

DOCUMENT RESUME

ED 046 099

EA 003 223

TITLE The Assistant Principalship in Public Elementary Schools -- 1969. A Research Study.

INSTITUTION National Association of Elementary School Principals, Washington, D.C.; National Education Association, Washington, D.C.

PUB DATE 70

NOTE 98p.

AVAILABLE FROM National Association of Elementary School Principals, NEA, 1201 Sixteenth Street, N.W. Washington, D.C. 20036. (NEA Stock No. 181-05594, \$4.00, quantity discounts.)

EDRS PRICE MF-\$0.65 HC Not Available from EDRS.

DESCRIPTORS Administrator Attitudes, *Administrator Background, *Administrator Characteristics, Administrator Qualifications, *Administrator Responsibility, Administrator Role, *Elementary School Supervisors, Principals, *Salaries, Tables (Data), Work Environment

ABSTRACT

The major part of this report consists of a summary of the replies to a questionnaire administered to 1,270 elementary school assistant principals, with relatively few interpretations and conclusions. The final chapter raises questions about the status of assistant principals and suggests some possible future developments. Topics covered include (1) the characteristics, major functions, and financial status of assistant principals; (2) their working conditions; and (3) their experience and preparation. (Author/LLR)

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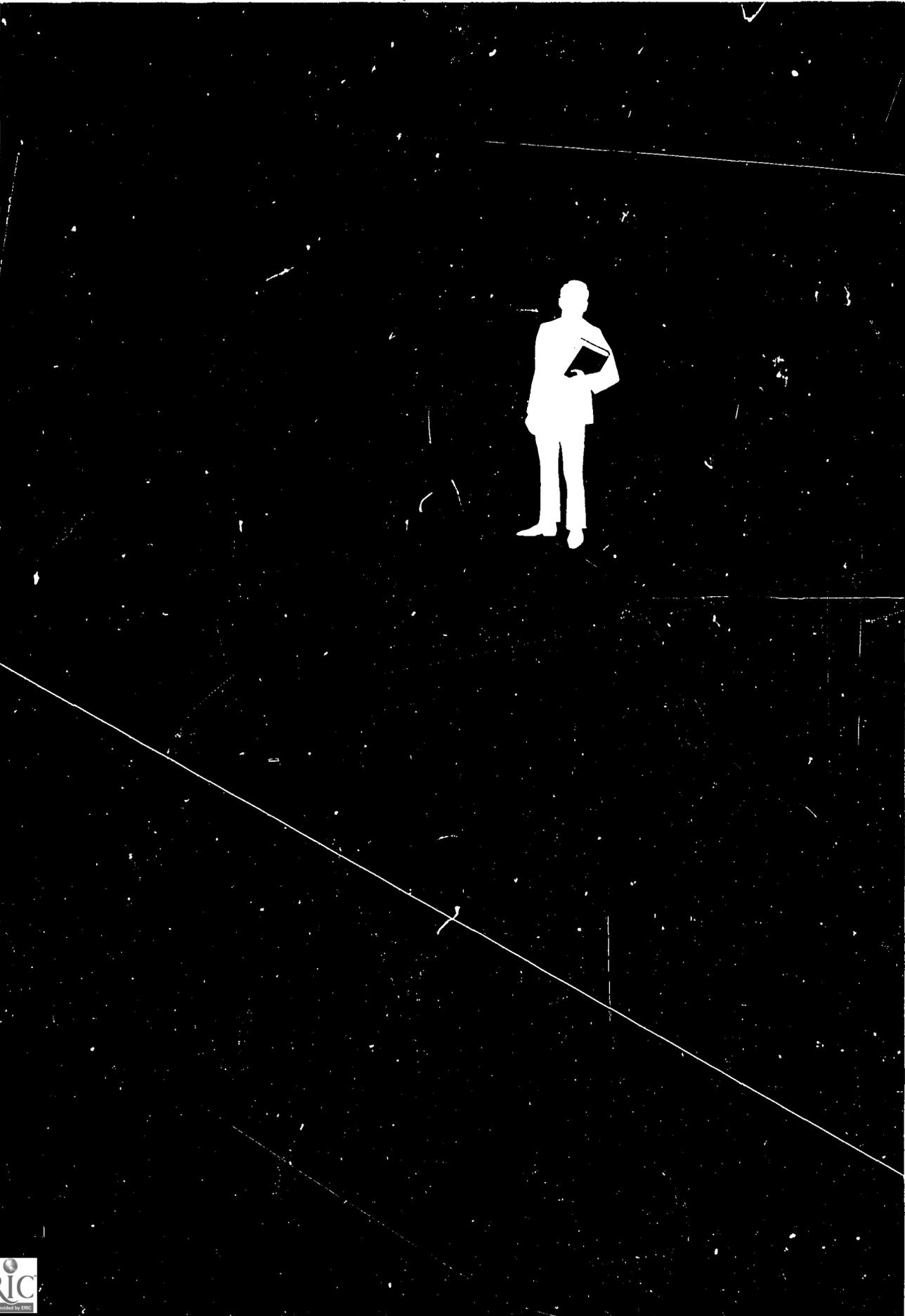
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The Assistant Principalship in Public Elementary Schools - 1969 A Research Study



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NEA stock number: 181-05594
Library of Congress card number: 79-131907

Single copies, \$4.00; 2-9 copies, 10% discount;
10 or more copies, 20% discount.

Published by the National Association of Elementary School Principals,
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FOREWORD

THE AMERICAN PEOPLE have woven complicated designs into the tapestries of their societal endeavors. Between 1820 and 1870 many factors helped to create the basic pattern of our public school systems. Details of the pattern have varied from decade to decade and from region to region. Comparing the patterns over many years reveals the gradual emergence of unique "threads" which have persisted and become increasingly important in the total design. One of these threads has symbolized the developing school superintendency. Another has represented the principalship. Still another has been the assistant principalship.

Development of the assistant principalship

Identifying each of these threads, determining when it first appeared, and estimating how widely it has characterized the total tapestry, are not easy tasks. For example, in the early 1800's, Boston had two types of schools—one under a writing master and one under a grammar master. This organization presented few problems until the two masters were placed in the same building creating a situation of divided and equal authority. After years of dissension, in 1849, the local board decided that the grammar teacher should be the master and the writing teacher should be the sub-master. Annual reports of other school systems, between 1830 and 1870, indicate that the difficulties of the multi-teacher school were often solved by the appointment of a "head" teacher. Thus the thread, symbolic of the elementary school principalship, emerged and became increasingly characteristic of public elementary schools.

The "thread" of the assistant principalship in the elementary school is less readily identified and traced. In a sense, the position could claim relationship to the submasters created in 1849 in Boston. In 1867, the Boston superintendent, John D. Philbrick stated that "every head assistant" should be capable of handling the master's work during his absence. In San Francisco, in 1864, Superintendent Tait urged that grammar masters be given more time for supervision, perhaps by adopting the Boston prac-

tice of appointing "a special assistant who has charge of the school records."

Increasingly, after 1900, the growing size of urban elementary schools led to the appointment of a "head teacher assistant" or an assistant principal. Little effort was made to define the functions of these new assistants. Very much like the legendary Dutch boy, who bravely plugged the hole in the dike, the assistant principal was expected to keep the principal from being submerged by the rising tide of demands upon the school administrator. Under the circumstances, the life of an assistant principal was not always a happy or a promising one. Despite an impressive title, he often had a full-time teaching assignment with little opportunity to participate significantly in supervision or administration. Usually he acquired more than his share of routine clerical work. Eventually, he might escape into the principalship.

To some extent, the position of assistant principal has been in competition with that of the school clerk. Principals, desperately trying to free themselves for supervision and other technical tasks, pleaded with the central office to provide them with skilled secretarial assistants, or at least a clerk. In most school systems these appeals melted very few hearts in the central administration until well into the twentieth century. The Association's survey of the principalship in 1958 showed that only 58 in 100 supervising principals had secretarial help (23 in 100 reported no clerks). The survey of 1968 showed improvement since 79 in 100 supervising principals now had one or more clerks or secretaries (9 in 100 did not have any).

The leaders who established the National Association of Elementary School Principals in 1920 (an NEA Department between 1921 and 1970) emphasized the need for principals to renew their appreciation of the strategic role of the principal, to apply research methods to the problems of the principalship, and to unite in moving toward mutually-acceptable goals. The leaders wanted to build a "we" feeling among all principals. They hoped to do this through a program of professional publications, practical conferences, and national conventions. The focus was necessarily upon the principal with little attention to the assistant principal.

The Constitution of 1921 limited the active membership to "state, county, and city supervisory principals of elementary classes." Nothing was said about assistant principals or vice-principals. In fact, the term "vice-principal" appeared first in an editorial comment in the February 1922 issue of the *Bulletin* (which later developed into *The National Elementary Principal*). The editor summarized briefly an article from a professional journal in which Susan M. Dorsey (an outstanding superintendent in Los Angeles in the 1920's) reported noticing that Newark, New Jersey was appointing vice-principals "with the thought that this vice-principal do supervising work to a very great extent or rather that this vice-principal will rescue supervisory work from the oblivion into which it had fallen." Editor John L. Bracken (Secretary, 1920-1922) viewed the Newark plan with some misgivings since he thought many principals might prefer to delegate the

routine work so that they could become effective supervisors. The Newark plan, he thought, should increase the concern of principals "with the place which the principalship will eventually occupy." This problem became a concern of the new association.

In October 1923 the assistant principalship received substantial attention in the report of the DESP Committee on Educational Progress. The Chairman, Ide G. Sargeant had enlisted the help of the NEA Research Division in circulating a questionnaire to 83 large city school systems. Only 37 of these communities reported that they had assistant principals operating under such titles as head teacher (6), vice-principal (9), assistant principal (19), and miscellaneous (3). The duties reported ranged widely over regular classroom teaching, administration, and supervision. No city reported a clean-cut pattern. In 1923 the median salaries reported in city school systems for elementary schools were: school clerks, \$1,000 (estimated); classroom teachers, \$1,375; assistant principals, \$1,720; and principals, \$2,247. Even in these largest cities the status of assistant principals was not clearly defined.

In the July 1925 issue of the *Bulletin* appeared the first article by an assistant principal. Esther Shroeder summarized her master's thesis completed at the University of Cincinnati. She had attempted to obtain information on the status of assistant principals in communities of 250,000 or more population. Relatively few superintendents and principals returned complete reports for their school systems. A few tentative conclusions were: (a) most systems required the bachelor's degree of appointees; (b) assistant principals usually were appointed by the superintendent upon the recommendation of the principal; (c) duties of assistant principals were assigned by the principals; (d) functions of assistant principals varied widely among the school systems; and (e) in most systems the assistant principal was primarily an assistant to the principal. The author concluded that schools should have a clerk for routine work, if the position of assistant principal was to become "truly professional" and the duties assigned were to "dignify the office."

In the 1930's the Constitution of the Department of Elementary School Principals, NEA, opened active membership to "principals and others engaged in administration and supervision of schools with elementary grades." Regardless of the past, the present survey clearly recognizes that the assistant principalship is a concern of the Association.

Scope and limitations of the survey

No one knows the exact number of assistant principals or vice-principals. In public school systems the practice often exists of designating a "senior teacher" or a "head teacher" to exercise certain duties when the principal is absent from the school building. Most of these persons are really "assistants to the principal" rather than assistant principals.

In view of the uncertainty as to the number and location of assistant

principals, early in 1969, the NEA Research Division sent an inquiry form to 3,043 public school systems (enrolling 3,000 or more pupils and estimated as employing 90 percent of the assistant principals) asking for the names and addresses of assistant principals in elementary schools. Replies were received from 2,451, or 80.5 percent, of the systems. Of these 2,451 systems, 532 reported that they employed assistant principals in elementary schools and provided a list of their names and addresses. The names supplied were combined into one list of 4,327 names and a systematic random sample of one in three was selected.

A four-page questionnaire, consisting of 47 questions, was mailed in March 1969 to the 1,442 assistant principals in the random sample. Five follow-up notices over a period of twelve weeks produced an 88.1 percent response. The tables of this report present a summary of these 1,270 replies.

The data are tabulated by several classifications: (a) the total sample; (b) sex (men and women); (c) type of position (assistant principal only or assistant principal-classroom teacher); (d) school enrollment (under 700 pupils, 700-999, and 1,000 or more); (e) size of school system (3,000-24,999, 25,000-99,999, and 100,000 or more); and (f) region (Northeast, Southeast, Middle, and West).*

The data were punched on cards for machine tabulation during the late spring and early summer of 1969. In the fall of 1969 the NEA Research Division completed a total of 111 print-out tables (approximately 6" x 12"). These tables have been summarized in the present report in 54 smaller tables and 9 charts. In most instances, the text tables have used the tabulation classifications which brought out the most significant findings.

Most of the tables in this report are in percents. Usually, the text makes no reference to percentage differences unless they are statistically significant. Some differences have been noted as "indicative" even when they were not significant. The term "significant" means that a difference of such magnitude would occur by chance alone in 10 in 100 similar studies. The reader should consult the section of the Appendix which explains estimates of sampling variation.

The major part of this report is a summary of the replies given by 1,270 assistant principals with relatively few interpretations and conclusions. The final chapter deviates from this basic pattern since it raises questions about the status of assistant principals and suggests some possible future developments. No statement, however, in this report is a declaration of recommended standards or official policies of the National Association of Elementary School Principals, a national affiliate of the National Education Association.

* *Northeast:* Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont. *Southeast:* Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. *Middle:* Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. *West:* Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Acknowledgements

The Department expresses its thanks to the 1,270 assistant principals who supplied answers to the questionnaire. Without their help this first national survey of the status of the elementary school assistant principal, could not have been made. The Association hopes that this "bench mark" will lead to other studies which in time may lift the professional status and increase the opportunities of those who serve as assistant principals in the nation's elementary schools.

The NEA Research Division supplied the technical skill in making the general plan for the survey, advising with the early drafts of the basic questionnaire, printing the questionnaire, circulating it to the sample, and tabulating the replies. The necessary costs for these services were paid by the Department. Many members of the Research Division shared in the project but special thanks are given to Simeon P. Taylor, assistant director and chief of statistics, and Richard E. Scott, associate chief of statistics, who designed the scientific sample and supervised the technical aspects of the tabulating. Careful checking of the manuscript was made by Gaye B. Becker, statistical assistant in the NEA Research Division.

As in the case of other major studies of the Association, many of its officers and staff members contributed to the production of this report. The topic was approved in October 1966 by the DESP Executive Committee upon the recommendation of Robert W. Eaves (Executive Secretary, 1950-1969) and Dorothy Neubauer (Associate Executive Secretary). General supervision of the project and chief author and editor of the final report was Frank W. Hubbard, retired Assistant Executive Secretary for Information Services, NEA, who has served in recent years as the Association's consultant in research. The interpretation of the statistical data was his responsibility, not that of the NEA Research Division.



CHARACTERISTICS OF ASSISTANT PRINCIPALS

TO A CONSIDERABLE DEGREE this report of the assistant elementary school principalship will follow the general pattern of the 1968 survey of the elementary school principalship.

The 1968 report began by focussing attention on the personal and professional characteristics of the respondents. The suggestion was made that the national summary of these characteristics offered the individual reader an opportunity to compare himself with nationwide averages and the national picture might help groups of principals to consider some of the basic factors in improving their leadership.

What is your official title?

For the entire sample the most frequently reported title (75.7 percent) was "assistant principal." Women are more likely to have this title than men; the latter are more frequently designated as "vice-principal" (Table 1).

The title vice-principal is most likely to

be used in the West where it competes almost on an equal basis with the title assistant principal (45.6 percent and 49.8 percent).

In general, in the largest schools (1,000 or more pupils) and in the largest school systems (100,000 or more pupils) the title assistant principal is more likely to be used.

Two other titles: "administrative assistant" and "assistant to principal" were reported, but in relatively small numbers in the total sample (Table 1).

In subsequent tables (e.g. Table 2) the heading "Present duties" will indicate whether assistant principals are free of *regular* teaching assignments or are serving both as an assistant principal and as a part-time classroom teacher. Approximately 7 in 10 (68.9 percent) of the respondents in this survey reported that they were free of regular teaching assignments. Seventy-six percent gave less than 10 percent of the workweek to *assigned* classroom duties.

Table 1. Official Titles of Participants in the Survey

Title	Total sample	Sex		Geographic regions *			
		Men	Women	NE	SE	Middle	West
Assistant principal.....	75.7%	73.1%	79.9%	79.0%	90.0%	88.2%	49.8%
Vice-principal.....	17.4	19.3	14.3	13.7	.8	4.7	45.6
Administrative assistant	3.6	4.1	2.9	3.1	6.7	4.4	2.4
Assistant to principal.....	1.4	1.7	1.0	2.4	.8	.3	1.0
Other.....	1.7	1.8	1.8	1.9	1.6	2.5	.9
Total **.....	99.8%	100.0%	99.9%	100.1%	99.9%	100.1%	99.7%
Number reporting.....	1,270	782	488	542	120	321	287

* The geographic regions are explained in a footnote in the Foreword of this report.

** In machine operations, where many numbers are rounded, the percents for any total group may range between 99.7 percent and 100.2 percent; most of the totals come out to the usual 100.0 percent.

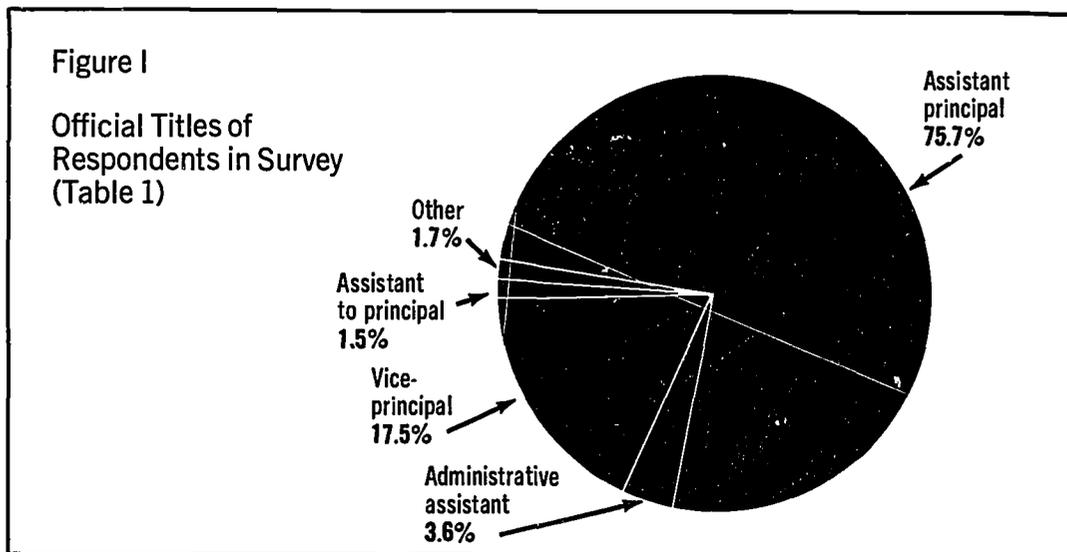
What is your age?

In the sample, as a whole, the median age was 42 years. Men assistant principals, as a group, were younger than women assistant principals (medians 40 and 49 respectively).

Classification on the basis of school enrollment revealed no significant differences, but the figures suggest that, in schools enrolling 1,000 or more pupils, the assistant principals were somewhat older than those in the smaller schools.

Comparisons with the 1968 survey of the elementary school principalship indicated that the median principal was about 4 years older than the median assistant principal (total sample median for principal was 46 years; teaching principals, 49 years; and supervising principals, 45 years).

About 5 in 100 (4.5 percent) of the principals in the 1968 survey were under 30 years of age as compared with 5.0 percent of the assistant principals in the present survey. Twelve in 100 principals were 60



CHARACTERISTICS OF ASSISTANT PRINCIPALS

Table 2. Age of Assistant Principals

Age group	Total sample	Sex		Present duties		School enrollment		
		Men	Women	only as assistant principal	as AP * and classroom teacher	Under 700	700-999	1,000 or more
Less than 35 years....	18.3%	25.3%	6.1%	16.6%	22.0%	20.9%	22.4%	12.5%
35-49 years.....	56.7	63.2	45.7	58.2	53.2	52.2	56.4	59.8
54-64 years.....	23.9	11.1	45.6	23.8	24.0	25.2	20.5	26.1
65 or older.....	1.2	.4	2.6	1.4	.8	1.5	.7	1.5
Total.....	100.1%	100.0%	100.0%	100.0%	100.0%	99.8%	100.0%	99.9%
Median.....	42	40	49	43	39	42	41	44
Number reporting..	1,235	777	458	852	383	325	438	456

* Because of space limitations in column headings of tables the abbreviation "AP" may be used in place of the full title "assistant principal."

years of age or older; only 5.1 percent of the assistant principals had reached this age group.

What is your sex?

Almost 62 percent (61.6 percent) of the assistant principals were men; 38.4 percent of the sample were women (Table 3).

The smaller the school system, the more likely that assistant principals will be men (7 in 10). By regions, the men predominate in the Middle area and in the West (in the latter region, 73.5 percent). Size of the school did not reveal any significant differences when classified by sex.

In the survey of the elementary school principalship in 1968 the proportion of men

increased as the size of the school system decreased. Men principals also exceeded the women in significant numbers as one moved from the East to the West.

These differences between the assistant principals, as a group, and the total sample of elementary school principals suggest that the dominant proportion of men in the principalship will continue in the next decade. The 1968 survey stated that the decline in the proportion of women principals is a problem deserving intensive study as to the controlling factors. Obviously, both sexes should have full opportunity for service on the basis of preparation and competence. This question is discussed further in Chapter 6 of this report.

Table 3. Sex of Assistant Principals

Sex	Total sample	School system enrollment			Geographic regions			
		100,000 or more	25,000-99,999	3,000-24,999	NE	SE	Middle	West
Male.....	51.6%	51.4%	69.0%	73.2%	56.5%	55.0%	62.0%	73.5%
Female.....	38.4	48.6	31.0	26.8	43.5	45.0	38.0	26.5
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting	1,270	630	255	385	542	120	321	287

Table 4. Marital Status of Assistant Principals

Status	Total sample	Sex		School system enrollment			Geographic regions			
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999	NE	SE	Middle	West
Single.....	15.5%	6.5%	29.8%	16.9%	14.5%	13.8%	17.6%	10.1%	19.0%	9.8%
Married.....	76.6	91.3	53.0	73.9	75.7	81.5	74.3	79.0	73.8	82.9
Widowed, etc.....	8.0	2.2	17.2	9.2	9.8	4.7	8.1	10.9	7.2	7.3
Total.....	100.1%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting.....	1,267	780	487	628	255	384	540	119	321	287

What is your marital status?

Of the total sample of assistant principals, 76.6 percent reported as married; 15.5 percent as single; and 8.0 percent as widowed, divorced, or separated (Table 4).

Only 6.5 percent of the men were single as compared with 29.8 percent of the women. Significantly larger proportions reported themselves as married in the smallest school systems; relatively more were widowed or divorced in the larger school systems (25,000 or more pupils).

Significant regional differences appeared. Approximately 83 in 100 (82.9 percent) were married in the West as compared with 74.3 percent in the Northeast and 73.8 percent in the Middle states. Age was an influencing factor since 27.5 percent of the assistant principals in the West were under 35 years of age as compared with 13.9 percent in the Northeast, also 73.5 percent of the assistant principals in the West were men as compared with 56.5 percent men of the Northeast. Other factors probably include community traditions, school system policies, and salary levels.

The relatively high percent of women assistant principals, who reported that they were married, reflects the more sensible personnel policies which local school systems adopted during the 1940's.

**Does your school system maintain a list of eligible persons?
How does one qualify for the list?**

Two thirds (66.1 percent) of the respondents reported that such a list was maintained. The practice was associated with bigness. Nearly three-fourth (74.6 percent) of the assistant principals in the largest schools (1,000 or more pupils) reported the practice as compared with 51.8 percent of those in schools under 700 pupils. In the largest school systems (100,000 or more pupils), 81.6 percent indicated that an eligibility list was local practice as compared with 33.8 percent in systems of 3,000-24,999 pupils. Regional differences were not large.

Three-fourths (74.0 percent) of the total sample stated that one got on the list by passing required interviews and examinations; 18.0 percent indicated that one "simply applied to the central office;" and 8.1 percent mentioned miscellaneous procedures. Examinations were also related to bigness—reported by 83.3 percent of those working in the largest schools and by only 59.1 percent of those in schools under 700 pupils; reported by 84.7 percent of the assistant principals in the largest systems (100,000 or more pupils) and by only 29.6 percent by those in 3,000-24,999 pupil systems. The practice of interviews and ex-

CHARACTERISTICS OF ASSISTANT PRINCIPALS

aminations was strongly characteristic of the Northeast (87.8 percent) as compared with the other regions: 68.1 percent, Middle; 62.5 percent, Southeast; and 58.5 percent, West.

How is one assigned to a school as an assistant principal?

In the total sample, 40.7 percent reported that the central office assigned assistant principals *without* consulting the principal; 30.1 percent stated that the principal chose an assistant principal from the list of eligibles; 17.1 percent reported that the assignment was made after the principal was consulted; and 12.1 percent gave a variety of procedures.

The practice of assigning an assistant principal without consulting the principal was most characteristic of the larger systems (44.7 percent in the 100,000 or more pupil systems and 49.2 percent in those of 25,000-99,999 pupils) as compared with 28.5 percent in systems with 3,000-24,999 pupils. Also, the practice of nonconsultation was most characteristic of the North-

east (48.2 percent) as compared with 39.4 percent, Middle; 33.1 percent, West; and 30.3 percent Southeast.

What position did you hold just prior to becoming an assistant principal?

Nearly 73 in 100 (72.5 percent) of the assistant principals entered their positions from the elementary school classroom; 8 in 100 had just previously been secondary school classroom teachers (Table 5).

Men, more than women, were likely to have been secondary school classroom teachers prior to becoming assistant principals in elementary schools. Significantly more of the women, as compared with the men, had been elementary school classroom teachers. Relatively more of the women entered the assistant principalship from a specialist position in the central office.

The differences, when the replies were classified by school enrollment, were not significant.

Tabulations on the basis of the enrollment of the school system showed a marked

Table 5. Position Held Just Prior to Becoming an Assistant Principal

Position	Total sample	Sex		Present position		School system enrollment		
		Men	Women	only as an AP*	AP plus class-room teacher	100,000 or more	25,000-99,999	3,000-24,999
Classroom teacher (Elem.)	72.5%	70.3%	75.9%	67.5%	83.4%	67.1%	74.8%	79.7%
Classroom teacher (Sec.).....	8.1	11.5	2.5	9.5	4.8	8.7	6.7	7.8
Central office specialist.....	7.7	5.9	10.5	9.1	4.3	10.0	8.7	3.1
Guidance counselor.....	4.3	4.5	3.9	5.3	2.0	6.7	2.4	1.6
Elementary principal.....	2.0	2.2	1.6	2.1	1.8	.8	3.1	3.1
Assistant principal (Sec.).....	1.2	1.5	.6	1.6	.3	1.4	.8	1.0
Teacher trainer.....	1.3	.3	3.1	1.7	.5	2.1	.8	.5
Graduate student.....	.6	.6	.4	.3	1.0	.3	.0	1.3
Other.....	2.5	3.2	1.4	2.9	1.8	2.9	2.8	1.8
Total.....	100.2%	100.0%	99.9%	100.0%	99.9%	100.0%	100.0%	99.9%
Number reporting.....	1,267	781	486	875	392	629	254	384

* Because of space limitations the title "assistant principal" has been abbreviated to "AP."

THE ASSISTANT PRINCIPALSHIP IN 1969

tendency for assistant principals to be drawn from the elementary school classroom as the size of the school system decreased. The largest school systems (100,000 or more pupils), as compared with the smallest (3,000-24,999), were more likely to take assistant principals from those who were serving as central office specialists or as guidance counselors.

The only significant regional variation was the apparent preference of the Southeast for those with secondary school classroom teaching experience.

In the 1968 survey of the elementary school principalship, 61 in 100 (60.8 percent) entered the principalship from the elementary school classroom; 15 in 100

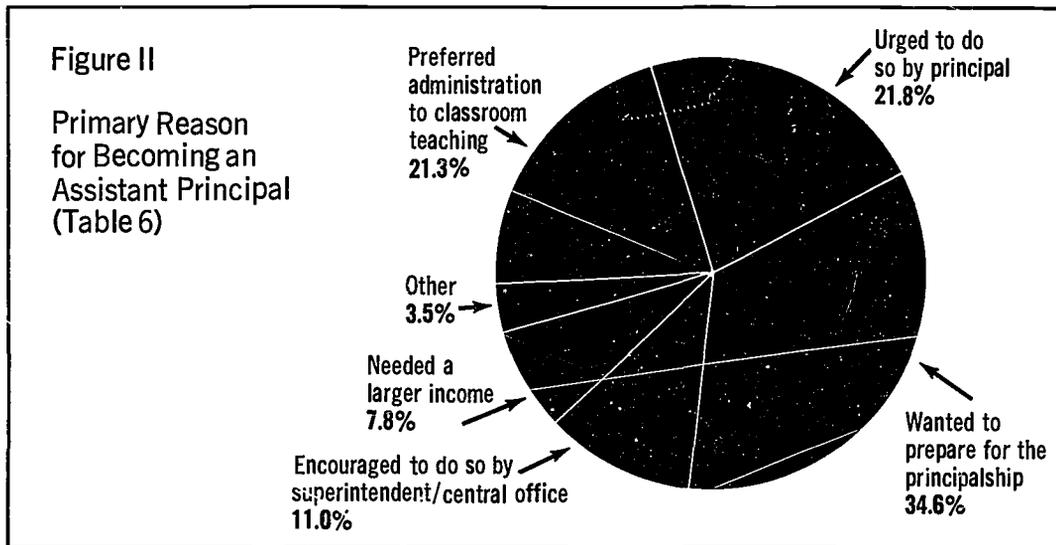
(15.3 percent) from secondary classrooms; and 10 in 100 (10.4 percent) from the assistant elementary school principalship. Several comparable figures for assistant principals in the present survey were: 73 in 100 (72.5 percent) from elementary school classrooms and 8.1 percent from secondary school classroom teaching.

What was your primary reason for becoming an assistant principal?

Close to 35 in 100 (34.6 percent) of the assistant principals took this position because they "wanted to prepare for the principalship." (Table 6). This relatively large primary interest should be kept in mind with regard to what assistant principals indicate

Table 6. Primary Reason for Becoming an Assistant Principal

Reason	Total sample	Sex		School system enrollment			Geographic regions			
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999	NE	SE	Middle	West
Preferred administration and supervision to classroom teaching.....	21.3%	23.2%	18.1%	24.9%	19.4%	16.6%	26.0%	15.1%	19.6%	16.9%
Needed a larger income.....	7.8	10.3	3.6	8.6	7.9	6.3	6.4	5.0	8.2	10.9
Wanted to prepare for the principalship.....	34.6	44.5	18.4	28.6	44.8	37.4	32.0	27.7	33.2	43.7
Urged to do so by the principal.....	21.8	12.2	37.6	26.2	13.9	20.0	21.1	25.2	25.6	17.6
Encouraged to do so by the superintendent (or central office).....	11.0	6.4	18.6	8.1	11.9	15.3	10.4	24.4	10.8	7.0
Other.....	3.5	3.4	3.8	3.6	2.0	4.5	4.1	2.5	2.5	3.9
Total.....	100.0%	100.0%	100.1%	100.0%	99.9%	100.1%	100.0%	99.9%	99.9%	100.0%
Number reporting	1,250	776	474	618	252	380	531	119	316	284



later (e.g. Chapter 4) with regard to their functions as assistant principals.

The second more frequently mentioned reason for entering the assistant principalship was "urged to do so by the principal" (21.8 percent); it was followed closely by "preferred administration and supervision to classroom work" (21.3 percent).

The fourth place reason was "encouraged to do so by the superintendent (or central staff)" (11.0 percent). Need for larger income was fifth among the sample as a whole (7.8 percent).

Men, more than women, looked upon the assistant principalship as preparation for the principalship (44.5 percent); women became assistant principals primarily because they were urged to do so by the principal (37.6 percent).

On the basis of the school system enrollment relatively more of the assistant principals in the smaller school systems (under 100,000 pupils), as compared with the larger systems (100,000 pupils or more) looked upon their positions as preparation for the principalship. In these largest systems the assistant principals divided in similar proportions between their prefer-

ence for administration, preparation for the principalship, and having been urged by the principal (Table 6).

On a regional basis, the reason "preparation for the principalship" was outstanding in the West as compared with other regions, although this reason was reported most frequently in all regions.

Suppose you were starting all over, would you become an assistant principal again?

If they were starting all over again, 51.0 percent of the total sample reported that they "certainly would" become an assistant principal; 28.7 thought that they "probably would." In other words, close to 80 in 100 (79.7 percent) definitely lean toward a feeling of satisfaction in their positions as assistant principals. This total proportion was almost exactly the same as that of the elementary school principals in the 1968 survey when asked if they would be principals again, if starting all over.

Men, as compared with women, were surer that they would become assistant principals, if they were starting all over again (Table 7).

Table 7. Willingness to Become an Assistant Principal if Starting Again

Answer	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999
Certainly would.....	51.0%	54.6%	45.0%	50.4%	48.0%	53.8%
Probably would.....	28.7	28.4	29.0	29.7	30.2	26.0
Chances about even for and against.....	11.7	9.0	16.2	10.5	15.5	11.3
Probably not.....	6.8	6.4	7.5	6.7	5.6	7.9
Certainly not.....	1.8	1.5	2.3	2.7	.8	1.0
Total.....	100.0%	99.9%	100.0%	100.0%	100.1%	100.0%
Number reporting.....	1,260	778	482	627	252	381

Differences on the basis of size of school system were not significant. On a regional basis, assistant principals in the West were definitely surer than those in the Middle region. Assistant principals in the Northeast were close to those in the West in indicating satisfaction with their positions. Differences on the basis of the enrollment of the school, were not significant. In all categories, less than 3 percent indicated a positive "certainly not" attitude.

Do you consider the assistant elementary school principalship as your final occupational goal?

Almost 80 in 100 (79.6 percent) of the total sample did not consider the assistant principalship as their final occupational goal. Only about 8 in 100 men look upon

the assistant principalship as a final goal; 41 in 100 (40.7 percent) of the women apparently have no expectation beyond that type of position (Table 8).

The smaller the school system (those under 100,000 pupil enrollment) the greater chances that the assistant principals hoped to reach other types of positions, as compared with assistant principals in the largest school systems (100,000 or more pupils). Yet, three-fourths of those in the largest systems eventually expect to change positions (Table 8).

Regionally, the expectations of eventually moving to another type of position appeared to increase as one moved from the Northeast and the Southeast toward the West (Table 8).

Sixty-five in 100 of the assistant princi-

Table 8. The Assistant Principalship as the Final Occupational Goal

Answer	Total sample	Sex		School system enrollment			Geographic regions			
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999	NE	SE	Middle	West
Final goal.....	20.4%	7.9%	40.7%	25.2%	13.9%	16.7%	25.0%	25.0%	19.1%	11.0%
Not final.....	79.6	92.1	59.3	74.8	86.1	83.3	75.0	75.0	80.9	89.0
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting.....	1,248	774	474	618	252	378	531	116	319	282

CHARACTERISTICS OF ASSISTANT PRINCIPALS

Table 9. Position Most Desired by Those Who Believe the Assistant Principalship Is Not Their Final Occupational Goal

Position	Total sample	Sex		School system enrollment			Geographic regions			
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999	NE	SE	Middle	West
Principal (Elem.).....	65.0%	63.9%	67.8%	67.0%	71.7%	57.6%	69.5%	64.0%	56.4%	66.9%
Principal (Jr. High)....	2.8	3.6	.7	2.5	.9	4.5	1.3	3.5	4.0	3.6
Principal (Sr. High)...	.5	.7	.0	.7	.5	.3	.3	1.2	.8	.4
Central office specialist...	12.0	11.1	14.4	11.2	12.3	13.2	8.0	16.3	16.4	12.5
Superintendent.....	7.1	9.6	.7	6.0	6.1	9.3	9.0	4.7	6.0	6.0
College instructor.....	10.1	10.0	10.4	11.2	5.7	11.6	10.1	7.0	14.0	7.3
Other.....	2.5	1.1	5.9	1.6	2.8	3.5	1.8	3.5	2.4	3.2
Total.....	100.0%	100.0%	99.9%	100.2%	100.0%	100.0%	100.0%	100.2%	100.0%	99.9%
Number reporting.....	971	701	270	448	212	311	387	86	250	248

pals in the total sample reported that they looked forward to becoming elementary school principals; 12 in 100 eventually wanted to become specialists in a central administrative office; and 10 in 100 reported college teaching as their final occupational goal (Table 9).

Women assistant principals, in larger proportion than the men, considered the assistant principalship their final occupational goal. Women showed more interest than men in becoming specialists in central offices. Their interest in entering college teaching was shown in proportions similar to those of the men assistant principals. Men showed more interest than women in ultimately becoming superintendents (Table 9).

The smaller the school system (under 100,000 pupils) the smaller the proportion

of assistant principals who considered the elementary school principalship their ultimate goal. In the Middle area significantly fewer assistant principals viewed the elementary school principalship as their final goal than was true in the other three regions.

This first chapter indicates that, as a group, assistant principals in elementary schools are about 40 years of age, usually married, and more often men than women. A majority entered the assistant principalship from the elementary school classroom. They do not regret this decision since most of them would make the same decision, if starting all over again.

They usually became assistant principals because this experience would prepare them for the principalship. Sixty-five in 100 expect to advance to the principalship.



EXPERIENCE AND PREPARATION

APPROXIMATELY 73 in 100 assistant principals entered their present positions from the elementary school classroom (see Chapter I). The present chapter will summarize other aspects of their experience and preparation.

How many years of experience have you had in school work?

In the sample as a whole (Table 10) the median years of total school experience was 16 years (two years less than the principals reporting in the 1968 survey). One assistant principal reported only 2 years of experience; one reported 50 years of school experience.

Geographic tabulations revealed that assistant principals in the West usually had less total experience than those in the other regions. For example, 82 in 100 assistant principals in the West had less than 20 years experience; in the Northeast 60 in 100 reported less than 20 years.

Tabulation on the basis of school enroll-

ment did not reveal any significant differences in the total amount of school experience reported.

Women assistant principals, in the present study, have had significantly more total experience in school work than the men assistant principals. The respective medians were 20 years and 14 years. Only about 4 percent (3.7 percent) of the men have had 30 or more years of school experience as compared with 26.6 percent of the women. Nearly one-fourth (23.2 percent) of the men had completed less than 10 years of school experience; only 4.3 percent of the women reported less than a decade of school service.

The 1968 survey of elementary school principals showed a similar difference in the amount of total school experience of men and women. Indirectly these figures reflect the lag in the relative advancement of men and women—usually men administrators have less school experience than women administrators.

Table 10. Total Experience in School Work

Years	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
9 or less.....	16.0%	23.2%	4.3%	10.2%	18.5%	15.0%	26.8%
10-19.....	50.0	57.0	38.8	49.8	43.7	48.1	55.1
20-29.....	21.6	16.1	30.3	27.0	22.7	18.7	14.0
30-39.....	9.4	3.1	19.6	8.7	12.6	15.3	2.8
40 or more.....	3.1	.6	7.0	4.3	2.5	2.8	1.4
Total.....	100.1%	100.0%	100.0%	100.0%	100.0%	99.9%	100.1%
Median.....	16	14	20	18	16	17	14
Number reporting.....	1,266	781	485	540	119	320	287

How many years of experience have you had in elementary classroom teaching?

About 6 in 100 (5.9 percent) of the assistant principals in the total sample reported no experience in elementary school classrooms (Table 11). Fourteen in 100 (13.8 percent) of the principals in the 1968 study also reported no experience in teaching in elementary schools.

Women assistant principals have had more years of elementary school classroom experience than men assistant principals; the medians respectively were 13 years and 8 years. Eight in 100 men (7.9 percent) re-

ported no experience in elementary school teaching; only 2.7 percent of the women had no elementary school experience. Close to one-fourth of the women (22.5 percent) had taught 20 or more years in elementary schools; only 2.2 percent of the men reported as much as 20 years service in elementary school teaching service.

Tabulations by school system enrollment and by school enrollment did not reveal substantial or significant differences with regard to the years of experience in elementary school classroom teaching.

Regional differences also may be said to be indicative but not significantly established. For example, assistant principals in

Table 11. Experience in Elementary School Classroom Teaching

Years	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
0-1.....	7.5%	10.3%	2.9%	8.1%	14.2%	5.6%	5.5%
2-9.....	40.8	51.7	23.2	35.1	40.9	37.4	55.4
10-19.....	41.8	35.7	51.4	46.2	30.8	44.5	34.9
20-29.....	7.8	2.2	16.8	8.0	10.0	10.5	3.5
30-39.....	1.7	.0	4.5	2.0	3.3	1.5	.6
40 or more.....	.5	.0	1.2	.7	.8	.3	.0
Total.....	100.1%	99.9%	100.0%	100.1%	100.0%	99.8%	99.9%
Median (including zero).....	10	8	13	10	8	10	8
Number reporting.....	1,270	782	488	542	120	321	287

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the Northeast and the Middle area appear to have had somewhat more classroom experience in elementary schools than those reporting from the other two geographic areas (Table 11).

How many years of experience have you had in secondary school teaching?

More than three-fourths (76.2 percent) of the total sample of assistant principals had not taught in secondary schools. Men assistant principals reported secondary school experience more often than the women—30.1 percent and 13.7 percent respectively. Of those reporting such experience the median (excluding those reporting none) years of service in secondary schools was 5 years for the men and only 3 years for the women.

Secondary school teaching experience was reported least among assistant principals in the Middle states (81.0 percent reporting none). The comparable figures for the other regions were 77.7 percent, Northeast; 76.3 percent, West; and 56.7 percent in the Southeast. (This latter region was significantly different from the other regions.)

The size of the school system apparently was not a significant factor. Smaller schools (under 700 enrollment) had a sig-

nificantly higher proportion of assistant principals who had not taught in secondary schools, as compared with the school enrolling more than 700 pupils.

The 1968 survey of elementary school principals showed larger proportions with secondary school teaching experience than was true of assistant principals.

How many years of experience have you had as an assistant principal?

Close to 60 in 100 (59.0 percent) of the total sample reported 3 or fewer years of experience as an assistant principal. The median was 3 years. Sixty-five percent of the men reported 3 years or less of experience as an assistant principal; 49.5 percent of the women fell in the same category.

Seventy-two in 100 (72.0 percent) of the assistant principals in the West and 66.4 percent in the Southeast reported less than 4 years of experience as assistant principals (Table 12). Assistant principals in the Northeast and in the Middle states were the most experienced (only 54.5 percent and 52.4 percent, respectively, reporting 3 or fewer years; the medians for both areas was 3 years).

Experience as an assistant principal was related to the size of the school system. Sixty-five in 100 (65.4 percent) in the smallest system (3,000-24,999 enrollment)

Table 12. Total Experience as an Assistant Principal

Years	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
1-3.....	59.0%	65.0%	49.5%	54.5%	66.4%	52.4%	72.0%
4-9.....	27.6	26.6	29.2	29.7	24.4	32.0	19.9
10-19.....	12.3	8.4	18.6	14.6	8.4	13.5	8.0
20-29.....	1.1	.1	2.5	1.1	.8	1.9	.0
30-39.....	.1	.0	.2	.0	.0	.3	.0
40 or more.....	.0	.0	.0	.0	.0	.0	.0
Total.....	100.1%	100.1%	100.0%	99.9%	100.0%	100.1%	99.9%
Median.....	3	3	4	3	2	3	2
Number reporting.....	1,262	779	483	538	119	319	286

Table 13. Highest Earned College Degree Reported

Degree	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
No degree.....	.4%	.0%	1.0%	.9%	.0%	.0%	.0%
Diploma (2 years).....	.6	.1	1.4	.7	3.3	.0	.0
A.B.....	12.9	11.0	16.0	13.1	21.7	7.5	15.0
M.A.....	70.3	70.9	69.2	64.4	70.0	77.6	73.2
Professional diploma (6 years).....	14.6	16.4	11.7	18.7	4.2	14.0	11.8
Doctor's.....	1.2	1.5	.6	2.0	.8	.9	.0
Total.....	100.0%	99.9%	99.9%	99.8%	100.0%	100.0%	100.0%
Number reporting.....	1,268	781	487	540	120	321	287

and 68.8 percent in the middle-size systems (25,000-99,999) reported 3 or fewer years as compared with 51.3 percent in the largest school systems (100,000 or more pupils).

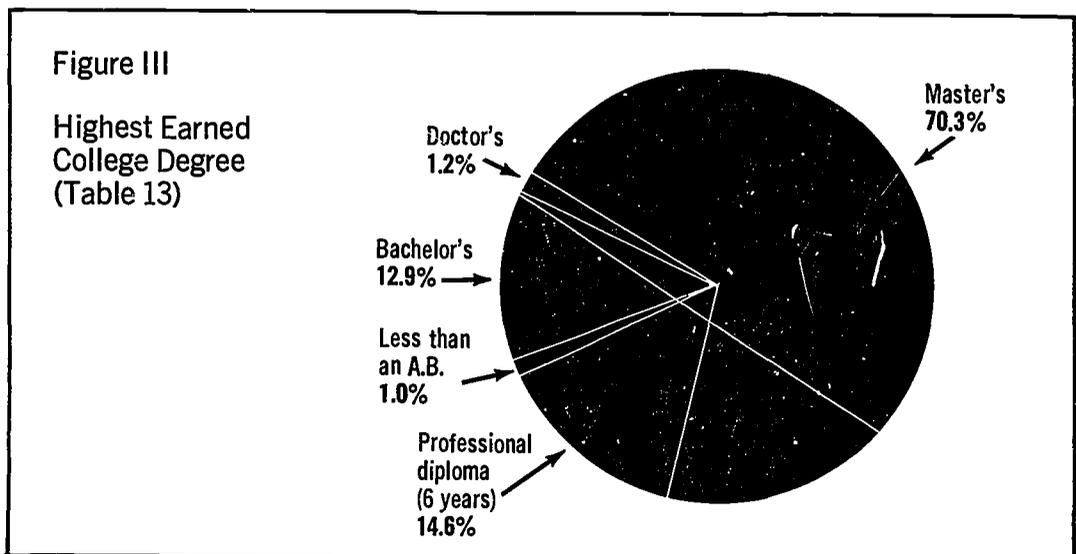
Assistant principals in the schools enrolling 700 or fewer pupils reported 3 or fewer years of experience in larger proportions than those in the largest schools (1,000 or more pupils). The respective percents were 59.0 percent and 52.0 percent, but the median of each group was 3 years.

Elementary school principals, as re-

ported in the 1968 survey, had a median of 9 years of service as principals.

What is your highest earned college degree?

In the total sample, 70 in 100 (70.3 percent) had the M.A. degree; 86 in 100 (86.1 percent) had the M.A. or higher preparation. The comparable percents for principals in the 1968 survey were 71.6 percent and 79.9 percent. These figures indicate that, in terms of college degrees, assistant



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principals as a group are keeping pace with elementary school principals, as reported in 1968.

Men assistant principals are more likely than women assistant principals to have the M.A. degree or higher preparation (Table 13). The percents with M.A. plus preparation were 88.8 percent for the men and 81.5 percent for the women.

On a regional basis the Middle states take the lead with 92.5 percent reporting the M.A. or higher preparation. The Northeast and the West were approximately tied (85.1 and 85.0, respectively). The Southeast showed 75.0 percent with this combination of advanced preparation.

Advanced preparation (M.A. plus) was revealed as higher among those persons who were assistant principals without any regular, full-time teaching duties as compared with those who served both as classroom teachers and as assistant principals (respectively the percents were 89.4 and 78.5 for those with M.A. plus preparation).

Advanced preparation (that is, M.A. or higher) was related to the enrollment of the schools. The percents for the three categories (under 700 pupils, 700-999, and 1,000 or more) were 75.2 percent, 88.1 percent,

and 92.0 percent, respectively.

The possibility of reports of advanced preparation (M.A. plus) was related to the size of the school system. In the three categories (100,000 or more pupils, 25,000-99,999, and 3,000-24,999) the percents were respectively 91.7 percent, 84.3 percent, and 77.9 percent.

What is your major field of graduate college study?

Nearly 97 in 100 (96.9 percent) of the assistant principals in the total sample reported having a field of graduate study or specialization (Table 14). In the 1968 survey of elementary school principals, 95 in 100 reported a field of college graduate study.

About 48 in 100 (47.5 percent) of the assistant principals reported that they were majoring in elementary school administration. In 1968, 47.5 percent of the elementary school principals reported a similar major.

A substantial proportion (18.6 percent) of the assistant principals reported a college major in elementary instruction (as compared with 7.3 percent of the principals in the 1968 survey). About 16 in 100 (16.4 percent) of the assistant principals were

Table 14. Major Field of Graduate Work by Assistant Principals

Area	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
No graduate work or specialty.....	3.1%	1.8%	5.2%	3.5%	5.0%	2.2%	2.4%
Elementary school administration.....	47.5	52.4	39.6	39.3	32.8	52.2	64.0
General school administration.....	16.4	22.4	6.8	8.2	31.1	23.8	17.5
Elementary instruction.....	18.6	11.6	29.9	28.4	16.0	10.9	9.8
Elementary supervision.....	6.2	4.9	8.3	8.6	10.9	3.8	2.4
Other.....	8.2	6.9	10.2	12.0	4.2	7.2	3.8
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.1%	99.9%
Number reporting.....	1,260	778	482	535	119	320	286

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majoring in general school administration (19.6 percent of the principals in 1968).

Several large differences appeared when the data were tabulated by regions. For example, 64.0 percent of the assistant principals in the West were majoring in elementary school administration while, in the Northeast, only 39.3 percent reported a similar major.

In contrast, assistant principals in the Northeast were more inclined to major in elementary school instruction and in supervision than were those reporting from the West.

Men assistant principals were more likely to report graduate college majors than were the women assistant principals (98.2 percent and 94.8 percent, respectively). Women assistant principals, considerably more than men, were taking graduate work in elementary school instruction (29.9 percent and 11.6 percent). Men showed relatively more interest in graduate study of elementary school administration and general school administration. In general these results agree with those found in the 1968 study of elementary school principals—

there was a marked tendency for women administrators to seek graduate study in instruction (and curriculum) while men have shown a preference generally for preparation in school administration. Perhaps these differences partly reflect the fact that women school administrators usually report having had more classroom teaching experience than the men.

Differences, on the basis of the size of school systems in which employed, were not consistent. On the basis of school enrollment there was significantly more inclination for assistant principals in the smallest schools (under 700) to report graduate study in elementary instruction than was true of those in the largest schools (1,000 or more pupils). Assistant principals in the largest schools appear to have more interest in graduate study of supervision than those in schools enrolling fewer than 700 pupils.

How many hours per week do you devote to professional growth activities?

In the questionnaire sent to assistant principals, one question asked for a report,

Table 15. The Proportion of the Workweek Given to and Desired for Professional Growth Activities

Percent of workweek	Present allotment				Desired allotment			
	Total sample	School enrollment			Total sample	School enrollment		
		Under 700	700-999	1,000 or more		Under 700	700-999	1,000 or more
None.....	35.7%	41.6%	34.5%	33.1%	.0%	.0%	.0%	.0%
1-9.....	46.5	43.1	45.6	49.8	14.9	7.7	22.2	19.0
10-19.....	16.2	14.1	18.6	15.0	50.7	65.4	50.0	38.1
20-29.....	1.4	1.2	1.1	1.9	28.4	23.1	22.2	33.3
30-39.....	.1	.0	.2	.0	1.5	.0	.0	4.8
40 or more.....	.1	.0	.0	.2	4.5	3.8	5.6	4.8
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Median (excluding zero).....	5	5	5	5	15	15	15	10
Number reporting.....	1,270	334	447	472	1,195	304	426	450

(on the basis of the average workweek), of the percent of the week given to major functions. They were also asked to indicate the function, under ideal conditions, to which they would like to give an increased allotment of the workweek.

More than one-third (35.7 percent) reported that they did not give any time to self-improvement in a typical workweek (Table 15). Almost 47 in 100 (46.5 percent) reported devoting from 1-9 percent of the week to self-improvement; about 16 in 100 (16.2 percent) gave about 10-19 percent of the workweek to workshops, research, etc. In brief, 64.3 percent of the total sample gave some proportion of the workweek to self-improvement activities.

A significantly larger proportion of the assistant principals in the largest schools (1,000 or more pupils) reported allotting time (66.9 percent) to self-improvement than was reported by assistant principals in the smallest schools (under 700 pupils). The respective medians (including the zeros) were 5 percent of the workweek and 2 percent of the week.

The percents reported by men and women assistant principals were not significantly different. Differences on the basis of size of school system also were not

significant. On the basis of regions the differences were not significant for those reporting a definite percent of time given to self-improvement, but the Middle states revealed the largest proportion who reported "none" (46 in 100 as compared with 27 to 35 in 100 in the other geographic regions). Under the "ideal" or desired allotment assistant principals in the Middle states brought their percents up to about those indicated by the other regions.

Briefly, the "ideal" or desired percent of the workweek that they would like to give to self-improvement tripled over present practice. That is, the median changed from 5 percent of the workweek to 15 percent.

What is your status with regard to state certification?

The type of state certificate best suited for principals and assistant principals has often been debated. The tendency, according to the 1968 survey of the principalship, is toward some degree of specialization. More than one-third of the principals reported having a special principal's certificate; slightly less than one-third held a general administrator's certificate; 19.2 percent reported that they were required to have only a teacher's certificate.

Table 16. State Certification of Assistant Principals

Type of certificate	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
Teacher's certificate only.....	36.4%	33.1%	42.4%	35.7%	37.3%	56.1%	16.0%
Teacher's certificate plus principal's certificate.....	43.1	48.5	33.4	51.6	17.3	29.7	55.0
Teacher's certificate plus general administrative certificate.....	18.0	17.0	19.7	10.6	41.8	11.9	26.2
Other.....	2.5	1.4	4.5	2.2	3.6	2.3	2.8
Total.....	100.0%	100.0%	100.0%	100.1%	100.0%	100.0%	100.0%
Number reporting.....	1,112	711	401	417	110	303	282

Table 17. Relationship of Assistant Principals to the Local Classroom Teachers Association

Answer	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
A. In your district is there a local association limiting its membership to classroom teachers?							
Yes.....	56.9%	55.2%	59.4%	58.3%	65.0%	53.9%	54.0%
No.....	43.1	44.8	40.6	41.7	35.0	46.1	46.0
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting....	1,270	782	488	542	120	321	287
B. Are you a member of this group?							
Yes.....	24.2%	21.5%	28.2%	19.6%	37.2%	36.4%	13.5%
No.....	75.8	78.5	71.8	80.4	62.8	63.6	86.5
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total reporting.....	723	432	291	317	78	173	155
Not applicable.....	547	350	197	225	42	148	132

Assistant principals, 60 in 100 (61.1 percent), either had a teacher's certificate plus a special principal's certificate or a teacher's certificate plus a general administrative certificate. About one-third (36.4 percent) held a teacher's certificate. As a group, the assistant principals compared favorably with the total sample of principals with regard to preparation beyond the requirements for a teacher's certificate (Table 16).

Men assistant principals, more than women, were revealed as having special preparation beyond the teacher's certificate (65.5 percent and 53.1 percent, respectively). Assistant principals in the largest schools (1,000 or more pupils) and the middle-size schools (700-999 pupils) were more likely to have special preparation than were assistant principals in the smallest schools (under 700 pupils). When the data were tabulated by the size of the school system—the assistant principals in the middle size systems (25,000-99,999 pupils) were more likely to

have had preparation for the principalship or for general administration than were the assistant principals in the smallest school systems (3,000-24,999 pupils) and in the largest school systems (100,000 or more pupils).

The largest differences appeared in the tabulations by geographic regions. In the West, 55 in 100 (55.0 percent) assistant principals held a teacher's certificate and a principal's certificate; in the Northeast 52 in 100 (51.6 percent). In the Middle states this combination of certificates was reported by 30 in 100 (29.7 percent) and in the Southeast only by 17 in 100 (17.3 percent). Offsetting this situation in the Southeast was the report of 42 in 100 (41.8 percent) reporting that they had a teacher's certificate plus a general administrative certificate. This combination was less frequent in the other three regions: 26.2 percent in the West; 11.9 percent in the Middle area; and 10.6 percent in the Northeast.

In which local education associations do you hold membership this year?

In 56.9 percent of the local communities represented by the sample of assistant principals, there were local associations which "limit" their membership to classroom teachers. Regionally this type of organization was relatively more frequent in the Southeast region than in the other three regions (Table 17).

When asked if they belonged to such limited membership groups, 43.1 percent of the total sample of assistant principals replied that the question did not apply to them; 43.1 percent answered "no." It appears, therefore, that about 14 in 100 (13.8 percent) belonged to local classroom teachers associations.

The 723, who belonged to local groups limited to classroom teachers, showed some regional differences. Membership

was reported by 37.2 percent of the reporting assistant principals in the Southeast and 36.4 percent in the Middle states. In the Northeast and in the West fewer than 20 in 100 belonged to the "limited" local teachers organization. Perhaps they were admitted to these groups because of the classroom duties which many assistant principals have as part of their assignments.

Close to 90 in 100 (89.5 percent) of the total sample reported that there were general education associations in their school districts (Table 18). Seventy-six in 100 (76.1 percent) of these were the all-inclusive type. Regionally the all-inclusive type of organization was reported most frequently in the Southeast area (by 93.2 percent) and in the West (85.4 percent).

In the total sample, 71.8 percent reported membership in the local all-inclusive edu-

Table 18. Relationship of Assistant Principals to the Local, All-Inclusive Education Association

Answer	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
A. Is there a local education association in your district?							
Yes.....	89.5%	91.8%	85.9%	83.2%	98.3%	89.4%	97.9%
No.....	10.5	8.2	14.1	16.8	1.7	10.6	2.1
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting....	1,270	782	488	542	120	321	287
B. Is it an all-inclusive group?							
Yes.....	76.1%	73.3%	80.9%	68.3%	93.2%	72.1%	85.4%
No.....	23.9	26.7	19.1	31.7	6.8	27.9	14.6
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting....	1,137	718	419	451	118	287	281
C. Are you a member of this group?							
Yes.....	71.8%	69.4%	75.9%	69.2%	83.9%	56.1%	86.8%
No.....	28.2	30.6	24.1	30.8	16.1	43.9	13.2
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting....	1,137	718	419	451	118	287	281

Table 19. Relationship of Assistant Principals to the Local Elementary School Principals Association

Answer	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
There is no such group.	10.6%	12.4%	7.8%	9.1%	20.5%	5.7%	14.9%
There is a group but assistant principals are not admitted.....	26.4	24.7	29.1	26.7	22.2	39.2	13.1
I am a member.....	52.5	51.3	54.5	53.8	46.2	43.7	62.8
I am not a member.....	10.5	11.6	8.6	10.4	11.1	11.4	9.2
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting.....	1,243	768	475	528	117	316	282

cation association. The proportion so reporting was highest in the West (86.8 percent) and in the Southeast (83.9 percent). The other regions were distinctly lower with 69.2 percent in the Northeast and 56.1 percent in the Middle area. Women assistant principals were more inclined than men to hold membership in the local all-inclusive education association (Table 18).

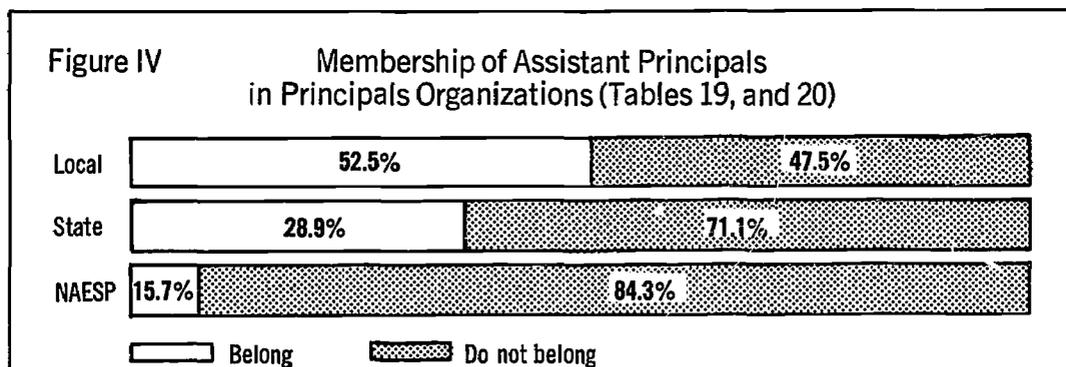
Close to 90 in 100 (89.4 percent) of the total sample reported that there was a local organization of elementary school principals in their districts (Table 19). More than 25 in 100 (26.4 percent) of the assistant principals reported that the local principals organization did not admit assistant principals to membership; an additional 10.5 percent reported that they were not members. Close to 53 in 100 (52.5 percent)

reported that they belonged to the local principals group.

Regionally, the Middle area appeared to be most exclusive—39.2 percent of the respondents in this area reported that the local principals' group did not admit assistant principals; in the West only 13.1 percent of the assistant principals reported that they were excluded from the local principal association. Between 15 in 100 (14.9 percent) in the West and 21 in 100 (20.5 percent) in the Southeast reported that their communities did not have a local organization for elementary school principals.

In which state and national associations do you hold membership this year?

In the total sample, 28.9 percent reported membership in their state principals associ-



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ations. Regionally, the West was most inclined toward membership with 48 in 100 (48.4 percent) so reporting (Table 20). In the other three regions approximately 25 in 100 reported membership in the state principals organization. There was no significant difference between the proportions of men and women holding membership in the state principals association (Table 20).

More than half (55.5 percent) of the assistant principals were members of the general state education association. The proportions were relatively high in the Southeast (81.7 percent) and in the West (79.1 percent). In the other two regions the membership reported was 43.4 percent in

the Northeast and 45.2 percent in the Middle area.

About 16 in 100 (15.7 percent) of the assistant principals reported that they were members of the Department of Elementary School Principals, NEA (now the National Association of Elementary School Principals, NEA). Women assistant principals (18.9 percent) reported DESP membership in larger proportion than men assistant principals (13.8 percent). Twenty in 100 assistant principals reported DESP membership in the Southeast and in the West; in the Northeast, 13.5 percent and in the Middle area, 14.0 percent. In the 1968 survey of the elementary school principalship,

Table 20. Membership of Assistant Principals in State Associations, DESP, and NEA

Answer	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
A. Membership in state principals association							
Yes.....	28.9%	28.5%	29.5%	22.5%	26.7%	23.1%	48.4%
No.....	71.1	71.5	70.5	77.5	73.3	76.9	51.6
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting....	1,270	782	488	542	120	321	287
Membership in general state association							
Yes.....	55.5%	57.5%	52.3%	43.4%	81.7%	45.2%	79.1%
No.....	44.5	42.5	47.7	56.6	18.3	54.8	20.9
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting....	1,270	782	488	542	120	321	287
C. Membership in DESP (now NAESP)							
Yes.....	15.7%	13.8%	18.9%	13.5%	20.0%	14.0%	20.2%
No.....	84.3	86.2	81.1	86.5	80.0	86.0	79.8
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting....	1,270	782	488	542	120	321	287
D. Membership in NEA							
Yes.....	54.5%	54.5%	54.5%	44.3%	75.8%	43.9%	76.7%
No.....	45.5	45.5	45.5	55.7	24.2	56.1	23.3
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting....	1,270	782	488	542	120	321	287

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52.4 percent of the total sample reported that they were members of DESP.

More than half (54.5 percent) of the assistant principals reported membership in the National Education Association. Men and women both reported 54.5 percent. Regionally, however, the assistant principals in the West (76.7 percent) and in the Southeast (75.8 percent) belonged to the NEA in larger proportions than in the Middle area (43.9 percent) and in the Northeast (44.3 percent). In the 1968 survey of elementary school principals, 78.6 percent held NEA membership.

With regard to all types of professional membership in general associations and principals organizations, the assistant principals of the West and the Southeast have been enlisted in larger proportions than in the Northeast and in the Middle area states.

In what other national associations in education do you have a membership?

Table 21 reports the percents of assistant principals who indicated that they belonged

to the Association for Supervision and Curriculum Development, the American Association of Elementary, Kindergarten, and Nursery Educators, and the American Federation of Teachers. The first two organizations are "affiliates" of the National Education Association.

Of the total sample, 8.7 percent reported membership in ASCD, 3.0 percent in EKNE, and 10.9 percent in AFT. Women assistant principals belonged to all three groups in significantly larger proportions than the men.

Regionally, several differences in percent appear to be significant. For example, membership in ASCD was reported in larger proportion in the Southeast than in the other three regions. Membership in the AFT was reported with exceptional frequency in the Middle area, probably because of the influence of two or three large cities in that area. In the West, less than 1 percent reported membership in the AFT. Women were more likely to report AFT membership than were the men.

Table 21. Membership in Other National Associations

Association	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
ASCD							
Yes.....	8.7%	5.8%	13.5%	9.6%	19.2%	4.4%	7.7%
No.....	91.3	94.2	86.5	90.4	80.8	95.6	92.3
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting.....	1,270	782	488	542	120	321	287
EKNE							
Yes.....	3.0%	1.3%	5.7%	2.4%	7.5%	2.5%	2.8%
No.....	97.0	98.7	94.3	97.6	92.5	97.5	97.2
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting.....	1,270	782	488	542	120	321	287
AFT							
Yes.....	10.9%	8.3%	14.1%	6.8%	3.3%	29.6%	.7%
No.....	89.1	91.2	85.9	93.2	96.7	70.4	99.3
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting.....	1,270	782	488	542	120	321	287

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What other professional group has been especially helpful to you?

The purpose of this question was to identify organizations, other than those previously named and perhaps entirely outside of the field of education, which had offered a program of unusual value to an assistant principal. No table is given on this tabulation.

Most of the assistant principals thought in terms of certain local groups as being especially helpful in their work. More than one-fourth (27.9 percent) of the total sample listed the local association of assistant principals. This type of organization was most frequently reported from the Middle region (38.4 percent) and from the Northeast (36.1 percent); it was reported by less than 5 percent of the assistant principals in the Southeast and in the West.

The local association of supervisors was listed by 12.9 percent of the total sample. This type of organization appeared to be more characteristic of the Northeast (reported by 26.2 percent) than it was of the other three regions.

The local type of association of school administrators and supervisors was reported by 10.9 percent of the total sample. It appeared to be more characteristic of the Middle (16.4 percent) and the West (21.3 percent) than of the other regions.

The national organization mentioned most frequently was Phi Delta Kappa (a men's organization in education). It was named by 9.0 percent of the total sample. Regionally, it was named by 22.2 percent of the assistant principals in the West; 11.4 percent, in the Southeast; 10.3 percent, in the Middle area; and 2.0 percent, in the Northeast.



WORKING CONDITIONS

THE PURPOSE of this chapter is to summarize the conditions under which assistant elementary school principals work, including the size of the schools where employed, terms of employment, hours of work in a typical week, and related matters.

What is the enrollment of the school in which you are employed?

The median enrollment reported in the total sample was 875 pupils. The smallest enrollment was 50 and the largest was 3,800. The 1968 survey of the elementary school principalship revealed a median enrollment of 490 (540 in schools with a supervising principal and 175 for schools under teaching principals).

The median of schools with men assistant principals was 860; for schools with women assistant principals, 900. Six in 100 (5.6 percent) of the men reported enrollments of less than 400 pupils; 9 in 100 (8.7 percent) of the women reported enrollments of less than 400 pupils (Table 22). The

medians do not clearly show a consistent tendency to assign men, rather than women, to the largest schools.

In the largest school systems (100,000 or more pupils) 3 in 100 (2.6 percent) assistant principals reported school enrollments of less than 400; in systems with 25,000-99,999 pupils, the proportion was 8 in 100 (8.0 percent); and in systems enrolling 3,000-24,999 pupils, 13 in 100 (12.9 percent) reported schools with fewer than 400 pupils. The medians respectively by size of school system were 1,000, 850, and 740.

Regionally, the differences in the median enrollments reported were not large: 912 in the Northeast; 870 in the Middle States; 866 in the Southeast; and 850 in the West. The largest school (3,800 pupils) was reported by an assistant principal in the Middle states; the smallest school (50 pupils) was also in this geographic region.

Respondents indicated (Tables 22 and 23) that full-time assistant principals were needed in many more schools today.

Table 22. Enrollment in Schools as Reported by Assistant Principals

Number of pupils	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999
Below 100.....	.3%	.1%	.6%	.2%	.4%	.5%
100-399.....	6.6	5.4	8.1	2.4	7.6	12.4
400-699.....	19.8	20.8	18.5	13.2	19.2	31.5
700-999.....	35.7	36.9	33.7	32.4	42.9	36.3
1,000 or more.....	37.7	36.8	39.2	51.9	30.0	19.0
Total.....	100.1	100.0	100.1	100.1	100.1	99.7
Median.....	875	860	900	1,000	850	740
Number reporting.....	1,253	770	483	625	251	377

What school enrollment requires the services of an assistant principal?

There is special interest in comparing the opinions of respondents on the school size that requires a full-time assistant principal. The total sample recommended a median of 600 pupils as the size requiring an assistant principal. The smallest estimate was 25 and the largest was 2,000.

In the 1948 survey of the principalship, the Editorial Committee recommended "desirable" school enrollments ranging from 500 to 1,000 with an "optimum" of 800 pupils. Seventy-one in 100 assistant principals (71.3 percent) fell within the range proposed in 1948 when stating their opinions as the size of school requiring a full-time assistant principal.

Men assistant principals were somewhat more inclined, on the basis of the medians, to recommend an assistant principal when a school enrolls 600; the median for the women was 500. Yet, only 3.9 percent of the men were concerned in their recommendations about schools enrolling 1,000 or more pupils while 8.0 percent of the women thought in terms of these larger schools.

The recommended estimates had a median of 500 among assistant principals in the largest school systems (100,000 or more

pupils) where the median school enrollment in practice was 1,000; in systems of 25,000-99,999 pupils the median of practice was 850 pupils and the median of recommendations was 600; in the smallest systems (3,000-24,999 pupils) the median of current practice was 740 but the median recommended by assistant principals was 600 pupils (Table 23). In general, assistant principals favored appointment of persons to their type of position at a lower point in school size than was reported as now practiced.

The recommended medians regionally ranged from 544 in the Northeast to 642 in the West. The percent with recommendations at 1,000 or more were: 2.6 percent in the Northeast; 6.5 percent in the West; 7.4 percent in the Middle states; and 9.1 percent in the Southeast. To some extent these percents reflect a reaction to present enrollments—that is, where somewhat larger school size exists (Northeast) 97 in 100 of the assistant principals recommended an appointment point below the 1,000 pupil level.

What grades are included in your school?

Nearly half (47.1 percent) of the assistant principals reported working in the K-6 type

Table 23. Recommended School Size Requiring an Assistant Principal

Recommended enrollment	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999
Below 100.....	.1%	.0%	.2%	.0%	.0%	.3%
100-399.....	10.8	8.9	14.2	11.9	6.9	11.3
400-699.....	57.3	57.6	56.9	60.8	48.5	57.7
700-999.....	26.5	29.8	20.8	22.1	36.4	27.3
1,000 or more.....	5.3	3.9	8.0	5.3	8.3	3.5
Total.....	100.0%	100.2%	100.1%	100.1%	100.1%	100.1%
Median.....	600	600	500	500	600	600
Number reporting.....	1,146	736	410	570	231	345

of school organization; 12.9 percent were in K-8 schools; 8.0 percent in the 1-6 type; 8.4 percent in PreK-6 schools; 1.4 percent in PreK-8 schools. The remainder were in various other types of organization.

The K-6 type was significantly more characteristic of the Northeast (53.3 percent) and the West (51.6 percent) than it was in the Southeast (41.7 percent) and the Middle region (34.6 percent). The K-6 type was reported significantly more frequently (50.2 percent) in school systems with 100,000 or more pupils than in the smaller systems

(below 100,000 pupils 44 percent reported the K-6 type).

There were no significant differences in the replies of men and women assistant principals.

How many full-time teaching positions are in your school?

The median number of full-time teachers, in the schools where assistant principals were employed, was 31 for the total sample of respondents. The medians of staffs reported by men and by women assistant

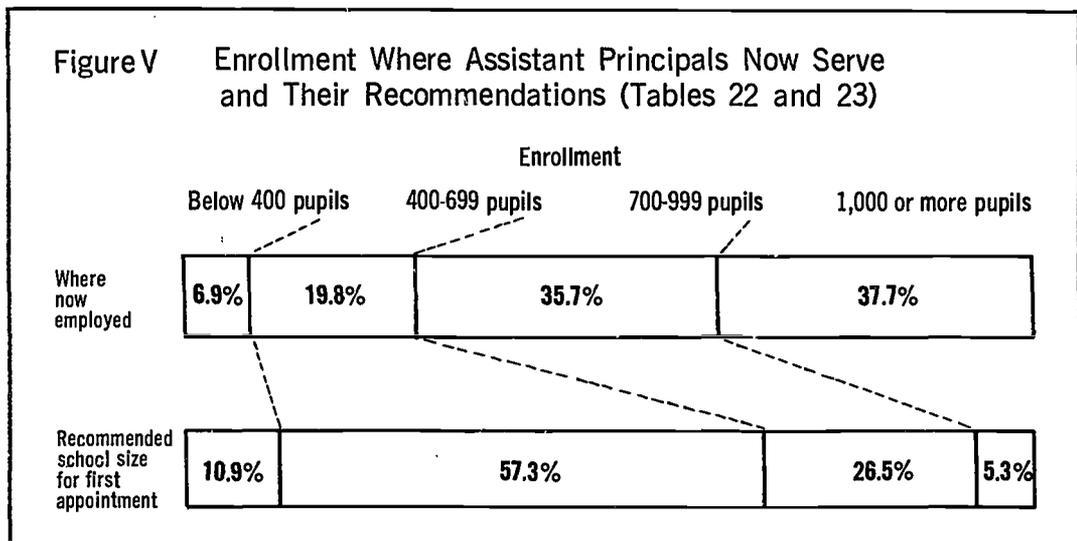


Table 24. Number of Full-Time Classroom Positions in Elementary Schools with Assistant Principals

Number of positions	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999
Below 5.....	.6%	.3%	1.0%	.3%	.0%	1.3%
5-14.....	7.4	6.6	8.6	2.8	8.8	14.0
15-24.....	20.0	20.0	20.2	16.9	19.8	25.3
25-34.....	32.1	32.5	31.4	27.3	39.3	35.1
35-44.....	20.4	20.1	20.9	23.4	20.2	15.6
45-54.....	9.7	10.8	7.7	12.5	8.0	6.0
55 or more.....	9.9	9.7	10.1	16.7	4.0	2.7
Total.....	100.0%	100.0%	99.9%	99.9%	100.1%	100.0%
Median.....	31	32	31	35	30	27
Number reporting.....	1,246	769	477	615	252	379

principals were essentially the same (32 by men and 31 by women).

The larger the school system, the larger the faculty. The median number of faculty members was 35 in the school systems with 100,000 or more pupils; 30 in systems with 25,000-99,999 pupils; and 27 in systems with 3,000-24,999 enrollment (Table 24).

On the basis of regions, the schools in the Northeast were likely to have larger staffs than in the other three regions. The medians were: 34 in the Northeast; 30 in the Southeast and in the Middle region; and 31 in the West. Nearly 18 in 100 (17.9 percent) schools in the Northeast had 55 or more teachers; in Southeast, 5.9 percent; in the Middle area, 4.7 percent; and in the West, 2.1 percent.

Schools with enrollments of 700 or less had a median faculty size of 19; in schools enrolling 700-999 pupils, 30; and in schools with 1,000 or more pupils the median was 43 full-time teachers. Close to 25 in 100 (24.6 percent) schools of 1,000 or more pupils had 55 or more teachers; 1.8 percent of the schools of 700-999 pupils had 55 or more teachers; 0.3 percent of the schools enrolling 700 or fewer pupils had large faculties of 55 or more teachers.

In the 1968 survey of the elementary school principalship only 0.6 percent of the total sample reported faculties of 55 or more; 0.6 percent of the supervising principals also reported such large staffs. The medians were: 18 teachers for the total sample and 20 for all supervising principals.

How would you characterize the neighborhood your school serves?

Only 14 in 100 (14.3 percent) of the school neighborhoods were characterized as above average economically by the total sample of assistant elementary school principals. More than 40 percent reported their school neighborhoods as average economically; 45.3 percent characterized them as below average (Table 25).

Economic level is associated with the size of school systems. In school systems enrolling 100,000 or more pupils, 56.7 percent of the school neighborhoods were reported by assistant principals as below average economically. In school systems with 25,000-99,999 pupils, 50.6 percent of the assistant principals reported their neighborhoods as below average and in the smaller school systems (3,000-24,999) 23.4 percent of the school neighborhoods

Table 25. Types of Neighborhoods Served by Schools with Assistant Principals

Type	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,000	3,000-24,999
Above average economically	14.3%	13.9%	15.0%	9.8%	14.2%	21.8%
Average.....	40.3	38.6	43.2	33.5	35.2	54.9
Below average economically.....	45.3	47.6	41.8	56.7	50.6	23.4
Total.....	99.9%	100.1%	100.0%	100.0%	100.0%	100.1%
Number reporting.....	1,257	778	479	623	253	381

were characterized as below average economically.

A few of the regional differences were significant. In the Middle area 50.3 percent of the assistant principals rated their school neighborhoods as below average economically; in the Northeast, 46.3 percent; in the Southeast, 42.0 percent; and in the West, 39.4 percent. The significant differences were between the Middle area, with the highest percent, and the Southeast and the West (where the percents were the smallest).

How would you characterize the human relations of your school's student body?

In the total sample of assistant principals, 38.5 percent reported that there were no serious tensions or persistent behav-

ior problems; 42.8 percent reported these conditions as periodic; and 18.6 percent thought their student bodies exhibited frequent tensions and difficult behavior problems (Table 26).

The percent distribution of the reports from men and women did not show any significant differences. Yet, Table 25 indicated that men assistant principals were more likely than the women to be in school neighborhoods which were below average economically.

Problem conditions were associated with the size of the school system. More than half (51.7 percent) of the assistant principals in the smallest school systems (3,000-24,999 pupils) reported no serious tensions or persistent behavior problems in their schools. By contrast, only 31.7 percent gave a similar report in school systems

Table 26. Human Relations Situation in Student Bodies of Schools

Situation	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999
No serious tensions or persistent behavior problems.....	38.5%	39.4%	37.1%	31.7%	35.5%	51.7%
Periodic tensions and temporary behavior difficulties.....	42.8	41.9	44.4	42.3	45.8	41.7
Frequent tensions and difficult behavior problems.....	18.6	18.7	18.5	26.0	18.7	6.6
Total.....	99.9%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting.....	1,256	774	482	624	251	381

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with 100,000 or more pupils and 35.5 percent in school systems with 25,000-99,999 pupils (Table 26).

Significant differences were revealed when replies were tabulated by the enrollment of the individual schools. For example, 49.1 percent of the respondents from schools with 700 or fewer pupils thought that they had no serious tensions or behavior problems as compared with 28.8 percent giving this reply from schools with 1,000 or more pupils. Schools with 700-999 pupils fell between the other two sizes with 40.8 percent reporting no serious difficulties.

Tabulations by regions revealed 51.3 percent of the assistant principals reporting no serious problems in the Southeast states; the other three regions ranged between 35.9 percent (in the Northeast) and 40.7 percent (in the West). Frequent tensions and behavior problems were reported by 22.1 percent of the respondents in the Middle area of the country and by 20.7 percent in the Northeast contrasted with 14.4 percent in the West and 10.1 percent in the Southeast.

What is your term of employment each year?

Five in 100 (5.2 percent) of the total sample of assistant principals reported that they were employed for about 9 months each year; approximately 14 in 100 reported 12 months (Table 27).

Sixty-seven in 100 (67.1 percent of the sample reported terms of 10 but less than 11 months. Close to 95 in 100 (94.9 percent) of the assistant principals were employed for 10 or more months; the 1968 survey of the principalship revealed 80 in 100 (78.6 percent) as working 10 or more months.

Women assistant principals reported 12 months terms in significantly larger proportions than the men. Terms of 9 months were most characteristic of schools enrolling under 700 pupils. In school systems enrolling 100,000 or more pupils, assistant principals reported 12-month employment in larger proportion than those in systems with fewer than 100,000 pupils. Close to 20 in 100 (19.4 percent) reported 12-month terms in school systems enrolling 100,000 or more pupils as compared with 10 in 100 (9.9 percent) in school systems with 3,000-24,999 pupils. However, in the middle-size school systems only 6 in 100 (6.3 percent) reported working 12 months each year.

Regional tabulations also showed a few significant differences. In the Northeast, almost 25 in 100 (24.4 percent) reported 12-month terms as compared with 10.9 percent in the Southeast; 10.1 percent in the West; and 0.6 percent in the Middle states. Almost 22 in 100 (21.8 percent) of the assistant principals in the Southeast reported working 9 months or less; in the Middle states the comparable percent was 6.3 per-

Table 27. Annual Term of Employment of Assistant Principals

Months In term	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
9 but less than 10.....	5.2%	5.4%	4.8%	.9%	21.8%	6.3%	4.9%
10 but less than 11.....	67.1	67.7	66.2	62.6	42.9	85.9	64.7
11 but less than 12.....	13.9	14.8	12.4	12.1	24.4	7.2	20.3
12 months.....	13.9	12.2	16.6	24.4	10.9	.6	10.1
Total.....	100.1%	100.1%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting.....	1,261	779	482	537	119	319	286

cent; in the West, 4.9 percent; and in the Northeast, 0.9 percent.

How many weeks are available in the summer for vacation, workshops, and other purposes?

In the total sample of assistant principals, the median summer period available for recreation and study was 9 weeks. Tabulations on the basis of sex revealed no significant differences in the length of the summer periods available for study and recreation (Table 28). Principals, in the 1968 study, had a median summer period of 8 weeks.

In the smallest and largest schools (under 700 and 1,000 or more enrolled) 55.7 and 53.8 percent respectively of the assistant principals reported a summer period of 9 or more weeks. This is significantly different from schools with 700-999 pupils where 42.3 percent reported 9 or more weeks. The underlying factors in these percents were likely to have been the size of the school systems and the region in which employed.

About 44 in 100 of the assistant principals, in school systems with fewer than 100,000 pupils enrolled, reported 9 or more weeks in the summer for recreation and

study. In school systems over 100,000 in enrollment, 56.2 percent reported 9 weeks or more as the summer period.

Regional differences were significant. In the Middle area, 66.3 percent of the respondents reported 9 weeks or more; in the Northeast the comparable figure was 49.8 percent; in the West, 39.4 percent; and in the Southeast, 35.0 percent. The Southeast also had 10.8 percent reporting no summer period for recreation and study; none of the other three regions reported more than 4.4 percent (Table 28).

How many hours per week do you average at your school?

The typical or median assistant principal reported that his regular duties at school required 40 hours per week. The 1968 survey of elementary school principals indicated a median of 45 hours per week at school.

Close to 20 in 100 (18.5 percent) of the men assistant principals reported 48 or more hours per week at school (the lowest was 7 hours and the highest was 75 hours). Women assistant principals revealed a median of 40 hours spent at school each week on their regular duties (the lowest reported was 7 hours and the highest was 65 hours).

Table 28. Number of Weeks in Summer Available for Recreation and Study

Number of weeks	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
None.....	3.6%	3.2%	4.3%	2.6%	10.8%	4.4%	1.7%
1-2.....	1.5	1.9	.8	1.7	1.7	1.6	1.0
3-4.....	10.6	8.8	13.3	17.7	10.0	1.2	7.7
5-6.....	7.4	7.8	6.8	7.6	11.7	3.1	10.1
7-8.....	26.7	28.5	23.8	20.7	30.8	23.4	40.1
9-10.....	42.6	41.9	43.6	47.2	25.8	52.0	30.3
11 or more.....	7.6	7.8	7.4	2.6	9.2	14.3	9.1
Total.....	100.0%	99.9%	100.0%	100.1%	100.0%	100.0%	100.0%
Median (Including none)....	9	8	9	8	8	10	8
Number reporting.....	1,270	782	488	542	120	321	287

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The "lowest" must have been one who gave major time to classroom teaching and about 1½ hours per school day to duties as an assistant principal.

If we assume that any report of 48 or more hours is "beyond normal expectations," then at least 15 in 100 of the total sample were putting in overtime; 18.5 percent of the men and 10.6 percent of the women also averaged 48 or more hours (Table 29).

The tabulations suggest that schools enrolling 700-999 pupils, on the average, require more time per week of assistant principals than do either the larger or the smaller schools. The medians respectively were: 1,000 or more pupils, 40 hours; 700-999 pupils, 43 hours; and under 700 pupils, 40 hours. Close to 20 in 100 assistant principals (19.5 percent) in the 700-999 enrollment group reported that their regular duties at school required 48 or more hours per week as compared with a little more than 10 percent in the largest and smallest schools.

Tabulations on the basis of the size of the school system also suggested some significant differences. In the largest systems (100,000 or more enrollment) the median time at school was 40 hours per week; in systems with 25,000-99,999 pupils, 43 hours; and in systems with 3,000-24,999

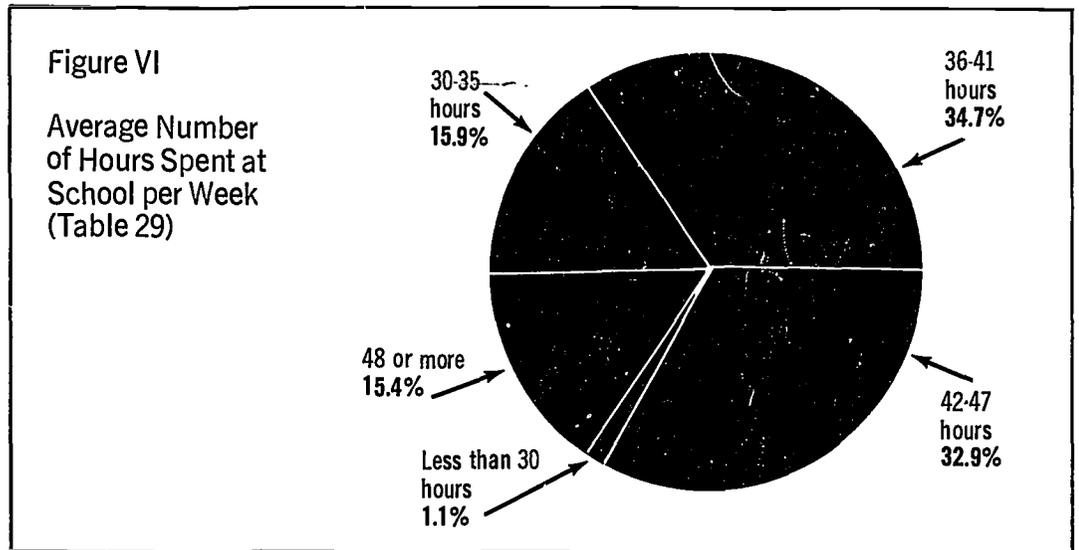
pupils, 44 hours. That these differences were significant, is indicated by the percent in each enrollment category who reported 48 or more hours per week. The percents were: in the 100,000 or more systems the percent with "overtime" was 9.8 percent; in the 25,000-99,999 group, 19.3 percent; and in the 3,000-24,999 group, 22.2 percent. One might speculate that, with a decrease in school system size, the assistant principalship may be somewhat less clearly defined and, consequently, these positions may have acquired many miscellaneous, time-consuming duties (Table 29).

A tabulation of the replies in the two categories: (a) assistant principals with no regular teaching duties, and (b) those serving both as classroom teachers and as assistant principals gave some support to the preceding paragraph. The "assistant principal only" group averaged 40 hours per week at school; those with teaching duties averaged 42 hours per week.

When tabulated by regions certain differences were significant. In the Middle states only 11.2 percent reported "48 or more hours" per week; in the Northeast, 11.5 percent; in the Southeast, 19.2 percent; and in the West, 25.9 percent. Again, one would have to speculate on why such a large proportion of assistant principals in the West have approximately a 10-hour day.

Table 29. Average Number of Hours per Week Spent at School

Hours per week	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999
Less than 30 hours.....	1.1%	.9%	1.4%	1.0%	2.4%	.5%
30-35.....	15.9	15.0	17.4	23.0	10.7	7.8
36-41.....	34.7	30.9	40.9	41.1	26.8	29.4
42-47.....	32.9	34.8	29.7	25.2	41.0	40.1
48 or more.....	15.4	18.5	10.6	9.8	19.3	22.2
Total.....	100.0%	100.1%	100.0%	100.1%	100.2%	100.0%
Median.....	40	42	40	40	43	44
Number reporting.....	1,265	781	484	627	254	384



How many additional hours do you spend in school-related activities?

Among the sample as a whole, the median number of hours beyond regular school duties, was 5 hours per week (Table 30). In all of the special tabulations (by sex, school size, and other bases) the median was 5 hours per week.

If we assume that additional hours beyond 8 hours is an "extra load" or "overtime," then 30 in 100 assistant principals in

the total sample were carrying a substantial load of additional duties. The 1968 study of the elementary school principalship showed that 27 in 100 principals were working more than 8 hours per week in school-related duties beyond the hours spent at school.

School enrollment was apparently a factor in the smallest schools (under 700 pupils) and in the largest schools (1,000 or more pupils). The proportion of the

Table 30. Average Number of Hours, Other than Regular Hours, Spent in School-Related Activities

Hours per week	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
Less than 6 hours.....	55.5%	55.9%	54.7%	48.5%	64.0%	53.4%	66.7%
6-8.....	14.5	14.9	14.0	16.0	9.9	13.4	14.9
9-11.....	20.9	21.9	19.1	22.9	18.0	24.5	14.5
12-14.....	3.5	2.6	5.1	5.1	3.6	3.4	.7
15-17.....	3.5	3.2	4.0	4.9	3.6	2.4	2.2
18-20.....	1.3	1.1	1.6	1.4	.9	1.7	.7
21 or more.....	.9	.4	1.6	1.2	.0	1.0	.4
Total.....	100.1%	100.0%	100.1%	100.0%	100.0%	99.8%	100.1%
Median.....	5	5	5	6	5	5	5
Number reporting.....	1,170	740	430	493	111	290	276

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assistant principals working more than 8 hours per week in "additional" duties were respectively 33.8 percent and 31.3 percent. In contrast, in schools with 700-999 pupils, only 25.5 percent reported additional hours in school-related duties.

On a regional basis the tabulations revealed that 35.5 percent of the assistant principals in the Northeast gave more than 8 hours per week to additional, school-related duties; in the Middle region, 33.2 percent and in the Southeast, 26.1 percent. The 18.4 percent in the West was significantly less than in other regions (Table 30).

The size of the school system apparently was a factor. For example, in the largest systems (100,000 or more pupils) 35.1 percent of the assistant principals reported extra hours (beyond 8 hours per week) in school-related duties. In school systems with 25,000-99,999 pupils, 24.9 percent reported more than 8 hours per week; in systems with 3,000-24,999 pupils, only 25.3 percent reported "extra" work time beyond 8 hours per week.

How do you divide your time among certain major categories?

In all of the past surveys of the elementary school principalship respondents have been asked to report the proportions of their time given to major functions. It was recognized that these would have to be estimates since a principal could not be expected to keep a diary of the actual time spent on various duties during a typical week. The remarkable thing is that these estimated reports in 1928, 1948, 1958, and in 1968 have shown substantial consistency.

A similar question was included in the questionnaire sent to the sample of assistant elementary school principals (Table 31). A few pages farther along in this report tabulations will show the percent of assistant principals who would like to allot more time to certain functions, if conditions were ideal (Table 38).

Regular teaching duties. Close to 70 in 100 (68.9 percent) of the total sample reported that they were not assigned regular teaching duties (Table 31). In the 1968 survey of the principalship, 57.7 percent of the respondents reported that they had no regular teaching duties (the study included a number of "teaching principals" who gave substantial amounts of time to classroom teaching).

Fifteen in 100 (15.0 percent) of the assistant principals in the total sample had 60 percent or more of their time assigned to regular teaching. Tabulations on the basis of sex showed both men and women groups with 15 in 100 giving 60 percent of the typical workweek to regular classroom duties.

Eight hundred and seventy-five of the respondents reported that their work as assistant principals did not include any regular classroom assignments; 395 reported that they were both assistant principals and classroom teachers. Almost half (48.3 percent) of the latter group gave 60 percent or more of the typical workweek to fulltime teaching.

Regular teaching assignments were associated with the size of schools. In the smallest schools (under 700 pupils) only 42.8 percent of the assistant principals reported no regular teaching assignments; in schools of 700-999 pupils the comparable percent was 72.9 percent; and in the schools enrolling 1,000 or more pupils, 83.9 percent reported that they had no regular classroom duties.

Significant differences also were revealed by tabulations on the basis of the size of the school system. In the largest systems (100,000 or more pupils), 77.8 percent of the assistant principals reported no regular classroom duties; in systems with 25,000-99,999 pupils, 67.1 percent; and in systems with 3,000-24,999 pupils, only 55.6 percent were free of classroom duties (Table 31).

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Table 31. Percent of the Average Workweek Given to Regular Classroom Teaching

Percent of week	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999
None.....	68.9%	68.4%	69.7%	77.8%	67.1%	55.6%
1-19.....	10.7	11.3	9.9	10.0	14.9	9.1
20-39.....	2.8	3.4	2.0	2.6	2.4	3.7
40-59.....	2.5	2.1	3.2	2.3	2.4	3.1
60-79.....	5.1	5.4	4.7	2.4	3.9	10.4
80 or more.....	9.9	9.6	10.4	5.1	9.4	18.2
Total.....	99.9%	100.2%	99.9%	100.2%	100.1%	100.1%
Mean (including none).....	15	15	15	8	14	26
Median (excluding none).....	50	50	55	20	25	70
Number reporting.....	1,270	782	488	630	255	385

On the basis of regions the Northeast differed significantly from the other three regions with 76.0 percent reporting no regular classroom teaching. In the other regions the comparable percents were: Southeast, 67.5 percent; West, 63.4 percent; and Middle region, 62.3 percent. There were no significant differences among the proportions in the regions reporting that they gave 60 percent or more of their time to classroom teaching.

Clerical work. Recordkeeping, reports, and numerous other clerical tasks have long characterized the teaching profession. For years, elementary school principals have reported that the burden of clerical duties hampered their efforts to supervise, administer, and perform various technical duties. The 1968 survey of the principalship revealed an average (mean) proportion in the total sample of 13 percent of the workweek given to clerical work.

Table 32. Percent of Average Workweek Given to Clerical Duties

Percent of week	Total sample	Sex		School enrollment		
		Men	Women	Under 700	700-999	1,000 or more
None.....	26.1%	23.9%	29.7%	29.3%	20.6%	29.0%
1-19.....	56.5	58.1	53.9	59.2	59.3	51.5
20-39.....	14.4	15.6	12.8	10.2	16.6	16.1
40-59.....	2.6	2.0	3.7	1.2	3.3	3.2
60-69.....	.2	.3	.0	.0	.2	.2
80 or more.....	.0	.0	.0	.0	.0	.0
Total.....	99.8	99.9%	100.1%	99.9%	100.0%	100.0%
Mean (including none).....	9	9	9	7	10	9
Median (excluding none).....	10	10	10	10	10	10
Number reporting.....	1,270	782	488	334	447	472

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Assistant principals reported in the present survey that they gave considerable time to clerical work (Table 32). The mean of the total sample, (including those who reported none) was 9 percent of the workweek; the median (not including none) was 10 percent of the typical week. Close to 57 in 100 (56.5 percent) of the respondents fell in the 1-19 percent of the workweek; 17.2 percent gave 20 percent or more of their time in typical weeks to recordkeeping and similar tasks.

There were no significant differences between the reports of women and the men assistant principals. The respondents who gave full-time to being assistant principals, on the average, reported more time given to clerical work than those who serve both as assistant principals and as classroom teachers. The respective medians (excluding those reporting none) were 10 percent and 8 percent of a typical workweek.

Size of school was an influential factor. In schools under 700 in enrollment, 88.5 percent reported less than 20 percent of the workweek given to clerical work; in schools of 700-999 pupils, 79.9 percent reported less than one-fifth of the week given to clerical work; and in schools of 1,000 or more pupils, the comparable percent was 80.5 percent.

There was a statistical difference between the largest school systems (100,000 or more pupils) and the smallest systems (3,000-24,999 pupils) as compared with the middle-size systems. In the largest and the smallest systems close to 30 percent of the assistant principals reported they did not give any time to clerical work; in the middle-size systems only 18.4 percent reported freedom from clerical duties.

Regionally, the differences were small with regard to the percent reporting from 1-19 percent of the workweek given to clerical work. The percents in the 1-19 category were 51.1 percent in the Middle area; 55.0 percent in the Southeast; 55.1 percent in

the Northeast; and 65.9 percent in the West. The latter percent indicates significantly greater freedom from clerical work in the West as compared with the other three regions.

Administration. For most persons one of the first ideas as to the role of a principal is "to administer." In the 1968 survey of the elementary school principalship, the average respondent reported giving about one-fourth of his workweek to administration. Teaching principals, on the average, reported that administration required 9 percent of the workweek; supervising principals reported 30 percent (both mean and median).

In the total sample of assistant principals, the mean (including those reporting none) was 37 percent of the workweek; the median (excluding the none) was 40 percent of the workweek (Table 33).

Men assistant principals reported more time given to administration than did the women assistant principals. The respective means (including those reporting none) were 41 percent and 31 percent of the workweek). Close to 12 in 100 of the women (11.9 percent) as compared with 4.6 percent of the men reported none of the typical week given to administration.

Respondents serving only as assistant principals revealed a median (excluding none) of 40 percent of the workweek as compared with 20 percent as the median of those who were both assistant principals and classroom teachers.

As might be expected, the size of the school was an influential factor. In the smallest schools (under 700 enrollment) the median (excluding those reporting none) was 20 percent; in schools enrolling 700-999, the median was 40 percent; and in the largest schools (1,000 or more pupils), the median proportion was 50 percent.

The size of the school system showed small but not significant differences; they are not reported here.

Table 33. Percent of Time During the Average Workweek Given to Administration

Percent of week	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
None.....	7.4%	4.6%	11.9%	7.9%	11.7%	8.1%	3.8%
1-19.....	18.8	17.0	21.8	16.6	31.7	20.5	15.7
20-39.....	23.3	20.0	28.7	25.3	33.3	19.4	19.9
40-59.....	28.0	31.6	22.2	30.4	15.0	27.4	29.3
60-79.....	16.3	18.8	12.3	14.8	4.2	17.8	22.6
80 or more.....	6.2	8.0	3.3	5.0	4.2	6.9	8.7
Total.....	100.0%	100.0%	100.2%	100.0%	100.1%	100.1%	100.0%
Mean (including none)....	37	41	31	36	25	37	43
Median (excluding none)....	40	45	30	40	25	40	50
Number reporting.....	1,270	782	488	542	120	321	287

Regional differences were marked and significant (Table 33). In the West the median proportion (excluding the none reports) of the workweek given to administration was 50 percent; in the Northeast and the Middle region, 40 percent; and in the Southeast, 25 percent. In the West the proportion of the respondents giving less than 10 percent of the workweek to administration was 12.5 percent; in the Northeast, 14.9 percent; in the Middle region, 20.2 percent;

and in the Southeast, 30.9 percent. Obviously, the assistant principals in the Southeast were holding the least "administrative" positions among the four regions.

Supervision and the coordination of instruction. Ever since the 1928 DESP yearbook, a survey of the status of elementary school principals, the Department (now NAESP) has focussed the attention of principals upon their responsibilities as supervisors and coordinators of instruction. Each of

Table 34. Percent of Time During the Average Workweek Given to Supervision

Percent of week	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999
None.....	15.4%	13.7%	18.0%	10.8%	16.5%	22.1%
1-19.....	38.0	43.1	29.9	32.1	43.1	44.4
20-39.....	33.5	34.0	32.6	40.6	31.4	23.1
40-59.....	10.1	7.8	13.8	11.9	7.0	9.1
60-79.....	2.4	1.2	4.5	3.6	2.0	.8
80 or more.....	.7	.3	1.2	1.0	.0	.6
Total.....	100.1%	100.1%	100.0%	100.0%	100.0%	100.1%
Mean (including none).....	18	17	21	22	16	14
Median (excluding none).....	20	20	24	20	15	15
Number reporting.....	1,270	782	488	630	255	385

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the later surveys (1948, 1958, and 1968) indicated that principals were trying, but not completely succeeding (on the average), in devoting an increasing proportion of their time to supervisory functions. In the 1968 survey the mean proportion of the workweek given to supervision was 26 percent for the total sample, 7 percent for teaching principals, and 30 percent for supervising principals.

Since many assistant principals will eventually become principals, they were asked to report on the percent of the workweek that they were now giving to supervision (Table 34). In the total sample the mean proportion (including those reporting none) was 18 percent of the workweek; the median (excluding the none replies) was 20 percent. Fifteen in 100 (15.4 percent) reported that they did not allot any of the workweek to supervision.

On the average, women assistant principals reported more time given to supervision than the men. The respective means (including none replies) were 17 percent and 21 percent of the typical workweek.

There were significant differences on the basis of school enrollment. In schools under 700 in enrollment, 31.7 percent of the assistant principals reported no part of the workweek allotted to supervision; in schools with 700-999 pupils the comparable percent was 11.4 percent; and in schools of 1,000 or more pupils, 7.4 percent. In the schools with 700 or more pupils, from 38.3 to 40.1 percent of the assistant principals fell in the 20-39 percent step of the tabulations. In schools under 700 in enrollment, only 17.7 percent were tabulated in the 20-39 percent category.

Size of the school system also was an influential factor (Table 34). In the smallest systems (3,000-24,999 pupils), 22.1 percent of the respondents reported no time allotted to supervision; in systems of 25,000-99,999 pupils the comparable percent was 16.5 percent; and in the largest systems (100,000 or more pupils), 10.8 percent. In these

largest systems assistant principals gave an average of about one-fifth (22 percent) of the workweek to supervisory functions.

Regional tabulations indicated that assistant principals in the Middle region and in the West were less likely to give 20 percent or more of the workweek to supervision than were respondents in the Northeast and in the Southeast. The proportions falling below 20 percent of the typical week given to supervision were: Northeast, 40.0 percent of the respondents; Southeast, 46.7 percent; West, 64.1 percent; and Middle region, 68.9 percent. The medians (excluding the none replies) were 25 percent in the Northeast and in the Southeast; 15 percent in the West, and 10 percent in the Middle region.

Curriculum development. The 1968 survey of the elementary school principalship showed that the sample as a whole had a mean percent (including those reporting none) of 7 percent of the workweek devoted to the function of curriculum development. The present study of assistant principals also revealed a mean of 7 percent of the workweek given to curriculum development and related activities (Table 35).

About one-fourth (27.0 percent) of the total sample of assistant principals reported that they did not devote any time to curriculum development. The percents reported by men and by women did not differ in significant amounts.

The size of the school was a factor affecting the allotment of time to curriculum activities. In the smallest schools (under 700 in enrollment) 36.8 percent reported no time allotted to this function; in the middle-size schools (700-999) pupils, 24.8 percent; and in the largest schools (1,000 or more) only 22.5 percent indicated no time allotment during the typical workweek.

The enrollment of the school system also had an apparent influence on the time allotted (Table 35). In the smallest schools

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Table 35. Percent of the Average Workweek Given to Curriculum Development

Percent of week	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999
None.....	27.0%	26.6%	27.7%	24.3%	29.3%	30.1%
1-19.....	63.6	65.4	60.7	64.8	61.1	63.1
20-39.....	8.9	7.6	11.0	10.6	9.1	6.3
40-59.....	.4	.4	.4	.2	.8	.5
60-79.....	.1	.0	.2	.2	.0	.0
80 or more.....	.0	.0	.0	.0	.0	.0
Total.....	100.0%	100.0%	100.0%	100.1%	100.0%	100.0%
Mean (including none).....	7	7	8	8	7	6
Median (excluding none).....	10	6	10	10	10	5
Number reporting.....	1,270	782	488	630	255	385

(3,000-24,999 pupils), 30.1 percent of the respondents reported no time give to curriculum development; in school systems with 25,000-99,999 pupils the corresponding figure was 29.0 percent; and in the largest systems (100,000 or more pupils) only 24.3 percent were not involved in curriculum development work during a typical workweek.

The tabulations by regions indicated in the West (23.7 percent), the Northeast (24.2

percent), and the Southeast (25.0 percent)—that about one-fourth of the assistant principals did not allot any time to curriculum development during a typical week. In contrast, a significantly larger proportion (35.5 percent) of the respondents in the Middle region reported no time allotment to curriculum development.

Community work. Recent events with regard to community problems have underlined the need for strong constructive

Table 36. Percent of the Average Workweek Given to Community Work

Percent of week	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999
None.....	27.6%	25.1%	31.6%	25.2%	25.5%	32.7%
1-19.....	69.0	71.0	65.8	70.8	70.2	65.2
20-39.....	3.3	3.7	2.7	4.0	4.3	1.6
40-59.....	.2	.3	.0	.0	.0	.5
60-79.....	.0	.0	.0	.0	.0	.0
80 or more.....	.0	.0	.0	.0	.0	.0
Total.....	100.1%	100.1%	100.1%	100.0%	100.0%	100.0%
Mean (including none).....	5	5	5	6	5	4
Median (excluding none).....	5	5	5	5	5	5
Number reporting.....	1,270	782	488	630	255	385

forces in the school community and neighborhood. One surprising and disappointing statistic in the 1968 survey of the elementary school principalship was that 13.8 percent of the total sample reported that they gave no time to community work during the typical workweek. The mean proportion (including those reporting none) was 7 percent of the typical week; the median (excluding the none replies) was 5 percent of the week.

Assistant elementary school principals in the total sample reported 5 percent of the week both as the mean and as the median (Table 36). Close to 30 in 100 (27.6 percent) reported that they did not give any time during the regular hours of the typical week. Women more than men assistant principals were more likely to be in the "none" category, but the averages were the same for both groups.

Assistant principals in the smallest schools (under 700 pupils) were more likely not to give any time to community work than were assistant principals in the middle-size schools (700-999 pupils) and in the largest schools (1,000 or more pupils). The respective percents in the "none" category were 41.9 percent, 22.8 percent and 21.8 percent. Apparently, when the school's enrollment passes the 700 mark, the demand for community work sharply increases.

The factor of size was significant on the basis of the size of the school system (Table 36). In systems enrolling 25,000 or more pupils only about one-fourth did not give regular workweek hours to community work; in school systems with 3,000-24,999 pupils, 32.7 percent did not allot hours to community work during a typical workweek. The respective mean proportions (including those reporting none) was 6 percent in the largest systems, 5 percent in the middle-size systems, and 4 percent in the smallest systems.

The regional tabulations showed the following proportions reporting no time given

to community work: Middle states, 34.3 percent; Southeast, 30.8 percent; and Northeast, 28.0 percent. In the West the proportion differed significantly from the other three regions since only 17.8 percent did not give time to community work during a typical workweek.

Self-Improvement. For many years teachers have considered conferences, study groups, and similar self-improvement activities as "outside" the acceptable uses of regular school hours. During the past two decades there has been increasing acceptance of self-improvement efforts as necessary parts of one's obligations for quality professional services.

Beginning with the 1968 survey of the elementary school principalship, respondents were asked to report the proportion of the workweek given to self-improvement. In the total sample of the 1968 survey principals, on the average, reported about 2.5 to 3.0 hours of the typical workweek of 50 hours, given to workshops, staff conferences, and similar activities (mean, 6 percent; median, 5 percent).

In the total sample of the present survey, assistant principals reported about the same proportions of the workweek given to self-improvement (Table 37). The mean percent (including those reporting none) was 4 percent; the median (excluding the none replies) was 5 percent. More than one-third (35.7 percent) of the sample reported that they did not allot any time to self-improvement during a typical week.

The proportions reported by men and women assistant principals were essentially the same (Table 37). The size of the school revealed significant differences. The smaller the school the larger the proportion reporting no time given to self-improvement. In schools under 700 enrollment, 41.6 percent of the assistant principals reported that they did not give time to self-improvement; in school of 700-999 pupils, 34.5 percent; and in schools enrolling 1,000 or more pupils, 33.1 percent. Perhaps these

Table 37. Percent of Average Workweek Given to Self-Improvement

Percent of week	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
None	35.7%	34.8%	37.1%	35.1%	30.8%	46.1%	27.2%
1-19	62.7	63.7	61.3	63.5	66.6	52.6	71.1
20-39	1.5	1.5	1.4	1.3	2.5	1.2	1.7
40-59 .....	.1	.0	.2	.2	.0	.0	.0
60-79 .....	.0	.0	.0	.0	.0	.0	.0
80 or more .....	.0	.0	.0	.0	.0	.0	.0
Total	100.0%	100.0%	100.0%	100.1%	99.9%	99.9%	100.0%
Mean							
(including none)....	4	4	4	4	5	3	5
Median							
(excluding none)....	5	5	5	5	5	5	5
Number reporting.....	1,270	782	488	542	120	321	287

proportions suggest that the multiple duties of the assistant principal in schools below 700 pupils tend to keep him away from self-improvement activities.

The total enrollment of school systems was not a significant factor in determining the percent of the workweek given to self-improvement. Differences among the regions, however, were large enough to be significant (Table 37). For example, the percent reporting that they did not allot time to self-improvement were: Middle region, 46.1 percent; Northeast, 35.1 percent; Southeast, 30.8 percent; and the West, 27.2 percent. The West indicated a marked leaning toward time for self-improvement; the Middle region inclined away from self-improvement time during the typical workweek. The other two regions fell between these extremes with regard to the proportions reporting "none" of the week allotted to self-improvement activities.

Under ideal conditions, which area of activity would you increase so as to make your work more effective and satisfying?

In the questionnaire, after assistant principals had reported the percent of the

typical workweek given to major areas of work (summarized in Tables 31 through 37). they were asked to indicate the one to which they would like to give more time. Also, they were asked to indicate the percent of the workweek that this enlarged activity should have under ideal conditions (Table 38).

One area—supervision—was the overwhelming favorite among two-thirds of the total sample (65.1 percent). The mean allotment of time assistant principals would like to give to supervision was 48 percent of the workweek. Supervision and coordination of instruction, as the function that would make the assistant principals work more effective and satisfying, stands in sharp contrast to the actual time given to the various major functions (Tables 31 through 37). For example, on the average, the respondents reported only 18 percent of the workweek given to supervision under actual conditions.

The second area reported by respondents as most deserving additional time was that of curriculum development; 14.4 percent would like to give more time to this area of work. The median "desired time" they would give to this function was 29 per-

Table 38. Areas to Which Assistant Principals Would Like to Devote More Time

Functions	Total sample	Sex		School Enrollment		
		Men	Women	Under 700	700-999	1,000 or more
Classroom teaching.....	1.9%	1.2%	3.1%	6.2%	.7%	.2%
Clerical tasks.....	.4	.1	1.0	1.4	.2	.0
Administration.....	6.8	7.9	4.8	11.8	5.3	5.1
Supervision.....	65.1	65.8	63.9	48.8	68.4	72.8
Curriculum development.....	14.4	14.5	14.4	17.0	15.0	12.2
Community work.....	4.8	4.9	4.5	4.5	5.1	4.6
Self-improvement.....	6.5	5.5	8.4	10.4	5.1	5.1
Total.....	99.9%	99.9%	100.1%	100.1%	99.8%	100.0%
Number reporting.....	1,149	731	418	289	412	434

cent of the workweek. In actual practice, assistant principals average only 7 percent of the workweek allotted to curriculum work (Table 35).

About 7 in 100 respondents (6.8 percent) thought they should give more time to administration; 7 in 100 (6.5 percent) would like to increase the time allotted to self-improvement; 5 in 100 (4.5 percent) would increase the percent of the workweek given to community work.

There were no significant differences between men and women assistant principals. Close to two-thirds of both groups thought that, by giving more of their time to supervision, they would find their work more effective and satisfying.

The larger the enrollment of the school in which serving, the larger the percent of those choosing supervision as the area deserving more of the workweek. This was especially true in schools enrolling 700 or more pupils (Table 38).

In the larger school systems (25,000 or more pupils) two-thirds or more of the respondents selected supervision; below 25,000 pupils in the school system, 59.0 percent chose supervision as the function to which they would allot more of the workweek. These choices affect the assistant principals future status (Chapter 6).

Self-improvement was chosen by increasingly larger percents of the respondents as the size of the school system decreased. For example, only 4.5 percent of the assistant principals in the largest systems (100,000 or more pupils) felt that they would be more effective if they gave more time to self-improvement as contrasted with 9.4 percent in the systems under 25,000 in enrollment.

On a regional basis the self-improvement area was chosen by 17.5 percent of the respondents in the Southeast. The comparable percents in the other regions were: Northeast, 6.7 percent; West, 5.3 percent; and Middle region, 3.5 percent. Largely as a result of this relatively high percent in the Southeast, only 52.4 percent of the respondents in that region chose supervision as the function to which they would like to give more time. In the other three regions the percents selecting supervision were: Northeast, 67.3 percent; Middle, 66.8 percent; and West, 64.1 percent. These differences indicate a relative strong "felt need" for self-improvement activities among the assistant principals in the Southeast.

These hopes of assistant principals will not be realized without the sympathetic help of their principals.

What kind of office do you have in your capacity as assistant principal?

Surveys of the elementary school principalship for the past forty years have revealed that many of them do not have adequate office facilities. Even by the time of the 1968 survey only about half of the principals in the total sample reported their offices as exceptionally good or satisfactory. Yet, it is obvious that one of the working tools of an executive includes specialized space for records, public contacts, staff interviews, and many other activities.

Much of the same argument holds for the assistant principal, if he is to function efficiently. In the present survey, 66 in 100 (65.6 percent) reported that they had "a separate office of my own." Close to 17 in 100 (16.5 percent) reported that they had only a desk in the general school office; 16 in 100 (15.7 percent) used desks in their classrooms; and 2 in 100 (2.1 percent) reported various ways in which they shared office space with other members of the school staff (Table 39).

The tabulations showed that men assistant principals were more likely to have separate offices than women assistant principals. This probably was caused by the fact that relatively more of the women were assistant principals with regular classroom assignments. For example, a special tabulation showed that 77.5 percent of the re-

spondents who served only as assistant principals reported having separate offices of their own; 39.0 percent of those who were assistant principals-classroom teachers had separate offices for their administrative duties.

School size tabulations revealed significant differences (Table 39). In schools with fewer than 700 pupils, only 37.8 percent of the assistant principals had separate offices. In contrast, separate offices were reported by 74.9 percent in schools enrolling 700-999 pupils and by 76.7 percent of those in schools with 1,000 or more pupils.

The size of the school system also had an influence. In systems with 100,000 or more pupils, 77.1 percent of the respondents had their own offices. The comparable percents for smaller systems were: 25,000-99,999 pupils, 61.0 percent and 3,000-24,999 pupils, 59.6 percent.

Assistant principals in the Northeast region were better off than those in the other three regions, especially in comparison with respondents from the Middle region. The percents reporting separate offices were: Northeast, 74.3 percent; West, 69.3 percent, Southeast, 65.3 percent; and Middle region, 47.8 percent.

How much secretarial help can you call on as assistant principal?

Approximately 24 in 100 (23.8 percent) of the assistant principals in the total

Table 39. Office Facilities of Assistant Principals

Description	Total sample	Sex		School Enrollment		
		Men	Women	Under 700	700-999	1,000 or more
Separate office.....	65.6%	68.0%	61.6%	37.8%	74.9%	76.7%
Desk in general school office.....	16.5	16.8	16.2	17.2	14.3	18.4
Classroom desk only.....	15.7	14.2	18.3	43.8	9.0	1.7
Share office.....	2.1	1.0	3.9	1.2	1.8	3.2
Total.....	99.9%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting.....	1,258	776	482	331	442	468

Table 40. Secretarial Help Available to Assistant Principals

Reply	Total sample	Sex		School Enrollment		
		Men	Women	Under 700	700-999	1,000 or more
Have no trained, paid help.....	23.8%	19.8%	30.3%	38.7%	17.9%	18.7%
Have equivalent of half-time secretary.....	27.8	30.7	23.2	25.8	30.4	27.3
Have equivalent of full-time secretary.....	15.3	17.8	11.3	20.9	16.3	10.7
Have more than one secretary available, as needed.....	33.0	31.6	35.3	14.7	35.4	43.3
Total.....	99.9%	99.9%	100.1%	100.1%	100.0%	100.0%
Number reporting.....	1,250	771	479	326	441	466

sample reported that they did not have any trained, paid secretarial help. About 30 in 100 (27.8 percent) had the equivalent of a half-time secretary; and 33 in 100 (33.0 percent) had more than one secretary when needed (Table 40).

Significant differences were revealed by tabulations based on the school enrollment. About 39 in 100 (38.7 percent) of the respondents in the schools with fewer than 700 pupils reported that they did not have trained secretarial assistants. In larger schools about one-fifth reported that they did not have secretarial help (schools with 700-999 pupils, 17.9 percent and schools with 1,000 or more pupils, 18.7 percent). The difference between the smallest schools (under 700) and the larger schools (over 700 pupils) was significant (Table 40).

Women assistant principals were more likely to report "no help" than were men assistant principals (men, 19.8 percent; women, 30.3 percent). To some degree this was offset by the percents reporting that they could call upon more than one secretary when needed. The men reported this in 31.6 percent of the cases; the women, in 35.3 percent.

Tabulations, based on the enrollment of the school systems, revealed essentially the same percents with regard to those with

less than one full-time secretary. The percents with the equivalent of one full-time secretary were: 9.5 percent in systems with 100,000 or more pupils; 17.9 percent in the 25,000-99,999 group; and 23.2 percent in the 3,000-24,999 group. In the largest systems, however, more than one secretary was available to one-third or more of the assistant principals (over 100,000 group, 37.3 percent and 25,000-99,999 group, 33.1 percent). The comparable percent in the 3,000-24,999 group was 25.9 percent.

On a regional basis the tabulations indicated that assistant principals in the West and in the Northeast have some advantages. Only 18.8 percent in the West reported a complete absence of trained assistants; in the Northeast, 20.8 percent; in the Middle region, 28.7 percent; and in the Southeast, 36.8 percent. The Northeast and the West also were more likely to have several secretaries, when needed, than respondents in the other two regions. The respective percents were: 37.5 percent in the Northeast; 32.6 percent in the West; 29.7 percent in the Middle region; and 23.1 percent in the Southeast.

Only 16.0 percent of the full-time assistant principals lacked trained secretarial help as compared with 41.0 percent of those with regular teaching duties.



MAJOR FUNCTIONS OF ASSISTANT PRINCIPALS

VERY LITTLE INFORMATION is available as to the actual or desirable role of the assistant principal in an elementary school. The purpose of the present chapter is to summarize what assistant principals believe are their current major functions, how decisions are made with regard to their duties, what they would like to do, what preparation has been of most value to them, and the role that they carry in identifying and implementing innovative ideas.

What preparation or experience has contributed most to your success as an assistant principal?

The questionnaire listed three items and offered space for an additional written reply. Among the sample as a whole, 66 in 100 (65.5 percent) reported that the experience most helpful toward success as an assistant principal was "on-the-job experience with a competent principal." The second most frequently reported experience was classroom teaching (Table 41).

Women assistant principals, more than men, listed classroom teaching as contributing most to their success. Men, more than women, gave credit to experience on-the-job with a competent principal.

On the basis of school enrollment, the respondents from schools under 700 pupils reported classroom teaching with significantly larger frequency than respondents from schools above 700 pupils in enrollment. Tabulations, based on the size of the school system, did not reveal any significant differences.

Certain regional differences were significant. In the Middle region and in the West, on-the-job experience with a competent principal stood out in comparison with reports from the Northeast and the Southeast. The respective percents were: Middle region, 70.5 percent; West, 67.1 percent; Northeast, 63.1 percent; and Southeast, 59.1 percent. As a result, classroom teaching experience was reported less frequently as a "success factor" in the Middle region

Table 41. Preparation or Experience Which Contributed Most to Success as an Assistant Principal

Preparation or experience	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
Classroom teaching.....	28.5%	26.2%	32.2%	31.5%	32.2%	24.0%	26.1%
College preparation.....	3.1	3.2	3.0	2.2	5.2	4.2	2.8
On-the-job experience with a competent principal.....	65.5	67.7	61.9	63.1	59.1	70.5	67.1
Other.....	2.9	2.8	3.0	3.2	3.5	1.3	3.9
Total.....	100.0%	99.9%	100.1%	100.0%	100.0%	100.0%	99.9%
Number reporting.....	1,244	772	472	534	115	312	283

(24.0 percent) and in the West (26.1 percent).

In fifteen tabulation categories, college preparation was listed by 2.2 to 5.2 percent of the respondents. The modal percent of these fifteen tabulations was approximately 3.0 percent.

As an assistant principal, do you prefer to be a general administrator or a specialist?

Respondents were given a choice between a role of general administrator (under the principal's direction) or a specialist in a phase of the school program (exercising the administrative role primarily when the principal was absent). In the sample as a whole close to 75 in 100 (73.9 percent) preferred being general administrators, under the principal's direction (Table 42).

Men assistant principals, significantly more than women assistant principals, chose the general administrator role.

Tabulations on the basis of school enrollment did not reveal any significant differences. On the basis of the size of the school system, respondents in the middle-size system (25,000-99,999 pupils) showed a stronger preference for general administration (80.3 percent) than those responding from the largest systems (100,000 or more pupils) and those reporting from the smallest systems (3,000-24,999 pupils). The re-

spective percents were: 72.0 percent in the largest systems and 72.7 in the smallest systems.

The largest differences were shown in the regional tabulations (Table 42). The percents preferring the general administrative role were: West, 77.4 percent; Middle region, 76.9 percent; Northeast, 72.5 percent; and Southeast, 63.6 percent. Clearly the difference between the Southeast and the other regions was significant in the direction of substantial proportions of the assistant principals in that region having a strong interest of the role of a specialist.

If you prefer to have a specialty, in which area would you like to be "the expert" for your school?

The questionnaire listed four areas: pupil personnel, supervision, curriculum development, and public relations. Respondents could name another area in the blank space provided. The four items listed were described briefly as follows:

Pupil personnel—handling discipline, giving guidance to pupils, etc.

Supervision—observing and evaluating instruction, working with teachers on their problems, etc.

Curriculum development—selecting instructional materials, preparing course materials, working with curriculum committees, etc.

MAJOR FUNCTIONS OF ASSISTANT PRINCIPALS

Table 42. Preference of Assistant Principals Between Being a General Administrator or a Specialist

Reply	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
Prefer to be concerned with all phases of school as an administrator (under principal's direction).....	73.9%	77.5%	68.0%	72.5%	63.6%	76.9%	77.4%
Prefer to specialize in a phase of the school program (exercising general authority primarily when principal is absent).....	26.1	22.5	32.0	27.5	36.4	23.1	22.6
Total.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting..	1,252	777	475	535	118	316	283

Public relations—working with parents' groups, helping laymen to understand the school program, etc.

In the total sample of 1,270 assistant principals a few did not answer the question and about two-thirds did not consider the question applicable to them because of the preceding question (Table 42).

Of the 322 replying in the total sample, 49 in 100 (48.8 percent) thought that they would like to be the "school expert" in the

area of supervision; 25 in 100 (24.8 percent) had a preference for work in the curriculum area; 19 in 100 (18.6 percent) preferred a pupil personnel specialization; and 7 in 100 chose public relations. The number writing in other preferences was less than 2 percent of those replying (Table 43).

Men assistant principals were more likely than women to prefer a specialization in pupil personnel; women preferred to specialize in supervision.

Table 43. Area of Specialization Preferred by Assistant Principals

Area	Total sample	Sex		School Enrollment		
		Men	Women	Under 700	700-999	1,000 or more
Pupil personnel.....	18.6%	23.1%	13.4%	28.6%	17.0%	13.4%
Supervision.....	48.8	43.9	54.4	38.5	41.0	63.0
Curriculum development.....	24.8	24.3	25.5	25.3	33.0	16.5
Public relations.....	6.5	8.1	4.7	7.7	7.0	5.5
Other.....	1.2	.6	2.0	.0	2.0	1.6
Total.....	99.9%	100.0%	100.0%	100.1%	100.0%	100.0%
Number reporting.....	322	173	149	91	100	127
Number blank.....	23	7	16	9	6	8
Number not applicable.....	925	602	323	234	341	337
Total.....	1,270	782	488	334	447	472

School enrollment had an effect upon the responses. Respondents in schools enrolling 700 or fewer pupils tended to scatter fairly evenly over three of the possible specializations; that is, pupil personnel, supervision, and curriculum development, although supervision had the largest number of choices. In schools of 700-999 enrollment the choices concentrated heavily upon supervision and curriculum development, with supervision holding a significant margin of preference. In schools of 1,000 or more, the vote was strongly for supervision (63.0 percent) with the other possible specializations some distance behind.

On the basis of size of school systems, the smallest (3,000-24,999 pupils) enrollment group also showed a tendency not to have a strong favorite, although supervision was selected by 38.2 percent. Above the 25,000 mark, supervision was the choice of more than half of those replying (25,000-99,999 pupils, 57.1 percent; 100,000 or more pupils, 52.6 percent).

On a regional basis the Middle region and the West those replying agreed quite closely on their preferences. In the Middle region, 45.1 percent chose supervision; in the West, 43.8 percent. Pupil personnel was the choice of 29.6 percent in the Middle region; in the West, 26.6 percent.

In the Northeast 52.4 percent of those

replying stated a preference for supervision, with curriculum development as second with 24.8 percent. In the Southeast, 50.0 percent chose supervision and 38.1 percent putting curriculum as the area in which they would like to be the "school expert."

In which of the areas of specialization do you now have major responsibility?

In Question 35 of the questionnaire, assistant principals were asked to indicate the area in which they would like to be the specialist or "the expert" for their schools (Table 43). The next question sought to determine the area of specialization in which they now had a major responsibility (Table 44).

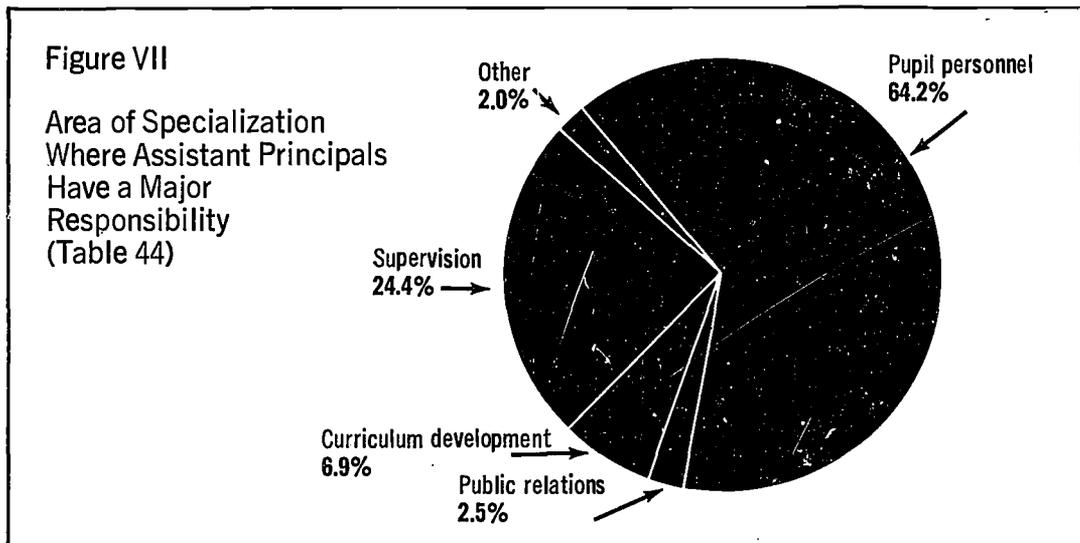
Almost two-thirds of the total sample reported that they now had a major responsibility in the area of pupil personnel. The second area most frequently reported (24.4 percent) was supervision. Curriculum development was listed by about 7 in 100 of the total group of respondents (6.9 percent).

Men assistant principals were more likely to have major responsibility in the pupil personnel area than were the women assistant principals. The respective percents were: 72.4 percent for the men and 50.9 percent for the women. Women respond-

Table 44. The Area of Specialization Where Assistant Principals Now Have Major Responsibilities

Responsibility	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
Pupil personnel.....	64.1%	72.4%	50.9%	50.6%	48.4%	79.4%	78.4%
Supervision.....	24.4	18.9	33.1	36.7	30.8	11.5	13.5
Curriculum development.....	6.9%	4.5	10.8	7.4	17.6	5.5	3.2
Public relations.....	2.5	2.2	3.1	2.9	1.1	2.0	3.2
Other.....	2.0	2.0	2.1	2.4	2.2	1.6	1.8
Total.....	99.9%	100.0%	100.0%	100.0%	100.1%	100.0%	100.1%
Number reporting.....	983	602	381	417	91	253	222
Number not answering.....	287	180	107	125	29	68	65

MAJOR FUNCTIONS OF ASSISTANT PRINCIPALS



ents were more likely than the men to report the areas of supervision and curriculum development as their areas of major responsibility.

Assistant principals (without regular teaching duties) reported major responsibility most frequently in pupil personnel (60.3 percent) and supervision (28.7 percent). Respondents who were both assistant principals and classroom teachers reported most frequently that pupil personnel was a major present duty (73.5 percent); second in frequency was supervision (13.8 percent). These percents indicated that freedom from regular teaching duties tended to increase the proportion of assistant principals making supervision a major specialization.

On the basis of school enrollment about two-thirds of the respondents, in schools of all sizes, reported pupil personnel as their present area of major specialization. When the enrollment of the school passed the 700 mark, supervision was reported by significantly larger numbers (at least 25 percent) than by respondents in schools under 700 enrollment (17.8 percent). Curriculum development, on the other hand, was reported by 11.6 percent as a present

specialization in schools of fewer than 700 pupils compared with 6.9 percent in schools of 700-999 pupils and 3.4 percent in schools enrolling 1,000 or more pupils.

On a regional basis, pupil personnel was the major specialization reported by assistant principals in larger proportions in the Middle region (79.4 percent) and in the West (78.4 percent) than was reported in the other two regions. The comparable percents were: 50.6 percent in the Northeast and 48.4 in the Southeast. Supervision as a major specialization, however, was reported by 36.7 in the Northeast; and 30.8 percent in the Southeast as compared with 11.5 percent in the Middle region and 13.5 percent in the West (Table 44).

Tabulations based on the enrollment of school systems showed a consistent tendency for pupil personnel to be reported as the major specialization by larger proportions of assistant principals as the size of the system decreased. The percents were: systems with 100,000 or more pupils, 57.1 percent; 25,000-99,999 systems, 69.4 percent; and 3,000-24,999 systems, 72.4 percent. Supervision showed the reverse trend; it was reported as the major specialization by 30.4 percent of the respondents

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in systems with 100,000 or more pupils; by 20.2 percent in systems with 25,000-99,999 pupils; and by 17.1 percent in systems with 3,000-24,999 enrollment.

Public relations, reported as a specialization by 2.5 percent of the total sample, rose to 3.4 percent in the largest schools (1,000 or more pupils) and also to 3.4 percent in the largest school systems (100,000 or more pupils). In a majority of the tabulations, public relations was reported as a major specialization of assistant principals in only 1.1 percent to 2.5 percent of the responses. In the 1968 survey of elementary school principals the median proportion of the workweek given to community work was only 2.0 percent. The term "community work" had been defined in 1968 as including "public relations," as used in the questionnaire for assistant principals.

How were decisions made with regard to your present duties as an assistant principal?

The questionnaire stated three possibilities and asked respondents to check the one that *best* described the process through

which their duties were determined (Table 45). The three possibilities were:

(a) The functions of an assistant principal are set forth in handbooks of the school system; my principal and I have agreed upon adjustments to fit our school.

(b) When I began as assistant principal, the principal and I agreed upon the duties I would carry and those we would share.

(c) We operate largely from day-to-day; I take on the assignments that the principal wishes me to take.

The intent of the three foregoing descriptions of procedures was to bring out certain underlying points: (1) Type A suggests a procedure whereby the duties prescribed of assistant principals would be largely determined by the central office; (2) Type B suggests that the principal and the assistant principal cooperatively determine the duties and, in advance, decide on how the functions are to be carried out; and (3) Type C suggests that, without much prior planning, the functions are handled as they come up from day-to-day.

Table 45. How Decisions are Made With Regard to the Present Duties of Assistant Principals

Decision-making process	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
Functions are set forth in school system handbooks; principal and I agreed upon adjustments.....	19.3%	19.6%	18.8%	16.7%	23.1%	15.7%	26.8%
When I began as assistant principal, the principal and I agreed upon the duties I would carry and those we would share.....	52.9	54.2	50.7	56.6	48.7	44.7	56.7
We operate largely from day-to-day; I take on the assignments that the principal wishes me to take.....	27.8	26.2	30.4	26.8	28.2	39.6	16.5
Total.....	100.0%	100.0%	99.9%	100.1%	100.0%	100.0%	100.0%
Number reporting.....	1,248	775	473	534	117	313	284

MAJOR FUNCTIONS OF ASSISTANT PRINCIPALS

Fifty-three in 100 (52.9 percent) of the total sample of respondents reported that the Type B process had been followed; 27.8 percent reported the day-by-day decision-making process; and 19.3 percent reported Type A (that is, duties determined largely by school system handbooks).

On the basis of the enrollment of schools there was a significant difference between practice in schools under 700 pupils and those over 700 pupils. In the under 700 category, 36.6 percent reported Type C; that is, the day-by-day basis of operation. Above the 700 enrollment period, cooperative, in advance planning was reported in significantly larger numbers.

On the basis of the enrollment of the school system there was a significant difference between those systems above and below the 25,000 pupil enrollment. Above 25,000 pupils, the cooperative planning procedure (Type B) between the principal and the assistant principal was reported with relatively more frequency than below the 25,000 point. The day-by-day type of operation (Type C) was reported by approximately the same proportions in each of the system-size categories (that is, between 25.6 and 29.1 percent).

The regional tabulations revealed significantly fewer assistant principals in the West reporting Type C (day-by-day decision-making) than was true in the other regions. The Type C percents were: Middle region, 39.6 percent; Southeast, 28.2 percent; Northeast, 26.8 percent; and West,

16.5 percent. Following the school system handbook (Type A) was more characteristic of the West and Southeast than it was in the other two regions. The respective percents were: West, 26.8 percent; Southeast, 23.1 percent; Northeast, 16.7 percent; and Middle region, 15.7 percent. Cooperative planning by principals and assistant principals (Type B) showed a range from 44.7 percent in the Middle region to 56.7 percent in the West. The Northeast reported 56.6 percent and the Southeast 48.7 percent.

If we assume that Type B describes the most desirable procedure, then approximately half of the assistant principals are having their functions determined by reasonably cooperative and systematic procedures.

Do you feel that you have the necessary authority to carry out your assignment efficiently and with a feeling of satisfaction?

A long-recognized principle in school administration is that authority must accompany responsibility. Without authority action tends to be delayed or blocked and the responsibility becomes a frustrating burden to the person assigned a given task. The principle does not mean that, in exercising authority the administrator must be dictatorial or unreasonable.

After assistant principals had answered questions, giving a general idea of the scope of their assignments, they were asked to indicate whether they had enough

Table 46. Opinion of Assistant Principals as to Their Authority to Carry Out Assignments

Authority and satisfaction	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
Nearly always	71.4%	71.9%	70.7%	68.7%	79.5%	67.1%	78.2%
Often, but not always	22.4	22.8	21.6	24.4	15.4	26.3	16.9
Rarely	6.2	5.3	7.7	6.9	5.1	6.6	4.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number reporting	1,260	779	481	540	117	319	284

Table 47. Most Serious Hindrance to Efficient Functioning of Assistant Principals

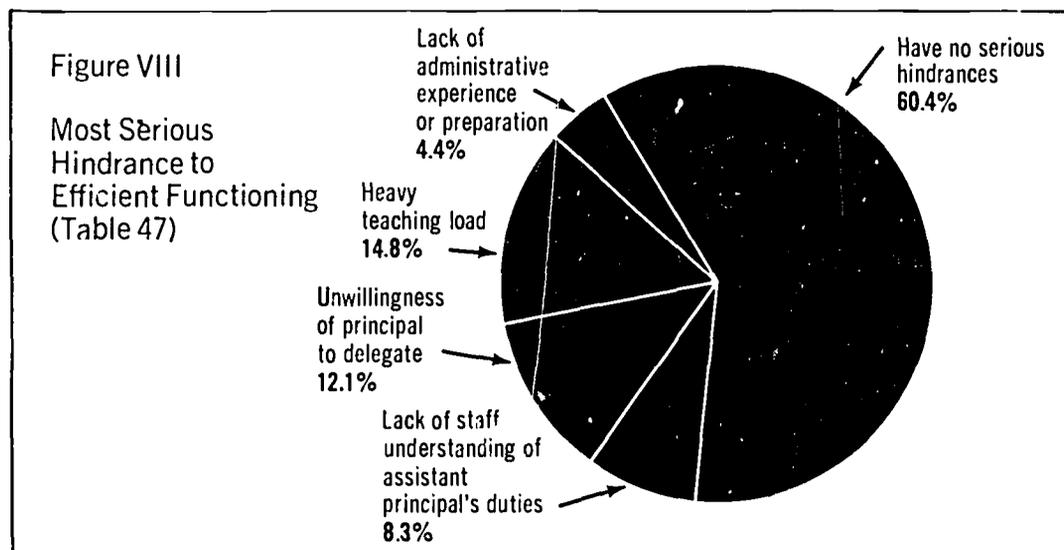
Block or hindrance	Total sample	Sex		School Enrollment		
		Men	Women	Under 700	700-999	1,000 or more
Lack of preparation or experience for administrative work	4.4%	5.3%	2.9%	2.7%	5.6%	4.3%
Heavy load of classroom teaching	14.8	14.6	15.1	36.0	10.1	3.4
Unwillingness of principal to delegate authority	12.1	11.0	13.8	9.5	11.3	14.8
Lack of understanding in the staff of the assistant principal's duties and authority	8.3	9.2	6.8	6.4	9.2	8.9
Do not feel that there are hindrances to my work	60.4	59.8	61.4	45.4	63.8	68.6
Total	100.0%	99.9%	100.0%	100.0%	100.0%	100.0%
Number reporting	1,208	752	456	328	425	440

authority to carry out their assignments efficiently and with satisfaction to themselves. They were asked to check the one "best" answer: (a) Nearly always; (b) Often, but not always; and (c) Rarely.

Judging from Table 46 the situation among assistant principals is reassuring. Seventy-one in 100 (71.4 percent) reported that their responsibilities "nearly always"

could be carried out efficiently and with satisfaction; 22.4 percent reported "often, but not always"; and 6.2 percent reported rarely could they function with efficiency and satisfaction.

The respondents who were assistant principals only, as compared with those who carried both administrative and regular classroom duties, were more likely to



report that they nearly always could operate with efficiency and satisfaction. Eleven in 100 (11.3 percent) of the assistant principal-classroom teacher group reported that they rarely operated with efficiency and satisfaction (only 3.9 percent of those who were full-time assistant principals only reported rarely).

Differences in the percent, based on the enrollment of the school, were not significant nor were the differences in the responses of men and women assistant principals.

On the basis of the enrollment of the school system there were significant differences between the largest and the smallest systems. The respondents from the largest systems (100,000 or more enrollment) were more likely to report "often, but not always" (25.7 percent) than were the assistant principals in the middle-size systems (25,000-99,999; 19.5 percent) and in the smallest systems (3,000-24,999 pupils; 18.5 percent).

Differences between the percents developed by the regional tabulations indicated that those responding "nearly always" were more likely to be in the Southeast (79.5 percent) and in the West (78.2 percent) rather than in the Middle region (67.1 percent) or in the Northeast (68.7 percent). The reply "often, but not always" was more characteristic of the Middle region (26.3 percent) and the Northeast (24.4 percent) than it was of the West (16.9 percent) and the Southeast (15.4 percent). These data indicate generally better conditions and higher morale in the West and in the Southeast, as compared with the other two regions.

What do you believe is the most serious block or hindrance to your functioning efficiently as an assistant principal?

In the 1968 survey of the elementary school principalship, the respondents were asked to identify the main hindrances to

making the best use of the workweek. About 25 in 100 (24.8 percent) of the total sample reported that they lacked clerical help; 21.3 percent reported a lack of administrative help (that is, assistant principals); and 16.9 percent blamed the many demands made on them by the central office.

A similar question was asked of assistant principals in the present survey. What was the most serious block or hindrance to efficient functioning? The most reassuring percent in Table 47 is that 60.4 percent of the total sample of assistant principals reported that they were not aware of any serious hindrances to their functioning efficiently in their work. Close to 15 in 100 (14.8 percent) thought a regular teaching assignment was the most serious hindrance (of those serving both as assistant principals and classroom teachers, 41.0 percent believed that regular teaching blocked them in their work as assistant principals).

The percents brought out no significant differences in the replies of men and women assistant principals (Table 47).

The enrollment of the individual schools revealed that a regular teaching assignment was reported most frequently in schools under 700 in enrollment (36.0 percent). This hindrance was reported with less frequency as the enrollment of the school increased. The percent reporting "no hindrances" increased with increases in pupil enrollment, especially above 700 pupil enrollment.

Unwillingness of the principal to delegate work showed a significant increase between the smallest schools (under 700 pupils) and the largest schools (1,000 or more pupils). Lack of preparation and experience for administrative work was not significant in relation to school size.

On the basis of the size of the school system, a regular teaching assignment was reported as a hindrance by 24.9 percent of the respondents in the smallest systems (3,000-24,999 pupils). Only 9.5 percent

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reported this as a block to efficient work in systems of 100,000 or more pupils (Table 31 has shown that 77.8 percent of the respondents in the largest school systems reported that they did not have a regular classroom assignment).

About two-thirds (64.4 percent) of the assistant principals in the largest systems (100,000 or more pupils) did not feel that they had any serious hindrances in their work. The comparable percent in the smallest system (3,000-24,999 pupils) was 53.4 percent. This difference between the largest and the smallest systems was significant.

Regional differences existed but were not strongly significant, except between the West and the Northeast as compared with the other two regions. Respondents from the West were most likely to report that they were not aware of any hindrances in their work (67.6 percent). The comparable percents in the other regions were: Northeast, 62.7 percent; Southeast, 58.6 percent; and Middle region, 50.8 percent. The difficulty in the Middle region was apparently "a regular classroom teaching assignment," reported by 21.4 percent. The com-

parable percents, for classroom duties in the other regions, ranged between 11.4 percent in the Northeast to 17.2 percent in the Southeast. In the Northeast and in the West, classroom assignments were significantly less frequently reported as hindrances, as compared with the Middle region.

Failure of the principal to delegate authority was most frequently reported in the Northeast (14.1 percent) and significantly less frequently reported in the West (8.2 percent). The other two regions reported 11.2 percent in the Southeast and 12.6 in the Middle region.

What has been the main source of new ideas for innovations which have affected practice in your school recently?

In the 1968 survey of the elementary school principalship, respondents were asked to report the main sources of ideas for recent innovations in their schools. The most frequently reported sources by the total sample were: local workshops, 24.2 percent; professional reading, 18.9 percent;

Table 48. Main Sources of New Innovative Ideas Which Have Affected Your School

Sources	Total sample	Sex		School Enrollment		
		Men	Women	Under 700	700-999	1,000 or more
Local workshops.....	29.7%	27.2%	33.9%	33.8%	31.1%	25.5%
State conferences.....	1.0	1.5	.2	1.3	1.4	.5
National meetings.....	1.5	1.1	2.2	1.6	.9	2.1
Consultants from outside the school system.....	9.1	9.9	7.8	6.6	9.1	10.9
College courses.....	6.6	6.1	7.3	9.5	5.6	4.6
Central office staff.....	21.7	22.0	21.2	18.6	20.8	25.5
Staff members in other systems.....	6.3	6.5	5.8	7.3	5.6	6.4
Professional reading.....	10.5	10.7	10.2	9.1	8.9	12.8
Other teachers in my school.....	13.7	15.1	11.4	12.3	16.4	11.8
Total.....	100.1%	100.1%	100.0%	100.1%	99.8%	100.1%
Number reporting.....	1,199	750	449	317	427	439

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other principals and teachers, 16.2 percent; and central office staff, 14.9 percent.

A similar question was asked of assistant principals (Table 48). Close to 30 in 100 (29.7 percent) of the total sample reported local workshops; 21.7 percent named the central office; 13.7 percent gave credit to other teachers in the school; and 10.5 percent indicated professional reading as the main source of their new ideas. In general, there was substantial agreement between the total sample of principals and the total sample of assistant principals.

Women assistant principals favored local workshops in relatively larger proportions than the men assistant principals (Table 48). On most of the other possible sources of new ideas the men and women showed substantial agreement.

Assistant principals, who had no regular teaching assignments, were more likely to list the central office as a source of new ideas than were those holding assistant principal-classroom teacher combined positions. Probably this difference was the result of more frequent contacts, since those with regular teaching assignments usually have fewer chances to talk directly with the central office staff.

The enrollment of the individual school had a significant effect upon the proportions reporting two sources (Table 48). Assistant principals in the smallest schools (under 700 pupils) felt the benefits of local workshops in larger proportions than did assistant principals in the largest schools (1,000 or more pupils). On the other hand, assistant principals in the largest schools were more likely to attribute their new innovative ideas to the central office than were respondents in the smallest schools.

Assistant principals, regardless of the size of the school system, showed a marked preference for local workshops. Those in the largest systems (especially in the 25,000-99,999 pupil category) reported favorably on local workshops in larger proportions than those reporting from school

systems with 3,000-24,999 pupils (the smallest systems). The respondents from the largest systems reported the central office staff as the main source of new ideas, in larger proportions, than did the respondents for the smallest systems.

On a regional basis the central office staffs were most frequently reported as the main source of new ideas by about one-fourth (23.0 percent) of the assistant principals in the Northeast and in the Middle region. Comparable percents (but not significantly different) for the other two regions were: West, 19.3 percent and Southeast, 18.1 percent. Other teachers in the school were more likely to be the main sources of new ideas in the Southeast, the West, and in the Middle region than in the Northeast. This difference was significant between the Southeast, the Middle, and the West as compared with the Northeast.

How do you operate as an assistant principal in introducing innovative ideas into the practice of your school?

Assistant principals were offered four general descriptions of ways in which they might operate with regard to the introduction of innovations into school practice. They were asked to check the description that best described the procedure used.

The four procedures given on the inquiry blank were worded as follows:

(a) I inform the principal of the new idea; if he approves it, he takes it up with the staff.

(b) The principal encourages me to experiment with new ideas in cooperation with the staff, and if the results are promising, I guide the implementation.

(c) After the principal and I discuss the new idea, we agree upon a small staff committee to evaluate the proposal and to guide the implementation, as necessary.

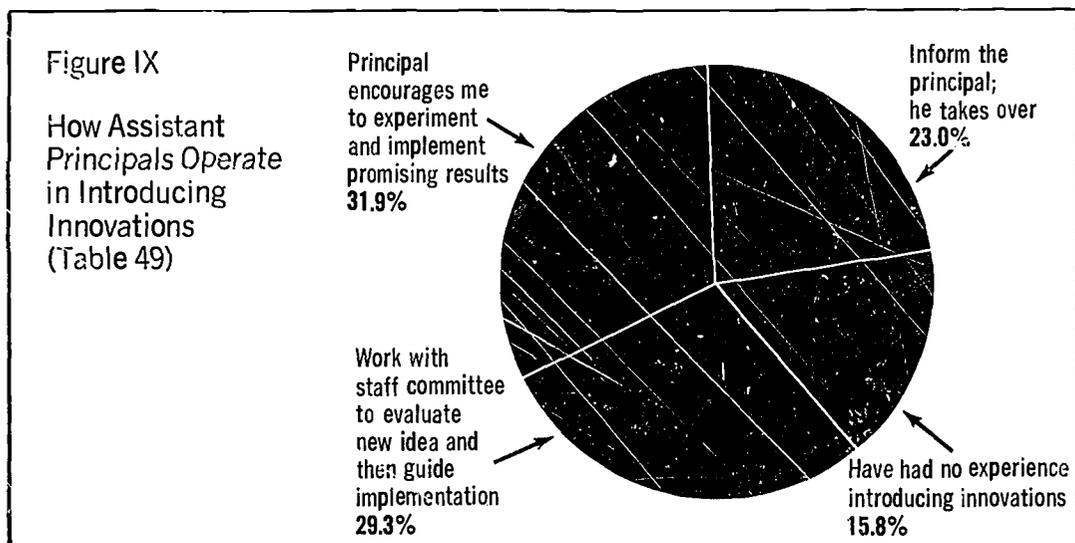
(d) I have had no experience in introducing an innovation into the practices of my school.

Table 49. How Assistant Principals Operate in Introducing Innovations into School Practice

General procedure	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999
Inform principal, he takes it up with Staff	23.1%	23.1%	23.0%	20.1%	21.5%	28.9%
Principal encourages me to experiment and when results are promising, I guide the implementation.....	31.9	32.2	31.3	33.1	33.7	28.6
Principal and I agree on staff committee to evaluate proposal and guide its implementation.....	29.3	30.4	27.5	33.8	25.2	24.7
In have no experience in introducing innovations.....	15.8	14.3	18.2	13.1	19.5	17.8
Total.....	100.1%	100.0%	100.0%	100.1%	99.9%	100.0%
Number reporting.....	1,236	770	466	613	246	377

There are certain key ideas in the foregoing descriptions. Under (a) the assistant principal merely transmits the innovative idea to the principal; the principal does something about it, if he approves. In (b) the principal gives the assistant principal a great deal of authority to try out new ideas and, if the ideas have merit, to guide their implementation. Description (c) sug-

gests first that the principal and the assistant principal agree upon certain matters and then they appoint a staff committee to evaluate the innovation and to guide its implementation. Under (d) the assistant principals could indicate that they had never had the responsibility for building an innovation into the school's practice. In the sample, as a whole, a majority of



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the respondents indicated that their principals gave them the opportunity to experiment with new ideas and, if the results were promising, to go ahead with efforts to implement the proposed innovations (31.9 percent). Clearly, this description indicates considerable responsibility placed upon the assistant principals (Table 49).

Close to 30 in 100 (29.3 percent) of the assistant principals reported that the introduction of new ideas into school practice was done largely through a small staff committee. This committee was given the responsibility to evaluate the proposal and to implement it, if results were promising. The assistant principal carried substantial responsibility, but he was not as much on his own as in description (b).

The first description (a) represented a situation where the assistant principals carried little professional responsibility for introducing new ideas into school practice. They reported to their principals who, if they approved, went ahead with the implementation. This description was reported by 23.1 percent of the total sample. As stated, the description would give the assistant principal little opportunity for professional development (Table 49).

The replies of men and women assistant principals did not bring out any significant differences. Most of the percents differed very little from those of the total sample.

Tabulations of the replies of those serving only as assistant principals and those holding combined positions (assistant principal and classroom teacher) revealed several significant differences. For example, the full-time assistant principals reported innovative ideas to the principal in 20 in 100 (19.8 percent) of the responses; with the assistant principal-classroom teacher group 30 in 100 (30.2 percent) reported only to the principal. The full-time assistant principals were likely to be encouraged by their principals to experiment (35.2 percent) or to work with a staff committee in evaluating and implementing the new ideas (31.8

percent). In other words, two-thirds of the full-time principals were given the opportunity to develop their professional skills as compared with 48.3 percent of those who served both as assistant principals and as classroom teachers.

Tabulations on the basis of the size of the school revealed only one significant difference in the percents. In schools of 1,000 or more enrollment, the assistant principals were more likely to work with a staff committee in evaluating and implementing new ideas in school practice (33.2 percent) than they are in schools of fewer than 700 pupils (25.3 percent). Contrariwise, the assistant principals in the smallest schools were more likely to report that they had not had experience in introducing innovations (22.2 percent) than in schools with more than 700 pupils (700-999 pupils, 13.6 percent; 1,000 or more pupils, 13.7 percent).

The tabulations by size of school systems revealed more significant differences than did any other group of tabulations. For example 29 in 100 (28.9 percent) of the assistant principals in systems of 3,000-24,999 pupils reported that they merely transmitted new ideas to the principal, without further responsibility for any innovation, as compared with 20 in 100 (20.1 percent) of the respondents from the largest systems (1,000 or more pupils). Close to 34 in 100 (33.8 percent) of the respondents in the largest systems reported working with small staff committees on innovations as contrasted with only about 25 in 100 (24.7 percent) of the respondents in the smallest systems (3,000-24,999 pupils). These percents indicated professional opportunities for assistant principals in the largest systems which were less likely to exist in the smallest systems.

Most of the differences among the four regions were not significant. An exception was the proportion of assistant principals in the Northeast who reported being encouraged to experiment and then to imple-

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ment promising innovations (35.2 percent). The comparable percents for the other regions were: West, 32.0 percent; Southeast, 29.9 percent; and Middle region, 26.8 percent. The significant differences were between the Northeast and the West as compared with the Middle region. In the

Middle region (although the differences in the percents were not large enough to be significant) the assistant principals were more likely to report that they worked with staff committees in introducing innovations (32.2 percent) or that they only reported new ideas to the principal (25.8 percent).



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IF THE GENERAL STATUS of the assistant elementary school principal has been, up to the present study, a relatively "unknown area" it could be said that the salaries paid to those in these positions have been "a mystery." Salary practices have varied widely partly because the functions of the position have also varied and have lacked concrete descriptions.

In the present chapter an effort will be made to report the replies of assistant principals to several questions: (a) What is the basis of your salary? (b) What was your total regular salary in 1968-69? (c) What additional amount, if any, did you earn in other school employment in 1968-69? and (d) What additional amount, if any, did you earn in nonschool employment in 1968-69?

In addition, the chapter will present data obtain by the NEA Research Division in its studies of salaries paid to school personnel during 1968-69.

What is the basis of your salary as an assistant principal?

Years ago, many of those with the title of assistant principal received only their regular salaries as classroom teachers. If that was typical practice at one time, it was no longer true in 1968-69 (Table 50).

In the total sample only 4 in 100 (4.3 percent) of the respondents reported that the basis of payment was their regular salaries as classroom teachers. Twenty-three in 100 (22.8 percent) were paid a flat amount above their regular salaries as classroom teachers; 35 in 100 (34.8 percent) were paid on an "index schedule" related to the schedule of classroom teachers; and 38 in 100 (38.2 percent) reported that their school systems had developed a schedule especially for assistant principals (Table 50).

Men assistant principals were more likely than women assistant principals to be paid on an "index schedule" related to the

Table 50. Basis of Salaries of Assistant Principals

Salary basis	Total sample	Sex		Geographic regions			
		Men	Women	NE	SE	Middle	West
I am paid only my regular salary as a classroom teacher.....	4.3%	3.8%	5.0%	5.0%	.9%	3.7%	4.9%
In addition to my regular salary as a teacher I am paid a flat amount.....	22.8	22.6	23.1	19.0	38.8	35.2	3.4
I am paid on an index schedule related to classroom teachers schedule.....	34.8	37.3	30.6	42.3	30.2	19.0	40.2
Our school system has a schedule designed especially for assistant principals.....	38.2	36.3	41.3	33.7	30.2	42.1	45.5
Total.....	100.1%	100.0%	100.0%	100.0%	100.1%	100.0%	100.0%
Number reporting.....	1,260	780	480	537	116	321	286

schedule of classroom teachers. The respective percents were: men, 37.3 percent and women, 30.6 percent. Women respondents, on the other hand, reported with relatively more frequency than the men that they were paid on a salary schedule designed for assistant principals. The respective percents were: women, 41.3 percent and men, 36.3 percent (Table 50).

As might be expected, full-time assistant principals were more apt to be paid on an "index schedule" (40.8 percent) or a special schedule (43.7 percent) than were those who served both as assistant principals and as classroom teachers. The latter reported: 47.8 percent receiving a flat amount above their regular salaries as classroom teachers; 21.4 percent paid on an "index schedule"; and 26.0 percent paid on the basis of a schedule designed for assistant principals.

School enrollment tabulations showed significant differences. In schools under 700 pupils, the most frequently reported basis (40.8 percent) was a flat amount in addition to the regular salary as a classroom teacher. This practice declined with in-

creases in school enrollment (reported by only 12.8 percent in schools of 1,000 or more pupils). In schools above 700 in enrollment from 77.8 percent to 83.0 percent were paid either on an "index schedule" or on a schedule designed for assistant principals. Below 700 in enrollment these two bases were reported by 53.5 percent of the respondents.

The size of the school system also was an influential factor. In the largest systems (100,000 or more pupils), 42.4 percent of the respondents were on a schedule designed for assistant principals and in systems with 25,000-99,999 pupils, 45.7 percent. Such schedules were reported by only 26.2 percent of the respondents in systems with 3,000-24,999 pupils. Also, the flat amount basis was reported by one-third of the respondents in the smallest systems (3,000-24,999 pupils) as contrasted with 17.3 percent in the 25,000-99,999 group and with 19.2 percent in the 100,000 or more pupil category.

Tabulations by regions revealed that an "index schedule" basis was most characteristic of the Northeast (42.3 percent) and

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Table 51. Regular Salaries of Assistant Principals in 1968-69

Salary level	Total sample	Sex		School system enrollment		
		Men	Women	100,000 or more	25,000-99,999	3,000-24,999
Less than \$5,000.....	.1%	.0%	.2%	.0%	.0%	.3%
\$5,000-\$7,499.....	2.8	3.0	1.9	.0	1.2	8.1
\$7,500-\$9,999.....	13.4	15.2	10.5	2.9	23.7	23.6
\$10,000-\$12,499.....	29.6	31.8	26.0	24.6	38.7	31.5
\$12,500-\$14,999.....	30.7	27.2	36.7	34.5	28.7	26.2
\$15,000 and over.....	23.5	22.8	24.7	37.9	7.8	10.3
Total.....	100.1%	100.0%	100.0%	99.9%	100.1%	100.0%
Median.....	\$12,800	\$12,462	\$13,156	\$14,000	\$11,500	\$11,050
Lowest.....	\$ 4,500	\$ 5,755	\$ 4,500	\$ 7,533	\$ 6,800	\$ 4,500
Highest.....	\$18,010	\$18,010	\$17,800	\$17,800	\$16,475	\$18,010
Number reporting.....	1,197	747	450	593	245	359
Not reporting.....	73	35	38	37	10	26

the West (40.2 percent). This basis was reported by 30.2 percent of the respondents in the Southeast and only 19.0 percent of those in the Middle region. The special schedule for assistant principals was most characteristic of the West (45.5 percent) and the Middle region (42.1 percent). It was reported by 33.7 percent in the Northeast and 30.2 percent in the Southeast.

What was your total regular salary for 1968-69?

The median salary reported by the total sample was \$12,800; the lowest reported, \$4,500 (in the Southeast); and the highest, \$18,010 (in the Northeast).

In the total sample only about 3 in 100 (2.9 percent) were paid less than \$7,500 annually (Table 51). Almost one-fourth (23.5 percent) reported regular salaries of \$15,000 or more; 83.8 percent reported salaries of \$10,000 and above. As compared with the total 1968 sample of principals (both teaching principals and supervising principals), assistant principals as a group have a favorable salary position. Almost one-fifth (19.4 percent) of the principals reported salaries of less than \$7,500

in 1966-67; only 5.7 percent received salaries of \$15,000 or more. The median salary of all principals reporting was \$9,700.

The distributions of the salaries of men and women assistant principals were similar but the median salary of men in the total sample was \$12,462 as compared with \$13,156 for the women. The difference probably reflects the fact that women, on the average, have about 6 more years of total school experience and one year more of experience as assistant principals.

As might be expected, assistant principals who have no regular classroom teaching assignment reported a median salary of \$13,106 as compared to \$11,243 for those who were both assistant principals and classroom teachers.

The median salaries increased as the size of the school increased. For example, the medians were: \$11,633 in schools under 700 in enrollment; \$12,826 in schools of 700-999 pupils; and \$13,545 in schools enrolling 1,000 or more pupils. Only 9.7 percent of those reporting from the smallest schools (under 700 pupils) had salaries of \$15,000 or more; in schools of 700-999

pupils the comparable percent was 20.7 percent; and in schools above 1,000 in enrollment, 36.1 percent.

The median salaries reflected the size or enrollment of school systems. In the smallest systems (3,000-24,999 pupils) the median was \$11,050; in systems with 25,000-99,999 pupils, \$11,500; and in schools of 1,000 or more pupils, \$14,000. Close to 40 in 100 (37.9 percent) of the assistant principals in the largest systems (100,000 or more pupils) reported salaries of \$15,000 and above. The comparable percents for the other categories based on school system enrollment were: 7.8 percent in the 25,000-99,999 group and 10.3 percent in the 3,000-24,999 group.

Regional differences, not unexpected, were significant. The respective medians were: Northeast, \$14,838; Middle, \$12,347; West, \$11,480; and Southeast, \$10,157. In the Southeast 12.6 percent of the assistant principals reported salaries below \$7,500; in the West, 4.4 percent; in the Middle region, 1.3 percent; and in the Northeast, only 0.6 percent. These differences, in general, reflect similar differences reported in nationwide surveys of the salaries of teachers.

About what additional amount will you earn in 1968-69 from other school work?

Almost three-fourths (73.3 percent) of the total sample reported that they would not earn anything beyond their regular salaries from other employment in school work. The median (excluding those reporting none) was \$1,000; 8.6 percent reported an expected additional income from schoolwork of \$1,500 or more; 3.5 percent expected to earn between \$1-\$499. In other words, 76.8 percent of the total of those expecting additional income from extra schoolwork the amounts were less than \$500 in 1968-69. The percents reported for assistant principals, with regard to additional earnings from school work, were similar to those reported by principals in the 1968 survey.

About one-third of the assistant principals in the largest schools (those of 1,000 or more pupils) reported some additional earnings, as compared with about one-fifth of the respondents in schools under that enrollment. The median amounts (excluding the none) were the same for all three size groups—that is, \$1,000.

The size of the school system had a significant effect. Nearly one-third (31.1 percent) of the respondents from the largest systems (100,000 or more pupils) reported some additional earnings; in systems of 25,000-99,999 pupils, one-fourth (24.7 percent) and in the smallest systems (3,000-24,999), one-fifth or 20.8 percent. The medians (excluding the none) ranged from \$1,200 in the largest systems to \$900 in the middle-size systems and then down to \$750 in the smallest systems.

The Middle region respondents were more likely to report additional school earnings than those in the other three regions. The percents reporting additional income from other schoolwork were: Middle region, 32.7 percent; Northeast, 27.5 percent; West, 22.6 percent; and Southeast, 16.7 percent.

About what additional amount will you earn in 1968-69 from nonschool work?

More than 80 in 100 (83.1 percent) of the total sample reported that they would not earn anything from *nonschool* work during 1968-69. About 9 in 100 (8.4 percent) reported earning \$1,500 or more. In the 1968 study of elementary school principals, 27.0 percent reported additional earnings from *nonschool* work. The median (excluding the none) of the total sample of principals was \$1,000.

Men assistant principals were more likely to have *nonschool* work earnings than were the women assistant principals. Those reporting no earnings were respectively 74.2 percent and 97.5 percent. The median amounts among those reporting earnings

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were: \$1,500 among the men and \$500 among the women.

Assistant principals in the smallest school systems (3,000-49,999 pupils) were more likely to have earnings from *nonschool* employment (24.4 percent) than were those in the largest systems (12.1 percent).

Respondents from the West were more likely to report income from *nonschool* duties (23.0 percent) than in the other three regions where the percents reporting additional earnings ranged between 18.4 percent in the Middle region and 13.3 percent in the Northeast.

What have been the major trends in the salaries of school personnel?

Since 1922-23 the NEA Research Division has reported periodically and systematically on the salaries of school personnel in urban school systems. Prior to 1960-61 the data collected were tabulated by the cen-

sus reports of the total population in communities. Since that date the data have been tabulated on the basis of the total pupil population in school systems. For example, Stratum 1 includes the school systems enrolling 100,000 or more pupils; Stratum 2, systems with 50,000-99,999 pupils, and so on down to Stratum 9 enrolling 1-299 pupils.

Often, in presenting data, two or more strata are combined. Attention is called to this in connection with the tables that follow. In some instances reported information and estimates cover all operating school systems; other tables report only on school systems enrolling 12,000 or more pupils (that is, Strata 1 through 4).

Since data have not always been obtained on the salaries paid to assistant principals, the tables in this section also present data on elementary school principals, classroom teachers, and other school

Table 52. Percent Distribution of Salaries Paid Assistant Elementary School Principals and National Estimates for All Operating School Systems, 1968-69 ^a

Item	Enrollment in school system				Estimated national total
	25,000 or more (Strata 1-3)	3,000-24,999 (Strata 4-6)	300-2,999 (Strata 7-8)	Under 300	
Estimated number of assistant principals	2,229	1,600	320	25	4,174
Distribution of salaries paid below \$7,000	.5%	4.1%	16.7%		3.7% (1.6%) ^b
\$7,000-\$9,999	8.0	32.8	58.2		21.5 (14.7)
\$10,000-\$12,499	26.7	28.3	16.7		26.4 (29.6)
\$12,500-\$14,999	46.5	19.3	8.3		32.8 (30.7)
\$15,000 or more	18.4	15.3	.0		15.6 (23.5)
Total	100.1%	99.8%	99.9%		100.0% (100.1%)
Median	\$13,639	\$10,720	\$8,249		\$12,310 (\$12,800)
Mean	\$13,093	\$11,421	\$8,832		\$12,074 (\$12,777)

^a Source: National Education Association, Research Division, *Twenty-fourth Biennial Salary Survey of Public School Professional Personnel*, 1969, Table 8, page 15. Research Report 1969-R7. Washington, D. C.: The Association, 1969.

^b Figures in parentheses were developed from the tabulations of salaries reported in the present survey of 1,270 assistant principals in school systems of 3,000 or more pupils. Summarized in Table 51.

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personnel. Where possible, comparisons have been made with the status of salaries among assistant elementary school principals.

Distribution of salaries paid assistant elementary school principals. Table 52, taken from the *Twenty-fourth Biennial Salary Survey* of the NEA Research Division, offers an overall summary of salaries reported for elementary school assistant principals in 1968-69. The first columns of the table show the percent falling at each salary level in Strata 1 through 8 (data were not obtained for those in school systems of fewer than 300 pupils). The last column contains an estimated percentage distribution for the 19,369 operating school systems.

Table 52 may be compared with Table 51 which shows a salary distribution as reported by assistant principals in the present survey. It should be noted that the present study did not include in the sample any assistant principals in school systems with fewer than 3,000 pupils. Table 52, however, includes data for Strata 7 and 8 (300-2,999 pupils). The figures in parentheses in

the last column show the percentage distribution as developed by the present survey. These percents, based on a representative sample, are quite close to the percents for all operating school systems, as estimated by the NEA Research Division.

The median and mean salaries developed by the Research Division are between \$500 and \$700 lower than the comparable figures for the present sample survey. These differences came about largely because the present survey did not include any assistant principals in school systems with fewer than 3,000 pupils.

Comparisons with other professional positions. Table 53, also taken from reports of the NEA Research Division, gives 1968-69 comparisons between the mean and median salaries of principals, assistant principals, and all classroom teachers in systems enrolling 12,000 or more pupils.

Taking the mean salary of all classroom teachers (elementary and secondary) as a base of 100, the table indicates that the mean salary of supervising elementary school principals was 64 percent higher in 1968-69; the mean salary of assistant prin-

Table 53. Salaries Paid Professional Staff in Systems Enrolling 12,000 or More Pupils, 1968-69

Type of position	Mean		Median	
	Amount ^a	Ratio (classroom teachers = 100)	Amount ^a	Ratio (classroom teachers = 100)
All classroom teachers	\$ 8,520	100	\$ 8,126	100
Supervising principals				
Elementary school	\$13,945	164 ^b	\$13,940	172 ^b
Junior high school	14,606	171	14,582	179
Senior high school	15,890	187	15,994	197
Assistant principals				
Elementary school	\$12,846	151	\$13,381	165
Junior high school	12,711	149	12,929	159
Senior high school	13,668	160	14,034	173

^a Source: National Education Association, Research Division, *Twenty-fourth Biennial Salary Survey of Public School Professional Personnel*, 1969. Tables 19, 27, 28, 29, 30, 31, and 32.

^b Calculated ratios using classroom teachers' mean and median salaries as equal to 100.

THE FINANCIAL STATUS OF ASSISTANT PRINCIPALS

Table 54. Estimated Trends in Salaries Paid in All Operating Schools Systems, 1962-63 through 1968-69

Position	1962-63		1964-65		1966-67		1968-69	
	Mean	Base	Mean	Ratio to 1962-63	Mean	Ratio to 1962-63	Mean	Ratio to 1962-63
Elementary school principals.....	\$ 7,972	100	\$ 8,903	112	\$ 9,957	125	\$11,957	150
Assistant elementary school principals.....	\$ 9,598	100	\$ 9,934	104	\$10,470	109	\$12,074	126
All classroom teachers.....	\$ 5,747	100	\$ 6,222	108	\$ 6,905	120	\$ 7,841	136

Source: Biennial salary surveys issued by the NEA Research Division for the years indicated. The mean salaries of assistant principals are higher than the mean salaries of principals primarily because most assistant principals are employed in the largest school systems (Strata 1-4). The estimate for principals and classroom teachers are for all operating school systems during the years indicated.

principals in elementary schools was 51 percent higher than the mean salary of all classroom teachers.

On the whole, the table suggests that the elementary school assistant principals (in the large and medium school systems) had average salaries which compared reasonably well with those of assistant principals in junior and senior high schools.

Trends in average salaries. Table 54 provides a comparison of trends in the average salaries of elementary school principals, all classroom teachers (elementary and secondary), and elementary school assistant principals. The period covered is from the 1962-63 biennial survey through the 1968-69 survey, as reported by the NEA Research Division.

With 1962-63 as the base of 100, the mean salary of elementary school princi-

pals in all operating school systems advanced to 112 in 1964-65, to 125 in 1966-67, and to 150 in 1968-69.

The average salaries of all classroom teachers (with 1962-63 as a base of 100) increased to 108 in 1964-65, to 120 in 1966-67, and to 136 in 1968-69.

Assistant principals in elementary schools did not make comparable progress during these six years. The base of 100 for the average salary in 1962-63 had become 104 in 1964-65; 109 in 1966-67; and 126 in 1968-69.

Between 1962-63 and 1968-69, the mean salary of elementary school principals increased 50 percent; that of classroom teachers, 36 percent; and the mean salary of elementary school assistant principals increased 26 percent. This situation merits further study.



SUMMARY AND RECOMMENDATIONS

THIS SURVEY is the Association's first nationwide study of elementary school assistant principals. It is the Association's way of indicating a strong interest in assistant principals—many of whom will become both members and leaders of the Association.

The Association was organized in 1920 as the National Association of Elementary School Principals. In 1921 it became the Department of Elementary School Principals of the National Education Association. The first years of the new organization were characterized by efforts to gain the attention and win the support of elementary school principals. The early leaders, entirely devoted volunteers, made their appeals to principals as a first step in establishing a national organization. Very little time or energy was available for attention to assistant principals.

This final chapter contains a substantial amount of opinion and speculation by the director of the survey.

The first constitution and the first somewhat rudimentary publications centered upon the needs and interests of principals. Not until the summer of 1928 was the Department's constitution amended so as to admit to active membership "vice-principals who were serving under supervising principals." This provision indicates a degree of caution since there probably were few, if any vice-principals who were not serving under supervising principals.

In the October 1930 issue of the *Bulletin* (the Department's official journal at the time) the Department's enrollment chairman clearly indicated that assistant principals would be welcomed into membership. He stated the challenging question: "Do these persons realize that our membership is indispensable to *all* elementary school administrators?" The words "these persons" meant assistant principals and vice-principals.

A number of assistant principals have joined the Association but the mailing lists

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do not always list the position held. The lists identify active and associate members, the classification given at the time one first applies for membership. The benefits and services are the same for all types of members, except that associate members cannot vote or hold office.

For several years there has been a growing conviction among the Association's officers that more should be known about the assistant principalship. The Department's surveys (made with the NEA Research Division) in 1928, 1948, 1958, and 1968 has helped increase the professional stature of elementary school principals. These studies provided "bench marks" to guide individual principals, local and state organizations, and those preparing future principals in colleges and universities. A nationwide survey of assistant principals might offer similar clarifying values and support.

As the tabulations of the present survey have progressed, a number of facts have been established. Primary among these have been two conclusions: (1) potentially the assistant principalship is a major training ground for future elementary school principals and (2) the opportunities for effective developmental experiences, now available to assistant principals, should be improved. The remainder of this chapter will be concerned chiefly with these two conclusions.

SUMMARY

What is the general attitude of assistant principals toward the principalship?

In the present survey, 35 in 100 (34.6 percent) of the respondents reported that they became assistant principals "as a way to prepare for the principalship." An additional 21 percent stated that they preferred administration and supervision to classroom teaching (Table 6).

Eighty in 100 (79.6 percent) did not consider the assistant principalship as their final occupational goal (Table 8). When asked what educational position they most desired, 65 percent selected the elementary school principalship; 12 percent would like to become specialists in the central office of a school system; 10.1 percent preferred college work; 7.1 percent thought of the superintendency; and the other choices attracted less than 3 percent (Table 9).

A majority (51.0 percent) "certainly would" become assistant principals, if they were starting all over again; an additional 28.7 percent "probably would" make the same choice. In brief, close to 80 in 100 (79.7 percent) headed for the principalship via the assistant principalship, have no serious regrets in choosing to be assistant principals. Only 8.6 percent clearly would not choose the assistant principalship, if starting again (Table 7).

The general impression from these findings is that, as a group, the assistant principals look forward to the principalship as the desirable next professional step.

Have the years of educational experience placed assistant principals in line for the principalship?

This question is best answered by comparing the educational experience of assistant principals with that of principals as reported in 1968. The use of medians and averages in these comparisons necessarily indicates highlights rather than complete and conclusive evidence.

For example, under the assumption that those entering the principalship should have had experience as classroom teachers in elementary schools, we find 92.5 percent of the assistant principals (Table 11) have had two or more years of such experience; the principals in the 1968 survey showed 81.1 percent with two or more years of experience in elementary school classrooms.

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The median number of years of elementary school classroom experience was 6 years among the total sample of principals in 1968; assistant principals showed a median of 10 years of similar experience (Table 11).

Sixty in 100 (60.8 percent) of the principals entered the principalship from elementary school classroom teaching; 72.5 percent of the assistant principals were elementary school classroom teachers just prior to becoming assistant principals (Table 5).

The median of total experience in school work was 16 years among assistant principals (Table 10); it was 18 years in the 1968 study of principals.

From the foregoing statistics on years of experience we find that, on the average, assistant principals compare favorably with elementary school principals. Assistant principals, in most instances, have had classroom experience in elementary schools; some have had experience in secondary schools.

How does the college preparation of assistant principals compare with that of principals?

Seventy in 100 (70.3 percent) of the assistant principals reported having the M.A. degree (Table 13); the 1968 survey of principals showed 71.6 percent had obtained the master's degree.

Forty-eight in 100 (47.5 percent) of the assistant principals had a graduate college major in the field of elementary school administration (Table 14); the same proportion was true of the total sample of elementary school principals in 1968.

Only 3.1 percent of the assistant principals reported that they did not have any graduate college study or specialization; 5 percent of the principals did not report any graduate college work.

Nearly one-fourth (24.8 percent) of the assistant principals had graduate study in elementary school instruction or in elemen-

tary school supervision (Table 14); only 17.8 percent of the principals reported these fields of graduate specialization. Principals were more likely, as compared with assistant principals (19.6 percent and 16.4 percent), to have had graduate study in general school administration. This reflects the future aspirations of both groups—21.1 percent of the principals hoped to become superintendents while only 7.1 percent of assistant principals reported this as their ultimate goal.

On the average, the college preparation of assistant principals was similar to that of principals as reported in the 1968 survey. In other words, the "typical" assistant principal would fit readily into the "typical" profile of principals with regard to college preparation.

Are assistant principals employed in schools of substantial size?

The median enrollment of the schools where assistant principals were employed was 875 pupils (Table 22); the median school enrollment reported by principals in 1968 was 490 pupils.

Only 5.8 percent of the principals reported that they were employed in schools of 1,000 or more pupils; 37.7 percent of the assistant principals were working in schools with these large enrollments (Table 22).

The school faculties of schools of assistant principals had a median of 31 classroom teachers (Table 24); the median of the total sample of principals in 1968 was 18 classroom teachers.

In terms of school enrollment and the size of school faculties, the medians indicated that the "typical" assistant principal in the present survey operated under more complicated conditions than the "typical" principal in the 1968 survey. The same generalization appears to hold when assistant principals were compared with the total group of supervising principals. For example, the median enrollment reported by supervising principals was 540 pupils, and

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the median faculty size was 20 classroom teachers. Both of these medians were substantially smaller than comparable medians among assistant principals (Tables 22 and 24).

Certification standards of assistant principals and principals.

Forty in 100 (43.1 percent) of the assistant principals reported that they held a principal's certificate; and 18.0 percent held a general administrator's certificate—a total of 61.1 percent qualified for administrative positions. Thirty-six in 100 (36.4 percent) had a teacher's certificate only (Table 16).

Among principals in the 1968 survey, 36.3 percent had a principal's certificate; 32.2 percent, a general administrative certificate—a total of 68.5 percent qualified for administrative positions. Close to 20 in 100 (19.2 percent) held only a certificate for teaching.

In other words, on the basis of special administrative credentials, 61 in 100 (61.1 percent) of the assistant principals and 69 in 100 (68.5 percent) of the principals in the 1968 survey had met state standards for the principalship. Many of those not holding special administrative certificates probably were employed in states where such special certificates were not required.

How many days and hours do assistant principals give to their work?

Traditionally, the elementary school principalship has been recognized as a position requiring long and intensive work schedules. In the present study of assistant principals, 67.1 percent reported annual terms of 10 but less than 11 months (Table 27); 47.2 percent of the principals reported an annual term of similar length.

Twenty-eight in 100 (27.8 percent) of the assistant principals reported that they worked for 11 or more months; the comparable figure for principals in the 1968 survey was 21.5 percent.

Assistant principals reported a median of 9 weeks in the summer free for professional study and recreation; the principals group revealed a median of 8 weeks free during the summer period.

On the average, assistant principals give 40 hours per week to their regular school duties and an additional 5 hours to school-related duties (Table 29 and 30). Fifteen in 100 (15.4 percent) reported 48 or more hours per week given to regular school duties. Principals, in the 1968 survey, revealed a median of 45 hours per week required for their regular school duties and an additional 5 hours (median) to school-related duties. Close to 36 in 100 (35.8 percent) of the supervising principals reported a 48-hour workweek in 1968.

The foregoing figures, so far as they measure the administrator's work load, indicate that the hours and weeks given to regular school duties are similar among the total sample of assistant principals and the total sample of principals, but the latter usually carry the heavier burden. About half (48.3 percent) of the assistant principals work 42 or more hours per week on regular school duties; 72.9 percent of the principals reported workweeks of 42 or more hours.

How do assistant principals and principals allot their workweek to their major functions?

On the basis of the mean percents (including those reporting zero), the time allotment of assistant principals to regular teaching duties average 15 percent of the workweek (the total sample of principals averaged 4 percent in 1968); they gave 46 percent of the workweek to clerical and administrative duties (principals, 44 percent); they allotted 25 percent of their time to supervision and curriculum development (principals, 38 percent); they averaged 5 percent of the workweek given to community work (principals 7 percent); and they

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gave 4 percent of the workweek to self-improvement (principals 6 percent).

On the average, the profiles of time allotments to major functions have a number of points of similarity. Principals, on the average, give considerable more time to supervision and curriculum development than do the assistant principals; assistant principals are more likely to have regular teaching duties. In the other major areas of work, the two positions were not far apart in the divisions of the workweek. These data suggest that assistant principals were experiencing general functions and time allotments which should prepare them for the principalship.

Are the current assignments of assistant principals giving them quality experiences?

Despite considerable similarity with regard to the activities of the workweek and the time allotments to major duties of principals and assistant principals, questions might be raised on how systematically the work schedules of assistant principals have been determined and how well they like their assignments.

More than half (52.9 percent) of the assistant principals reported that their present duties had been agreed upon with the principal when they were first assigned to the school; 27.8 percent reported that they were on a "day-by-day" basis with the principal giving them their major assignments; and 19.3 percent reported that their major functions were prescribed by school system handbooks modified by agreements which they had with the principals of their school.

Two-thirds of the assistant principals reported that they now had major duties in pupil personnel work; 24.4 percent thought they had major assignments in supervision; 6.9 percent had major responsibilities for curriculum development; 2.5 percent named public relations; and 2.0 percent listed various miscellaneous items.

These allotments of time, now existing, should be compared with the replies when assistant principals were asked to name the areas of work where they would like to become "the school specialists." Nearly half or 48.8 percent of those answering the question, named supervision (24.4 percent had listed it as a major present duty); 24.8 percent listed curriculum development as a desired major function (6.9 percent reported it as a present assignment); 18.6 percent wanted to specialize in pupil personnel work (64.1 percent reported it as a present area of assignment).

When asked: "Do you have the authority to carry out your present major assignments?" 71 in 100 (71.4 percent) thought that they had authority as well as responsibility; 22.4 percent replied "nearly always"; and 6.2 percent stated "rarely."

The foregoing figures suggest that many assistant principals have heavy loads in the field of pupil personnel; a substantial number would like to have more time for supervision; and a number would like to have time to specialize in curriculum development. One gains the impression that while assistant principals did not express strong discontent with their present major functions, a number of them wanted to become the school specialist in supervision and curriculum development and to give less time to pupil personnel duties.

What is the interest of assistant principals in the development of the profession as shown by membership in associations?

Close to 90 in 100 (89.5 percent) of the assistant principals reported that there were general education associations in their districts; 76.1 percent stated that the local was "all inclusive" in type; and 71.8 percent reported that they held membership in their local general group.

Principals in the 1968 survey reported various combinations of membership in local, state, and general education asso-

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ciations (e.g., local only, local-state, etc.). Eighty-nine in 100 (88.6 percent) mentioned holding a membership in a local general education association.

Approximately 90 in 100 (89.4 percent) of the assistant principals reported the existence of a local association of elementary school principals in their districts; 26.4 percent reported that the local group did not admit assistant principals; 10.5 percent did not belong even though eligible; and 52.5 percent reported that they were members of the local principals organization.

Principals in the 1968 survey reported various combinations of membership in local, state, and national organizations for principals. Close to 85 in 100 (84.5 percent) mentioned membership in a local principals group.

More than half (55.5 percent) of the assistant principals reported holding membership in the general state education association (93.8 percent of the principals reported membership in the general state association). Nearly 30 in 100 (28.9 percent) of the assistant principals reported having membership in their state principals associations (81.5 percent of the principals listed membership in state principals associations).

More than half (54.5 percent) of the assistant principals stated that they were members of the National Education Association (in 1968, 78.6 percent of the principals reported belonging to the NEA). Close to 16 in 100 (15.7 percent) of the assistant principals reported that they were members of DESP (now National Association of Elementary School Principals). The 1968 survey of principals showed 52.4 percent listing membership in DESP.

The foregoing figures clearly show that assistant principals in elementary schools believe in the importance of membership in professional educational associations. At the local and state levels more than half of them belong to principals associations

and to general educational associations.

At the national level two types of membership held by assistant principals deviate markedly from "typical" practice among elementary school principals. Only about 16 in 100 (15.7 percent) of the assistant principals belong to the National Association of Elementary School Principals, NEA (formerly the DESP) as compared with 52.4 percent of the principals reporting in the 1968 survey.

Also, the sample shows 10.9 percent of the assistant principals reporting membership in the American Federation of Teachers as compared with 1.8 percent of the principals reporting in the 1968 survey. This difference can be explained largely by two conditions: most assistant principals are located in the largest cities, and a number of them are in positions combining the function of assistant principals and those of classroom teachers.

QUESTIONS AND COMMENTS

The purpose of the present section is to raise and comment upon a number of questions regarding the status and the future of assistant principals in public elementary schools. The views expressed are largely those of the director of the survey. They are not declarations of recommended standards or official policies of the National Association of Elementary School Principals, NEA.

Should a new title be used for the position?

Table 1 shows that the title "assistant principal" is the prevailing practice (75.7 percent of the sample reporting). The title "vice-principal" runs a strong second in the West. The dictionary prefix "vice" usually means "the one who takes the place of" or "the deputy of" a given official.

The term "assistant" implies "one who assists" and this was frequently the status of assistant principals as reported by

Esther Shroeder in 1925 (in an article, based on her master's thesis, printed in the *DESP Bulletin*, July 1925). Her conclusion was that many assistant principals were really serving as "assistants" to principals. She recommended additional assignments, such as supervisory and administrative duties, to dignify the position and make it truly professional.

Chapter 3 of the present survey shows that, in many school systems, progress has been made toward Shroeder's goals. Yet, as Tables 44, 45, 46, and 49 indicate, there are a number of assistant principals who work primarily as "assistants" and without the assignments and authority that would contribute to their professional development.

Should most assistant principals be men?

Most of them are (61.6 percent) according to Table 3. The question is somewhat foolish since most members of the profession agree and the Association's resolutions maintain that sex is one of the irrelevant factors in the selection of principals. Professional competence and preparation are recognized as the primary qualifications.

What factors seem to be affecting the situation? A few stand out in this survey. Women assistant principals are more likely than men to have had substantial experience in classroom teaching in elementary schools (Table 5 and Table 11). A majority of women became assistant principals because they were urged to do so by a principal or a superintendent (56.2 percent as compared with 18.6 percent of the men). In their graduate study, women assistant principals are more likely than men to specialize in "instruction" while men are more likely than women to major in elementary school administration and general school administration (Table 14).

In addition (the point was not investigated by this survey), the prevailing mores

of communities and the policies of school systems may favor the appointment of men as assistant principals. These conditions may have influenced teacher preparation institutions to advise women students to prepare themselves to become instructional specialists (supervisors, etc.) rather than administrators. To what extent these influential factors can and should be changed are questions for study and decision by those concerned with the field of elementary school administration. The situation and trends also should involve the views of school patrons and the general public.

Should the preparation of assistant principals be improved?

As measured by certain factors (Table 13 and Table 14), the college preparation of assistant principals has been similar to that of principals, as reported in the 1968 survey. If, in the next decade, the college preparation of principals is radically changed, then presumably the college programs for those planning to be assistant principals will follow the new patterns.

The college preparation of principals, at least in theory, is largely determined by the major functions which principals are expected to exercise. The same would be true with regard to those preparing to be assistant principals. The present survey indicates that assistant principals may be classified roughly into three types: (1) those who give major time to regular teaching along with some clerical and administrative duties; (2) those who duplicate in varying degrees all of the major functions of a principal; and (3) those who have major administrative responsibilities but give substantial time to a field of specialization (such as pupil guidance, supervision, curriculum development, or service as a resource teacher). Perhaps it will not be possible for one to prepare for any of these as clean-cut types since many principals decide what functions the assistant principal is to handle (sometimes the decisions

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are made on a day-by-day basis, Table 45). Also, 73.9 percent of the assistant principals in the present survey preferred to be concerned with all phases of school operation (Table 42) rather than serving as specialists with limited administrative responsibility.

Still another aspect of preparation includes in-service training activities. When asked what preparation or experience had contributed most to their success as assistant principals, 65.5 percent (Table 41) stated "on-the-job experience with a competent principal." College preparation was mentioned by only 3.1 percent of the total sample. Perhaps, these responses suggest that the preservice preparation of assistant principals should be the "internship" type. As in the case of intern programs for principals, the student would have a wealth of opportunity for college courses (liberal arts, education, etc.) combined with simulated programs, school observation, research studies, and especially actual and responsible school experience under the immediate supervision of a competent principal and the general supervision of qualified college staff members. Perhaps, in the years immediately ahead, the demand for qualified assistant principals will be met from the supply of those well-prepared for the principalship.

Are principals making the best use of the time of assistant principals?

Close to 70 in 100 (68.9 percent) of the total sample of assistant principals reported that they did not have any regular teaching duties. Under these circumstances a majority of assistant principals are free to assume major, technical responsibilities in administration, supervision, curriculum development, community relations, and even in professional negotiation.

At present the "typical" assistant principal devotes the largest proportion of the workweek to administration (Table 33) and a substantial part of that to pupil personnel

(Table 44). About one-fourth stated that they would like to have a specialization (Table 42) and nearly half of these (48.8 percent) chose the function of supervision (Table 43).

After reporting how they divided the total workweek, assistant principals were asked to indicate the function to which they would like to allot more time. Two-thirds (65.1 percent) chose supervision; 14.4 percent selected curriculum development. At present the "typical" assistant principal is giving 20 percent (Table 34) of the workweek to supervision and 10 percent (Table 35) to curriculum development (medians). In the 1968 survey, *supervising* principals gave 30 percent of the workweek to supervision (median) and 8 percent to curriculum development (median).

Since schools vary in size, complexity, and many other factors, the available data do not prescribe "the best use" of the time of the assistant principal. The data imply, however, that a substantial proportion of the assistant principals would like to give more of the workweek to supervision and to curriculum development (perhaps through some reduction in their present allotments to pupil personnel duties). Since, in most instances, the duties of assistant principals are determined in conference with their respective principals, the adjustment of the assistant principals functions lie largely between the administrators of each school.

In some instances, the preferences of assistant principals should have more consideration than they have had in the past. For example, the assistant principal-classroom teacher type of position may need constant review and adjustment.

Should assistant principals have more opportunity for experimentation and research?

When asked to list the sources of "new ideas" or innovations, 29.7 percent of the assistant principals reported local work-

shops; 21.7 percent, the central office; 13.7 percent, other teachers in the school; and 10.5 percent mentioned their professional reading (Table 48).

Since the primary purpose of acquiring new ideas is to use them as a basis for improving current practice, assistant principals were asked how they operated in putting into practice in school programs their newly acquired ideas. Sixteen in 100 (15.8 percent) stated that they did not have any experience in introducing innovations; 23.1 percent reported that they simply reported the new ideas to the principal who might or might not do something about them. These two answers indicate that 38.9 percent of the assistant principals have relatively little opportunity for challenging professional development (Table 49).

In contrast, 31.9 percent of the assistant principals were encouraged by their principals to experiment with new ideas and, when there were promising results, to work with the teachers in putting the innovations into practice.

A substantial proportion of the assistant principals (29.3 percent) reported that they and their principals usually chose a staff committee to explore the possibilities of a new proposal and, if its members approved, to guide the implementation of the innovation.

These latter two replies—given by 61.2 percent of the assistant principals—indicate that a majority of principals favor a school situation in which the assistant principal has opportunities for experimentation, research, and the coordination of instruction. The proportion conveys a hopeful outlook both for assistant principals and for elementary education.

Should assistant principals have more opportunity for self-improvement?

Beginning with the 1968 survey of the elementary school principalship, special emphasis was given to "self-improvement" as an activity which might be charged to

the regular hours of the workweek. The feeling at that time was that "self-improvement" activities were being reported under supervision or administration or being banished to the time given to school-related tasks (not considered a part of the regular workweek). In 1968, supervising principals reported that they gave 6 percent (mean) of the workweek to self-improvement but they wanted to give 9 percent; teaching principals gave 4 percent (mean) and they preferred to give 7 percent.

Assistant principals in the present survey showed an allotment of 4 percent (mean) of the workweek given to self-improvement (Table 37). When asked the areas of work to which they would like to give more time, 6.5 percent of the total sample listed self-improvement activities. The outstanding area for increased time—noted by 65.1 percent—was supervision.

Yet, when asked to name the most serious hindrance to efficient functioning as an assistant principal, 4.4 percent marked: "Lack of preparation or experience for administrative work." Nearly 15 in 100 (14.8 percent) felt that their heavy regular teaching assignments were the most hindrance to efficient functioning (Table 47). Assistant principals with regular teaching duties, much like teaching principals, have loads which tend to reduce the time they can allot to self-improvement.

Nearly one-fourth (23.8 percent) of the assistant principals reported that they did not have any trained, paid secretarial help (Table 40). One-third did not have desk space which would provide them an opportunity for quiet study and reflection, but two-thirds of the respondents did have the advantages of a separate office (Table 39).

Since most assistant principals receive their assignments from their principals, the matter of time for self-improvement is one to be considered and provided for by principals. Assistant principals, however, may have to demonstrate that the time given to self-improvement pays off in relation to the

other demands upon the administrators of the individual school.

Are assistant principals taking advantage of their opportunities for self-improvement through membership in professional associations?

The membership of assistant principals is high in their local, all-inclusive education associations—71.8 percent reported belonging. The number with membership in local principals associations suggests that the leaders of principals organizations should reconsider the situation. For example, 26.4 percent of the assistant principals reported that they “were not admitted” to the local principals association; an additional 10.5 percent (although eligible) were not members; and 10.6 percent reported that no principals association existed in their school districts (Table 19).

More than half (55.5 percent) of the assistant principals reported membership in their general state education associations, but only 28.9 percent were members of their state principals association. This is a question for the leadership of state principals groups.

More than half (54.5 percent) of the total sample of assistant principals reported membership in the National Education Association; only 15.7 percent were members of the National Association of Elementary School Principals, NEA (at the time the questionnaire was distributed the Association title was Department of Elementary School Principals, NEA).

These figures suggest that assistant principals have not been convinced that they are welcome and can find attractive professional opportunities in principals associations at all levels—local, state, and national. Certainly on the basis of their characteristics (Chapter 1), their experience and preparation (Chapter 2), their allotment of time to school duties (Chapter 3), and their major functions (Chapter 4), the work of assistant principals is close to that of prin-

cipals. Furthermore, 65.0 percent consider the principalship their next professional goal (Table 9); they have a special interest in supervision (Table 43); typically their professional preparation compares favorably with that of the typical principal (Table 13); and they consider on-the-job experience with a competent principal as the most important factor in their success as assistant principals (Table 41). It would appear that “admission to the club” would round out the experience and preparation of assistant principals as they move toward the principalship. The questions are: “Will principals complete the opportunities of those now serving as assistant principals?” and “Will assistant principals avail themselves of the opportunities offered?”

Should the salaries of assistant principals be substantially improved?

For many years, the question of salaries as related to the quality of professional performance has been a subject of controversy. Today, it appears that the profession, boards of education, and the general public recognize that teachers cannot subsist on high ideals alone. Salary schedules of teachers have made substantial gains during the past two decades.

The salaries of assistant principals should have special scrutiny in relation to their preparation and duties as revealed by the present survey. For example, 4.3 percent of the assistant principals reported that they were paid their regular salary as a classroom teacher and 22.8 percent stated that their salaries as classroom teachers were supplemented by a flat amount additional. Thus more than 25 in 100 (27.1 percent) are paid on what might be termed a “doubtful” basis considering their experience, preparation, and functions (Table 50).

The median salary of the total sample was \$12,800 in 1968-69; the 1968 survey of elementary school principals showed a

THE ASSISTANT PRINCIPALSHIP IN 1969

median of \$9,700 for the total sample (teaching principals, \$6,900; supervising principals, \$10,200). The underlying factors causing these differences were: the principalship survey in 1968 was a nationwide sample of all types of principals scattered in most states; the present survey of assistant principals was heavily influenced by the salaries of the largest cities where a majority of assistant principals are employed.

Nearly three-fourths (73.3 percent) of the assistant principals reported that they added nothing in 1968-69 to their income by *extra school* employment; 80 in 100 (83.1 percent) did not make additional income from *nonschool* employment. Those who made additional income from other school work averaged (mean) \$320; those reporting income from nonschool work averaged (mean) \$338 in 1968-69. Similar proportions of the principals in the 1968 survey reported additional earnings but the averages (means) were two or three times those of assistant principals.

According to data issued by the NEA Research Division, the mean salary of all classroom teachers in the largest school systems (12,000 or more pupils) was \$8,520 in 1968-69. The mean salary of assistant principals in elementary schools in these large systems was \$12,846—that is, about 50 percent higher than the mean salary of all classroom teachers.

On the basis of 1969-70 data of the NEA Research Division for school systems with 25,000 or more pupils, the mean *maximum* salaries *scheduled* were: for classroom teachers \$12,274; for elementary school principals, \$16,657; and for assistant principals in elementary schools, \$14,742.

The *scheduled* salaries for faculty members in state colleges in 1969-70 in 12 states with statewide schedules show an average (mean) *minimum* of \$12,074 for professors; of \$10,114 for associate professors; and \$8,363 for assistant professors.

In the present survey of assistant principals, 16.3 percent report an annual salary

of less than \$10,000; 45.9 percent received salaries below \$12,500 in 1968-69.

Between 1962-63 and 1968-69, according to estimates of the NEA Research Division, the mean salary of elementary school principals in all operating school systems increased 50 percent; the mean salary of classroom teachers increased 36 percent; and the mean salary of assistant principals of elementary schools increased 26 percent. These trends suggest that the salaries of assistant principals tend to move ahead less rapidly than those of principals and may need special attention if they are to keep pace with the salaries of other educators.

Should there be more assistant principals in elementary schools?

In preparing for a representative sample of assistant principals, the NEA Research Division compiled a list of 4,327 names of persons holding this type of position. Questionnaires were mailed to 1,442 of the 4,327 listed and replies were received from 1,270.

The median size of the schools in which these assistant principals were employed was 875 pupils. Close to 40 in 100 (37.7 percent) were in schools with 1,000 or more pupils (Table 22); 17.3 percent were working in schools with enrollments of 599 or less.

When asked to recommend the enrollment where they thought an assistant principal should be employed, the median reply was 600 pupils. Close to 60 in 100 (57.3 percent) of the recommendations fell between 400 and 699; 26.5 percent fell between 100 and 999; and only 5.3 percent designated an enrollment of 1,000 or more. Clearly the sample as a whole favored a smaller enrollment where a full-time assistant principal should be employed than is typical of today's practice.

In reporting on the types of communities in which their schools were located, 45.3 percent characterized their neighborhoods

SUMMARY AND RECOMMENDATIONS

as below average economically; 18.6 percent reported the student bodies of their schools as involving "frequent tensions and difficult behavior problems." Both of these conditions at least partly explain the fact that 64.1 percent of the respondents reported that their major present duty was pupil personnel. If many of the assistant principals in the present survey are to spend more time in supervision (as nearly half of those who wanted to specialize said they wanted to do; Table 43) then it would

be necessary, in many schools, to employ a second assistant principal to share the present administrative load.

When consideration is given to the way that principals allot their workweek and to the expressed desire of many to have more time for supervision, then they also should give support to the recommendation that many elementary schools need more skilled persons in administrative positions if elementary school goals are to be attained in the face of current social conditions.

THE FORGOTTEN MAN in the elementary school is frequently the assistant principal. We know he is there but little about him except as an individual. That is, I know about "mine" but very little about "them." This study, the first comprehensive view of the assistant principal, is an attempt to ameliorate that situation. It shows that a highly competent group of future elementary school principals is waiting in the wings. It also shows that they are more like us than different from us. Elementary education will have its new leadership when it is needed. NAESP will help by offering active membership to assistant principals, not only to help prepare them for leadership positions, but also to give them a role in determining the shape and scope of the principalship of the future. *William L. Pharis, Executive Secretary, National Association of Elementary School Principals, NEA.*

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BROOKE TODD & ASSOCIATES
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▶ TYPOGRAPHY:

HENDRICKS-MILLER TYPOGRAPHIC CO.
Washington, D. C.

▶ PRINTING:

MOORE AND MOORE LITHOGRAPHERS
Joseph C. Bishop and Ken Wirsing
Account Executives
Washington, D. C.

APPENDIX

SAMPLE SELECTION AND RESPONSE

The questionnaire used in this survey was mailed in March 1969 to 1,442 elementary-school assistant principals in systems having enrollments of 3,000 or more pupils.

An inquiry was sent to 3,043 school systems with 3,000 or more pupils, asking whether or not they employed any elementary assistant principals and if they did, to send us a list of their names and addresses. Replies were received from 2,451, or 80.5 percent, of the systems. Of these 2,451 systems, 532 indicated that they employed elementary assistant principals and supplied us with a list of their names and addresses. The lists were combined into one list of 4,327 elementary-school assistant principals and a systematic random sample of one out of every three individuals on the list was selected.

Five follow-ups were mailed over a period of 12 weeks; this resulted in an 88.1 percent response as follows:

Sample size—number of questionnaires mailed	1,442
Number of non-respondents	172
Number of respondents	1,270
Percent response	88.1%

ESTIMATES OF SAMPLING VARIATION

The percentages and means contained in this report are statistics obtained from a systematic random sample of elementary-school assistant principals in systems with at least 3,000 pupils in the United States. Like all sample data, these statistics are subject to sampling variation. It is important that this variation be considered whenever inferences about the population are based upon: (a) a single statistic and (b) the difference between two statistics, i.e., two means or two percentages.

This technical note presents tables designed to assist the reader in estimating the amount of sampling variation associated with population inferences made from the sample percentages contained in this report and describes procedures for using the tables in establishing confidence intervals for population percentages.

Confidence Intervals for Percentages

In sample surveys it is impossible to determine exactly how much a sample percentage differs from the corresponding population percentage.

But by using the sample data to estimate the expected amount of variation associated with the sample percentage, it is possible to determine a range of values with a specific likelihood that the range or interval will include the population percentage. Such a range of values is termed the *confidence interval*, and the upper and lower values of this interval are termed the *confidence limits*. The probability that the confidence interval includes the population percentage is called the *degree of confidence* and is usually expressed as a percent.

Table A is designed to assist the reader in making population inferences based upon single sample percentages. The table contains the approximate number of percentage points that should be subtracted from and added to an observed sample percentage in order to obtain the approximate 90 percent confidence limits for the corresponding percentage in the population. Such limits determine an interval which will include the population percentage about 90 times in 100.

To illustrate the use of Table A, suppose we have an observed sample percentage of 73.1 percent which is based upon a subgroup of 782 respondents and we wish to make an inference about the corresponding population percentage. Since 73.1 is nearer to 70 percent than to any other percentage shown in the columnar headings of the table, we select the column headed "Observed percentage near 30 or 70." The observed percentage is based upon a sample of 782; therefore, we choose the row labeled 700-999. At the intersection of the selected column and row, we find a value of 2.4 percentage points. We subtract this value from and add it to the observed value of 73.1 to obtain the approximate .90 confidence limits which are 70.7 percent and 75.5 percent. Thus we can state with approximately 90 percent confidence that the range of values from 70.7 percent to 75.5 percent includes the population percentage. In other words, the probability that the interval will contain the population percentage is approximately .90.

Comparing Two Percentages

Sampling variation must also be taken into account when comparing any two percentages reported in this study. That is, if one observed percentage is larger than another, it does not necessarily mean that the corresponding population percentages differ by a like amount. In fact, the population percentages may be equal and the difference between the sample percentages may be due to chance in the selection of this particular sample.

Table B is designed to give the reader some idea of how much difference can be expected between two sample percentages as a result of sampling variation for various sample or subgroup sizes. The values shown are the approximate minimum number of percentage points by which two observed percentages must differ in order for the reader to infer that the corresponding population percentages are different with a confidence of approximately .90. In other words, if the observed difference exceeds the

value given at the intersection of the appropriate row and column in the proper section of the table, it may be stated with approximately 90 percent confidence that the population percentages are different.

Table B may also be used to obtain the approximate 90 percent confidence interval for the difference between two population percentages. The value obtained from the table may be subtracted from and added to the observed difference to obtain the approximate confidence limits and the probability that the interval between the limits contains the difference between the population percentage is .90. It should be noted that if the interval includes zero, it should *not* be inferred that the population percentages are different.

To illustrate the use of Table B, suppose we have two observed sample percentages of 70.2 percent and 75.1 percent which are based upon subgroup sizes of 447 and 334. Is this sample difference of 4.9 percentage points large enough for us to be able to infer with approximately 90 percent confidence that the population percentages are different? Since both percentages are near 70 percent, we enter the section of the table headed "For percentages around 30 or 70." Each section of the table is symmetrical so we may use either subgroup size to determine the proper column and then use the other to determine the proper row. One subgroup size is 447 so we select the column headed 300-499 and the other subgroup size is 334 so we select the row labeled 300-499. At the intersection of the selected row and column we find the value of 4.5 percentage points. Since the observed difference of 4.9 percentage points exceeds the value obtained from the table, we may state with approximately 90 percent confidence that the corresponding population percentages are different.

The value obtained from the table may be subtracted from and added to the observed difference to obtain the approximate 90 percent confidence limits for the population difference which are 0.4 percent and 9.4 percent. We can then state with approximately 90 percent confidence that the interval from 0.4 percent to 9.4 percent includes the difference between the population percentages.

Table A—Evaluating One Percentage—Approximate Number of Percentage Points to be Added to and Subtracted from the Observed Sample Percentages to Obtain the 90 Percent Confidence Limits for the Population Percentages

Subgroup Size	OBSERVED PERCENTAGE NEAR				
	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
100- 199	3.2	4.5	5.5	6.4	7.1
200- 299	2.7	3.8	4.6	5.4	6.0
300- 499	2.1	3.0	3.6	4.2	4.7
500- 699	1.7	2.4	2.9	3.4	3.8
700- 999	1.4	2.0	2.4	2.8	3.2
1,000-1,299	1.2	1.8	2.2	2.5	2.8

Table B—Comparing Two Percentages—Approximate Difference Required for Significance at .90 Level of Confidence for Selected Subgroup Sizes

Subgroup Size	Subgroup Size					
	100-199	200-299	300-499	500-699	700-999	1,000-1,299
For Percentages from 35 to 65						
100- 199	7.5	7.0	6.4	6.0	5.8	5.7
200- 299	7.0	6.3	5.7	5.3	5.1	4.9
300- 499	6.4	5.7	4.9	4.5	4.2	4.1
500- 699	6.0	5.3	4.5	4.0	3.7	3.5
700- 999	5.8	5.1	4.2	3.7	3.3	3.1
1,000-1,299	5.7	4.9	4.1	3.5	3.1	2.9
For Percentages around 30 or 70						
100- 199	6.9	6.4	5.8	5.5	5.3	5.2
200- 299	6.4	5.8	5.2	4.8	4.6	4.5
300- 499	5.8	5.2	4.5	4.1	3.8	3.7
500- 699	5.5	4.8	4.1	3.6	3.4	3.2
700- 999	5.3	4.6	3.8	3.4	3.1	2.9
1,000-1,299	5.2	4.5	3.7	3.2	2.9	2.7
For Percentages around 20 or 80						
100- 199	6.0	5.6	5.1	4.8	4.7	4.6
200- 299	5.6	5.1	4.5	4.2	4.0	3.9
300- 499	5.1	4.5	3.9	3.6	3.4	3.2
500- 699	4.8	4.2	3.6	3.2	2.9	2.8
700- 999	4.7	4.0	3.4	2.9	2.7	2.5
1,000-1,299	4.6	3.9	3.2	2.8	2.5	2.4
For Percentages around 10 or 90						
100- 199	4.5	4.2	3.8	3.6	3.5	3.4
200- 299	4.2	3.8	3.4	3.2	3.0	3.0
300- 499	3.8	3.4	3.0	2.7	2.5	2.4
500- 699	3.6	3.2	2.7	2.4	2.2	2.1
700- 999	3.5	3.0	2.5	2.2	2.0	1.9
1,000-1,299	3.4	3.0	2.4	2.1	1.9	1.8

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NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

A national affiliate of the National Education Association

DURING THE SUMMER of 1920, a number of elementary school principals, students in a course in school administration and supervision at the University of Chicago, often discussed the need for a national organization devoted to the interests of elementary school principals. They were encouraged by the instructor of the class, Dean W. P. Burris of the College for Teachers at the University of Cincinnati.

Before the summer was over the members of the class had appointed a committee to initiate activities which would lead to the formation of a national association. The committee members began extensive correspondence with principals throughout the country. They were primarily interested in enlisting interest in an organizational meeting to be held in February 1921 at the time of the Department of Superintendence (now AASA) annual convention. Fifty-one principals attended this meeting in Atlantic City, New Jersey. They organized under the title "The National Association of Elementary School Principals."

The officers elected for 1921-22 were: President Leonard Power, Port Arthur, Texas; three vice-presidents—Katherine Blake, New York, N. Y., Ide G. Sargeant, Paterson, N. J., and J. M. Kneisley, Seattle, Washington; Recording Secretary Mary W. Reisse, Philadelphia, Pennsylvania; Secretary John L. Bracken, Duluth, Minnesota; and Treasurer Courtland V. Davis, Norfolk, Virginia.

At the NEA Convention in Des Moines, Iowa in the summer of 1921 the NAESP became the "Department of Elementary School Principals, NEA." At this Des Moines meeting the new department authorized the preparation of a yearbook by a committee under the chairmanship of Worth McClure of Seattle. This volume, on the technique of supervision, was issued in May 1922. Between 1922 and 1962 the Department published a total of 40 yearbooks covering many phases of the principal's work and the operations of an elementary school.

Between 1928 and 1970 four research studies of the status of the principalship and one of the assistant principalship have been made in cooperation with the NEA Research Division.

The official magazine, *The National Elementary Principal*, (begun in May 1921 as *The Bulletin*) has grown steadily in the variety of its professional content and in the attractiveness of its format. Issues are sent to all members in September, November, January, February, April, and May of each school year.

The program of publication has, in recent years, included a number of pamphlets and book-size publications (see pages 94-95 for a few examples). A free list will be sent upon request.

The Annual Meeting, held in April each year, now attracts about 7,000 principals, assistant principals, supervisors, college professors, and spe-

cialists. It is characterized by the workshop type of small conference groups. The exhibits of school materials of all kinds are sources of innovative ideas.

In 1970, by a vote of the members, the Association became a national affiliate of the National Education Association under its original name adopted in 1920.

A SELECTED LIST OF PUBLICATIONS OF THE NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS, NEA

Other publications are listed in the *NEA Catalog of Publications and Audio-visual Materials* and in the list of publications issued by NAESP. Copies of these lists are available free upon request.

RESEARCH FOR THE PRACTITIONER IN EDUCATION (by Fred P. Barnes, Professor of Education, University of Illinois, Champaign)

A volume designed to remove much of the mystery in the educational research process. It is both a plea for greater involvement of practitioners in educational research and a guide to the conduct of research studies.

The text is addressed to classroom teachers, principals, and their college instructors, as they search for tested knowledge. The technical descriptions of research procedures are precise and clear; they are supplemented by numerous examples illustrating the applications of research techniques. The author has been concerned with educational research both as a teacher in the public schools and as a university professor.

Order numbers: Cloth, #181-05476, \$5.50; Paper, #181-05474, \$4. 142 pp. Printed in 1964; reprinted in 1967.

FOCUS ON THE SOCIAL STUDIES

A presentation of six of the major speeches at the 1965 Annual Meeting and a condensed version of the concluding panel discussion. The papers are designed to help educators rethink the organization of the social studies curriculum in elementary schools. Two major approaches to organizing the social studies curriculum are considered: the coordinated approach and the subject approach.

Participants in the program were: Roberta S. Barnes, Ruby M. Crowe, Ruth Ellsworth, Paul R. Hanna, Earl S. Johnson, Clyde F. Kohn, Peter H. Odegard, Robert N. Saveland, Neville V. Scarfe, and Carolyn H. Troupe.

Order number: #186-05504, \$1.50. 1965. 80 pp.

THE ELEMENTARY SCHOOL PRINCIPALSHIP IN 1968: A RESEARCH STUDY

A scientifically selected sample of 2,318 elementary school principals reported on their characteristics, preparation, experience, allotment of

time to major functions, and opinions of the value of certain school practices (e. g. the nongraded school).

This is the fourth in a series of nation-wide surveys of the elementary school principalship made in cooperation with the NEA Research Division. The earlier studies were made in 1928, 1948, and 1958.

Order numbers: Cloth, #181-05556, \$6.50; Paper, #181-05554, \$5. 1968. 168 pp.

THE NONGRADED SCHOOL (A reprint of articles from the November 1967 and the January 1968 issues of *The National Elementary Principal*)

Among the authors were: John I. Goodlad, Robert H. Anderson, Louise M. Berman, Madeline C. Hunter, Fred P. Barnes, and Harold J. McNally. There were 21 contributors in all.

Order number: #181-05550, \$2. 1968. 96 pp.

TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL

A cooperative report by the National Council of Teachers of Mathematics and the National Association of Elementary School Principals. It focusses on two major questions with regard to the teaching of elementary school mathematics: What's Needed? and What's Happening?

The authors include outstanding classroom teachers, principals, consultants in public school systems, and members of university faculties. Attention is given to several experimental programs in school systems.

Order number: #181-05592, \$2.50. 1970. 121 pp.

SHADY ACRES IN-BASKET

A series of simulated materials for conferences and in-service programs of administrators. The items represent the kinds of issues which often confront administrators. Each participant has a booklet which deals with such issues as teacher militancy, in-service education, ability grouping, and academic freedom. He is called upon to examine the description of each situation or problem and then to indicate how he would act in planning, supervising, delegating, communicating, organizing, coordinating, and evaluating.

The kit includes a Discussion Leader's Manual since the materials are designed primarily for discussion group situations. After individual judgments have been made the group discusses the advantages and disadvantages of various procedures.

Order direct from NAESP. Kit (materials for 20 participants), \$45; single set (including Discussion Leader's Manual), \$6.

PROFESSIONAL NEGOTIATION AND THE PRINCIPALSHIP

A compilation of sixteen articles on various aspects of professional negotiation written by principals, association leaders, teachers, and specialists. These articles offer administrators a wide range of information

specifically designed to guide them in the negotiation process. The volume also includes a glossary of terms and two sample contracts.

Order number: #181-05578, \$6. 1969. 260 pp.

Suggestions on ordering—

Discounts are allowed on the purchase of two or more copies of a single title when shipped to one address: 2-9, 10 percent; 10 or more copies, 20 percent.

Make checks and money orders payable to the Association. Shipping charges are paid on orders accompanied by payment. When billing is necessary, shipping and handling charges will be added.

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