideal time allocation. Three vice-principals (2.4 percent) of 126 reported their level of responsibility for this activity was total, 118 vice-principals (93.7 percent) stated it was shared, and five vice-principals (4.0 percent) indicated none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number five, testing program (planning, organizing, and directing the testing program), was found to be significantly different at the .02 level (Table 13). Vice-principals gave this activity a mean rank of 4.65 for the present time allocation and a mean rank of 4.39 for the ideal time allocation. Fifty-nine vice-principals (46.1 percent) of 128 stated their level of responsibility for this activity was total, 51 vice-principals (40.0 percent) indicated it was shared, and 18 vice-principals (14.1 percent) reported none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number six, coordination of school activities (assemblies, field trips, athletic events, etc.), was not found to be significantly different at the .05 level (Table 13). Vice-principals gave this activity a mean rank of 3.85 for the actual time allocation and a mean rank of 3.65 for the ideal time allocation. Forty vice-principals (31.5 percent) of 127 reported their level of responsibility for this activity was total, 84 vice-principals (66.1 percent) stated it was shared, and three vice-principals (2.4 percent) indicated none.

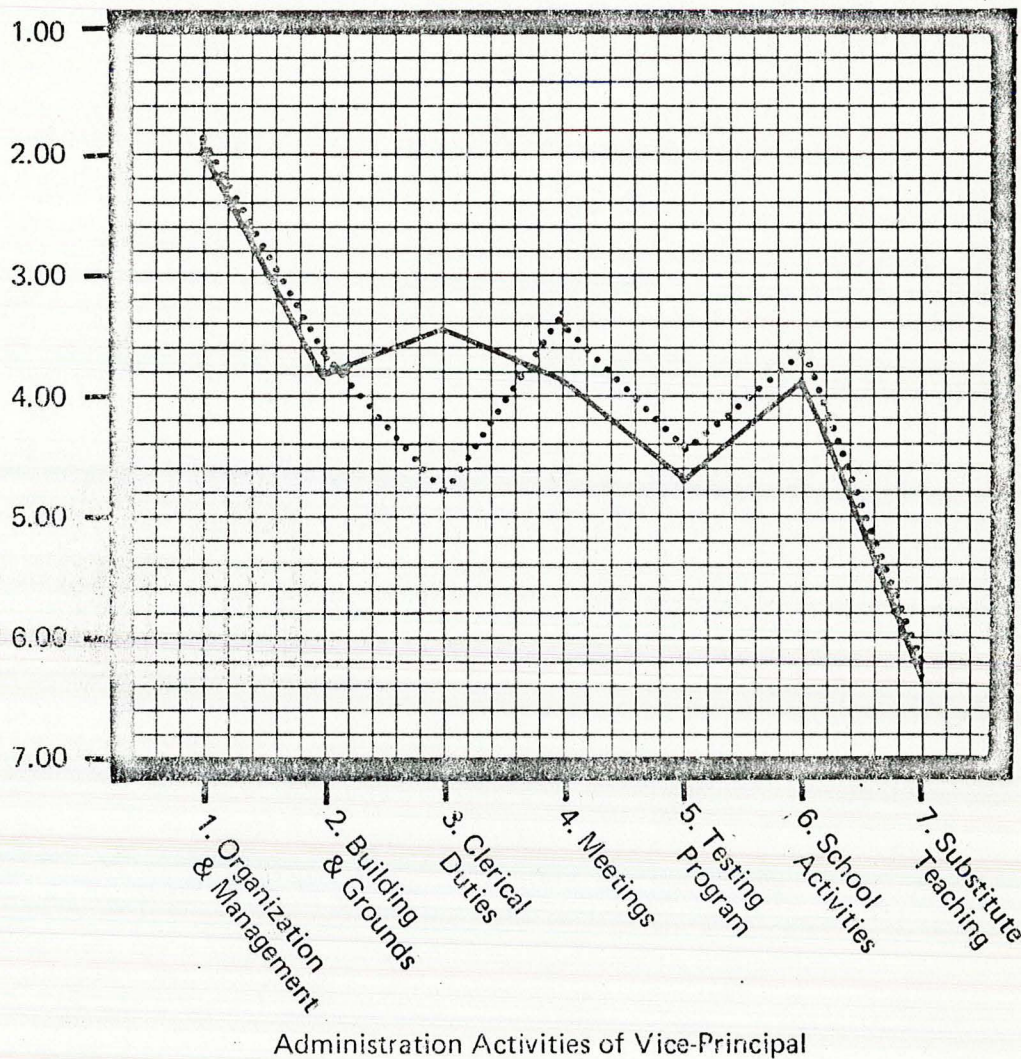
The difference between the actual time and the ideal time allocated by vice-principals to activity number seven, substitute teaching, was not found to be significantly different at the .05 level (Table 13). Vice-principals gave this activity a mean rank of 6.35 for the actual time allocation and a mean rank of 6.19 for the ideal time allocation. Nineteen vice-principals (15.1 percent) of 126 stated their level of responsibility for this activity was total, 68 vice-principals (54.0 percent) indicated it was shared, and 39 vice-principals (31.0 percent) reported none.

Administration activities one, two, six, and seven did not reveal any significant differences between the actual and ideal mean rankings (Figure 4). Activity three, clerical duties, required a significantly greater portion of the vice-principal's time (at the .001 level) than vice-principals considered desirable for the most efficient total school program. Activities four and five, meetings and the testing program were both perceived by vice-principals as receiving significantly less time (at the .001 and .02 levels respectively) than was considered desirable for the most efficient total school program.

#### Community-School Relations Activities

The difference between the actual time and the ideal time allocated by vice-principals to activity number one, working with the PTA or other organized parents groups, was found to be significantly different at the .05 level (Table 14). Vice-principals gave this activity a mean rank of 1.77 for the actual time allocation and a mean rank of 1.90 for the ideal time allocation. Three vice-principals (2.5 percent) of 122 stated their level of responsibility for this activity was total, 115

Mean Rank-Order of Time Given Per Week



Actual Activities —————  
 Ideal Activities .....  
 .....

FIGURE 4. PROFILES OF THE ACTUAL AND IDEAL MEAN RANK-ORDER OF TIME FULL-TIME, K-6 VICE-PRINCIPALS GIVE TO ADMINISTRATION ACTIVITIES DURING A TYPICAL WEEK. N=128

Table 14

Community-School Relations Activities Data Reported  
by Full-Time, K-6 Vice-Principals

Activities of vice-principals	Actual mean rank	Ideal mean rank	Mean difference	Standard error of mean difference	t-ratio	Probability level
1. P.T.A. and Parent Groups	1.7724	1.8981	-0.1852	0.0903	2.0509	p < .05
2. Interpreting Policies	1.7398	1.9259	-0.1759	0.0798	2.2043	p < .05
3. Multi-Cultural Organizations	2.9174	2.6355	0.2547	0.0900	2.8300	p < .01
4. Community Activities	3.5620	3.5514	0.0849	0.0748	1.1350	NS <sup>a</sup>

<sup>a</sup>No significant difference at the .05 level, N = 128.

vice-principals (94.3 percent) indicated it was shared, and four vice-principals (3.3 percent) reported none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number two, interpreting school policies and the educational program (parent bulletins, visitations, open-house), was found to be significantly different at the .05 level (Table 14). Vice-principals gave this activity a mean rank of 1.74 for the actual time allocation and a mean rank of 1.93 for the ideal time allocation. Three vice-principals (2.5 percent) of 122 indicated their level of responsibility for this activity was total, while 119 vice-principals (97.5 percent) reported it was shared.

The difference between the actual time and the ideal time allocated by vice-principals to activity number three, meetings and working with neighborhood and multicultural organizations, was found to be significantly different at the .01 level (Table 14). Vice-principals gave this activity a mean rank of 2.92 for the actual time allocation and a mean rank of 2.64 for the ideal time allocation. Five vice-principals (4.1 percent) of 121 stated their level of responsibility for this activity was total, 102 vice-principals (84.3 percent) reported it was shared, and 14 vice-principals (11.6 percent) indicated none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number four, participation in community activities (service clubs, civic projects, etc.), was not found to be significantly different at the .05 level (Table 14). Vice-principals gave this activity a mean rank of 3.56 for the actual time allocation and a mean rank of 3.55 for the ideal time allocation. Four vice-principals (3.3 percent) of 122 indicated their level of

responsibility for this activity was total, 96 vice-principals (78.7 percent) stated it was shared, and 22 vice-principals (18.0 percent) reported none.

Community-school relations activity four, participation in community activities, did not reveal any significant difference between the actual and ideal mean ranks (Figure 5). Activities one and two, working with the PTA and interpreting school policies, required significantly more time (at the .05 level) than vice-principals considered desirable for the most efficient total school program. Activity three, working with neighborhood organizations, was perceived by vice-principals as receiving significantly less time (at the .01 level) than was considered desirable for the most efficient total school program.

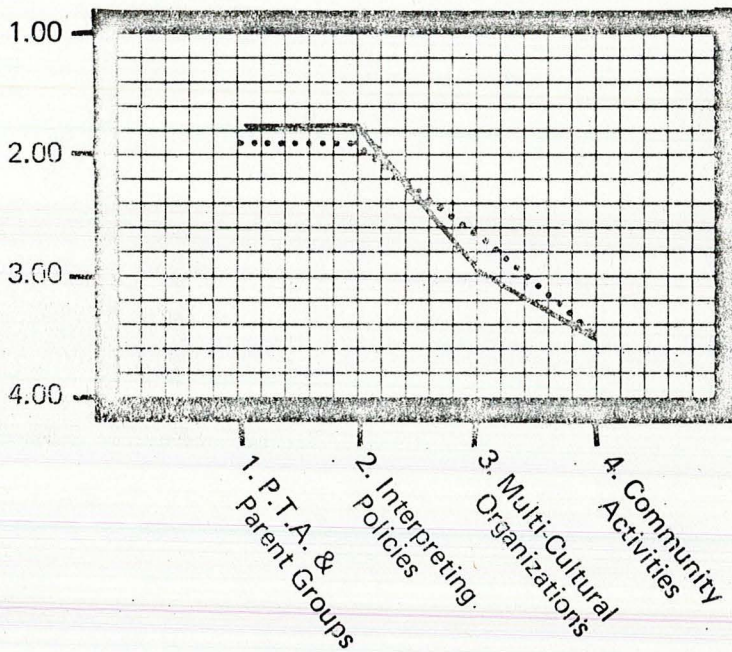
#### Professional Leadership Activities

The difference between the actual time and the ideal time allocated by vice-principals to activity number one, in-service training of teachers (referring faculty to college courses, readings, directing workshops, etc.), was found to be significantly different at the .02 level (Table 15). Vice-principals gave this activity a mean rank of 2.08 for the actual time allocation and a mean rank of 1.84 for the ideal time allocation. Ten vice-principals (8.3 percent) of 121 stated their level of responsibility for this activity was total, 104 vice-principals (86.0 percent) indicated it was shared, and seven vice-principals (5.8 percent) reported none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number two, participation in special activities for the school district (curriculum and evaluation committees, etc.), was found to be significantly different at the .02



Mean Rank-Order of Time Given Per Week



Community-School Relations Activities of Vice-Principals

Actual Activities —————  
 Ideal Activities .....  
 (Note: In the original image, the legend shows the solid line for 'Actual Activities' and the dotted line for 'Ideal Activities', which is the reverse of the visual representation in the graph above.)

FIGURE 5. PROFILES OF THE ACTUAL AND MEAN RANK-ORDER OF TIME FULL-TIME, K-6 VICE-PRINCIPALS GIVE TO COMMUNITY-SCHOOL RELATIONS ACTIVITIES DURING A TYPICAL WEEK. N=128

Table 15

Professional Leadership Activities Data Reported  
by Full-Time, K-6 Vice-Principals

Activities of vice-principals	Actual mean rank	Ideal mean rank	Mean difference	Standard error of mean difference	t-ratio	Probability level
1. In-service Training of Teachers	2.0833	1.8381	0.3143	0.1279	2.4574	p < .02
2. Participation in Special Activities	2.7458	3.0381	-0.3301	0.1290	2.5589	p < .02
3. In-service for Administrators	2.6471	2.6667	-0.0096	0.1226	0.0783	NS <sup>a</sup>
4. Field Studies and Research	3.8814	3.2381	0.6408	0.1330	4.8180	p < .001
5. Professional Organizations	3.5932	4.2404	-0.6796	0.1123	6.0516	p < .001

<sup>a</sup>No significant differences at the .05 level, N = 128.

level (Table 15). Vice-principals gave this activity a mean rank of 2.75 for the actual time allocation and a mean rank of 3.04 for the ideal time allocation. Eleven vice-principals (9.2 percent) of 120 stated their level of responsibility for this activity was total, 94 vice-principals (78.3 percent) reported it was shared, and 15 vice-principals (12.5 percent) indicated none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number three, participation in in-service activities for administrators (workshops, conferences, study groups, etc.), was not found to be significantly different at the .05 level (Table 15). Vice-principals gave this activity a mean rank of 2.65 for the actual time allocation and a mean rank of 2.67 for the ideal time allocation. Six vice-principals (5.0 percent) of 119 reported their level of responsibility for this activity was total, 104 vice-principals (87.4 percent) stated it was shared, and nine vice-principals (7.6 percent) indicated none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number four, engage in field studies and research related to the school's educational program, was found to be significantly different at the .001 level (Table 15). Vice-principals gave this activity a mean rank of 3.88 for the actual time allocation and a mean rank of 3.24 for the ideal time allocation. Six vice-principals (5.2 percent) of 115 indicated their level of responsibility for this activity was total, 83 vice-principals (72.2 percent) stated it was shared, and 26 vice-principals (22.6 percent) reported none.

The difference between the actual time and the ideal time

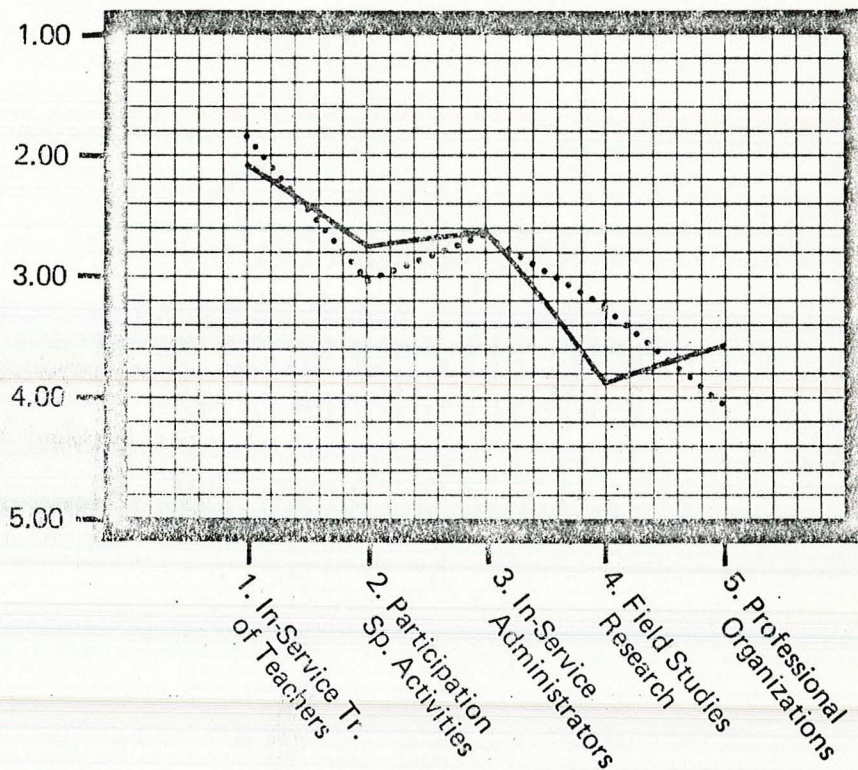
allocated by vice-principals to activity number five, participation in professional organizations, was found to be significantly different at the .001 level (Table 15). Vice-principals gave this activity a mean rank of 3.59 for the actual time allocation and a mean rank of 4.24 for the ideal time allocation. The level of responsibility for this activity was not deemed appropriate.

Professional leadership activity, three, participation in in-service activities for administrators, did not reveal any significant difference between the actual and ideal mean ranks (Figure 6). Activities one and five, in-service training for teachers and participation in professional organizations, required significantly more time (at the .02 and .001 levels respectively) than vice-principals considered desirable for the most efficient total school program. Activities two and four, participation in special activities for the school district and engaging in field studies and research, were perceived by vice-principals as receiving less time (at the .02 and .001 levels respectively) than was considered desirable for the most efficient total school program.

#### Pupil Personnel Activities

The difference between the actual time and the ideal time allocated by vice-principals to activity number one, supervision of pupils (playground, cafeteria, and hall areas, assemblies, special events, etc.), was found to be significantly different at the .001 level (Table 16). Vice-principals gave this activity a mean rank of 2.48 for the actual time allocation and a mean rank of 3.93 for the ideal time allocation. Thirty-four vice-principals (28.3 percent) of 120 indicated their level of responsibility for this activity was total, while 86

Mean Rank-Order of Time Given Per Week



Professional Leadership Activities of Vice-Principals

Actual Activities —————  
 Ideal Activities .....  
 .....

FIGURE 6. PROFILES OF THE ACTUAL AND IDEAL MEAN RANK-ORDER OF TIME FULL-TIME, K-6 VICE-PRINCIPALS GIVE TO PROFESSIONAL LEADERSHIP ACTIVITIES DURING A TYPICAL WEEK. N=128

Table 16

Pupil Personnel Activities Data Reported  
by Full-Time, K-6 Vice-Principals

Activities of vice-principals	Actual mean rank	Ideal mean rank	Mean difference	Standard error of mean difference	t-ratio	Probability level
1. Supervision of Pupils	2.4754	3.9259	-1.4537	0.1895	7.6712	p < .001
2. Student Discipline	1.7951	3.0556	-1.2130	0.1595	7.6050	p < .001
3. Working with Special Groups of Pupils	4.8525	3.5741	1.2963	0.1696	7.6433	p < .001
4. Sick and Injured Pupils	5.9754	6.1204	-0.1574	0.0977	1.6111	NS <sup>a</sup>
5. Working with Atypical Pupils	4.5902	3.5463	1.0463	0.1656	6.3182	p < .001
6. Counseling	3.1557	2.5093	0.6389	0.1508	4.2367	p < .001
7. Pupil Attendance	5.1475	5.2685	-0.1389	0.1370	1.0139	NS

<sup>a</sup>No significant difference at the .05 level, N = 128.

vice-principals (71.7 percent) reported shared.

The difference between the actual time and the ideal time allocated by vice-principals to activity number two, discipline (dealing with pupils, parents, and outside agencies, etc.), was found to be significantly different at the .001 level (Table 16). Vice-principals gave this activity a mean rank of 1.80 for the actual time allocation and a mean rank of 3.06 for the ideal time allocation. Thirty-nine vice-principals (32.2 percent) of 121 stated their level of responsibility for this activity was total, while 82 vice-principals (67.8 percent) indicated shared.

The difference between the actual time and the ideal time allocated by vice-principals to activity number three, working with and directing special groups of pupils (student council, committees, clubs, etc.), was found to be significantly different at the .001 level (Table 16). Vice-principals gave this activity a mean rank of 4.86 for the actual time allocation and a mean rank of 3.57 for the ideal time allocation. Twenty-eight vice-principals (23.1 percent) of 121 reported their level of responsibility for this activity was total, 86 vice-principals (71.1 percent) stated it was shared, and seven vice-principals (5.8 percent) indicated none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number four, working with sick and injured pupils (first aid, transportation, reports, contacting parents, etc.), was not found to be significantly different at the .05 level (Table 16). Vice-principals gave this activity a mean rank of 5.98 for the actual time allocation and a mean rank of 6.12 for the ideal time allocation. Seven vice-principals (5.8 percent) of 121 stated their

level of responsibility for this activity was total, 95 vice-principals (78.5 percent) indicated it was shared, and 19 vice-principals (15.7 percent) reported none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number five, planning for and working with atypical pupils (high ability, special learning problem pupils), was found to be significantly different at the .001 level (Table 16). Vice-principals gave this activity a mean rank of 4.59 for the actual time allocation and a mean rank of 3.55 for the ideal time allocation. Sixteen vice-principals (13.2 percent) of 121 indicated their level of responsibility for this activity was total, 99 vice-principals (81.9 percent) stated it was shared, and six vice-principals (5.0 percent) reported none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number six, counseling (working with pupils, groups of pupils, and parents), was found to be significantly different at the .001 level (Table 16). Vice-principals gave this activity a mean rank of 3.16 for the actual time allocation and a mean rank of 2.51 for the ideal time allocation. Fourteen vice-principals (11.6 percent) of 121 reported their level of responsibility for this activity was total, 105 vice-principals (86.8 percent) stated it was shared, and two vice-principals (1.7 percent) indicated none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number seven, administering pupil attendance procedures (dealing with pupils, parents, outside agencies, etc.), was not found to be significantly different at the .05 level (Table 16). Vice-principals gave this activity a mean rank of



5.15 for the actual time allocation and a mean rank of 5.27 for the ideal time allocation. Nineteen vice-principals (15.8 percent) of 120 indicated their level of responsibility for this activity was total, 89 vice-principals (74.2 percent) stated it was shared, and 12 vice-principals (10.0 percent) reported none.

Pupil personnel activities four and seven, working with sick and injured pupils and administering pupil attendance, did not reveal any significant differences between the actual and ideal mean rankings (Figure 7). Activities one and two, supervision of pupils and discipline, required significantly more time (at the .001 level) than vice-principals considered desirable for the most efficient total school program. Activities three, five, and six (working with special groups of pupils, working with atypical pupils, and counseling), were perceived by vice-principals as receiving less time (at the .001 level) than was considered desirable for the most efficient total school program.

#### Supervision Activities

The difference between the actual time and the ideal time allocated by vice-principals to activity number one, working with and supervising teacher personnel (classroom visitations, conferences, etc.), was found to be significantly different at the .001 level (Table 17). Vice-principals gave this activity a mean rank of 1.96 for the actual time allocation and a mean rank of 1.54 for the ideal time allocation. Three vice-principals (2.4 percent) of 123 indicated their level of responsibility for this activity was total, 114 vice-principals (92.7 percent) stated it was shared, and six vice-principals (4.6 percent) reported none.

Mean Rank-Order of Time Given Per Week

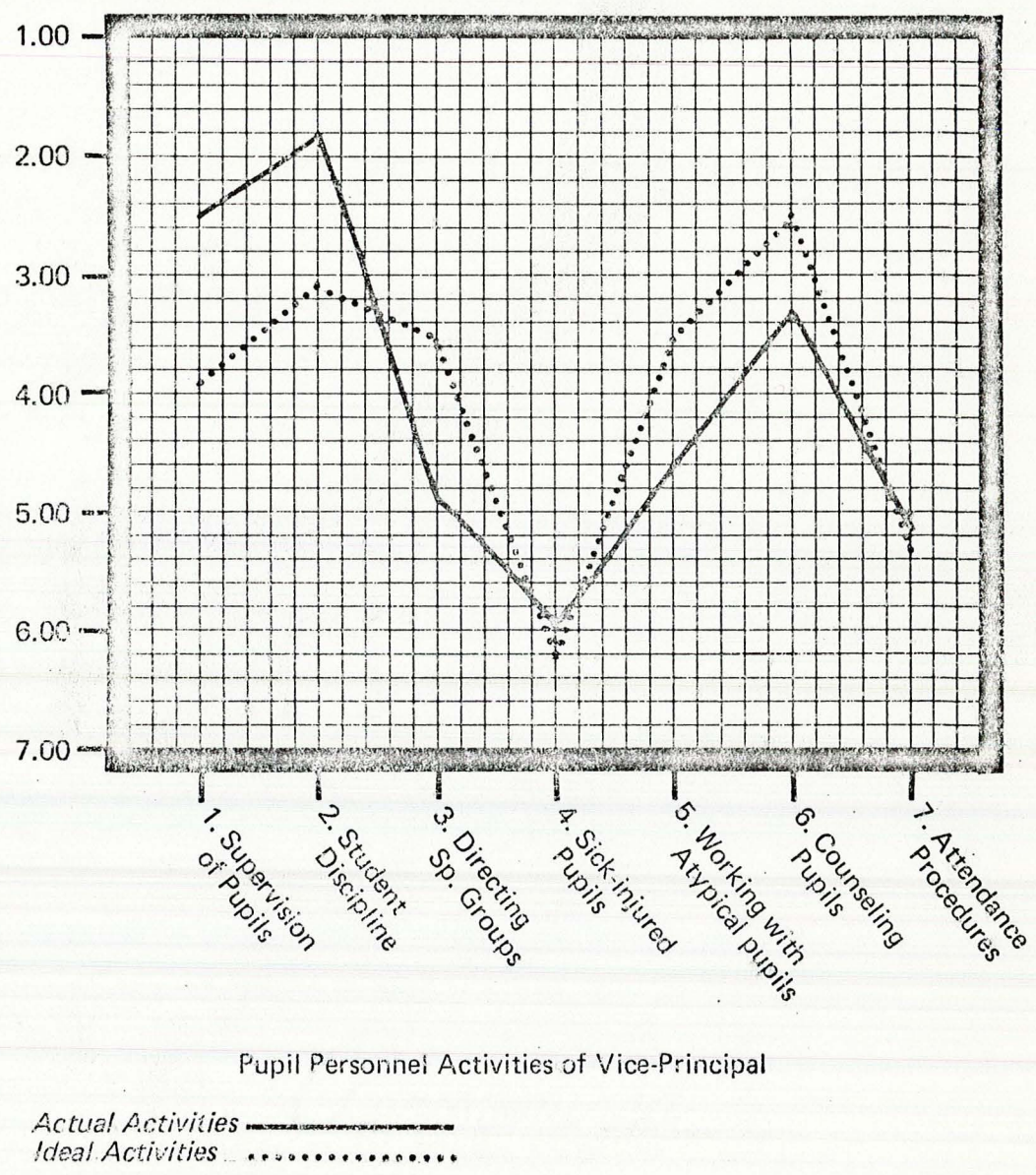


FIGURE 7. PROFILES OF THE ACTUAL AND IDEAL MEAN RANK-ORDER OF TIME FULL-TIME, K-6 VICE-PRINCIPALS GIVE TO PUPIL PERSONNEL ACTIVITIES DURING A TYPICAL WEEK. N=128

Table 17

Supervision Activities Data Reported  
by Full-Time, K-6 Vice-Principals

Activities of vice-principals	Actual mean rank	Ideal mean rank	Mean difference	Standard error of mean difference	t-ratio	Probability level
1. Supervising Teachers	1.9587	1.5370	0.4434	0.1098	4.0383	p < .001
2. Evaluation of Personnel	3.0331	3.2963	-0.2075	0.1436	1.4450	NS <sup>a</sup>
3. Supervising Other Mem- bers of the Staff	3.0165	3.7407	-0.8113	0.1407	5.7662	p < .001
4. Working with Special Services	3.2645	3.7315	-0.4717	0.1178	4.0042	p < .001
5. Curriculum Development	3.7273	2.6389	1.1038	0.1569	7.0351	p < .001

<sup>a</sup>No significant difference at the .05 level, N = 128.

The difference between the actual time and the ideal time allocated by vice-principals to activity number two, evaluation and rating of personnel (teachers and other personnel assigned to the school), was not found to be significantly different at the .05 level (Table 17). Vice-principals gave this activity a mean rank of 3.03 for the actual time allocation and a mean rank of 3.30 for the ideal time allocation. Four vice-principals (3.3 percent) of 123 reported their level of responsibility for this activity was total, 110 vice-principals (89.4 percent) indicated it was shared, and nine vice-principals (7.3 percent) stated none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number three, working with and supervising other members of the school staff (secretaries, custodians, aides, etc.), was found to be significantly different at the .001 level (Table 17). Vice-principals gave this activity a mean rank of 3.02 for the actual time allocation and a mean rank of 3.74 for the ideal time allocation. Eleven vice-principals (8.9 percent) of 123 stated their level of responsibility for this activity was total, 109 vice-principals (88.6 percent) reported it was shared, and three vice-principals (2.4 percent) indicated none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number four, securing and working with support personnel who provide special services (nurse, psychologist, etc.), was found to be significantly different at the .001 level (Table 17). Vice-principals gave this activity a mean rank of 3.26 for the actual time allocation and a mean rank of 3.73 for the ideal time allocation. Five vice-principals (4.1 percent) of 123 indicated their level

of responsibility for this activity was total, 116 vice-principals (94.3 percent) stated it was shared, and two vice-principals (1.6 percent) reported none.

The difference between the actual time and the ideal time allocated by vice-principals to activity number five, curriculum development (planning, evaluation, needs assessment), was found to be significantly different at the .001 level (Table 17). Vice-principals gave this activity a mean rank of 3.73 for the actual time allocation and a mean rank of 2.64 for the ideal time allocation. Five vice-principals (4.1 percent) of 123 stated their level of responsibility for this activity was total, 109 vice-principals (88.6 percent) indicated it was shared, and nine vice-principals (7.3 percent) reported none.

Supervision activity two, evaluation and rating of personnel, did not reveal any significant difference between the actual and ideal mean ranks (Figure 8). Activities three and four, supervising other members of the school staff and working with support personnel, required significantly more time (at the .001 level) than vice-principals considered desirable for the most efficient total school program. Activities one and five, supervising teacher personnel and curriculum development, were both perceived by vice-principals as receiving significantly less time (at the .001 level) than was considered desirable for the most efficient total school program.

#### TIME ALLOCATED TO MAJOR DUTIES

The difference between the actual time and the ideal time allocated by vice-principals to the major duty area of administration was not found to be significantly different at the .05 level (Table 18).

Mean Rank-Order of Time Given Per Week

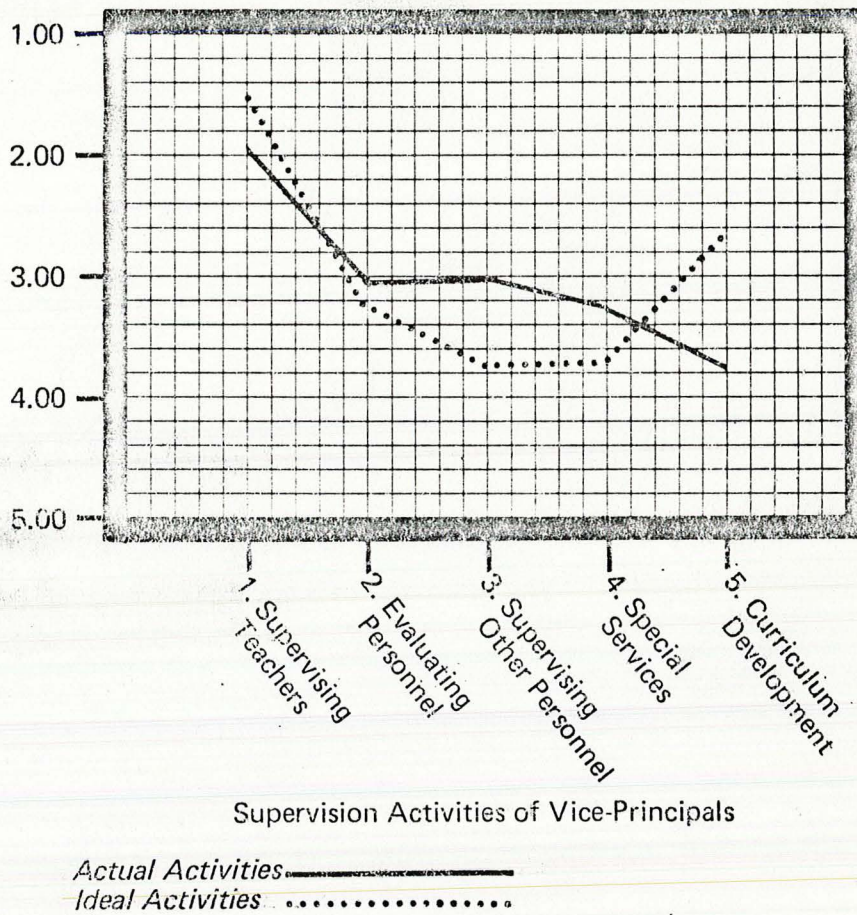


FIGURE 8. PROFILES OF THE ACTUAL AND IDEAL MEAN RANK-ORDER OF TIME FULL-TIME, K-6 VICE PRINCIPALS GIVE TO SUPERVISION ACTIVITIES DURING A TYPICAL WEEK. N=128

Table 18

Major Duties Data Reported by Full-Time,  
K-6 Vice-Principals

Major duties of vice-principals	Actual mean %	Ideal mean %	Mean difference	Standard error of mean difference	t-ratio	Probability level
1. Administration	24.4488	24.4917	0.2583	1.4799	0.1745	NS <sup>a</sup>
2. Community-School Relations	13.2441	15.5167	-2.2500	0.9775	2.3018	p < .05
3. Professional Leadership	10.7302	16.5667	-5.8067	0.7092	8.1877	p < .001
4. Pupil Personnel	31.0472	21.3866	9.2689	1.5679	5.9120	p < .001
5. Supervision	21.0240	22.5508	-1.6496	1.4383	1.1469	NS

<sup>a</sup>No significant difference at the .05 level, N = 128.

Vice-principals gave this major duty a mean of 24.45 percent for the actual time allocation and a mean of 24.49 percent for the ideal time allocation.

The difference between the actual time and the ideal time allocated by vice-principals to the major duty area of community-school relations was found to be significantly different at the .05 level (Table 18). Vice-principals gave this major duty a mean of 13.24 percent for the actual time allocation and a mean of 15.52 percent for the ideal time allocation.

The difference between the actual time and the ideal time allocated by vice-principals to the major duty area of professional leadership was found to be significantly different at the .001 level (Table 18). Vice-principals gave this major duty a mean of 10.73 percent for the actual time allocation and a mean of 16.57 percent for the ideal time allocation.

The difference between the actual time and the ideal time allocated by vice-principals to the major duty area of pupil personnel was found to be significantly different at the .001 level (Table 18). Vice-principals gave this major duty a mean of 31.05 percent for the actual time allocation and a mean of 21.39 percent for the ideal time allocation.

The difference between the actual time and the ideal time allocated by vice-principals to the major duty area of supervision was not found to be significantly different at the .05 level (Table 18). Vice-principals gave this major duty a mean of 21.02 percent for the actual time allocation and a mean of 22.55 percent for the ideal time allocation.



The major duty areas of administration and supervision did not reveal any significant differences between the actual and ideal mean percentages (Figure 9). The major duty area of pupil personnel required significantly more time (at the .001 level) than vice-principals considered desirable for the most efficient total school program. The major duty areas of community-school relations and professional leadership were perceived by vice-principals as receiving less time (at the .05 and .001 levels respectively) than was considered desirable for the most efficient total school program.

#### SUMMARY

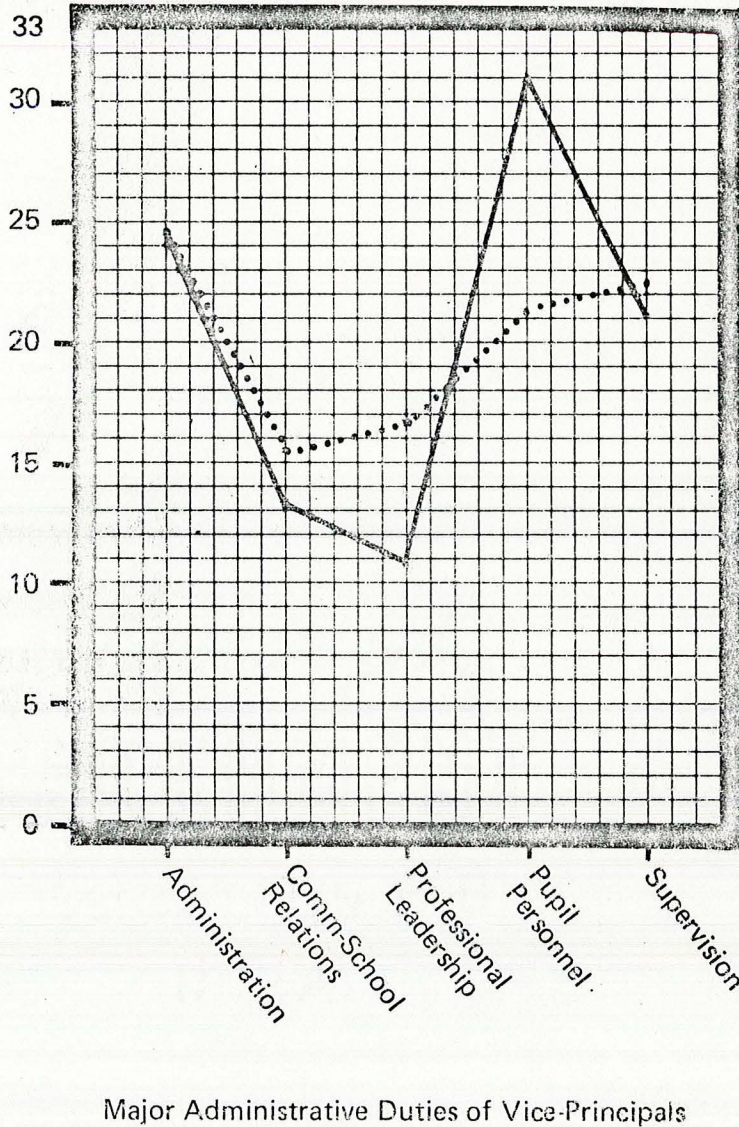
The results of the analyses of the data gathered in Parts II and III of the questionnaire were reported in this chapter. More specifically the chapter sought to:

1. identify vice-principals' perceptions of the actual time they give to major duties and activities
2. identify vice-principals' perceptions of the ideal time they should give to major duties and activities in order to provide for the most efficient school program
3. identify vice-principals' perceptions of their present level of responsibility for carrying out activities
4. compare the actual and ideal time vice-principals give to major duties and activities for relationships and differences

An analysis of the mean rankings of the actual and ideal time allocated by vice-principals to 28 activities revealed:

1. nine activities with no significant differences
2. two activities with significant differences at the .05 level
3. three activities with significant differences at the .02 level
4. one activity with a significant difference at the .01 level
5. thirteen activities with significant differences at the .001 level

Mean  
Percent  
of Time Given  
Per Week



Actual Duties —————  
Ideal Duties           .....

FIGURE 9. PROFILES OF THE ACTUAL AND IDEAL MEAN PERCENTAGE OF TIME FULL-TIME, K-6 VICE-PRINCIPALS GIVE TO MAJOR ADMINISTRATIVE DUTIES DURING A TYPICAL WEEK. N=128

The vice-principal's level of responsibility for 27 activities also was investigated. The majority of vice-principals (50 percent or more) reported they had a shared level of responsibility with the principal for 26 of the 27 activities. Only in the administration activity number five, testing program, did vice-principals report differently: Fifty-nine vice-principals (46.1 percent) of 128 indicated their level of responsibility was total, 51 vice-principals (40.0 percent) stated it was shared, and 18 vice-principals (14.1 percent) reported none.

An analysis of the mean percentages of the actual and ideal time allocated by vice-principals to the five major duties of Administration, Community-School Relations, Professional Leadership, Pupil Personnel, and Supervision revealed:

1. no significant differences for the major duties of Administration and Supervision
2. significantly less time was presently being given to the major duties of Community-School Relations and Professional Leadership than was considered desirable for the most efficient total school program
3. significantly more time was presently being given to the major duty of Pupil Personnel than was considered desirable for the most efficient total school program

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Chapter 5 includes: (1) a review of the objectives of the study, (2) a review of the methodology of the study, (3) a summary of the findings and conclusions taken from a questionnaire survey conducted in the Fall of 1974, (4) a comparison of the results of previous research to the study's findings, and (5) recommendations based on the findings and conclusions of the study.

### OBJECTIVES OF THE STUDY

The major objectives of this study were to determine the California full-time, K-6, vice-principals' perceptions of the actual time allocated to their duties, the ideal time that should be given to their duties, and their level of responsibility for each of their activities. More specifically the study sought to:

1. review the literature related to the duties and responsibilities of elementary school vice-principals
2. identify specific characteristics of the vice-principals and the schools in which they work
3. identify vice-principals' perceptions of any relationship between duties and responsibilities of vice-principals and selected personal and school factors, including sex, experience, and socioeconomic composition

- of the school neighborhood.
4. identify vice-principals' perceptions of the actual time they give to administrative duties and activities
  5. identify vice-principals' perceptions of the ideal time they should give to administrative duties and activities in order to provide for the most efficient total school program
  6. identify vice-principals' perceptions of their present level of responsibility for carrying out administrative activities
  7. compare the actual time and ideal time vice-principals give to administrative duties and activities for relationships and differences

#### METHODOLOGY OF THE STUDY

Through a search which included professional and governmental publications, 58 county school personnel directories, and correspondence with 62 school districts, the investigator was able to determine that 665 full-time and 242 teaching vice-principals worked in the elementary schools of California. These figures indicated that approximately 20 percent of the state's 4,244 elementary schools had the services of either a full-time or teaching vice-principal. The data also revealed that the conditions under which elementary vice-principals functioned varied extensively. Full-time vice-principals were found to be employed in elementary schools composed of 17 different grade organizations. In addition, 13 full-time vice-principals were assigned to half-time schedules serving two elementary schools each. Another 54 full-time

vice-principals were assigned to elementary schools employing two vice-principals to a school. Due to these variations in the assignment of full-time vice-principals, a decision was made to limit the study to full-time, K-6 vice-principals working in a single school that employed only one assistant administrator.

Development of the questionnaire was based on a review of related research and the investigator's own experience as a junior high school vice-principal. Part I of the questionnaire sought to gather certain data from elementary vice-principals concerning: (1) the schools in which they worked, (2) their personal characteristics, and (3) their perceptions of the factors effecting the duties and responsibilities of the position.

Parts II and III of the questionnaire concerned the major duties and activities determined by the researcher to be the most applicable for the purposes of this study. These major duties and activities, though modified to provide for current practices in elementary school administration and to include only those activities and major duties applying to full-time, elementary vice-principals, were generally proposed by Edmund Adams in his 1958 study of the elementary assistant principalship.

Part II of the questionnaire was designed to investigate the differences and relationships that exist between the actual and ideal activities composing the five major duty areas of the elementary school vice-principal: Administration, Community-School Relations, Professional Leadership, Pupil Personnel, and Supervision. Each major duty area had a range of from four to seven activities, making a combined total of 28 activities. Vice-principals were asked to rank the activities of each major duty area by giving a rank of one to the activity requiring the

greatest portion of their time during a typical week, a rank of two to the activity requiring the second largest portion of time, and so on. The vice-principals then were asked to rank the same activities in terms of the amount of time they should give to provide for the most efficient total school program. The raw data were analyzed in order to establish the mean rank-scores. The actual and ideal mean ranks for each activity then were subjected to t-tests to determine the probability level of obtaining those statistics. The .05 level or less was predetermined as indicating a statistically significant difference between the actual and ideal time allocated to an activity (where the findings were below the probability levels of .02, .01, and .001 these probability levels were indicated so as to provide the reader with a better understanding of the degree of difference). Comparisons between the actual and ideal time allocations given to activities in each of the major duty areas were reported on the basis of "greater than - less than" relationships and through the use of graphed profiles.

Part II of the questionnaire also asked vice-principals to indicate their present level of responsibility for each of 27 activities. The three levels of responsibility were: (1) total, complete responsibility for carrying out a given activity, (2) shared, joint responsibility with the principal for carrying out a given activity, and (3) none, no responsibility for the given activity. These data were reported in terms of the actual number of vice-principals responding to each of the categories and the corresponding percentage.

Part III of the questionnaire was concerned with the actual and ideal percentage of time vice-principals allocated to the five major duties of: (1) Administration, (2) Community-School Relations, (3)

Professional Leadership, (4) Pupil Personnel, and (5) Supervision. The mean percentages were computed and submitted to the same statistical analyses as applied to Part II of the Questionnaire. Vice-principals were not asked to indicate a level of responsibility for the major duties.

The original version of the questionnaire was reviewed by the researcher's doctoral committee and suggested revisions were incorporated into the instrument. The questionnaire was then submitted to eight elementary school administrators from two school districts for further review and pilot testing.

On October 27, 1974, the questionnaire accompanied by a cover letter (Appendix C) and a stamped, self-addressed envelope was mailed to 267 schools, each previously identified as employing a single, full-time vice-principal. The initial mailing was followed by a postcard (Appendix D) sent, November 14, 1974, to schools not having returned the questionnaire. A second follow-up was mailed December 3, 1974, consisting of a cover letter (Appendix E) appealing to the vice-principal for a reply, another copy of the questionnaire, and a stamped, self-addressed envelope.

Of the 267 questionnaires originally mailed to schools a total of 209 replies (78.3 percent) were received by the researcher. From these returns it was determined that 33 schools no longer had the position of vice-principal on their staffs, four schools were served by a half-time vice-principal, and 36 schools presently employed teaching vice-principals. Based on this information the number of K-6 schools having the services of one, full-time vice-principal was adjusted to 194. Of this total 128 usable returns were received by the investigator (66.0 percent).



To determine if vice-principals not returning questionnaires would have responded differently from those who had replied to the three mailings a number of vice-principals were contacted in person and by telephone during mid-December and early January. This approach produced eight additional questionnaires (10.8 percent of the 74 nonrespondents) which were compared for differences with the 120 previously received questionnaires. No major differences were found between the responses of the two sets of questionnaires, therefore, it was assumed that non-respondents would have replied in a similar manner as did the respondents.

#### FINDINGS AND CONCLUSIONS

Based on the findings of this study the representative full-time vice-principal in a California K-6, elementary school was:

1. identified by the title assistant principal
2. male
3. White
4. 43.3 years of age
5. a holder of a master's degree plus 30 units
6. employed in a school with a pupil enrollment of 909
7. on the job an average of 51.7 hours a week, including evenings and weekends
8. equally responsible, with the principal, for determining the duties and responsibilities of his office
9. likely to characterize his school neighborhood as economically below average
10. employed in a district having a written set of duties and responsibilities for his position

11. not of the opinion that a written set of duties and responsibilities would be an aid in performing his job more effectively
12. most likely to consider his position as a "stepping-stone" to the principalship
13. in need of additional clerical assistance in order that he be freed for more important duties
14. in need of additional supervisory assistance of the halls, yard, and cafeteria in order that he be freed for more important duties
15. not of the opinion that the sex of the vice-principal would greatly alter the duties and responsibilities of the position
16. of the opinion that the experience and preparation of the vice-principal would greatly affect the duties and responsibilities of the position
17. of the opinion that the socioeconomic composition of the school neighborhood would greatly alter the duties and responsibilities of the position

Findings based on the perceptions of vice-principals participating in this study provided evidence to support the following conclusions:

1. Vice-principals believe that they are devoting adequate amounts of time to the following activities as identified by number:

- a. Administration activities

- (1) organization and management of the school  
(scheduling, library and textbooks, office,

- supplies, etc.)
- (2) administering buildings and grounds (inspections and safety, arranging repairs, maintenance, etc.)
- (6) coordination of school activities (assemblies, field trips, athletic events, etc.)
- (7) substitute teaching
- b. Community-School Relations activity
  - (4) participation in community activities (service clubs, civic projects, etc.)
- c. Professional Leadership activity
  - (3) participation in in-service activities for administrators (workshops, conferences, study groups, etc.)
- d. Pupil Personnel activities
  - (4) working with sick and injured pupils (first aid, transportation, reports, contacting parents, etc.)
  - (7) administering pupil attendance procedures (dealing with pupils, parents, outside agencies, etc.)
- e. Supervision activity
  - (2) evaluation and rating of personnel (teachers and other personnel assigned to the school)
- 2. Vice-principals do not believe they are devoting adequate time to the following activities as identified by number:
  - a. Administration activities
    - (4) meetings (planning and conducting faculty meetings, attending district staff meetings, etc.)
    - (5) testing program (planning, organizing, and directing

- the testing program)
- b. Community-School Relations activity
    - (3) meeting and working with neighborhood and multi-cultural organizations
  - c. Professional Leadership activities
    - (1) in-service training of teachers (referring faculty to college courses, readings, directing workshops, etc.)
    - (4) engage in field studies and research related to the school's educational program
  - d. Pupil Personnel activities
    - (3) working with and directing special groups of pupils (student council, committees, clubs, etc.)
    - (5) planning for and working with atypical pupils (high ability, special learning problem pupils)
    - (6) counseling (working with pupils, groups of pupils, and parents)
  - e. Supervision activities
    - (1) working with and supervising teacher personnel (classroom visitations, conferences, etc.)
    - (5) curriculum development (planning, evaluation, needs assessment)
3. Vice-principals believe they are devoting too much of their time to the following activities as identified by number:
- a. Administration activity
    - (3) clerical duties (correspondence, reports, financial accounting, inventories, records, filing, etc.)

- b. Community-School Relations activities
    - (1) working with the PTA or other organized parents groups
    - (2) interpreting school policies and the educational program (parent bulletins, visitations, open-house)
  - c. Professional Leadership activities
    - (2) participation in special activities for the school district (curriculum and evaluation committees, etc.)
    - (5) participation in professional organizations
  - d. Pupil Personnel activities
    - (1) supervision of pupils (playground, cafeteria, and hall areas, assemblies, special events, etc.)
    - (2) discipline (dealing with pupils, parents, and outside agencies, etc.)
  - e. Supervision activities
    - (3) working with and supervising other members of the school staff (secretaries, custodians, aides, etc.)
    - (4) securing and working with support personnel who provide special services (nurse, psychologist, etc.)
4. Vice-principals generally share, with the principal, responsibility for all administrative activities related to the school.
5. According to vice-principals the distribution of their time among the five major duty areas was as follows: (1) Administration, 24.4 percent, (2) Community-School Relations, 13.2 percent, (3) Professional Leadership, 10.7 percent, (4) Pupil Personnel 31.0 percent, and (5) Supervision, 21.0

percent.

6. The recommendations of vice-principals regarding the distribution of their time among the five major duty areas were as follows: (1) Administration, 24.4 percent, (2) Community-School Relations, 15.5 percent, (3) Professional Leadership, 16.6 percent, (4) Pupil Personnel, 21.4 percent, and (5) Supervision, 22.6 percent.
7. Vice-principals perceived that the actual time they allocated to major duties and activities differed substantially from the time they should give in order to provide for the most efficient total school program.
8. Full-time, K-6 vice-principals, on an average, work the equivalent of a nine and one-half hour day.
9. Two out of three vice-principals reported there was a written set of duties and responsibilities for their position, however, six out of ten vice-principals responding to the question, would a written set of duties and responsibilities aid you in performing your job more effectively, indicated it would not.
10. According to vice-principals the duties and responsibility of the vice-principal do not differ greatly due to the sex of the vice-principal.
11. According to vice-principals the duties and responsibility of the vice-principal do differ greatly due to the experience and preparation of the vice-principal.
12. According to vice-principals the duties and responsibility of the vice-principal do differ greatly due to the

- socioeconomic composition of the school neighborhood.
13. Approximately one out of three full-time, K-6 vice-principals in California is female.
  14. Approximately one out of three full-time, K-6 vice-principals in California is identified as belonging to an ethnic minority group.
  15. Factors that generally determine the assignment of a vice-principal to a K-6 elementary school in California are:  
(1) large pupil enrollment, (2) school neighborhood economically below average, and (3) a combination of large schools in low socioeconomic areas.
  16. Seven out of ten full-time, K-6 vice-principals are in need of additional clerical assistance in order that they may be able to perform their role more effectively.
  17. Four out of five full-time, K-6 vice-principals believe they are in need of additional supervisory assistance in order that they may be able to perform their role more effectively.
  18. Full-time, K-6 vice-principals tend to believe they are in need of additional administrative and/or counseling personnel in order that they may be able to perform their roles more effectively.

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A COMPARISON OF THE FINDINGS  
TO PREVIOUS RESEARCH

The following section presents a comparison of the findings and conclusions obtained in the present study with those found in previous

## investigations :

1. The present study supports the findings of earlier investigations by Adams, Block, Groetsch, McMullen, in that the time given by vice-principals to the actual and ideal duties and activities differed substantially.
2. The present study found that the duties and activities of the vice-principal tended to be determined jointly by the principal and vice-principal. Earlier studies most often concluded that it was the principal alone who determined the vice-principal's duties and activities.
3. Vice-principals in the present study appear to share, with the principal, a more balanced distribution of time devoted to the major duties of Administration, Community-School Relations, Professional Leadership, Pupil Personnel, and Supervision, than did their predecessors in earlier studies.
4. The present study found that vice-principals did not consider a set of written duties and responsibilities to be beneficial in improving the effectiveness of the vice-principal's job performance. This was in contrast to the conclusions of previous studies which supported the need for such clarification.
5. Vice-principals in the present study overwhelmingly considered the vice-principalship as a training-ground for the principalship. The results of previous investigations generally supported the view that vice-principals considered the position as preparation for the principalship.
6. The present study concluded that the factors most frequently



associated with the assignment of a vice-principal to an elementary school were: (1) large pupil enrollment, and (2) low socioeconomic school neighborhood. Previous studies supported these conclusions.

7. The majority of respondents in the present study identified themselves by the title assistant principal. Though the percentage (60.6 percent) of persons using this title were lower than those reported in earlier studies, the present findings were still considered to be supportive of those found in previous investigations.
8. Vice-principals in the present study were found to be employed in schools with an average enrollment of 909 pupils. This finding was representative of the findings reported in studies conducted during the preceding sixteen year period.
9. Vice-principals in the present study reported working an average of 51.7 hours a week. Vice-principals in two recent studies, Doerksen's 1967 study, and the National Education Association's 1969 national study, reported almost identical work weeks averaging 52 hours each.
10. Vice-principals in the present study were found to average 43.3 years of age. This finding was found to be similar to the National Education Association's 1969 national study, which reported the vice-principal's average age as 42 years.
11. Approximately two-thirds of the vice-principals (68.8 percent) in the present study reported their sex as male. This finding indicated a higher percentage of males serving as vice-principals than appeared to be found in earlier studies and

was contrary to Block's 1962 study of Buffalo City Schools, in which the majority of vice-principals identified themselves as female.

12. Vice-principals in the present study reported devoting too much of their time to the major duty area of Pupil Personnel. This finding was supported by most of the previous studies and was viewed as a major concern by those researchers investigating the duties and activities of vice-principals working in inner city schools and schools located in low socioeconomic neighborhoods.
13. Vice-principals in the present study reported devoting less than adequate time to the major duty area of Community-School Relations. This finding was supported by most of the earlier studies. It should be noted, however, that vice-principals in the present study were devoting more time (13.2 percent) to Community-School relations than had been reported in any of the previous studies.
14. Vice-principals in the present study reported giving adequate time to the major duty area of Administration. This finding tended to be in contrast with earlier investigations, which generally concluded that the vice-principal was devoting too much time to routine administrative tasks.
15. Vice-principals in the present study reported giving slightly less than adequate time to the major duty area of Supervision. In contrast, vice-principals in most of the previous studies reported a need to devote considerably more time to this area.

16. Vice-principals in the present study reported devoting less than adequate time to the major duty area of Professional Leadership. This finding was supported by a majority of previous investigations. It should be noted, however, that vice-principals in the present study were devoting more time (10.7 percent) to Professional Leadership than had been reported in any of the previous studies.

### RECOMMENDATIONS

The following recommendations are based on the perceptions of vice-principals participating in this study and are offered as a basis for further investigation:

1. The vice-principal should be provided with adequate trained and paid clerical assistance.
2. Adequate supervisory assistance for hall, yard, and cafeteria duty should be provided in order to free the vice-principal for more important duties and activities.
3. Adequate administrative and counseling personnel should be provided so that the vice-principal is able to function effectively in all major areas of school administration.
4. Vice-principals should have a shared level of responsibility with the principal for all major duties and activities performed by the principal.
5. Vice-principals should give increased time to the major duties of Community-School Relations and Professional Leadership.
6. Vice-principals should give decreased time to the major duty

of Pupil Personnel.

7. Vice-principals should devote increased time to the following activities:
  - a. Administration activities: (4) meetings and (5) testing program
  - b. Community-School Relations activity: (3) neighborhood and multicultural organizations
  - c. Professional Leadership activities: (1) teachers' in-service training and (4) field studies and research related to the school's educational program
  - d. Pupil Personnel activities: (3) special groups of pupils, (5) atypical pupils and (6) counseling
  - e. Supervision activities: (1) teacher supervision and (5) curriculum development
8. Vice-principals should devote decreased time to the following activities:
  - a. Administration activity: (3) clerical duties
  - b. Community-School Relations activities: (1) PTA and other organized parents groups and (2) school policies and the educational program
  - c. Professional Leadership activities: (2) special activities for the school district and (5) professional organizations
  - d. Pupil Personnel activities: (1) pupil supervision and (2) discipline
  - e. Supervision activities: (3) other members of the school staff and (4) support personnel

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APPENDIX A  
LETTER TO DISTRICT OFFICIALS

August 3, 1974

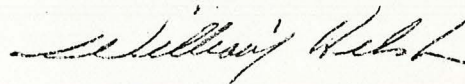
Mr. John Doe  
Superintendent  
Los Angeles, California

Dear Mr. Doe:

I am working on a research project at the University of the Pacific concerning the role of the vice-principal in California's elementary schools. Document #13, January 1973, of the California Agency for Research in Education has indicated that your district employs full-time vice-principals (or assistant principals) in your elementary schools. However, a review of your county schools directory does not identify these individuals or indicate to which schools they are assigned.

I would appreciate it very much if you could send me this data. I have included a stamped, self-addressed envelope and I am interested in obtaining: the name of the vice-principal, the address of the school to which he is assigned, and the school organization (K-6, K-8, etc.).

Sincerely,



William Welsh  
1172 Monte Vista Way  
Sacramento, CA 95831

## APPENDIX B

## FOLLOW-UP LETTER TO DISTRICT OFFICIALS

August 27, 1974

Mr. John Doe  
Superintendent  
Los Angeles, California

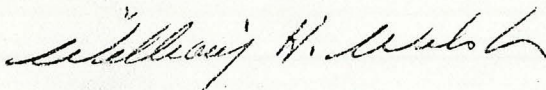
Dear Mr. Doe:

I am working on a doctoral study at the University of the Pacific concerning the role of the vice-principal in California's elementary schools. On July 31st I wrote to your district office requesting information on your full-time elementary school vice principals. As of this writing, I have not received a reply. I know that I have caught you at a busy time of the year, but I would deeply appreciate it if you could take a few minutes to add the name of the vice-principal assigned to each one of your elementary schools, or simply place a check ( ) by the school to indicate the presence of a full-time vice-principal on the enclosed zeroxed copy.

From what I have been able to determine your district is included in the approximate 10 percent of the State's districts who employ full-time elementary school vice-principals. As such your response is vital since I am attempting to identify and locate the entire state population of elementary school vice-principals. (This research project will in no way make reference to any school district or employee by name or inference.)

I thank you for the time you have given to this matter and sincerely hope that my present request is acceptable.

Sincerely,



William H. Welsh  
1172 Monte Vista Way  
Sacramento, California 95831

If you would like a summary of the completed research please check \_\_\_\_.

## UNIVERSITY OF THE PACIFIC



## APPENDIX C

## LETTER TO VICE-PRINCIPALS

DEPARTMENT OF  
EDUCATIONAL ADMINISTRATION

October 27, 1974

Dear Elementary Vice-Principal:

We would like to ask your assistance in conducting a doctoral study of the time and level of responsibility given to administrative duties by full time elementary school vice-principals in California. Your role as vice-principal is a key one in the overall operation of the school, yet relatively little research has been done to determine the present status of the position and how it may be improved. Your perceptions, in this regard, would do much to provide further understanding and possibly increase the effectiveness of the vice-principalship.

We appreciate your cooperation. Please return the completed questionnaire in the stamped, self-addressed envelope as soon as possible. Let me assure you that your questionnaire will be held in strict confidence. Completion will require approximately 18 minutes. Again, we thank you for the information you have provided.

Sincerely,

William H. Welsh  
Doctoral Candidate  
1172 Monte Vista Way  
Sacramento, California 95831

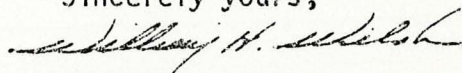
Cy Coleman  
Chairman  
Dept. of Educational Administration  
University of the Pacific  
Stockton, California 95204

APPENDIX D  
POSTAL CARD REMINDER TO VICE-PRINCIPALS

Dear Fellow Vice-Principal:

Several weeks ago I wrote to you requesting your reactions to a doctoral questionnaire concerning the duties and responsibilities of vice-principals in California's elementary schools. At present I have yet to receive your reply. I hope you can allow a few minutes from your busy schedule to indicate your perceptions and observations pertaining to this position. Your response will increase the significance and meaningfulness of this study. Please accept my heartfelt thanks for your contribution of time and thought to this research.

Sincerely yours,



William H. Welsh



# UNIVERSITY OF THE PACIFIC

148

## APPENDIX E

### FOLLOW-UP LETTER TO VICE-PRINCIPALS

December 3, 1974

DEPARTMENT OF  
EDUCATIONAL ADMINISTRATION

Dear Fellow Assistant or Vice-Principal:

In late October I corresponded with you concerning a doctoral study I was conducting on THE DUTIES AND RESPONSIBILITIES OF FULL TIME ASSISTANT OR VICE-PRINCIPALS IN CALIFORNIA'S ELEMENTARY SCHOOLS. As of this writing I have not received a completed questionnaire from you. Since your perceptions and observations are extremely important to the significance of this study I am taking this opportunity to send you another questionnaire in the event the first one has been misplaced.

The returns already received tend to substantiate my own experience of a high demand on the time of the vice-principal. As such, I am especially appreciative of the time and thought asked of you in order to participate in this research.

I am most hopeful and anxious to hear from you. A stamped, self-addressed envelope is enclosed for your convenience. I would be most grateful for a reply before December 16th.

Sincerely yours,

William H. Welsh  
1172 Monte Vista Way  
Sacramento, Calif. 95831

NOTE: The design of this study is such that I will have to establish personal contact with a percentage of the non-respondents to determine if their replies differ from those who returned the questionnaires. Therefore, if you are NOT a FULL TIME assistant or vice-principal, please indicate this and return the unanswered questionnaire.

AN ANALYSIS OF THE DUTIES AND RESPONSIBILITIES OF THE CALIFORNIA ELEMENTARY SCHOOL VICE-PRINCIPAL

Please give your name and address if you desire a summary of the findings \_\_\_\_\_

PART I. GENERAL INFORMATION

Directions: Please check (✓) where appropriate; otherwise fill in space with requested information.

Your title: Vice-principal , Assistant Principal , Other .

Your sex: Male , Female . Your age: \_\_\_\_\_ years. Student enrollment of school: \_\_\_\_\_.

Your ethnic group: Black , White , Spanish , Asian , Other .

The highest college degree you hold: BA , MA , Specialist or MA+30 , Ph.D. or ED.D .

1. How are your duties and responsibilities determined: District policy , Principal , Principal and vice-principal , Day-to-day basis , Other .
2. Is there a written set of duties and responsibilities for your position? Yes  No
3. If not, do you believe that a written set of duties and responsibilities would aid you in performing your job more effectively? Yes  No
4. Would additional clerical assistance free you for more important duties? Yes  No
5. Would additional supervisory assistance of hall, yard, and cafeteria areas free you for more important duties? Yes  No
6. Do you consider the vice-principalship a: Career position , Stepping-stone to the principalship , Other  (Please explain) \_\_\_\_\_
7. How would you characterize your school neighborhood economically: Above average , Average , Below average .
8. Do you believe the duties and responsibilities of the vice-principal differ greatly among various schools because of:
  - a. the sex of the vice-principal. Yes  No
  - b. the experience and preparation of the vice-principal. Yes  No
  - c. the socio-economic composition of the school neighborhood. Yes  No
  - d. other (explain) \_\_\_\_\_ Yes  No
9. How many hours a week, including evenings and weekends, do you devote to the vice-principalship: \_\_\_\_\_ hours.

VICE-PRINCIPALS' QUESTIONNAIRE

APPENDIX F



**PART II. ACTIVITIES TIME ALLOCATION AND LEVEL OF RESPONSIBILITY**

Directions: Please give the "rank order" of time you NOW spend on activities during a typical week in the Actual column and the "rank order" of time you perceive SHOULD be spent in the Ideal column (example: if activity #3 takes most of your time, give it a rank of 1 and so on). Also check (✓) the level of responsibility you NOW have for each activity in the boxes at the right.

- Definitions: Actual: the time you now give to activities.  
Ideal: the time you should give in order to provide the most efficient total school program.  
Total: complete responsibility for carrying out a given activity.  
Shared: joint responsibility with principal for carrying out a given activity.  
None: no responsibility for the given activity.

ACTIVITIES OF VICE-PRINCIPALS	ACTIVITY TIME ALLOCATION		LEVEL OF RESPONSIBILITY		
	Actual	Ideal	Total	Shared	None
<u>Administration</u> rank 1 to most time thru 7 to least time					
1. Organization and management of the school (scheduling, library and textbooks, office, supplies, etc.).	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Administering buildings and grounds (inspections and safety, arranging repairs, maintenance, etc.).	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clerical duties (correspondence, reports, financial accounting, inventories, records, filing, etc.).	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Meetings (planning and conducting faculty meetings, attending district staff meetings, etc.).	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Testing program (planning, organizing, and directing the testing program).	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Coordination of school activities (assemblies, field trips, athletic events, etc.).	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Substitute teaching.	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Community-School Relations</u> rank 1 to most time thru 4 to least time					
1. Working with the PTA or other organized parents groups.	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpreting school policies and the educational program (parent bulletins, visitations, open-house).	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Meeting and working with neighborhood and multi-cultural organizations.	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Participation in community activities (service clubs, civic projects, etc.).	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX F (continued)

ACTIVITIES OF VICE-PRINCIPALS

ACTIVITY TIME ALLOCATION

LEVEL OF RESPONSIBILITY

Actual Ideal Total Shared None

Professional Leadership rank 1 to most time thru 5 to least time

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. In-service training of teachers (referring faculty to college courses, readings, directing workshops, etc.). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Participation in special activities for the school district (curr. and evaluation committees, etc.).         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Participation in in-service activities for administrators (workshops, conferences, study groups, etc.).      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Engage in field studies and research related to the school's educational program.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Participation in professional organizations.   |                          |                          | (Does not apply)         |                          |                          |

Pupil Personnel rank 1 to most time thru 7 to least time

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Supervision of pupils (playground, cafeteria, and hall areas, assemblies, special events, etc.).     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Discipline (dealing with pupils, parents, and outside agencies, etc.).                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Working with and directing special groups of pupils (student council, committees, clubs, etc.).      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Working with sick and injured pupils (first aid, transportation, reports, contacting parents, etc.). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Planning for and working with atypical pupils (high ability, special learning problem pupils).       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Counseling (working with pupils, groups of pupils, and parents).                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Administering pupil attendance procedures (dealing with pupils, parents, outside agencies, etc.).    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX F (continued)

**ACTIVITIES OF VICE-PRINCIPALS**

**ACTIVITY TIME ALLOCATION**  
Actual Ideal

**LEVEL OF RESPONSIBILITY**  
Total Shared None

Supervision rank 1 to most time thru 5 to least time

1. Working with and supervising teacher personnel (classroom visitations, conferences, etc.).
2. Evaluation and rating of personnel (teachers and other personnel assigned to the school).
3. Working with and supervising other members of the school staff (secretaries, custodians, aides, etc.).
4. Securing and working with support personnel who provide special services (nurse, psychologist, etc.).
5. Curriculum development (planning, evaluation, needs assessment).

		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PART III. TIME ALLOCATED TO MAJOR DUTIES**

Directions: Please give the percent of time you now spend on each of the major duties during a typical week in the Actual column. In the Ideal column give the percent of time you should spend on each of the major duties in order to develop the most efficient total school program.

<u>MAJOR DUTIES</u>	<u>ACTUAL</u>	<u>IDEAL</u>
1. Administration	_____ %	_____ %
2. Community-School Relations	_____ %	_____ %
3. Professional Leadership	_____ %	_____ %
4. Pupil Personnel	_____ %	_____ %
5. Supervision	_____ %	_____ %
Grand Total (equal to 100% in each column)	_____ %	_____ %

**THANK YOU FOR YOUR ASSISTANCE - PLEASE CHECK TO SEE THAT ALL QUESTIONS HAVE BEEN ANSWERED**

(Please return as soon as possible)