ANALYSIS OF DUTIES AND REQUIREMENTS
PERTAINING TO THE JOB OF
ASSISTANT PRINCIPAL

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ANALYSIS OF DUTIES AND REQUIREMENTS
PERTAINING TO THE JOB OF
ASSISTANT PRINCIPAL

THESIS

Presented to the Graduate Council of the North Texas State Teachers College in Partial Fulfillment of the Requirements

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By

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study is to examine the need of an administrative assistant in schools where the scholastic load is increasing and to determine the duties and requirements of such a position. The data are presented to consolidate current opinion as to rank of the duties of the office.

Purpose of the Study

The purpose of the study is to ascertain the change, if any, in the past practices in regard to the duties of the assistant principal and to compare them with the current trends of the position. A supplementary reason is to explore this field as an opening for those who wish to enter the administrative branch of education.

Delimitations of the Study

No limits were set for this investigation in the field of published material concerning the status, scope of duties or past practices in the job of assistant principal. The field, as a whole, was studied.
Source of Data

The data are taken from two sources, library and statistical. Items for the questionnaire were formulated after extensive reading in education texts. The research also included education journals and the files of the National Education Association. Statistical data were taken from the questionnaires sent out concerning the duties and requirements of an assistant principal of schools.

Method of Procedure

A questionnaire was prepared so as to obtain information on preferences in personality traits, or professional training and/or sphere of duties concerning the assistant principal. It was sent to heads of departments of education in four recognized colleges, and to superintendents, principals and assistant principals in thirty-two Texas schools. The questionnaire was supplemented by information from similar inquiries conducted in New York, Wisconsin, and in Ohio in 1947.

The questionnaire was divided into eight fields of administrative activity: staff relationship, office and physical equipment, school finance, activity program, student control, student accounting, and guidance activity. Each source was asked to score 155 items as each applied to the job of assistant principal.

1A copy of the Questionnaire is found in the Appendix.
The questionnaires were sent to one hundred administrators in schools comparable in size to those of the Dallas school system. The heads of departments of education in four recognized colleges also were sent the questionnaire. Sixty-four usable answers were received. Thirty-two of these were from Texas sources.

Organization

The data from the questionnaires were assembled and tabulated. Presentation was then attempted in a series of chapters.

Chapter I states the problem of the study, gives the purpose, outlines delimitations, cites the source of data, gives the method of procedure and organization, and relates the history of the position of assistant principal.

Chapter II takes up provisions for the job, job tenure, qualifications and salary for the assistant principal. It contains tables, an analysis of the data, and a summary.

Student accounting and student control as these apply to the job are given attention in Chapter III. Statistical data taken from the questionnaires on these phases are presented and analyzed.

Chapter IV concerns itself with the assistant principal's duties and responsibilities in activity, school finance, and the guidance program of the school.

Staff relationships and the physical equipment provided for the office comprise the subject matter of Chapter V.
Analysis of statistical data is made for interpretation of the results.

Chapter VI summarizes the research and gives the conclusions derived from the study.

History of the Position

Evidence of when and where the office of assistant principal was established was not found in the studies reviewed. Charles W. Boardman cites a study of the activities of the assistant principal in fifty-two Ohio schools in 1926. He found that the chief responsibilities of the office were concerned with clerical duties and supervision of extra-curricular activities. The study is still considered an outstanding source of evidence concerning the duties of the assistant principal. It is quoted in even the most recent textbooks in secondary schools administration.

In 1930, Reavis and Woellner surveyed 522 schools and found 75.0 per cent of them to have assistant principals. In more than half of the schools having such personnel, the assistant principal was dean of boys or dean of girls. These findings indicated a limited responsibility in the job since the deanship seemingly represented the sum total

---


of the job. The authors describe the prospective assistant principal as either a successful high school teacher, a coach, a head of a department, or a principal in a lower school. Some additional qualifications mentioned were tact and discretion in dealing with teachers and pupils, foresight and vision in administration, and an impartial viewpoint of the school as a whole.

A gloomy view of the job of assistant principal was expressed by Rice, Conrad and Fleming in 1933: "The vice-principal holds an anomalous position among high school administrators. He is accorded little recognition professionally. His duties are ill-defined. He is often just an exalted clerk." 4

Definite evidence that the assistant principal had advanced from the clerk stage into the administrative and supervisory area was offered in 1946 by Agnes E. Holt, 5 principal of the West High School of Minneapolis. She based her premise on the results of a survey conducted in Wisconsin and Minnesota schools. 5

To conclude the historical background of the job of assistant principal, a questionnaire was sent to Texas educators in 1948. 6 It proposed a ranking of the duties and


6Questionnaire included in Appendix.
and responsibilities of the assistant principal. The conclusions gained from this study are given in Chapter VI.
CHAPTER II

SELECTION OF PERSONNEL

Information concerning selection, job tenure and qualifications for the job of assistant principal was taken from surveys conducted in New York, Ohio, Wisconsin and Texas. Bases of the conclusions are from data collected and published since 1938.

Table 1 presents the data based on sixty-four replies regarding who should make the selection of the assistant principal: the principal of the school, the superintendent, or by means of a conference between these officials.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Number Selected</th>
<th>Per Cent Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>57</td>
<td>.92</td>
</tr>
<tr>
<td>Superintendent</td>
<td>4</td>
<td>.07</td>
</tr>
<tr>
<td>Conference of Both</td>
<td>3</td>
<td>.02</td>
</tr>
</tbody>
</table>

According to the data in Table 1, fifty-seven, or .92 per cent, of the educators answering this question were in
favor of the principal selecting the assistant principal. Four, or .07 per cent, were in favor of the superintendent making the selection, while three, or .02 per cent, were in favor of a superintendent-principal conference to determine the assistant principal. The practice of allowing the principal to select his assistant is in accord with the procedure used in the New York schools.

At the present (1940) all the school principals in New York City have a free hand in selecting their administrative aids, who serve as assistant principals on year to year assignments—the principals feel that administrative assistants are and should be the choice of the principals since they serve as confidential aids to principals.1

The consensus of opinion, it was found, favors allowing the principal of a school to select his assistant principal. The close harmony and relationship in which the two will be associated requires that the principal be given wide discretion in the selection.

Professional Training of the Principal

The next phase in the study of personnel deals with the amount of collegiate training and professional experience regarded necessary for an assistant principal by the sixty-four cooperating sources. Table 2 presents the data on this phase as taken from the answers to the questionnaire.

---

1 Newson, J. W. and Others, Administrative Practices in Large High Schools, p. 299.
TABLE 2

COLLEGIATE TRAINING AND PROFESSIONAL EXPERIENCE REQUIRED FOR POSITION OF ASSISTANT PRINCIPAL FROM SIXTY-FOUR SOURCES

<table>
<thead>
<tr>
<th>Collegiate Training and Experience</th>
<th>Number Signifying Requirement</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. A. Degree</td>
<td>64</td>
<td>100.00</td>
</tr>
<tr>
<td>Plus Teaching Experience</td>
<td>58</td>
<td>90.50</td>
</tr>
<tr>
<td>Plus M. A. Degree</td>
<td>40</td>
<td>62.25</td>
</tr>
</tbody>
</table>

All of the cooperating sources, the data indicate, were of the opinion that collegiate training to the extent of a Bachelor degree is one of the basic requirements for the position of assistant principal. Fifty-eight, or 90.5 of the people contacted, also thought that the position should be filled by one who had had teaching experience. Forty of the cooperating sources, or 62.25 per cent, specified that they considered a Master's degree a requirement in addition to the other training.

These data, since they were obtained in the main from superintendents, principals, and assistant principals, indicate that a high standard of collegiate training and successful teaching experience are required in actual practice today. The fact that 90.5 per cent stipulated successful teaching as a basic requirement show that they considered the assistant principal as something more than an
administrative clerk. The high percentage favoring a Master's degree as one requirement of training is also significant. In the opinion of the cooperating sources, it is clear that the assistant principal should be a person possessing a well-defined professional background.

Job Tenure and Salary

Tenure practices differ from state to state for the position of assistant principal. Information of the practices of New York schools in choosing an assistant principal states that the practice there is to appoint the principal on a year-to-year basis, naming a classroom teacher or the head of a classroom department. Tenure, under this practice, would be on a yearly basis and would not have stability.

Criticism voiced of the "year-to-year" tenure plan holds that such a practice places a large burden on the shoulders of the principal. A teacher "selected as assistant principal in the New York schools is raised to the maximum salary immediately". A tendency may develop to "pass the job around" which could destroy desirable outcomes. The practice of naming heads of subject departments also merits criticism. In some instances, there might develop a tendency for a department head to favor his particular department in administration of school affairs. The general opinion as found in

2 Newson, Langriffit and Others, op. cit., p. 255.
a study of literature in the field favors job tenure for the position of assistant principal.

The data from the questionnaire on job tenure are based on thirty-two Texas sources. Table 3 presents the information as taken from the questionnaire.

**TABLE 3**

**CONDITIONS OF TENURE FROM THIRTY-TWO TEXAS SOURCES**

<table>
<thead>
<tr>
<th>Job Tenure Items</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent tenure based on efficiency and good behavior</td>
<td>32</td>
<td>100.0</td>
</tr>
<tr>
<td>Salary equals that of maximum teacher</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Has set schedule with annual increment</td>
<td>26</td>
<td>81.0</td>
</tr>
<tr>
<td>Minimum annual salary $4,500, increment $100.00, maximum $5,500</td>
<td>10</td>
<td>31.0</td>
</tr>
<tr>
<td>Is considered in line for promotion</td>
<td>30</td>
<td>94.0</td>
</tr>
<tr>
<td>Becomes a member of administrator's organization</td>
<td>32</td>
<td>100.0</td>
</tr>
<tr>
<td>Must form own organization</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Remains in teacher's organizations</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Hired for nine months</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>Hired for ten months</td>
<td>20</td>
<td>62.0</td>
</tr>
<tr>
<td>Hired for twelve months subject to call during the summer</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>May be moved within a large system</td>
<td>12</td>
<td>37.2</td>
</tr>
</tbody>
</table>
The data on job tenure and salary schedule show a number of significant items. All of the thirty-two cooperative sources, the facts show, favor permanent tenure for the position of assistant principal based, of course, on efficiency and good behavior. Only four sources, 12.50 per cent, favor a salary for the position of assistant principal equal to that of a maximum teacher salary. The position of assistant principal, according to these data, would not then overshadow that of the classroom teacher in importance. Twenty-six of the cooperating sources, or 81.0 per cent, favored a set schedule of pay with annual increment. A minimum annual salary of $4,500, maximum $5,500, with yearly increment of $100.00 was favored by ten of the parties contacted. In 94.0 per cent of the schools investigated, the statement was made that the assistant principal was considered in line for promotion. All of the schools signified that the position of assistant principal was a part of the administrative organization of the school. He was not required to form his own organization in any of the cooperating schools, nor did he remain in the teachers' organizations in any of them. In eight instances, it was reported that the assistant principal was elected for nine months, and in ten instances he was to be on duty for ten months. Four of the cooperating schools employed the assistant principal on a twelve month basis with him being subject to call during the summer. In
twelve of the cooperating schools, or 37.2 per cent, it was stated that an assistant principal may be moved within a large system.

Summary

From the preceding analysis of the data from the questionnaire regarding the selection, qualifications, and job tenure and salary of the assistant principal, the following conclusions have been formed:

1. The assistant should be selected by the principal because of the confidential aspect of the job and the close personal relationship between the two.

2. Both educational background and teaching experience are essentials with evidence favoring such personnel holding a Masters degree.

3. Legal status should be given the job with permanent appointment based on cooperation, efficiency and good behavior.

4. There should be a salary schedule beginning above that of maximum teachers with an annual increment to reach a maximum within ten years.
CHAPTER III

STUDENT ACCOUNTING AND CONTROL

The work of the assistant principal, in a great many instances, comprises student accounting and control. Duties and responsibilities of the position in these respects was one phase of this study and questions were asked the cooperating superintendents and principals regarding opinions held concerning them.

Table 5 presents the data as taken from the questionnaire concerning opinions of the cooperating superintendents and principals regarding the duties and responsibilities of the assistant principal in student control. Data in this instance were taken from sixty-four sources instead of merely the thirty-two Texas sources in Table 3.

The investigated activities, since they cover a diverse number of areas, may be expected to vary from school to school. Obviously the pattern set should be cut to fit the individual school.1 According to the data in Table 4, fifty-eight of the cooperative sources state that, in their opinion, the assistant principal should be in charge of discipline

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1 Charles W. Boardman, "Duties and Responsibilities of the Assistant Principal," Bulletin of the National Association of Secondary Principals, XXX (March, 1946), 5.
<table>
<thead>
<tr>
<th>Item of Student Control Considered</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is in charge of discipline above the teacher level</td>
<td>56</td>
<td>90.6</td>
</tr>
<tr>
<td>Works with visiting teacher or probation officer</td>
<td>20</td>
<td>31.2</td>
</tr>
<tr>
<td>Is liaison officer between out-of-school agencies and student in discipline problems</td>
<td>7</td>
<td>10.9</td>
</tr>
<tr>
<td>Responsible for student control before school</td>
<td>47</td>
<td>73.4</td>
</tr>
<tr>
<td>Attends to detention hall or extra period work</td>
<td>14</td>
<td>21.9</td>
</tr>
<tr>
<td>Responsible for discipline at extra-school activities</td>
<td>32</td>
<td>50.0</td>
</tr>
<tr>
<td>Reviews activity and penalties of the student court.</td>
<td>11</td>
<td>17.2</td>
</tr>
<tr>
<td>Enforces all regulations about classroom level</td>
<td>51</td>
<td>79.6</td>
</tr>
<tr>
<td>Responsible for classroom behavior</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Responsible for classroom behavior at invitation of the teacher</td>
<td>10</td>
<td>9.4</td>
</tr>
<tr>
<td>Sets penalties for offenders</td>
<td>35</td>
<td>54.7</td>
</tr>
<tr>
<td>Keeps records of offenses and offenders</td>
<td>57</td>
<td>89.1</td>
</tr>
<tr>
<td>May move students in interest of better behavior</td>
<td>52</td>
<td>81.3</td>
</tr>
<tr>
<td>Consults principal on extreme or non-precedent cases</td>
<td>30</td>
<td>93.3</td>
</tr>
</tbody>
</table>
above the teacher level. Twenty of the sources, or 31.2 per cent, report that the assistant principal works with the visiting teacher and the probation officer. Seven of the sources, or 10.9 per cent, state that he serves as liaison officer between out-of-school agencies and student in discipline problems.

Forty-seven, or 73.4 per cent, of the cooperating sources state that the assistant principal is responsible for student control before school. In any school this is a problem, because many pupils for various reasons come early to the schoolground before the classroom teachers come on duty. Someone must be responsible for discipline at this time. The high percentage of affirmative answers to this item indicates that the assistant principal, in most instances, performs this function.

Discipline in the detention hall or extra period at extra-school activities is closely related to the before-school problem inasmuch as there is no one teacher in charge of diverse groups. Fourteen of the cooperating sources, or 21.9 per cent, hold the assistant principal responsible for discipline in the detention hall or during extra period work, whereas thirty-two, or fifty per cent, of the sources think he should be responsible for extra-school activities.

Data in Table 4 also indicate that in the opinion of eleven, or 17.2 per cent, the assistant principal should review the activity and penalties imposed by the student court.
Fifty-one, or 79.6 per cent, of the cooperating sources state that they believe he should enforce all regulations above the classroom level.

In regard to responsibility for classroom behavior, all of the contacted sources stated that the assistant principal was not responsible for it. Ten of the sources reported that he was responsible for classroom behavior at the invitation of the teacher. In thirty-five instances, 54.7 per cent, it was reported that he set the penalty for offenders. He kept the records of offenses and offenders in 69.3 per cent; of the cooperating sources. He was allowed to move students in the interest of better behavior in 81.3 per cent; and in 93.8 per cent he consulted with the principal on extreme or non-precedent cases.

According to these reports, the assistant principal's work pertains to disciplinary matters to a wide degree. He, in the majority of the cooperating source's opinions, has charge of all discipline outside that required in the regular classrooms. He aids the classroom teacher in some instances on invitation, and 81.3 of the replies indicated the assistant might move students within the classrooms in the interest of better behavior. In performing these services, the assistant in many instances would be called upon to make administrative decisions; the inference is unmistakable that the position carries with it administrative duties.
The position of assistant principal in the traditional school was regarded in most instances as that of a clerical worker who kept the books and performed other needed services of this nature. The opinions of the sixty-four cooperating sources in regard to the part that the assistant plays in accounting today should be significant in this respect. Table 5 gives the check list sent out and the number and per cent of the replies.

The check list sent out covers such items as making class schedules, having charge of enrollment, checking daily attendance, absences, and similar activities. Only nineteen, or 29.7 per cent, of the replies stated that the assistant made out the class schedules for the term. Fifty per cent of the replies favored the assistant having charge of the enrollment. None of the replies were of the opinion that he should check daily attendance, and only 3.1 per cent indicated that he should check absences. Twenty opinions or 31.3 per cent, were in favor of him checking unusual cases of absences. In the opinion of all the sources, he has no responsibility for the scholastic census of the district. A high percentage of the replies, 78.1 per cent, favored the practice of the assistant signing student passes, excuses and permits. This high per cent, perhaps, is due to the fact that disciplinary measures are often involved in the practice of granting passes, excuses and permits. Data presented in
TABLE 5
OPINIONS OF EDUCATORS ON STUDENT ACCOUNTING AS RELATED TO THE ASSISTANT PRINCIPAL FROM SIXTY-FOUR REPLIES TO QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Items for Student Accounting</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes class schedule of classes for term</td>
<td>12</td>
<td>29.7</td>
</tr>
<tr>
<td>Is in charge of enrollment</td>
<td>32</td>
<td>50.0</td>
</tr>
<tr>
<td>Checks daily attendance</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Checks absences</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Checks only repeated or unusual cases of absences</td>
<td>20</td>
<td>31.3</td>
</tr>
<tr>
<td>Is responsible for scholastic census of district</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Signs student passes, excuses and permits</td>
<td>50</td>
<td>78.1</td>
</tr>
<tr>
<td>Certifies seniors for graduation</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Arranges graduation exercises</td>
<td>12</td>
<td>18.8</td>
</tr>
<tr>
<td>Equalizes classes</td>
<td>53</td>
<td>84.4</td>
</tr>
<tr>
<td>Sets clock and bell systems</td>
<td>20</td>
<td>31.3</td>
</tr>
<tr>
<td>Enrolls late entries</td>
<td>31</td>
<td>48.4</td>
</tr>
<tr>
<td>Handles problems of repeated failures</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

discussion of Table 4 showed a high incidence of opinion favoring the assistant handling disciplinary problems of a general nature.

No favorable opinions were reported for the assistant
to certify seniors for graduation, and in only 18.8 per cent of the replies was he called upon to arrange graduation exercises. Fifty-four, or 34.4 per cent, of the replies favored the assistant performing the work of equalizing classes. Twenty, or 31.3 per cent, favorable opinions were reported for him to set the clock and bell system, and in 43.4 per cent of the replies he was favored as the person to enroll late entries. None of the replies thought he should handle problems of repeated failures.

Summary

Two phases of the work of an assistant principal, student control and accounting, were investigated in this chapter through the replies from sixty-four sources. The following conclusions have been reached from a study of the data as developed:

1. The majority of the cooperating sources were of the opinion that the assistant principal should have full charge of general disciplinary problems, but should intervene in classroom discipline only upon invitation of the classroom teacher.

2. Few of the replies were in favor of the assistant performing extensive clerical duties. His work, rather, in the opinion of the sources contacted, was more administrative in nature and dealt with student activities more than it did with reports and accounting.
3. The work of the assistant principal, in the opinion of the majority of the replies, was that of a tactful helper of the principal in all phases. In this respect, the position was regarded as one in which the holder was "in line for promotion" to principal.
CHAPTER IV

ADMINISTRATION OF SCHOOL FINANCE, ACTIVITY
PROGRAM AND GUIDANCE

Chapter IV deals with the administration of school finance, supervision of the activity program and responsibilities in pupil guidance as applied to the duties of the assistant principal of a school. In the consideration of administration of school finance and guidance, data are taken only from the thirty-two Texas sources, but the full sixty-four sources are drawn upon for information concerning the activity program of the assistant principal.

Table 6 presents the data from the thirty-two Texas sources in regard to the duties of the assistant in administering intra-school finance. According to the facts developed from the replies of the thirty-two Texas sources, the assistant has some duties in the field of intra-school finance. Fourteen, or 43.8 per cent, of the replies reported that in their opinion the assistant should have charge of local funds. Seven replies, or 21.9 per cent, stated that he should keep individual school accounts. Twelve, or 37.5 per cent, were in favor of him being responsible for sales of publications, but a number of these made notations that
TABLE 6
DUTIES OF ASSISTANT PRINCIPAL REGARDING ADMINISTERING INTRA-SCHOOL FINANCE FROM THIRTY-TWO REPLIES

<table>
<thead>
<tr>
<th>Items in Field of Finance</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes charge of local funds</td>
<td>14</td>
<td>43.6</td>
</tr>
<tr>
<td>Keeps individual school accounts</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>Responsible for sales of publications (a) year book, (b) school paper, (c) others</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Business manager: (a) senior play and (b) other paid programs</td>
<td>17</td>
<td>33.1</td>
</tr>
<tr>
<td>Takes care of student fees</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Collects tuition from out-of-district students</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Pays local bills</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td>Supervises club finances</td>
<td>26</td>
<td>81.3</td>
</tr>
<tr>
<td>Takes care of thrift accounts</td>
<td>11</td>
<td>34.4</td>
</tr>
<tr>
<td>Handles money from sales of bulletins</td>
<td>6</td>
<td>16.8</td>
</tr>
<tr>
<td>Collects book fines</td>
<td>16</td>
<td>50.0</td>
</tr>
<tr>
<td>Is responsible for local budget</td>
<td>12</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Faculty sponsors were already in charge of many of the funds. The responsibility of the assistant, in these instances, would be supervisory.

Seventeen, or 33.1 per cent, of the cooperating sources stated that they were in favor of the assistant serving as
business manager of the senior play and other paid programs. Twelve replies thought he should take care of student fees. Only 13.0 per cent of the replies indicated that he should collect tuition from out-of-district students. Nine, or 28.1 per cent, replies favored the assistant paying local bills. A high percentage, 81.3 per cent, of the cooperating sources reported that he supervised club finances.

Varying percentages ranging from 18.0 to 50.0 per cent were recorded as favoring participation of the assistant principal in taking care of thrift accounts, handling money from the sale of bulletins, and collecting book fines. Only twelve sources, or 37.5 per cent, however, thought that he should be responsible for the local budget.

Most of the sources replying sought to generalize on many of the specific items mentioned. Frequent notations were written in. Sixty-eight per cent of the replies were in favor of the assistant principal administering "only such items as the principal might see fit to assign". However, the investigation indicates that in the opinion of the Texas educators contacted, the assistant has some duties in the administration of intra-school finance.¹

The Activity Program

The part that the assistant principal plays in the

¹John K. Gran, "Duties and Responsibilities of the Assistant Principal", Bulletin of the National Association of Secondary Principals, XXX (March 1946), No. 137, p. 5.
activity program of a school was also investigated. In this
phase of the study, sixty-four sources were utilized.

Table 7 lists the items in the field of activity which
received marks indicating that they were considered as a
part of the assistant's duties.

**TABLE 7**

DUTIES OF ASSISTANT PRINCIPAL IN THE FIELD
OF EXTRA CURRICULAR ACTIVITIES AS
INDICATED IN SIXTY-FOUR
REPLIES

<table>
<thead>
<tr>
<th>Items in Field of Activity</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of service club objectives</td>
<td>51</td>
<td>99.6 ⚫</td>
</tr>
<tr>
<td>Direction of literary club policy</td>
<td>47</td>
<td>73.4 ⬤</td>
</tr>
<tr>
<td>Supervision of social club sphere</td>
<td>35</td>
<td>54.7 ⬤</td>
</tr>
<tr>
<td>Policy direction of extra-class social</td>
<td>32</td>
<td>50.0 ⬤</td>
</tr>
<tr>
<td>Supervision of class elections</td>
<td>52</td>
<td>81.3 ⬤</td>
</tr>
</tbody>
</table>

The facts in Table 7 show that the greatest sphere of
activity duties of the assistant principal, is in the super-
vision of class election. For this particular activity,
fifty-two, or 81.3 per cent, favorable replies were received.
Fifty-one, or 79.6 per cent, of the replies reported that
one of the activity duties of the assistant was coordination
of service club objectives. Smaller percentages were recorded for participation in direction of literary club policy, supervision of social club sphere, and policy direction of extra-class social.

The activities mentioned, it is apparent, were more general than specific in nature. The assistant principal, according to these data, did not have a great deal of responsibility in this field. The small responsibility accorded the assistant in this sphere may be the result of a recent trend in education to foster an activity curriculum.\footnote{Newson, op. cit., pp. 344-353.} Results of a recent inquiry conducted by the National Education Association furnishes evidence of such a trend. Instead of the schools expanding their activity programs or periods, the benefits of group activity are being incorporated into classrooms.\footnote{"The Activity Program and Teacher Load", Research Bulletin, N. E. A., 1946.} The classroom teacher, not the principal or the assistant principal, therefore becomes the leader in the school activities.

In the replies received, a notation was written in concerning the work of the assistant principal in the Fort Worth schools in activity duties. It was reported that he works generally with club sponsors and activity directors. In case of conflict he is called in, but the main functions are delegated to the teachers. The assistant's main work is to assist in determining policies.
The Guidance Program

Guidance is an important phase of the total educative process. More attention is being devoted to it in the modern school than in the traditional one. Since this is so, the question arises: What part does the assistant principal play in guidance? Some questions concerning this were a part of the questionnaire. The data are presented in Table 8.

TABLE 8
GUIDANCE DUTIES OF THE ASSISTANT PRINCIPAL AS TAKEN FROM THIRTY-TWO SOURCES

<table>
<thead>
<tr>
<th>Items in Guidance Duties</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would be considered dean of boys</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Is chief of guidance section</td>
<td>6</td>
<td>16.6</td>
</tr>
<tr>
<td>Amount of guidance activity depends on plan of individual school</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data in Table 8, since they are taken only from the Texas sources, represent the opinions of superintendents and principals actually teaching in the public schools. The facts indicate that the assistant principal does not have a great deal of responsibility in the guidance program of the schools. None of the replies favored him acting as dean of the boys. A small per cent, 16.6, thought that he
should be chief of the guidance section. All of the replies were of the opinion that the amount of guidance duties of the assistant principal would depend on the plan of the individual school. One comment favored placing the assistant in a position of supervising trained guidance counselors.

The information on guidance duties of the assistant principal indicates that the schools still tend to be progressive in theory and traditional in practice. In Table 4 the consensus of opinion was that the assistant should have charge of the general discipline—outside the classrooms—of the school. Perhaps in no other field is guidance needed more than in control of behavior of boys and girls. Whoever has charge of the discipline also should have some part in the guidance program; otherwise the assistant principal might come to be regarded by the pupils as one who meted out punishment. The facts as herein developed indicate a wide discrepancy between theory and practice.

Summary

The data regarding the duties of the assistant principal in the fields of finance, activity, and guidance may be summed up as follows:

1. The assistant principal will have duties in handling the finances of the school. The scope and responsibility here will be determined by the principal.

2. School service clubs, class elections and extra-
class social functions will be subject to the assistant's attention in the activity program.

3. The assistant principal will not be considered a guidance officer, except at the administrative level or at such occasions as becomes incident to other duties such as student control and student accounting.
CHAPTER V

STAFF RELATIONSHIP OF THE ASSISTANT PRINCIPAL
AND OFFICE AND EQUIPMENT

Staff Relationship

The position of assistant principal on the staff of the school has changed materially within the past few years. In 1926, Van Wman studied the activities of the assistant principal in fifty-two Ohio communities and found the job to be that of a glorified clerk. He engaged in activities now considered appropriate for student office helpers. "His duties (1933) are ill-defined from school to school. Like Topsy, his job 'just grew.'"1 Recent reports from the Ohio schools indicate that the position is still mainly clerical in nature, but important advances have been made in increasing the administrative phases of the assistant's work.

The opinions of Texas educators in regard to the position of assistant principal and the staff are shown in Table 9.

1Reavis and others, op. cit., p. 25.
TABLE 9
RELATION OF ASSISTANT PRINCIPAL TO STAFF AND TO STAFF DUTIES AS GIVEN BY THIRTY-TWO SOURCES

<table>
<thead>
<tr>
<th>Staff Relationships and Duties</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes teacher assignments</td>
<td>3</td>
<td>9.3</td>
</tr>
<tr>
<td>Makes limited assignments with principal's consent</td>
<td>30</td>
<td>23.0</td>
</tr>
<tr>
<td>Leaves all assignments to principal</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Is in charge of custodial force</td>
<td>7</td>
<td>21.7</td>
</tr>
<tr>
<td>Works with custodial force on building management</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Helps make policy above teacher level</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td>Is not a maker of policy</td>
<td>26</td>
<td>81.3</td>
</tr>
<tr>
<td>Serves as titular head of school in absence of principal</td>
<td>32</td>
<td>100.0</td>
</tr>
<tr>
<td>Considered next to principal in rank</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data in Table 9 make it obvious that the position of assistant principal, in the opinion of Texas educators, is second in rank to that of the principal. In all of the schools contacted, he is considered next to the principal in rank and serves as titular head of the school in the absence of the principal. Twenty-six of the replies reported that he was not a maker of school policy, but fifteen sources stated that he helped make policy above the teacher level. He makes assignments mainly with the principal's consent,
but in only one instance was he reported as leaving all assignments to the principal. Neither does he have charge of the custodial force to any appreciable degree; seven replies, or 21.7 per cent, reported such an arrangement. In the opinion of these thirty-two sources, the assistant principal is an administrative agent only one step removed from that of the principal of the school.

Office and Equipment of the Assistant Principal

The status of the assistant principal in the school system may be judged through a study of recommended office locations and the equipment. In the study made by Newson and others two charts were made showing the organization of the school office and the principal's office and equipment. These charts are reproduced here as Figures 1 and 2.

Figure 1, as shown, outlines the organization of the school office. Under the principal are three assistants: an attendance officer, an assistant principal (man) for organization, and an assistant principal (woman) who serves as dean of girls. Under these three positions is that of the principal and office manager.

Subordinate to the principal clerk are five other departments: a junior clerk, senior clerk, pupil assistants in two different categories, and student helpers. The junior clerk works under both the attendance officer and principal clerk and has charge of attendance, the books, and banking.
The senior clerk has charge of records and reports. Pupil assistants dispense information and have charge of the switchboard in one department and do mimeograph work and typing in another. The student helpers do errand service for the principal clerk and file records.

Figure 2 shows the principal's office under such a plan. One large room constitutes the arrangement. The principal's desk and conference table is separated from the rest of the room by a screen. Bookcases and filing cabinets occupy corner spaces. The typist's desk and the inter-office communication system occupy central space at the back of the office. The waiting room is outside.

In the answers to the questionnaire, the Ohio schools were found to follow this arrangement suggested by Reavis and others. The Central High School of Cleveland reported three assistant principals. One of them is the attendance officer. The other two serve as dean of boys and dean of girls. New York also reported the use of three assistant principals in large school systems.

In order to gain some idea of what educators of today consider an ideal arrangement for a principal's office and the place in it for the assistant principal's working space, a number of questions were asked the cooperating sources. Figure 3 represents the consensus of opinion reported.

The office itself, as shown, would consist of six rooms instead of one. The principal's office is at the
Office Equipment of Assistant, Principal's Office

1. Desk
2. Meeting Room
3. Corridor
4. Conference Table
5. Screen
6. Office Cabinets
7. Telephone
8. Inter-office
9. Typist Desk

Communication
extreme rear, and the assistant's office parallels it. Entrance to the offices is through that of the attendance officer. Between the dean's office and that of the assistant is a waiting room. The principal's secretary occupies a central office between that of the principal and the attendance officer.

Under this set up the filing cases for records would be the principal's office, and the assistant's office. The conference table is placed in the office of the assistant principal.

The assistant's office, under this plan, would be private, but it would be easily available to the attendance officer, faculty members and students. Communication facilities are present as well as filing cabinets for records. The implication is clear that whatever the duties the assistant may assume, he will keep records of his activity.

In their answers to the questionnaire, the Texas schools supported the type of office and office equipment outlined in Figure 3. Dallas has only one high school, Crozier Technical High School, which employs an assistant principal, but five schools in the system are contemplating adding this personnel. In each instance, the administration signified a private office would be provided "if possible" in the buildings now housing the high schools.

Generalizations

The generalizations and marginal notes placed on the
questionnaire became more and more a part of the significant evidence of the survey as it proceeded. For this reason, these generalizations have been tabulated concerning the duties of the assistant principal and are shown in Table 10.

**TABLE 10**

**MARGINAL NOTES AND GENERALIZATIONS LISTED FROM THIRTY-TWO REPLIES**

<table>
<thead>
<tr>
<th>Notes and Generalizations</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job will differ in duties from school to school</td>
<td>32</td>
<td>100.0</td>
</tr>
<tr>
<td>Assignment of duties rests entirely with principal</td>
<td>27</td>
<td>83.7</td>
</tr>
<tr>
<td>Delegates many duties to faculty</td>
<td>29</td>
<td>89.9</td>
</tr>
<tr>
<td>Greater part of duties will be school finance</td>
<td>10</td>
<td>31.0</td>
</tr>
<tr>
<td>Student control and accounting is main task</td>
<td>30</td>
<td>93.0</td>
</tr>
<tr>
<td>Is to have private office</td>
<td>25</td>
<td>77.5</td>
</tr>
<tr>
<td>Would supervise some items of finance</td>
<td>24</td>
<td>74.4</td>
</tr>
<tr>
<td>Would be considered dean of boys</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Is chief of guidance section</td>
<td>6</td>
<td>18.6</td>
</tr>
<tr>
<td>Amount of guidance activity depends on plan of individual school</td>
<td>32</td>
<td>100.0</td>
</tr>
<tr>
<td>Assigns teachers with knowledge and consent of principal</td>
<td>30</td>
<td>93.0</td>
</tr>
</tbody>
</table>
The percentage of opinions expressed, as shown in Table 10, are either very high or very low. All agree that the job cannot be standardized and that it will differ in duties from school to school. Likewise agreement is reached concerning the guidance duties of the assistant—they will depend on the individual program of schools. None of the Texas sources think that the assistant should be dean of boys. This practice differs from that of Ohio and New York. The major duties of the assistant, in the opinion of 93.0 per cent of the Texas educators, are student control and accounting. The duties of the assistant principal at Crozier Technical High School in Dallas were listed mainly as student control and accounting. He makes all assignments relative to the enrollment procedure where faculty assistance is required. Of course, this has nothing to do with placement of teachers in teaching fields but relates only to extra-class duties in student control, student accounting, and the extra-class activity program.

The facts presented in Table 10 indicate that in the opinion of Texas educators, the office of assistant principal will be vested in one individual.\(^2\) He will have the confidence of the principal in much of administrative functions.

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\(^2\) The single dissent in this respect is that of the Austin High School, Austin, Texas. In this school two assistants are reported. However, from the reply, it appears that one outranks the others.
of the school. There is available a sphere of responsibility large enough to include all the functions of the school, but the work of the classroom teacher must not be invaded. Many powers will be delegated to the faculty who will use them under supervision.

Summary

A summary of the evidence found in consideration of the staff relationship, office, and office equipment yields the following conclusions:

1. The assistant principal is second in command in the local school, and may assign other members with knowledge and consent of the principal.

2. He is an expeditor of policy set at a higher level.

3. The assistant principal should have a private office, properly placed in the building scheme and equipped for efficiency, the equipment depending somewhat on his assigned duties.
CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

The data presented in this study indicate that much progress has been made in the position of assistant principal since the findings of Van Hanner were published in 1926. At that time the assistant principal acted chiefly as a clerical officer or as a counselor of boys' and girls' clubs. Answers from many forward-looking educators obtained from this study clearly indicate that the assistant, in the current sense of the job, is an administrator. He is assuming more varied activities in both administrative and supervisory fields. This situation was found to be more prevalent in Texas schools where the practice of appointing an assistant is more recent than in Ohio and New York.

The tasks to be performed by the assistant are not important from the standpoint of administrative policy set by his office, but they are important in the number of activities that he performs cooperatively in the administrative section. This authority, even though it is shared by another, indicates that a greater reliance is placed on the assistant principal which in turn demands greater preparation for the position.
As he proves his worth, his duties will increase in this area. This increased responsibility means that the position will necessitate a definite professional preparation for the duties and responsibilities. If the assistant principal does not meet these increased professional requirements the future of the position will be greatly curtailed and the growing importance and service of this position will be lost.

Conclusions

A summary of conclusions derived from this study may be stated as follows:

1. Conclusive evidence at hand now clearly indicates a tremendous advance in the stature of the job as assistant principal.

2. The job is not standardized, but will vary from school to school. Opportunities for service, therefore, are not jeopardized by hard-and-fast regulations.

3. The principal selects his chief helper to protect the confidential nature of the position and to contribute to, the teamwork so essential in the management of the enlarged school.

4. Seemingly, the assistant will be a student officer instead of a faculty officer, since most of the evidence points to the administration of student control and accounting as the chief items for his consideration.
5. Although the list seems long and ponderous, many of the duties and responsibilities may be carried out cooperatively or may be delegated as the principal chooses.

6. A masters degree, coupled with successful teaching experience is the most desirable training background for the assistant principal.

7. A private office with adequate physical equipment is essential to the fulfillment of the job.

8. Each school contacted, now employing an assistant principal, attributed the addition of this personnel to the growing school—the fulfillment of a need currently felt. In order to enrich the experience of the child in school and to increase the contacts between the student and the administration, the office of assistant principal has been found to be a necessity in a large system. The position is one of the contributions of the modern educative process to better schools and closer relationships between administration and student body.
APPENDIX

Information Check Sheet to Determine

CRITERIA FOR POSITION OF ASSISTANT PRINCIPAL

School: ____________________________________________________________

Date of Check: ___________ Enrollment: ____________________________

Person Checking: _________________________________________________

Title: ____________________________________________________________

INSTRUCTIONS

This inquiry is prepared under eight subheads with items under each heading numbered. Please read and check as follows:

1. Place a check mark (✓) by the number of each item which applies to the requirement of the job.

2. Place an (X) by those which do not apply.

3. Place a zero (0) by those items which partially apply.

Under each numbered section appears a set of generalizations which are to be scored as indicated above. Under "observations" the checker is free to add information or introduce any material considered meaningful to this inquiry.

If room is lacking, the back of the page may be used.
Control Sheet

Does your system now employ assistant principals? _____

If the above answer is "yes" consult the following categories which apply and check according to the actual duties performed. If the answer is "no", please answer the following in the light of what qualities you would like and what duties you would assign such personnel.

1. Does his job, salary and tenure match? _____
   (Please turn to page 2 for further delineation of duties in this field)

2. Does he make teacher assignments? _____
   (Please turn to page 3 for further delineation of duties in this field)

3. Does he have a private office? _____
   (Please turn to page 3 for further delineation of duties in this field)

4. Does he have charge of school finance? _____
   (Please turn to page 4 for further delineation of duties in this field)

5. Does he have charge of the activity program? _____
   (Please turn to page 4 for further delineation of duties in this field)

6. Is he in charge of student control? _____
   (Please turn to page 5 for further delineation of duties in this field)

7. Does he have charge of student accounting? _____
   (Please turn to page 5 for further delineation of duties in this field)

8. Does he have charge of the guidance activity? _____
   (Please turn to page 6 for further delineation of duties in this field)
I. JOB, SALARY AND TENURE

1. Must hold bachelors degree
2. Must hold masters degree
3. Successful teaching career will qualify
4. Coaching or other administrative work will suffice
5. Must hold Administrator's Certificate
6. Selected by principal of the school
7. Selected by superintendent of school
8. Chosen after conference of principal and superintendent
9. Elected on term basis
10. Permanent tenure based on efficiency and good behavior
11. Has set schedule with annual increment
12. Salary equals that of maximum teacher
13. Minimum annual salary $________, increment $________
   Maximum $________, (Please fill blanks)
14. Is considered in line for promotion
15. Becomes member of administrator's organization
16. Must form own organization
17. Remains in teacher's organizations
18. Hired for nine months
19. Hired for ten months
20. Hired for twelve months subject to call during summer
21. May be moved within a large system

GENERALIZATIONS:

a. Holds same relation to upper administration as principal
b. All problems relating to job must be channeled through principal
c. Tenure of job is on the same basis as that of teacher

OBSERVATIONS:
II. STAFF RELATIONSHIP

1. Makes teacher assignments
2. Makes limited assignments on certain duties
3. Leaves all assignments to principal
4. Is in charge of custodial force
5. Has no duty in this field
6. Works with custodial force on building management
7. Helps make policy above teacher level
8. Is not a maker of policy
9. Serves as titular head of school in absence of principal
10. Considered next to principal in rank
11. Has same rank as other members of principal's cabinet

GENERALIZATIONS:

a. Carries out all relations with other staff members with knowledge and consent of principal
b. Has discretion in no-precedent student reactions
c. Leaves all staff questions to principal

OBSERVATIONS:

III. OFFICE AND PHYSICAL EQUIPMENT

1. Has private office
2. Offices with another member of the staff
3. Occupies ante room to principal's office
4. Has files and records of own
5. Uses those of other officers
6. Has clerical assistance
7. Does all of his own clerical work
8. Refers clerical work to another office

GENERALIZATIONS:

a. Work does not require privacy of an office
b. Building not designed to permit office
c. Should be able to fit into any situation

OBSERVATIONS:
IV. SCHOOL FINANCE

1. Takes charge of local funds
2. Keeps individual school accounts
3. Responsible for sales of publications (a) yearbook, (b) school paper, (c) others.
4. Business manager: (a) senior play and (b) other paid programs.
5. Takes care of student fees
6. Collects tuition from out-of-district students
7. Pays local bills
8. Supervises club finances
9. Takes care of thrift accounts
10. Handles money from sales of bulletins
11. Collects book fines
12. Is responsible for local budget

GENERALIZATIONS:

a. Supervises financial program generally
b. Is responsible for financial program but may delegate some items
c. Assumes certain financial duties assigned by principal

OBSERVATIONS:

V. THE ACTIVITY PROGRAM

1. Coordinates service club objectives
2. Directs literary club policy
3. Sets sphere of social clubs
4. Sets sphere of Greek letter organizations
5. Is ex-office director of student council
6. Has part in administering the student judiciary
7. Is senior class sponsor
8. Sets social calendar
9. Supervises student dances
10. Supervises all student elections
11. Attends to class elections
12. Sponsors yell leaders
13. Supervises pep squad
14. Arranges transportation for out-of-school trips
15. Meets in advisory capacity with P.T.A. and Dads Club
16. Is in charge of assembly programs
GENERALIZATIONS:

a. Works generally with club sponsors
b. To be called in in case of conflict
c. Delegates most direction of activities, taking part in setting policy.

OBSERVATIONS:

VI. STUDENT CONTROL

1. Is in charge of discipline above the teacher level
2. Works with visiting teacher or probation officer
3. Is liaison officer between out-of-school agencies and student in discipline problems
4. Responsible for student control before school
5. Attends to detention hall or extra period work
6. Responsible for discipline at extra-school activities
7. Reviews activity and penalties of the student court
8. Enforces all regulations above classroom level
9. Responsible for classroom behavior
10. Responsible for classroom behavior at invitation of the teacher
11. Sets penalties for offenders
12. Keeps records of offenses and offenders
13. May move students in interest of better behavior
14. Consults principal on extreme or no-precedent cases

GENERALIZATIONS:

a. Delegates routine discipline matters, considering only extreme cases
b. Serves as screening point in disciplinary cases
c. Refers all decisions to principal for review

OBSERVATIONS:
VII. STUDENT ACCOUNTING

1. Makes class schedule of classes for term
2. Is in charge of enrollment
3. Checks daily attendance
4. Checks absences
5. Checks only repeated or unusual cases of absences
6. Is responsible for scholastic census of district
7. Signs student passes, excuses and permits
8. Certifies seniors for graduation
9. Serves as senior class sponsor
10. Arranges graduation exercises
11. Equalizes classes
12. Sets clock and bell systems
13. Enrolls late entries
14. Handles problems of repeated failures
15. Certifies student honors
16. Checks on student awards
17. Verifies student eligibility for participation

GENERALIZATIONS:

a. Works out class schedule and enrollment scheme with help of principal or principal's cabinet.
b. Delegates attendance to officer or clerk hired for that purpose
c. Works with several faculty members on accounting in a supervisory capacity.

OBSERVATIONS:

VIII. GUIDANCE ACTIVITY

1. Is considered chief of guidance section
2. Concerned only with (a) boys, (b) girls, (c) both
3. Works with other guidance officers
4. Divides guidance into departments and works with heads
5. Considers guidance only when pertinent to other duties
6. Leaves guidance to homeroom counseling
7. Directs guidance through the homeroom program
8. Is considered dean of boys
9. Is considered senior counselor
10. Keeps guidance records
11. Dispenses guidance information to proper sources
12. Serves as vocational counselor
13. Serves as educational counselor
14. Secures jobs for students
15. Keeps vocational records for prospective employers
16. Confers with parents on guidance problems
17. Administers ability tests
18. Arranges civil service tests
19. Administers scholarship tests
20. Deals with student social problems

GENERALIZATIONS:

a. Most of this officer's duties are in the field of guidance
b. Guidance will take only a proportionate share of time
c. Duties in this field shall be clerical, keeping records

OBSERVATIONS:
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