THE STATUS OF THE PART-TIME ELEMENTARY SCHOOL PRINCIPAL IN TEXAS

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THE STATUS OF THE PART-TIME ELEMENTARY
SCHOOL PRINCIPAL IN TEXAS

THESIS

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By

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CHAPTER I

INTRODUCTION

Statement of the Problem

Since educational authorities place increasing emphasis upon the importance of problems peculiar to the administration of the elementary schools, it is proposed in this study to examine and analyze the duties and responsibilities of the part-time elementary principal in the schools of Texas. The data are presented in order to consolidate current opinion as to rank of the duties of the office.

Purpose of the Study

Specifically, it is proposed in this study (1) to make a brief survey of educational thought describing the functioning of elementary part-time principals in some selected administrative activities; (2) to analyze some pertinent features of the administrative organization and the part-time principal’s schedule of work in the elementary schools selected for this study; (3) to indicate some of the supervised activities of selected elementary part-time principals of Texas; and (4) to formulate a guide for those hiring such an administrator, and for those who are interested in seeking this position.
Delimitations of the Study

It would be impossible in this type of study to obtain data on every elementary part-time principal in Texas. No effort was made to do this. To make the survey uniform, questionnaires were sent to schools in as many counties as possible, having a scholastic enrollment large enough to require the assistance of a part-time principal. No attempt was made to evaluate the administrative practices reported or to determine the degree of perfection with which each activity is performed. It was not intended that any implication should be drawn that elementary part-time principals have done or should be able to do all the administrative duties listed on the questionnaire.

Sources of Data

Most of the information for this study was obtained through a questionnaire which was designed to secure information regarding specific part-time administrative organization, schedule of work, philosophy and practices of the elementary part-time school principal, and so on.

Other than the information obtained from the responses to the questionnaire, data connected with administrative activities were obtained from the study of theoretical material in texts and other publications as advanced by recognized authorities in the field of elementary
school administration. This information is very limited, however, since so little has been written about this office; but the available material was supplemented by actual experience in this position and by means of professional conferences. There has been no recent concern about this office, but there has been recent school legislation on it under the Gilmer-Aikin bills.

Method of Procedure

A questionnaire was prepared which was divided into eight fields of administrative activity. These were inclusive: staff relationships, office and physical equipment, school finance, activity program, student control, student accounting, and guidance activities. This questionnaire was then sent to two hundred part-time elementary principals. Of this total, 130 were returned, 125 of which were usable, the percentage totaling 62.5 per cent.

These answers were assembled, tabulated, and the percentages figured. The different units were then divided into chapters, and the material organized and written.

Organization

The material from the questionnaires was divided into the following chapters:
Chapter I states the problem of the study, gives the purpose, outlines delimitations, cites the sources of data, gives the method of procedure and organization, and relates the history of the position of elementary part-time principal.

Chapter II deals with the status and functions of the part-time principal as compiled by related studies. It takes up the need for such an officer, his selection, distribution of his time, and his establishment in the school system.

Chapter III discusses selection of personnel for the position, and staff relationships. It contains tables, an analysis of the data, and a summary.

Chapter IV concerns itself with the part-time principal's duties and responsibilities in regard to the administration of school finance, the activity program, and guidance.

Chapter V looks into the matter of student accounting and control, and office and physical equipment.

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

History of the Position

As the number of children in a town increased, schoolmasters found themselves facing classes too large for them to handle. The first type of aid devised was the employment of assistants. The Boston records show that the selectmen
entered into an agreement with an individual, in 1669, to be Ezekiel Cheever's assistant, and four years later the town instructed the selectmen "to procure some meet person to be an assistant to Mr. Ezekiell Cheever."¹

The early principals had a full teaching schedule, and therefore could do little or nothing to help their assistants. Even if he had had time, the principal would have been able to have given little or no assistance, as his knowledge was very limited. Experience laid the foundation for methods in those days as there was very little professional literature or standards.

The history of this position from colonial times to the present date is very limited. In Akron, Ohio, however, in the year of 1935, we find a program for the training of elementary school principals.

This plan of training for a principalship has been in effect in Akron for three years. It offers the cadet an apprenticeship which affords him a most effective opportunity for growth. Preliminary or apprenticeship training for the principal has been adopted for these reasons: (1) It is unfair to a staff of teachers to impose on them untrained or untried leadership, (2) the smooth operation of the school is always hampered by the inexperienced principal, and (3) it is unfair to children.²

In 1941 Jacobson and Reavis stated that it would undoubtedly prove profitable for the prospective principal to spend a period of

¹George C. Kyte, How to Supervise, pp. 18-19.
internship as an assistant to an outstanding school principal for a semester or a year.  

3

To conclude the historical background of the job of part-time principal, Chapter II will summarize available studies related to the position of part-time principal.

CHAPTER II

THE STATUS AND FUNCTIONS OF THE PART-TIME ELEMENTARY PRINCIPAL AS COMPILED FROM RELATED STUDIES

It is proposed in this chapter to survey briefly the status, functions, and selection of the part-time principal in the elementary school as advanced by leading educational authorities.

"A principal alone without assistance can no more supervise the instruction in a large school of 50 or more teachers with a view to improving of instruction in each of his schools."¹

During the past few years, the sudden growth in elementary schools has given rise to a new type of school officer. He has been given a number of titles, each particular one being in keeping with his special duties or responsibilities in his particular school. "He is called, for example, a teaching principal, building principal, vice-principal, assistant principal, first assistant, or teacher in charge."² According to the Gilmer-Aikin bills, he is termed a part-time principal. That is the name adopted for use in this thesis.


²George C. Kyte, The Principal at Work, p. 367.
Selection of Part-time Principals

According to the replies of supervising principals, assistant principals are usually selected by the superintendent acting alone. The order of authority in selection was as follows: (1) superintendent only, (2) principal, (3) school board, and (4) superintendent and principal co-operatively.

This was the order of authority in cities of all sizes. In cities which had over 100,000 in population, school committees and assistant superintendents participated in the selection.

"The returns did not indicate concrete or well standardized requirements on the matter of selection." In selecting the part-time principal, his past training should be analyzed as to what teaching experiences have helped equip him for a job of leadership within the school. Outside experiences other than teaching which provide helpful training include offices held in community clubs and serving as a demonstration teacher, a school counselor, and a leader of children's out-of-school organizations. These past experiences should be evaluated according to their merits of preparing him for administrative duties.

Certain qualities of personality are very necessary in a potential part-time principal. He should have first of all a natural love for

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3"Assistance of the Supervising Principal, " Seventh Yearbook of the Department of Elementary School Principals, National Education Association, p, 255.

4Ibid.
children which is essential for understanding their problems. In regard to his ability to work successfully with other teachers, he must have the poise, co-operation, sense of humor, sympathy, kindliness, optimism, definiteness, and helpfulness which would command their respect. He must be eager for constructive criticism, open-minded, and willing to do his part. He should be respectful of all school officers and teachers. His work should be accurate, prompt, and painstaking, thereby creating confidence in his own leadership through his successful delegated duties. His attitude toward the operation of the school system, the organization of the school personnel, and the nature of other professional functions should be appraised.

Distribution of the Part-time Principal's Time

The authority to assign duties to assistant principals usually rests with the principal of the particular school. The person most likely to possess this right in order of frequency of mention is: (1) principal, (2) superintendent and principal, and (3) superintendent.

In delegating duties and responsibilities to the part-time principal, his preparedness for undertaking certain jobs should be considered. This program may be flexible, so that he may be given more experience in actual administration, as his continuing capabilities increase. The principal should work the duties out with the assistant personally.

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5Ibid.
thereby establishing his confidence in himself. These duties should provide for a variety of experiences, covering as many types of major responsibilities of principalship as is possible.

The principal should clarify the nature of the delegated responsibilities, so that the assistant will understand what he is expected to do and the nature of authority vested in him. Friendly guidance should be given by the principal in carrying out these duties, as his constructive criticism, suggestions, and praise are necessary to his assistant's development.

Other persons who will be affected by the part-time principal's activities should be informed of his responsibilities and the amount of authority given him. Such persons would include teachers, pupils, janitors, secretaries, and any others who are affected. They should be given this information in the presence of the part-time principal, with rare exceptions.

A schedule must be made, giving the part-time principal adequate time for necessary duties. He should be given opportunity to become proficient in supervision, administration, public relations, office management, and the other miscellaneous duties of a principal. Some schedules include the teaching of some classes, but these should be arranged so as not to take too much time away from needed experiences. Opportunities should be promoted for the teachers and the part-time
principal to work together, and the teachers should be encouraged to look upon him as a growing consultant.

In order to bring about this happy state of affairs, when teachers look up to the assistant principal as a specialist in their lines and go to him for advice, delegate to him the authority necessary to bring it about. Give your assistants authority. Do not encourage the teachers to appeal to you for decisions. 6

The part-time principal's first duties will probably be related to his previous and present teaching experiences. Some will be new administrative activities. Public-relations responsibilities will be introduced, and he will begin his first work with the parent-teacher association. He will also obtain experiences in student-personnel administration through his work with the student council and the traffic squads. He is also allowed to direct or supervise some of the secretaries' and custodians' work.

Conferences between the principal and the part-time principal are very necessary. These allow for growth, understanding, and also give the principal a clearer picture of the abilities and potentialities of the trainee. Future plans and results are also discussed in these conferences.

Establishing the Part-time Principal

It is necessary that the part-time principal be established in the school. This may be done in a variety of ways, but personal introduction

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and explanation of duties at teachers' meetings are of utmost importance. His schedule and duties may also be posted on the bulletin board. He is also introduced to the secretary, the custodians, and the children. Concise statements of duties explained at this time avoid misunderstandings and strained relationships.

The part-time principal must also be established in the community. The extent of his introduction will depend upon the newness of the office, and the length of time that this particular person has been a member of the faculty. An introduction at the parent-teacher meetings and the fathers' clubs, with a brief survey of duties, is very important. If the office is new, short written copies may be sent home which include a statement of his duties and responsibilities. The principal will do much to help establish him by letting him serve on community committees investigating cases involving underprivileged children, and encouraging him to make committee reports, and to substitute for the principal at meetings and on programs.
CHAPTER III

SELECTION, TENURE, AND SALARY OF
PART-TIME PRINCIPALS

The issuance of a questionnaire without an analysis and breakdown of its results is valueless. It is proposed in this chapter, therefore, that the 125 replies to the questionnaire, to which reference was made earlier, be analyzed to express the prevailing conditions with respect to the selection, tenure, and salaries of the part-time principal.

Selection

Table 1 presents the data based on 125 replies regarding who should make the selection of the part-time principal: the principal of the school, the superintendent, or the principal and superintendent together, in conference.

According to the data presented in Table 1, seventy-seven, or 61.5 per cent, of the educators answering this question were in favor of the principal’s selecting the part-time principal. Ninety-eight, or 78.4 per cent, were in favor of the superintendent’s making the selection, whereas eighty-four, or 67.2 per cent, were in favor of a superintendent-principal conference to determine the selection of the
### TABLE 1

**AGENCY SELECTING PART-TIME PRINCIPAL, BASED ON 125 REPLIES**

<table>
<thead>
<tr>
<th>Agency</th>
<th>Number Selected</th>
<th>Per Cent Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>77</td>
<td>61.5</td>
</tr>
<tr>
<td>Superintendent</td>
<td>98</td>
<td>78.4</td>
</tr>
<tr>
<td>Conference of both</td>
<td>84</td>
<td>67.2</td>
</tr>
</tbody>
</table>

The practice of allowing the superintendent to select the part-time principal is in accord with the procedure used in the Ohio schools.

According to the replies of supervising principals, assistant principals are usually selected by the superintendent acting alone. The order of authority in selection was as follows: (1) superintendent only, (2) principal, (3) school board, and (4) superintendent and principal cooperatively.  

The consensus of opinion, therefore, favors allowing the superintendent of a school to select the part-time principal.

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Professional Training of the Part-time Principal

The next phase in the study of personnel deals with the amount of collegiate training and professional experience regarded as necessary for a part-time principal by the co-operating sources. Table 2 presents the data on this phase as taken from the answers to the questionnaire.

TABLE 2

COLLEGIATE TRAINING AND PROFESSIONAL EXPERIENCE REQUIRED FOR THE POSITION OF PART-TIME PRINCIPAL, FROM 125 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>121</td>
<td>96.8</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>87</td>
<td>68.0</td>
</tr>
<tr>
<td>M. A. degree</td>
<td>79</td>
<td>63.2</td>
</tr>
<tr>
<td>Administrative certificate</td>
<td>56</td>
<td>44.8</td>
</tr>
</tbody>
</table>

One hundred and twenty-one, or 96.8 per cent, of the total number of respondents were of the opinion that collegiate training to the extent of a bachelor's degree is one of the basic requirements for the position of part-time principal. Eighty-seven, or 68.0 per cent of
the people contacted, also thought that the position should be filled by one who had had teaching experience. Seventy-nine, or 63.2 per cent, specified that they considered a master's degree as a requirement in addition to other training. It was surprising to learn that only fifty-six, or 44.8 per cent, required that this officer hold an administrative certificate.

These data, since they were obtained from part-time principals, indicate that a high standard of collegiate training and successful teaching experience is required in actual practice today. The fact that 68.0 per cent stipulated successful teaching experience as a basic requirement shows that they considered the part-time 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 opinions of the co-operating sources, it is clear that the part-time principal should be a person possessing a well-defined professional background.

Job, Tenure, and Salary

The data from the questionnaires relating to job, tenure, and salary are based on 125 sources. Table 3 presents the information as taken from the questionnaires which were returned.

The data on job, tenure, and salary schedule brings together a number of significant items. In regard to tenure, Otto says that the
TABLE 3
CONDITIONS OF TENURE, BASED ON 125 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>98</td>
<td>78.4</td>
</tr>
<tr>
<td>Salary equals that of maximum teacher</td>
<td>58</td>
<td>46.4</td>
</tr>
<tr>
<td>Has set schedule with annual increment</td>
<td>109</td>
<td>87.2</td>
</tr>
<tr>
<td>Is considered in line for promotion</td>
<td>96</td>
<td>76.8</td>
</tr>
<tr>
<td>Becomes a member of administrator's organization</td>
<td>114</td>
<td>91.2</td>
</tr>
<tr>
<td>Must form own organization</td>
<td>54</td>
<td>43.2</td>
</tr>
<tr>
<td>Remains in teachers' organizations</td>
<td>97</td>
<td>77.6</td>
</tr>
<tr>
<td>Hired for nine months</td>
<td>70</td>
<td>56.0</td>
</tr>
<tr>
<td>Hired for ten months</td>
<td>48</td>
<td>38.4</td>
</tr>
<tr>
<td>Hired for twelve months, subject to call during the summer</td>
<td>57</td>
<td>45.6</td>
</tr>
<tr>
<td>May be moved within a large system</td>
<td>84</td>
<td>67.2</td>
</tr>
</tbody>
</table>

The teaching profession has long been interested in promoting the adoption of tenure laws or regulations which would define the conditions under which teachers could expect to have continuity of employment.²

Results from the questionnaire on tenure were in accord with the recommendation made by Otto. Ninety-eight, or 78.4 per cent, favored permanent tenure for the position of part-time principal based on efficiency and good behavior. In seventy instances it was reported that the part-time principal was elected for nine months, and in forty-eight instances he was to be on duty for ten months each year. Seven of the co-operating schools employed their part-time principals on a twelve-month basis, with his being subject to call during the summer. The sources agreed that the part-time principal may be moved within a large system, and that he should be elected on a term basis.

The salaries of the elementary school personnel vary a great deal from state to state. Texas has a single-salary schedule which provides equal pay for elementary school and secondary school teachers of equal preparation and experience. Only fifty-eight, or 46.4 per cent, favored a salary for the part-time principal equal to that of a maximum teacher salary. One hundred and nine of the co-operating sources, or 87.2 per cent, favored a set schedule of pay with annual increment. In 76.4 per cent of the schools investigated, the statement was made that the part-time principal was considered in line for promotion.

Administrators and teachers can do a great deal toward improving the profession by identifying themselves with groups and organizations
that are active in the cause of education. Nearly all of the schools signified that the position of the part-time principal was a part of the administrative organization of the school. Put in terms of percentage, 114, or 91.2 per cent, were in favor of this. The part-time principal, according to these data, is an administrative officer. Fifty-four, or 43.2 per cent, felt that he must form his own organization. A large percentage favored his belonging to all three organizations, as such membership provides him with broader experience.

Staff Relationships

The position of the assistant or part-time 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. Definite evidence that the part-time principal had advanced from the clerk stage into the administrative and supervisory area was offered in 1946 by Agnes E. Holt. 3

The same trend is evident in the present survey made in Texas. Table 4 shows that important advances have been made in increasing the administrative phases of the duties of the part-time principal, and that his relationship with the staff has changed.

The opinions of the part-time principals in regard to their working relationships with the staff and to staff duties are shown in Table 4.

<table>
<thead>
<tr>
<th>Staff Relationships and Duties</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes teacher assignments</td>
<td>99</td>
<td>79.2</td>
</tr>
<tr>
<td>Makes limited assignments on certain duties</td>
<td>102</td>
<td>81.6</td>
</tr>
<tr>
<td>Leaves all assignments to principal</td>
<td>21</td>
<td>16.8</td>
</tr>
<tr>
<td>Is in charge of custodial force</td>
<td>31</td>
<td>24.8</td>
</tr>
<tr>
<td>Works with custodial force on building management</td>
<td>44</td>
<td>35.2</td>
</tr>
<tr>
<td>Helps make policy above teacher level</td>
<td>101</td>
<td>80.8</td>
</tr>
<tr>
<td>Is not the maker of policy</td>
<td>44</td>
<td>35.2</td>
</tr>
<tr>
<td>Serves as titular head of school in absence of principal</td>
<td>125</td>
<td>100.0</td>
</tr>
<tr>
<td>Considered next to principal in rank</td>
<td>125</td>
<td>100.0</td>
</tr>
<tr>
<td>Supervises teachers' work</td>
<td>110</td>
<td>88.0</td>
</tr>
</tbody>
</table>

In all of the schools contacted, the part-time principal is considered next to the principal in rank, and serves as titular head of the school in the absence of the principal. In terms of percentage, 125, or 100.0 per cent, were in favor of these items. This is an
extraordinary percentage. Forty-four of the replies reported that the part-time principal is not a maker of school policy, but 101 sources stated that he helps to make the policy above teacher level. He makes assignments mainly with the principal’s consent, but in only twenty-one schools was he reported as leaving all assignments to the principal. He does work with the custodial force on building management.

Summary

From the preceding analysis of the data from the questionnaire regarding the selection, qualifications, job, tenure, salary, and staff relations of the part-time principal, the following conclusions have been formed:

1. The part-time principal is selected by the superintendent of the school.

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

3. The part-time principal is an administrative officer with permanent appointment based on co-operation, efficiency, and good behavior.

4. The part-time principal should be a person possessing a well-defined professional background.
5. The part-time principal is an administrative agent only one step removed from the rank of the principal of the school, and is in line for promotion.

6. An administrative certificate is not a requirement for this job in slightly less than half of the schools surveyed.
CHAPTER IV

ADMINISTRATION OF SCHOOL FINANCE, THE ACTIVITY PROGRAM, AND GUIDANCE

In the preceding chapter reports were given as to how the part-time elementary school principals were selected. In this chapter, using the same source of information and the same techniques of application, it is proposed to deal with the administration of school finance, supervision of the activity program, and responsibilities in pupil guidance as applied to the duties of the part-time principal of an elementary school.

School Finance

Table 5 presents the data from the 125 Texas sources in regard to the administration of school finance. According to the facts developed from the responses, the elementary part-time principal has some duties in the field of intra-school finance. Sixty-one, or 48.8 per cent, of the replies reported that in their opinion the part-time principal should have charge of local funds. Eighty-seven replies, or 68.0 per cent, stated that he should keep individual school accounts. Ninety, or 72.0 per cent, were in favor of his being responsible for sales of
TABLE 5

DUTIES OF PART-TIME PRINCIPAL REGARDING THE ADMINISTRATION OF INTRA-SCHOOL FINANCE, BASED UPON 125 REPLEYES

<table>
<thead>
<tr>
<th>Items in Field of Finance</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes charge of local funds</td>
<td>61</td>
<td>48.8</td>
</tr>
<tr>
<td>Keeps individual school accounts</td>
<td>87</td>
<td>69.0</td>
</tr>
<tr>
<td>Responsible for sales of publications:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) magazine sales, (b) school paper, (c) others</td>
<td>90</td>
<td>72.0</td>
</tr>
<tr>
<td>Business manager: (a) plays and (b) other paid programs</td>
<td>99</td>
<td>79.2</td>
</tr>
<tr>
<td>Takes care of student fees</td>
<td>76</td>
<td>60.8</td>
</tr>
<tr>
<td>Pays local bills</td>
<td>56</td>
<td>44.8</td>
</tr>
<tr>
<td>Supervises club finances</td>
<td>63</td>
<td>50.4</td>
</tr>
<tr>
<td>Takes care of thrift accounts</td>
<td>67</td>
<td>53.6</td>
</tr>
<tr>
<td>Handles money from sales of bulletins</td>
<td>59</td>
<td>47.2</td>
</tr>
<tr>
<td>Collects book fines</td>
<td>65</td>
<td>52.0</td>
</tr>
<tr>
<td>Is responsible for local budget</td>
<td>14</td>
<td>11.2</td>
</tr>
<tr>
<td>In charge of textbook finance and distribution</td>
<td>95</td>
<td>76.0</td>
</tr>
</tbody>
</table>
publications, but a number of these made notations that teachers were already in charge of many of these funds. The responsibility of the part-time principal, in these instances, would be supervisory.

Ninety-nine, or 79.2 per cent, of the co-operating sources stated that they were in favor of this administrator’s serving as business manager of plays and other paid programs. Seventy-six said that he took care of student fees. Only 44.8 per cent of the replies indicated that he should pay local bills. A high percentage, 76.0 per cent, of the co-operating sources reported that he was in charge of textbook finance and distribution.

Varying percentages ranging from 11.2 to 53.6 per cent were recorded as favoring participation of the part-time principal in supervising club finances, taking care of thrift accounts, handling money from the sale of bulletins, and collecting book fines. Only fourteen sources, or 11.2 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 part-time principal’s 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 part-time principal has some duties in the administration of intra-school finance.
The Activity Program

Modern educational philosophy and psychology, with its emphasis upon experiencing and learning through active participation, has encouraged elementary schools to incorporate into the regular program of the school a variety of activities which supplement the more systematic type of classroom instruction.¹

These activities should therefore be called "co-curricular" rather than "extracurricular," as their purpose is to aid the younger child, who is relatively immature, in achieving the purposes of elementary education.

The school club was the first item tabulated under the activity program. According to Lee and Lee, clubs within the school usually develop from the common interests of the children. These interests form a common bond for their activities.² From the 125 replies received, ninety, or 72.0 per cent, were in favor of the part-time principal's co-ordinating service club objectives, whereas eighty-five, or 68.0 per cent, set the sphere for social clubs. A high percentage, 103, or 82.4 per cent, thought that he should meet in advisory capacity with parent-teacher associations and dads' clubs. "Children's social activities encouraged by the school . . . provide the learning situations out of which grow ease and confidence in social relations and interests


²J. Murray Lee and Dorris May Lee, The Child and His Curriculum, p. 263.
in group social activities which are very satisfying in later life."

This fact is evident in the questionnaires received, as ninety-nine, or 79.2 per cent, stated that they had a part in setting the social calendar, the same percentage arranges transportation for out-of-school trips, and sixty-six, or 52.8 per cent, supervises student parties.

The conclusion of the section dealing with the activity program revealed that the part-time principal played a large part in other activities also. Ninety-five, or 76.0 per cent, supervise playground activities. One hundred and ten supervise audio-visual activities, and ninety, or 72.0 per cent, are in charge of assembly programs. According to the data received, along with personal notes written in on the forms, it is concluded that the part-time principal is in charge of the activity program with the consent of the principal. We realize, however, that the various teachers are responsible for the different activities in the school, but that the part-time principal stands as a resource person: ordering films, collecting materials, and acting as an aid for the various activities coming under this category.

The Guidance Program

Guidance should be continuous throughout the child's school life; it should link the various years of school experiences and establish continuity in the records that pass from teacher to teacher. As a result, each child can become known as an individual through all his years in school.\footnote{Gertrude Hildreth, \textit{Child Growth through Education}, p. 340.}

\footnote{Otto, \textit{op. cit.}, p. 130.}
Guidance, therefore, 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 part-time principal play in guidance?" Some questions concerning this were a part of the questionnaire. The data are presented in Table 6.

**TABLE 6**

**GUIDANCE DUTIES PERFORMED BY THE PART-TIME PRINCIPAL, BASED UPON 125 SOURCES**

<table>
<thead>
<tr>
<th>Items in Guidance Duties</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps guidance records</td>
<td>76</td>
<td>60.8</td>
</tr>
<tr>
<td>Dispenses guidance information to proper sources</td>
<td>89</td>
<td>71.2</td>
</tr>
<tr>
<td>Deals with students' social problems</td>
<td>105</td>
<td>84.0</td>
</tr>
<tr>
<td>Confers with parents on guidance problems</td>
<td>106</td>
<td>84.8</td>
</tr>
<tr>
<td>Serves as vocational counselor</td>
<td>71</td>
<td>56.8</td>
</tr>
<tr>
<td>Leaves guidance to home-room counseling</td>
<td>89</td>
<td>71.2</td>
</tr>
</tbody>
</table>

According to Hildreth and many other educators, records must be kept on each child from year to year in order for his guidance to be
continuous. Of the schools contacted, seventy-six, or 60.8 per cent, stated that their part-time principals kept these guidance records. In keeping with this duty, eighty-nine, or 71.2 per cent, dispensed guidance information to proper sources.

Elementary schools are awakening to the need for vocational guidance in the lower grades. According to Jacobson and Reavis:

The necessity to provide vocational guidance and employment services, especially urgent in secondary schools since 1910, has scarcely been felt by principals of elementary schools. However, a new kind of demand for guidance services even in nursery schools, kindergartens, and elementary schools is now being made by psychologists who hold that many of the conflicts and maladjustments of young people in high school, college, and the pursuits of adult life originate from the neglect of the child in the earlier periods.  

The results tabulated in the questionnaire indicate that the part-time principal, in keeping with his other guidance duties, is serving as a vocational counsellor. Seventy-one, or 56.8 per cent, of these assisting officers have this responsibility. Eighty-nine, or 71.2 per cent, left guidance to home-room counseling. The home-room teacher is still the key person in the individual guidance of the child, but the part-time principal is the dispenser of information, and stands ready to assist in problems which grow too large for the teacher.

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Summary

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

1. The part-time principal has duties in handling the finances of the school. The scope and responsibility here are largely determined by the principal.

2. The part-time principal is in charge of the activity program with the consent of the principal, and stands as a resource person to help the teacher.

3. The part-time principal is a dispenser of guidance information, and is ready to assist in problems which grow too large for the teacher.
CHAPTER V

STUDENT CONTROL AND ACCOUNTING, OFFICE
AND PHYSICAL EQUIPMENT

Student Control

The average part-time principal has a great deal to do with student control. This control should not be authoritarian, but it should be recognized that student control "resides in the very nature of the work done as a social enterprise in which all individuals have an opportunity to contribute and to which all feel a responsibility." \(^1\)

If the school is to develop well-adjusted boys and girls, it must have respect for the personality of each individual, provide opportunities for co-operative endeavor, and develop methods of control that are inherent in the learning situation. \(^2\)

The questions asked about this phase were varied and differed with the different schools.

Table 7 presents the data taken from the questionnaires regarding the duties and responsibilities of the part-time principal concerning student control. According to the data in Table 7, 118, or 94.4

\(^1\)John Dewey, *Experience and Education*, p. 61.

TABLE 7

CHECKLIST SHOWING CHOICES OF PART-TIME PRINCIPALS IN REGARD TO ITEMS OF STUDENT CONTROL

<table>
<thead>
<tr>
<th>Items of Student Control Considered</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is in charge of discipline above the teacher level</td>
<td>118</td>
<td>94.4</td>
</tr>
<tr>
<td>Works with visiting teacher or probation officer</td>
<td>107</td>
<td>85.6</td>
</tr>
<tr>
<td>Is liaison officer between out-of-school agencies and the student in discipline problems</td>
<td>106</td>
<td>84.8</td>
</tr>
<tr>
<td>Responsible for student control before school</td>
<td>64</td>
<td>51.2</td>
</tr>
<tr>
<td>Attends to extra-period work</td>
<td>99</td>
<td>79.2</td>
</tr>
<tr>
<td>Responsible for discipline at extra-school activities</td>
<td>44</td>
<td>35.2</td>
</tr>
<tr>
<td>Responsible for discipline in the school bus</td>
<td>46</td>
<td>36.8</td>
</tr>
<tr>
<td>Enforces all regulations above classroom level</td>
<td>103</td>
<td>82.4</td>
</tr>
<tr>
<td>Responsible for classroom behavior at invitation of the teacher</td>
<td>116</td>
<td>92.8</td>
</tr>
<tr>
<td>Responsible for classroom behavior</td>
<td>52</td>
<td>46.6</td>
</tr>
<tr>
<td>Sets penalties for offenders</td>
<td>106</td>
<td>84.8</td>
</tr>
<tr>
<td>Keeps records of offenses and offenders</td>
<td>92</td>
<td>73.6</td>
</tr>
</tbody>
</table>
TABLE 7—Continued

<table>
<thead>
<tr>
<th>Items of Student Control Considered</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>May move students in the interest of better behavior</td>
<td>109</td>
<td>87.2</td>
</tr>
<tr>
<td>Consults principal on extreme or no-precedent cases</td>
<td>97</td>
<td>77.6</td>
</tr>
</tbody>
</table>

per cent were of the opinion that the part-time principal should be in charge of discipline above the teacher level. One hundred and seven of the respondents, or 85.6 per cent, reported that this official works with the visiting teacher and the probation officer. One hundred and six, or 84.8 per cent, stated that he serves as liaison officer between out-of-school agencies and students in discipline problems.

Student control before school begins each morning is a constant problem in the elementary school. Several of the Dallas County schools had notations on their questionnaires to the effect that personal letters had been sent to the parents requesting that their children not be sent to school earlier than a set time. This problem, it was also noted, was listed as falling under the responsibility of the part-time principal. A large percentage of the answering sources checked that this officer attends to extra-period work, the number being ninety-nine, or 79.2
The percentage fell down on responsibility for discipline on the school bus and at extra-school activities. Forty-six, or 36.8 per cent, of the questionnaires stated that their part-time principal was responsible for discipline on the school bus, and forty-four, or 35.2 per cent, of the respondents indicated that the part-time principal was responsible for discipline at extra-school activities.

The next group of items to be discussed in student control reveal the efforts of Texas principals to train their part-time principals for the future job of full-time administrators. A large number were allowed to enforce all regulations above the classroom level. One hundred and three, or 82.4 per cent, were delegated this responsibility, whereas 116, or 92.8 per cent, were responsible for classroom behavior at the invitation of the teacher. In carrying this job further, 106, or 84.8 per cent, of the part-time principals replying were allowed to set the penalty for offenders, and ninety-two, or 73.6 per cent, keep the records of these offenses and offenders. One hundred and nine, or 87.2 per cent, of the same officers were entitled to move students in the interest of better behavior, and ninety-seven, or 77.6 per cent, consult with the principal on extreme or non-precedent cases.
Student Accounting

The problem of school attendance divides itself into two parts, namely, that of enrolling all of the children of school age and that of keeping those enrolled in regular attendance. Keeping those enrolled in regular attendance is the major problem confronting the elementary school.\(^3\)

Of the total eight sections of the questionnaire, the section on student accounting carried the highest over-all percentage of affirmative answers, delegating to the part-time principal a large number of duties in this area of activity. One hundred and thirteen of the part-time principals reporting stated that they were in charge of enrollment. This is 90.4 per cent of the whole. One hundred and twelve, or 89.6 per cent, stated that they made schedules, whereas 102, or 81.6 per cent, check daily attendance. In keeping with the last item, ninety-six, or 76.8 per cent, check repeated or unusual cases of absence as falling also under their jurisdiction. As to other clerical work, one hundred, or 80.0 per cent, sign student passes, excuses, and permits; and 105, or 84.0 per cent, enroll late entries. One hundred and eight, or 86.4 per cent, of the respondents stated that they set the clock and bell system, and 111, or 88.8 per cent, check on student awards. One hundred and nine, or 87.2 per cent, of the co-operating sources checked that they handled problems of repeated failures, and the only low percentage within this group was for the assumption of

\(^3\)Henry J. Otto, Elementary School Organization and Administration, p. 327.
responsibility for the scholastic census of the district, which tabulated only thirty-nine, or 24.8 per cent, of the total number of answering part-time principals as having this duty. For a clearer picture of this section of the questionnaire, Table 8 is presented as follows:

**TABLE 8**

**DUTIES OF THE PART-TIME PRINCIPAL IN REGARD TO STUDENT ACCOUNTING**

<table>
<thead>
<tr>
<th>Items in Student Accounting</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is in charge of enrollment</td>
<td>113</td>
<td>90.4</td>
</tr>
<tr>
<td>Makes schedules</td>
<td>112</td>
<td>89.6</td>
</tr>
<tr>
<td>Checks daily attendance</td>
<td>102</td>
<td>81.6</td>
</tr>
<tr>
<td>Checks absences</td>
<td>97</td>
<td>77.6</td>
</tr>
<tr>
<td>Checks only repeated or unusual cases of absence</td>
<td>96</td>
<td>76.8</td>
</tr>
<tr>
<td>Is responsible for scholastic census of the district</td>
<td>31</td>
<td>24.8</td>
</tr>
<tr>
<td>Signs student passes, permits, and excuses</td>
<td>100</td>
<td>80.0</td>
</tr>
<tr>
<td>Equalizes classes</td>
<td>108</td>
<td>86.4</td>
</tr>
<tr>
<td>Sets clock and bell system</td>
<td>106</td>
<td>84.8</td>
</tr>
<tr>
<td>Enrolls late entries</td>
<td>105</td>
<td>84.0</td>
</tr>
</tbody>
</table>
TABLE 8—Continued

<table>
<thead>
<tr>
<th>Items in Student Accounting</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handles problems of repeated failures</td>
<td>109</td>
<td>87.2</td>
</tr>
<tr>
<td>Checks on student awards</td>
<td>111</td>
<td>88.8</td>
</tr>
</tbody>
</table>

Office and Physical Equipment

In view of the many services expected from the school office, it is quite essential that quarters be provided which are adequate in size and permit proper arrangement of equipment and proper organization for work. It is only within the last twenty years that the architectural plans for elementary schools have provided more consistently for office space, and it is even more recently that the amount of space and the internal arrangement of the office have been planned in terms of sound administrative principles and the functions to be discharged through the office.  

According to the data obtained by means of the questionnaires, there is a growing awareness of the importance of the school office. In the majority of the schools reporting, adequate space is provided for the part-time principal as well as the principal, as his work has a definite part in the school program, and proper space and equipment are necessary in order for him to function properly. One hundred and nine, or 87.2 per cent, of the co-operating sources reporting were able to provide their part-time principals with private offices, whereas

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4 Ibid., p. 4.
only nine, or 7.2 per cent, had to share offices with another member of the staff. Some of the schools reporting stated that, due to crowded conditions, the part-time principal was forced to occupy an ante-room to the principal's office. Forty-four, or 35.2 per cent, were working under this handicap. All sources felt that, whether the office was private or not, both the principal's and the part-time principal's office should be in the same area of the school building.

The majority of part-time principals have files and records of their own. One hundred and six, or 84.8 per cent, of the questionnaires returned stated that this was true in their school, with only twelve answering sources, or 9.6 per cent, of the total number reporting that their part-time principal used files and records of other officers. Seventy-eight, or 62.4 per cent, of the part-time principals contacted have clerical assistance, whereas a larger number, eighty-nine, or 71.2 per cent, replied that this officer did all of his own clerical work. Less than half, or fifty-eight, refer their clerical work to another office. This is a total of 46.4 per cent. Clerical work constitutes an important problem for the elementary school principal. The part-time principal's job so far has been to assist the principal in such a way that certain functions of the elementary school may be performed more effectively. "At present there are no standards regarding the amount of clerical assistance needed in schools
of various sizes to perform the services." Thus the problem of adequate clerical help for the administrative personnel of the elementary school remains unsolved.

Summary

Three phases of the work of the part-time principal—student control, student accounting, and office and physical equipment—were investigated in this chapter through the replies from 125 sources. The following conclusions have been reached from a study of the data as developed:

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

2. Student accounting, which is largely enrolling and checking attendance, is handled mainly in the office of the part-time principal.

3. The part-time principal is allowed adequate space for his office and for filing equipment in order to carry on his work with greater efficiency.

4. The work of the part-time principal, in the opinion of the majority of the replies, was that of a tactful helper of the principal

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5 Ibid., p. 510.
in all phases of the administrative program of the school. In this re-
spect, the position was regarded as one in which the holder was in
line for promotion to the principalship.
CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The conclusions drawn from this study are as follows:

The majority of the part-time elementary school principals of Texas are selected, on the basis of educational background and teaching experience, by the superintendent of the school.

An administrator's certificate is not a requirement for this job in slightly less than half of the schools surveyed.

The majority of the part-time principals are elected on a nine-month basis with a set salary schedule followed by an annual increment.

In order for the part-time principal to obtain experience in varied administrative responsibilities, he has duties in school finance, which include the handling and distribution of textbooks.

The part-time principal's participation in the school activity program involves the supervision of audio-visual aids. The scope and responsibility of his duties in respect to school finance and the school activity program are determined by the principal.
The part-time principal is a dispenser of guidance information, and helps in problems where administrative help is needed.

A large percentage of the part-time principals in Texas have charge of student control, but consult the principal in extreme cases.

Student accounting, which is largely enrolling and checking attendance, is placed mainly in the office of the part-time principal.

Adequate office space and filing equipment are allowed the part-time principal, in order that his work may be carried on with greater efficiency.

The part-time principal is an administrative officer only one step removed from the principal of the school and is in line for promotion.

Recommendations

This study seems to justify the following recommendations:

That, since the part-time principal and the principal must work together in such a close relationship, a superintendent-principal conference should determine his selection.

That, since there is definite evidence that elementary part-time principals should possess certain qualifications, the Texas State Board of Education should set up specific requirements to be met in order for one to qualify for the position of an elementary part-time school
principal, and that an administrative certificate be issued to those who meet these qualifications.

That, in order that he have adequate time to maintain his files and records in good condition at all times, the part-time principal should be elected on a ten-month basis with an annual increment.

That, although the part-time principal has advanced from his original status of office clerk, he should still be relieved of many of his clerical duties in order that he may gain more experience in other administrative activities. This could be done by providing each elementary school of two hundred pupils or less with a part-time secretary and each elementary school of more than two hundred pupils with a full-time secretary. A part-time principal should be provided in each elementary school of five hundred pupils or more.

That men and women who plan to make administrative work their career should have the advantage, first, of training specifically in administrative functions, and consider the part-time principalship as an important administrative position, particularly as a way of getting supervised experience in administration.
APPENDIX

Information Check Sheet to Determine

CRITERIA FOR POSITION OF ELEMENTARY PART-TIME PRINCIPAL

School

Date of check Enrollment

Person checking

Title

How many classes, if any, do you teach?

Number of teachers

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 is a place for remarks. 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 Elementary Part-time or 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 quali-
ties 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 2 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 3 for further delineation of duties
   in this field.)

5. Does he have charge of the activity program? __________
   (Please turn to page 3 for further delineation of duties
   in this field.)

6. Is he in charge of student control? __________
   (Please turn to page 4 for further delineation of duties
   in this field.)
7. Does he have charge of student accounting? _________

(Please turn to page 4 for further delineation of duties in this field.)

8. Does he have charge of the guidance activity? _________

(Please turn to page 5 for further delineation of duties in this field.)

I. JOB, SALARY, AND TENURE

1. Must hold bachelor’s degree.

2. Must hold master’s degree.

3. Successful teaching career will qualify.

4. Coaching or other administrative organizations or 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. Is considered in line for promotion.

14. Becomes member of administrator’s organization.
15. Must form own organization.


17. Hired for nine months.

18. Hired for ten months.

19. Hired for twelve months subject to call during summer.

20. May be moved within a large system.

REMARKS:

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 the maker of policy.

9. Serves as titular head of school in absence of principal.

10. Has same rank as other members of principal's cabinet.
11. Considered next to principal in rank.

12. Supervises teachers' work.

REMARKS:

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.

REMARKS:

IV. SCHOOL FINANCE

1. Takes charge of local funds.

2. Keeps individual school accounts.
3. Responsible for sales of publications: (a) magazine sales, (b) school paper, (c) others.

4. Business manager: (a) plays and (b) other paid programs.

5. Takes care of student fees.

6. Pays local bills.

7. Supervises club finances.

8. Takes care of thrift accounts.

9. Handles money from sales of bulletins.


11. Is responsible for local budget.

12. In charge of textbook finance and distribution.

REMARKS:

V. THE ACTIVITY PROGRAM

1. Co-ordinates service club objectives.

2. Sets sphere of social clubs.

3. Has part in administering the student judiciary.

4. Sets social calendar.

5. Supervises playground activities.

6. Arranges transportation for out-of-school trips.

8. Supervises student parties.
9. Supervises audio-visual activities.
10. Is in charge of assembly programs.

REMARKS:

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 extra-period work.
6. Responsible for discipline at extra-school activities.
7. Responsible for discipline on the school bus.
8. Enforces all regulations above classroom level.
9. Responsible for classroom behavior at invitation of the teacher.
10. Responsible for classroom behavior.
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.

REMARKS:

VII. STUDENT ACCOUNTING

1. Is in charge of enrollment.


3. Checks daily attendance.

4. Checks absences.

5. Checks only repeated or unusual cases of absence.

6. Is responsible for scholastic census of district.

7. Signs student passes, excuses, and permits.

8. Equalizes classes.

9. Sets clock and bell system.

10. Enrolls late entries.

11. Handles problems of repeated failures.

12. Checks on student awards.

REMARKS:
VIII. GUIDANCE ACTIVITY

1. Is considered chief of guidance section.

2. Concerned only with (a) boys, (b) girls, (c) both.

3. Works with guidance officers.

4. Divides guidance into departments and works with heads.

5. Considers guidance only when pertinent to other duties.

6. Leaves guidance to home-room counseling.

7. Directs guidance through home-room program.

8. Keeps guidance records.

9. Dispenses worth-while guidance information to proper sources.

10. Serves as vocational counselor.

11. Serves as educational counselor.


13. Deals with student social problems.

REMARKS:
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Yearbooks


Articles