THE DUTIES AND RESPONSIBILITIES OF THE
DES MOINES JUNIOR HIGH SCHOOL
VICE-PRINCIPALS

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by
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THE DUTIES AND RESPONSIBILITIES OF THE
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

During the last few decades a trend toward specialization has been evident in local secondary school administration. Larger enrollments have forced schools to improve methods and facilities for handling personnel, materials, and public relations, and to broaden curricular offerings. Each new administrative duty added to the responsibility of the principal has tended to draw him farther and farther away from his primary function of improving the instructional effectiveness of the school.¹

The increasing complexity of school populations, organizations and curricula created a need for additional administrative personnel to aid the principal in his duties. The position of vice-principal or assistant principal emerged in answer to this urgent need much as did that of principal a century ago.²

The junior high school, a purely American development, and barely a half-century old in practice, took on the same administrative organizational structure as did the senior high

school. The development of the role of the vice-principal in the junior high school has apparently followed no systematic pattern, depending rather upon expediency than upon careful planning. His duties have varied greatly, depending upon the size and organizational structure of the school, the philosophy of the school system, and the individual principal's interests and capabilities.¹

I. GENERAL INFORMATION ON THE BACKGROUND OF DES MOINES JUNIOR HIGH SCHOOL VICE-PRINCIPALS

The Educational requirements for the junior high school vice-principalship are the same as for the principalship, according to the manual of Policies of the Des Moines school board.² In addition to the regular school duties, the junior high school vice-principals served on curriculum committees, guidance committees, studies for slow learners, planning programs for gifted students, development of cumulative record programs, revision of report cards. They meet regularly, but not frequently, with the Director of Guidance in the develop-


ment of the guidance program in the city.

II. THE PROBLEM

Statement of the problem. This study was undertaken in an effort to determine the nature and extent of the duties and responsibilities of the junior high school vice-principals of the Independent Community School District, Des Moines, Iowa, 1959. In addition to discovering the duties and responsibilities of each of the vice-principals of the junior high schools in Des Moines, Iowa, it was within the scope of the investigation to note similarities and differences of the duties and responsibilities among the vice-principals within the Des Moines school system. Also, these duties and responsibilities were compared with some other studies which were made with similar purpose, in other parts of the nation.

Importance and scope of the study. Just as the need for the office of vice-principal evolved from the increased responsibility of the principalship, so the need for an investigation into the general duty status of the office of vice-principal became apparent as that office became part of the junior high school administration.

A Des Moines school board report revealed that the projected crest of the recent wave of births is now moving through the upper elementary schools and junior high schools and is
expected to reach the senior high schools after 1960. ¹

This meant that the Des Moines junior high schools, were bearing the increased burden of enlarged enrollments because of the increased birth rate. This, coupled with increasing lay demands for added school services, had enlarged the ever mounting duties and responsibilities of junior high school administrators.

Was an increase in the school staff needed? Were junior high school principals and vice principals overburdened? What was the status of the junior high school vice-principal? These were questions which should be answered. The first step in answering these questions should logically involve the ascertainment of duties and responsibilities of junior high school vice-principals. These findings disclosed facts which may form the basis for the resolution of administrative problems.

At the time of this study, there were eleven junior high schools in the Des Moines, Iowa, public school system. Two of the junior high schools were parts of six year junior-senior high schools. These two junior high schools were not involved in this investigation. As the vice-principals of these junior high schools were also vice-principals of the

¹*Des Moines Public Schools, We Must Be Ready For Them, (Presentation of School Housing Needs in Des Moines, Des Moines, Iowa, October, 1955).*
senior high schools it was believed that the professional problems and duties of these vice-principals would not be comparable to those of the other nine vice-principals for the purposes of this study.

**Limitation of the study.** This study was limited to the junior high school vice-principals of the Independent Community School District, Des Moines, Iowa. The vice-principals of the junior-senior high schools were not surveyed, and they were not represented in the results of this study.

It was recognized that questionnaires have certain inherent weaknesses. The use of the questionnaire tended to place rather rigid controls on the study, especially in areas of inquiry. An attempt to offset this was made by the investigator calling on each of the nine junior high school vice-principals for a personal interview.

Every feasible precaution was taken to assure frank and uninhibited interviews with the vice-principals; however, rationalizations or possible misinterpretations might have tended to obscure some facts.

The findings of the report were based entirely upon responses marked on the questionnaire and answers given during the interview. No attempt was make to interpret the physical reactions of the interviewees.

Due to the limited number of vice-principals involved,
the results have no statistical significance but the study does show the duties and responsibilities as they were reported by the Des Moines junior high school vice-principals.

III. THE PROCEDURE

The procedure for determining the duties and responsibilities of the junior high school vice-principals of the Independent Community School District, Des Moines, Iowa, was accomplished in two basic steps. Prior to this phase of the investigation, a comprehensive review was made of current literature relative to the duties and responsibilities of the junior high school vice-principal. The summarization of the review is presented in Chapter II entitled, "The Review of Literature Concerning the Junior High School Vice-principal."

It was decided by the investigator that the most practical and expeditious manner of solving the problem of determining the duties and responsibilities of the Des Moines junior high school vice-principals was by use of the questionnaire technique of inquiry, and the personal interview.

Several types of questionnaires were considered. The questionnaire finally decided upon represented a composite of several questionnaires used in other similar studies, revised, and adapted for use in the Des Moines situation. Although, the Des Moines questionnaire was tailor-made to fit the local picture, it retained basic elements of terminology from some
other questionnaires for purposes of comparison.\textsuperscript{1}

The first page of the questionnaire contained questionnaire items relative to the personal and educational background of the vice-principal. Such questions as type of degree held, certification status, age, number of year's experience as a teacher, number of years of administrative experience, etc. were asked.

The remainder of the questionnaire dealt with specific items in the various administrative areas listed in the definition of terms under the descriptions of the term, "Questionnaire".

The general administrative areas were:

1. Administration and School Management.
2. Supervision.
3. Office and Clerical Work.
5. Substitute Teacher Service.

A copy of the final questionnaire was then mailed to each of Des Moines junior high school vice-principals for completion along with a letter requesting a personal interview at a mutually convenient time.\textsuperscript{2}

\textsuperscript{1}See Appendix Figure I
\textsuperscript{2}See Appendix Figure II
The interviews were conducted in the private offices of the respective junior high school vice-principals. Various topics were discussed including clarification of any part of the questionnaire in order that it be answered in its entirety by each vice-principal. Other topics, such as discipline, the vice-principal's reaction to the questionnaire, and his major problem areas, were discussed.

The data obtained from these two phases of the study were compiled and are presented in Chapter III entitled, "Duties and Responsibilities of the Des Moines Junior High School Vice-Principals".

The data is summarized in Chapter IV. The concluding chapter of the report deals with conclusions and recommendations based upon the data presented.

IV. GENERAL ORGANIZATION OF THE ADMINISTRATIVE OFFICE OF THE DES MOINES JUNIOR HIGH SCHOOLS

The writer investigated the general organization of the typical administrative office of the Des Moines junior high schools. The office staff of the Des Moines Junior high school is comprised of one full time secretary, a senior high school student part-time worker employed during the afternoons five days a week, and junior high school student helpers. Part time workers are selected high school seniors who work four hours each day in paid position in lieu of laboratory work. This activity is part of the senior high school vocational program. The general duties of each of the above mentioned
office workers follows:

A. Duties of the junior high school secretary.

1. Vault - responsible for inventory of the vault's contents at all times and its opening and closing.

2. Supplies - responsible for ordering, stacking, and selling of school supplies.


4. Writing all school checks.

5. Making daily bank deposits


7. Stenographer for the principal, girl's advisor, and the vice-principal.

8. General school typing for teachers and office.

9. Mimeographing of tests, reports, and announcements.


11. Compiling reports of attendance, paid fees, lunchroom inventory, teachers' payroll, failure lists, transportation activities,
book inventory, and general office and other supplies.

12. General supervision of student assistants and co-operative vocational education program.

B. Duties of student part time workers.

The co-operative vocational educational worker was a senior high school student working under the provisions provided in the Des Moines Senior High School Student Co-operative Program. The student worker was expected to assist the secretary in her duties; however generally the student worker typed tests for teachers, operated the duplicating machine, assisted in the accounting of monies, and assisted in the bus transportation ticket sales.

C. Duties of student helpers.

Student helpers were usually girls of high aptitude and special interest in office work. They were assigned to assist in the office during their study periods. Usually two students were assigned to the office each period of the day. Their duties included answering the telephone, collecting absence slips from classrooms, general errand duty, and alphabetizing of cards.

The entire office staff was under the general supervision of the principal, assisted by the girl's advisor and the vice-principal.
The organization of the office personnel of the junior high school is graphically illustrated as follows:

**PRINCIPAL**

**VICE-PRINCIPAL**

**GIRL'S ADVISOR**

**SCHOOL SECRETARY**

Student Co-op
Helpers Workers

Allocation of duties within the personnel team was, to an extent, flexible to allow the principal to take advantage of the special strengths and interests of the members of the office staff. This included the time allotments, beginning work dates, closing work dates, allowance for vacation time, opportunity for convention attendance, guidance conferences, etc.

V. DEFINITIONS OF TERMS USED

Certain terms and words unique to this study follow:

**Des Moines Junior High School.** Unless otherwise specified, Des Moines Junior High School means a junior high school within the Des Moines, Iowa, Independent Community School District which was operated only as a junior high school, and not part of a combination junior-senior high school. There were nine such junior high schools in the Des
Moines Independent Community School District. The enrollments of these nine schools ranged from six hundred forty-three to one-thousand four hundred eighty-seven. The median junior high school population was eight hundred twenty-six pupils.

**Questionnaire.** The questionnaire with general areas of investigation and items or duties listed under each general area is placed in the Appendix of this report. Unless otherwise stated, references made to the general areas of responsibility of the junior high school vice-principal include all items listed under it.

**Des Moines Junior High School Vice-Principals.** Des Moines Junior High School Vice-Principals means all junior high school vice-principals of the junior high schools of the Des Moines, Iowa, Independent Community School District exclusive of vice-principals of the junior-senior high school buildings. The Des Moines junior high school vice-principals ranged in age from thirty-six to fifty-nine years of age, and the median age was forty-eight years of age. In number of years of teaching experience (including administrative experience), they ranged from ten to thirty-five years. One vice-principal came into the Des Moines school system with thirteen years of administrative experience, whereas, two others had none. The median was three years. Before becoming an admin-
In the Des Moines public schools, the vice-principals served from four to nineteen years as classroom teachers. The median number of years as a classroom teacher was seven years. In terms of years of experience as vice-principal of a junior high school in the Des Moines public school system, the range was from zero to fourteen years. The median was five years.

The educational requirements for the junior high school vice-principalship are the same as for the principalship, according to the Manual of Policies of the Des Moines school board. All of the vice-principals possessed at least a Master's Degree, and at least three had earned over two hundred and fourteen hours of collegiate credit. The Iowa State Department of Education records show five of the nine Des Moines vice-principals as having held the Superintendent's Certificate, one possessed a permanent Principal's Certificate, and three held permanent Professional Certificates.

Responsibility. The work responsibility is used interchangeably with duty, but specifically it refers to obligations of the work which vice-principals are expected or assigned to perform.

CHAPTER II

THE REVIEW OF LITERATURE CONCERNING THE
JUNIOR HIGH SCHOOL VICE-PRINCIPAL

This chapter is concerned with a review or summarization of current literature relative to the position of vice-principal in the junior high school.

The office of vice or assistant principal in a secondary school today has become a vital, indispensable part of school administration. Although much research has been accomplished concerning the duties and responsibilities of the principal in the secondary schools, comparatively little has been done concerning the vice-principal. On the junior high school level, specifically, even less has been done. Most researchers did not differentiate between the junior and senior high school levels in reporting results.

A report by C. M. Long used a check list of duties which the responding vice-principal marked when the duty was performed by him.\(^1\) He surveyed one hundred forty-three secondary school vice-principals and found six major responsibilities. They are as follows:

1. Supervision of pupil conduct outside of the

---

classrooms.

2. Checking student absences and tardiness.
3. Handling discipline problems.
4. Arranging student conferences.
5. Arranging parent conferences.
6. Sanctioning pupil excuses from class.

It was interesting to note that not all schools used the office of vice-principal on a full time basis. Charles M. Long found that thirty percent of the schools surveyed in New York had created the position which might be described as a teaching vice-principal. The report indicated that these vice-principals were charged with teaching responsibilities part of the school day. The median age for the vice-principals in his study was forty four and nine tenths years, and the ages ranged from thirty-one to fifty-five.

The duties and responsibilities of the vice-principals have grown in number during the past ten to fifteen years. Boardman and Gran discovered that more than fifty percent of the vice-principals performed the following duties personally:

1. Pupil accounting.
2. Attendance.
3. Developing curricula.

1 Ibid.
They also found that over fifty percent shared in the following duties:

1. Enforcing compulsory attendance laws.
2. Adjusting pupil programs.
3. Chaperoning school functions.
4. Improvement of curricula.

Jarrett revealed in his study that the following duties were personally performed or shared by more than fifty percent of the people in his study.\(^1\)

1. Arranging pupil conferences.
2. Arranging parent conferences.
3. Handling school discipline.
4. Heading pupil guidance program.
5. Attending to school registration.
6. Checking attendance of pupils.
7. Curricula revision conferences.
8. Construction of master schedule.
10. Vocational guidance.
11. Public relations.

From the results of these two studies, it can be seen that duties and responsibilities have definitely grown in

---

number during the past decade.

In Jarrett's report, specific interest centered in the results of three surveys each conducted by means of a separate questionnaire.\(^1\) One dealt with an intensive study of the duties and responsibilities of the position of vice-principal in one large metropolitan school system as reported by one hundred-sixteen Los Angeles vice-principals. Another was concerned with the general duty status of assistant principals in twenty-three of the twenty-five largest cities of the United States, and still another showed the judgments of a panel of ten specialists in educational administration who established criteria for the Los Angeles study.

The greatest involvement of Los Angeles vice-principals was reported to occur in the general areas of the administration of co-curricular activities. In order of frequency of participation, the following duty and responsibility areas were of greatest importance:

1. Pupil adjustment.
2. Pupils who vary from the norm.
3. General supervision of departments.
4. Professional in-service training.
5. Special school activities.
6. School safety program.

\(^1\)Ibid.
7. Supervision of instruction.
8. Administrative functions.
9. Social and special interest activities.
10. Developing morale of the staff.
11. Parent group activities.
12. Individual differences among pupils.
13. Pupil services.
15. School development.
16. Special services.
17. Athletic program.

Conversely, the duty areas of least vice-principal involvement were:

1. Administration of classified personnel.
2. Plant management.
3. Curriculum adaptation.
4. School supplies and equipment.
5. Instructional materials.
6. School district activities.
7. Supervision of specific departments.
8. Schoolwide activities.
9. Membership in community organizations.
10. Educational service.
11. Facilities for instruction.

A comparison of the results of the surveys of Los
Angeles vice-principals and of the largest city school systems of the nation showed a striking similarity in the percentage of time estimated to be spent by vice-principals in six major responsibility classifications.

<table>
<thead>
<tr>
<th>Responsibility Classification</th>
<th>Los Angeles Vice-Principal's Percent of Time</th>
<th>Vice-Principals of twenty-three largest cities percent of time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of the educational program</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>Pupil personnel services</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Administration of co-curricular activities</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>School Management</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Community relations</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Professional and in-service training</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

The report indicated that four different titles were commonly used for the position under study. That most frequently employed was "assistant principal". Also, some school systems made liberal use of quasi-administrative personnel and offset the pressing need for more assistant principals.

Possession of a Master's Degree and successful teaching experience was an eligibility requirement for the assistant principalship in the great majority of the schools surveyed.

The review of literature indicated that the great majority of large city school systems were found to have no official duty or responsibility statement or job description for the position of vice-principal. The assignment of the
duties and responsibilities to the assistant principal was made by the individual principal, who exercised a free hand in this matter.

In half of the school systems studied, the assistant principal was delegated official responsibility for school supplies and equipment and for co-curricular activities.

In summary of the review of literature pertinent to the junior high school principal, it was evident that the vice-principal is a man with many varied responsibilities. His duties are such as to require specialized training.

Although comparatively little research has been done in the area of the duties and responsibilities of the junior high school vice-principal, some aspects of the position are evident. The literature indicates that apparently very little has been accomplished to develop clear cut lines of responsibility and authority of the vice-principals. In two-thirds of the school systems studied, according to the Jarret report, the assistant principal was given no formal designation or responsibility in the areas of curriculum, instructional aids and services, training of newly assigned personnel, plant management, and co-curricular activities.

In the great majority of large cities, the next regular promotional position for the assistant principal was the principalship of a secondary school.

\[1\text{Ibid.}\]
CHAPTER III

DUTIES AND RESPONSIBILITIES OF THE DES MOINES JUNIOR HIGH SCHOOL VICE-PRINCIPALS

In this chapter the data of the investigation into the duties and responsibilities of the junior high school vice-principals of the Des Moines Independent Community School District, Iowa, 1959, are presented.

Included in the report were the results of the questionnaire and the personal interviews. The duties and responsibilities of the Des Moines junior high school vice-principals were divided into six general responsibility areas. Various specific duties were listed under these general headings. Although the wording of the general responsibility classifications differed slightly from other studies referred to in Chapter II, the Des Moines responsibility classifications were, in substance, similar and therefore comparable. The major responsibility areas were as follows:

1. Administration and school management.
2. Supervision.
3. Office and clerical work.
4. Pupil welfare.
5. Substitute teacher service.
6. School-community relations.

I. TIME DEVOTED TO EACH OF SIX MAJOR RESPONSIBILITY AREAS

The data, shown in Table I, obtained from personal interviews with the Des Moines Junior High School Vice-Principals show that the median percentage of time per week devoted to pupil welfare was fifty percent. The range was from forty to sixty-five percent among the nine vice-principals.

Next general area in rank order of greatest percentage of time devoted by the vice-principals was office and clerical work. The median percentage of time to this area was twenty-five percent with a range of ten to thirty percent.

School and community relations ranked next with a median of ten percent and a range from two to twenty-nine percent.

In the general area of supervision, the median was five percent with a range from zero to twenty-five percent.

The median percentage of time devoted to administration and school management by the nine junior high school vice-principals was five percent. The range was from two to ten percent.

Substitute teacher service ranked last with a median of two and a range of zero to five percent.

The median and the range of time devoted to the general
Responsibility areas are shown in Table I. The general areas are also listed in rank order.

**TABLE I**

RANK, RANGE, AND MEDIAN PERCENT OF TIME DEVOTED TO EACH GENERAL RESPONSIBILITY AREA BY DES MOINES JUNIOR HIGH SCHOOL VICE-PRINCIPALS, FALL SEMESTER, 1959

<table>
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<tr>
<th>Responsibility Area and Rank Order</th>
<th>Percent of time</th>
<th>Median</th>
<th>Range</th>
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<tbody>
<tr>
<td>1. Pupil Welfare</td>
<td>50</td>
<td>40-65</td>
<td></td>
</tr>
<tr>
<td>2. Office and Clerical Work</td>
<td>25</td>
<td>10-30</td>
<td></td>
</tr>
<tr>
<td>3. School and Community Relations</td>
<td>10</td>
<td>2-29</td>
<td></td>
</tr>
<tr>
<td>4. Supervision</td>
<td>5</td>
<td>0-25</td>
<td></td>
</tr>
<tr>
<td>5. Administration and School Management</td>
<td>5</td>
<td>2-10</td>
<td></td>
</tr>
<tr>
<td>6. Substitute Teacher Service</td>
<td>2</td>
<td>0-5</td>
<td></td>
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</table>

In the general responsibility classification of administration and school management, there were several noteworthy facts revealed. Table II shows that all of the Des Moines junior high school vice-principals were responsible for administering the school in absence of the principal.
Items of responsibility for pupil control, pupil classification and promotion, and administration of guidance services were marked "almost always" by four of the nine junior high school vice-principals. In 234 possible responses made by nine Des Moines Junior High School Vice-Principals to twenty-six items of varied degrees of responsibility, 107 were marked as being "shared with the principal or some other person." The total number of responses which were marked as "almost always" being done by the vice-principal was twenty-eight. "No responsibility" in specific duties was marked ninety-nine times by the vice-principals.

No Des Moines vice-principal reported having primary responsibility in the following areas:

1. Developing school standards.
2. Administration of co-curricular activities.
3. Preparation of master schedule.
4. Preparation of administration bulletins.
5. Recommendations concerning teacher selection.
6. Inspection of building and grounds.
7. Recommendation concerning teacher promotion, demotion or transfer.
8. Administration of office staff.
9. Administration of health services.
10. Preparation of school reports to superintendent.
11. Administration of pupil lock services.
### TABLE II

FREQUENCY OF RESPONSES TO ITEMS OF DUTY AND RESPONSIBILITY IN THE GENERAL AREA OF ADMINISTRATION AND SCHOOL MANAGEMENT BY THE NINE JUNIOR HIGH SCHOOL VICE-PRINCIPALS, DES MOINES, IOWA, FALL SEMESTER, 1959

<table>
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<th>Duties</th>
<th>Degree of Responsibility</th>
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<tr>
<td>Administrating school absence of principal</td>
<td>Almost Always Shared With None</td>
</tr>
<tr>
<td>1. Administering school absence of principal</td>
<td>9</td>
</tr>
<tr>
<td>2. Responsibility for pupil control</td>
<td>4</td>
</tr>
<tr>
<td>3. Representing principal at professional meetings</td>
<td>2</td>
</tr>
<tr>
<td>4. Developing school standards</td>
<td>-</td>
</tr>
<tr>
<td>5. Administration of co-curricular activities</td>
<td>-</td>
</tr>
<tr>
<td>6. Preparation of master schedule</td>
<td>-</td>
</tr>
<tr>
<td>7. Holding fire and civil defense drills</td>
<td>1</td>
</tr>
<tr>
<td>8. Preparation of administration bulletins</td>
<td>-</td>
</tr>
<tr>
<td>9. Recommendations concerning teacher selection</td>
<td>-</td>
</tr>
<tr>
<td>10. Inspection of buildings and grounds</td>
<td>-</td>
</tr>
<tr>
<td>11. Recommendations concerning teacher promotion, demotion, or transfer</td>
<td>-</td>
</tr>
<tr>
<td>12. Pupil classification and promotion</td>
<td>4</td>
</tr>
<tr>
<td>13. Administration of office staff</td>
<td>-</td>
</tr>
<tr>
<td>14. Administration of health services</td>
<td>-</td>
</tr>
<tr>
<td>15. Administration of guidance services</td>
<td>4</td>
</tr>
<tr>
<td>16. Preparation of school reports to superintendent</td>
<td>-</td>
</tr>
<tr>
<td>17. Administration of pupil lock service</td>
<td>-</td>
</tr>
</tbody>
</table>

25
<table>
<thead>
<tr>
<th>Duties</th>
<th>Degree of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost Always</td>
</tr>
<tr>
<td>18. Administration of cafeteria operation</td>
<td></td>
</tr>
<tr>
<td>19. Administration of athletic program</td>
<td>1</td>
</tr>
<tr>
<td>20. Administration of custodial force</td>
<td>-</td>
</tr>
<tr>
<td>21. Administration of job placement service</td>
<td>1</td>
</tr>
<tr>
<td>22. Selection of school equipment</td>
<td>-</td>
</tr>
<tr>
<td>23. Checking keys, locks, and lockers</td>
<td>-</td>
</tr>
<tr>
<td>24. Allocation of school building for public</td>
<td>-</td>
</tr>
<tr>
<td>use</td>
<td></td>
</tr>
<tr>
<td>25. Administration of textbook service</td>
<td>2</td>
</tr>
<tr>
<td>26. Administration of teaching equipment</td>
<td>-</td>
</tr>
<tr>
<td>and supplies</td>
<td></td>
</tr>
</tbody>
</table>

| Total                                      | 28           | 107                    | 99             |
12. Administration of cafeteria operation.
15. Checking keys, locks, or lockers.
17. Administration of teaching equipment and supplies.

In all twenty-six duties listed in the questionnaire under the title administration and school management, at least one vice-principal had some responsibility.

Administering the school in absence of the principal was the only duty marked by all of the vice-principals as a primary responsibility.

III. SUPERVISION

In the general area of supervision, as shown in Table III, twelve specific duties were listed in the questionnaire. Out of 108 possible responses, fifty-one responses were made by nine vice-principals to the degree of responsibility category "shared with principal or others." Vice-principals responded to the primary responsibility category "almost always" eleven times and forty-six times to the "none" category or no responsibility. Supervision of the guidance and testing programs was the duty to which the vice-principals responded most consistently. Five vice-principals indicated they had primary responsibility for the guidance program, whereas the
TABLE III

FREQUENCY OF RESPONSES TO ITEMS OF DUTY AND RESPONSIBILITY IN THE GENERAL AREA OF SUPERVISION BY THE NINE JUNIOR HIGH SCHOOL VICE-PRINCIPALS, DES MOINES, IOWA, FALL SEMESTER, 1959

<table>
<thead>
<tr>
<th>Duties</th>
<th>Degree of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost Always</td>
</tr>
<tr>
<td>Classroom visitation.</td>
<td>-</td>
</tr>
<tr>
<td>Conferences with teachers.</td>
<td>-</td>
</tr>
<tr>
<td>Rating teachers.</td>
<td>-</td>
</tr>
<tr>
<td>Developing school philosophy.</td>
<td>-</td>
</tr>
<tr>
<td>Supervise study halls.</td>
<td>1</td>
</tr>
<tr>
<td>Guidance program.</td>
<td>5</td>
</tr>
<tr>
<td>Conduct teacher meetings.</td>
<td>-</td>
</tr>
<tr>
<td>Planning courses and content.</td>
<td>1</td>
</tr>
<tr>
<td>Instructional experiments.</td>
<td>-</td>
</tr>
<tr>
<td>Testing Programs.</td>
<td>1</td>
</tr>
<tr>
<td>Sponsoring student council.</td>
<td>1</td>
</tr>
<tr>
<td>Audio visual program.</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
</tr>
</tbody>
</table>

remaining four marked that duty as one which was "shared with the principal or others." One principal indicated he had primary responsibility for the testing program, whereas eight marked the same item as being "shared with the principal or others."

Six vice-principals indicated no responsibility for classroom visitations, whereas three indicated that the duty was "shared with the principal or others."

In the matter of conferences with teachers, four Des
Des Moines Junior High School Vice-Principals indicated no responsibility, whereas the remaining five "shared that responsibility with the principal or others."

Whereas three vice-principals "shared" the responsibility for classroom visitations, four indicated they "shared with the principal or others" the rating of teachers. Five had no responsibility in that area.

One vice-principal was primarily responsible for the supervision of study halls. Three others "shared" this duty, whereas five had no responsibility in this area.

There was almost an even division in the conduct of teacher's meetings. Five Des Moines Junior High School Vice-Principals "shared with the principal or others" in this responsibility, whereas four had no responsibility for such meetings.

Six vice-principals had no responsibility in the planning of courses, whereas the remaining three had primary or "shared" this responsibility.

Five vice-principals "shared" in instructional experiments, whereas four others indicated they had no responsibility for such programs.

Five vice-principals indicated no responsibility in sponsoring the student council, whereas four others either "shared" or had "primary" responsibility for it.

A similar diversity of responses were recorded with
respect to the audio visual program.

Table III shows the response of the vice-principals to their duties and responsibilities in the area of supervision.

IV. OFFICE AND CLERICAL WORK

There were seventeen specific duty items listed in the questionnaire under the title office and clerical work as shown in Table IV. With nine junior high school vice-principals covered in the survey, one-hundred and fifty-three responses were possible in this area. Table IV shows that fifty of the responses indicated primary responsibility for the various duty items listed, forty-eight shared responsibility with the principal, and fifty-five of these responses indicated no responsibility.

There were several duty items which were marked by all junior high school vice-principals as having primary responsibility to perform or shared the duty with the principal or others. They are as follows:

1. Issuing permits to leave the building.
2. Issuing passes.
3. Effecting transfer of pupils.
4. Registering new pupils.
5. Issuing excuses for absences.
6. Issuing excuses for pupil tardiness.
### Table IV

**FREQUENCY OF RESPONSES TO ITEMS OF DUTY AND RESPONSIBILITY IN THE GENERAL AREA OF OFFICE AND CLERICAL WORK BY THE NINE JUNIOR HIGH SCHOOL VICE-PRINCIPALS, DES MOINES, IOWA FALL SEMESTER, 1959**

<table>
<thead>
<tr>
<th>Duties</th>
<th>Degree of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Issuing permits to leave building</td>
<td>5</td>
</tr>
<tr>
<td>2. Issuing passes</td>
<td>4</td>
</tr>
<tr>
<td>3. Effecting transfer of pupils</td>
<td>6</td>
</tr>
<tr>
<td>4. Registering new pupils</td>
<td>6</td>
</tr>
<tr>
<td>5. Issuing excuses for pupils absence</td>
<td>4</td>
</tr>
<tr>
<td>6. Issuing excuses for pupil tardiness</td>
<td>4</td>
</tr>
<tr>
<td>7. Checking records for admission</td>
<td>7</td>
</tr>
<tr>
<td>8. Certifying transcripts of marks to other schools</td>
<td>7</td>
</tr>
<tr>
<td>9. Certifying pupils for graduation</td>
<td>4</td>
</tr>
<tr>
<td>10. Selling tickets to school affairs</td>
<td>2</td>
</tr>
<tr>
<td>11. Requisitioning supplies and equipment</td>
<td></td>
</tr>
<tr>
<td>12. Accounting for supplies and equipment</td>
<td>-</td>
</tr>
<tr>
<td>13. Administration of pupil insurance program</td>
<td>1</td>
</tr>
<tr>
<td>14. Making school budget for activity funds</td>
<td>-</td>
</tr>
<tr>
<td>15. Business management of school activities</td>
<td>-</td>
</tr>
<tr>
<td>16. Treasurer of school activities</td>
<td>-</td>
</tr>
<tr>
<td>17. Issuing supplies and equipment to teachers</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

Fourteen specific items were listed in the questionnaire and shown in Table IV. This made up the one hundred-twenty
7. Checking records for admission.
8. Certifying transcripts of marks to other schools.

At least five or more of the nine Des Moines Junior High School Vice-Principals indicated no responsibility in the following duties.

1. Selling tickets to school affairs.
2. Requisitioning supplies and equipment.
3. Accounting for supplies and equipment.
4. Administration of pupil insurance program.
5. Making school budget for activity funds.
7. Treasurer of school activities.
8. Issuing supplies and equipment to teachers.

Table IV on the following page shows that at least one vice-principal "shared" duties in all items listed in the category of office and clerical work.

The responses to the general category of office and clerical work by the Des Moines vice-principals, fall semester, 1959, is shown in Table IV.

V. PUPIL WELFARE

In the general responsibility area of pupil welfare, fourteen specific duties were listed in the questionnaire and shown in Table V. This made possible one hundred-twenty
### TABLE V

**FREQUENCY OF RESPONSES TO ITEMS OF DUTY AND RESPONSIBILITY IN THE GENERAL AREA OF PUPIL WELFARE BY THE NINE JUNIOR HIGH SCHOOL VICE-PRINCIPALS, DES MOINES, IOWA, FALL SEMESTER, 1959**

<table>
<thead>
<tr>
<th>Duties</th>
<th>Degree of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost Always</td>
</tr>
<tr>
<td>1. Parent conferences regarding discipline.</td>
<td>7</td>
</tr>
<tr>
<td>2. Adjusting teacher-pupil problems.</td>
<td>6</td>
</tr>
<tr>
<td>3. Parent conferences regarding pupil adjustment.</td>
<td>7</td>
</tr>
<tr>
<td>4. Discipline involving suspension and/or expulsion.</td>
<td>6</td>
</tr>
<tr>
<td>5. Pupil attendance.</td>
<td>8</td>
</tr>
<tr>
<td>6. Counseling with pupils.</td>
<td>6</td>
</tr>
<tr>
<td>7. Conference with parent regarding educational guidance.</td>
<td>7</td>
</tr>
<tr>
<td>8. Adjusting programs.</td>
<td>6</td>
</tr>
<tr>
<td>9. Supervise social activities.</td>
<td>1</td>
</tr>
<tr>
<td>10. Parent conferences regarding health of student.</td>
<td></td>
</tr>
<tr>
<td>11. Supervision of promotion exercises.</td>
<td>2</td>
</tr>
<tr>
<td>12. Supervision of cafeteria.</td>
<td>1</td>
</tr>
<tr>
<td>13. Supervision of detention room.</td>
<td>2</td>
</tr>
<tr>
<td>14. Organizing and conducting pupil assembly programs.</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 59  51  16
six responses to the duties listed in this area by the nine junior high school vice-principals. The primary responsibility column shows fifty-nine responses by the vice-principals to the duties listed. Fifty-one responses were recorded in the "shared" responsibility column, whereas sixteen responses indicated no responsibility.

All of the Des Moines Junior High School Vice-Principals indicated that they had primary responsibility or "shared with the principal or others" the following duties:

1. Parent conferences regarding discipline.
3. Parent conferences regarding pupil adjustment.
4. Discipline involving suspension and/or expulsion.
5. Pupil attendance.
6. Counseling with pupils.
7. Conference with parent regarding educational guidance.

The data show that at least one vice-principal had no responsibility in six of the duty items listed, and at least one vice-principal "shared the duty with the principal or others" in all of the items listed.

A complete breakdown of the responses to the general responsibility area, pupil welfare, by the Des Moines Junior High School Vice-Principals is shown in Table V.
VI. SUBSTITUTE TEACHER SERVICE

Results given in Table VI, of the survey show that no Des Moines Junior High School Vice-Principal was charged with primary responsibility in the area of substitute teacher service. There were six duty items listed under the title substitute teacher service, on the survey. These items elicited fifty-four responses by the nine junior high school vice-principals. Thirty-eight of the responses indicated no responsibility, whereas sixteen "shared the responsibility with the principal or others."

TABLE VI

FREQUENCY OF RESPONSES TO ITEMS OF DUTY AND RESPONSIBILITY IN THE GENERAL AREA OF SUBSTITUTE TEACHER SERVICE BY THE NINE JUNIOR HIGH SCHOOL VICE-PRINCIPALS, DES MOINES, IOWA, FALL SEMESTER, 1959

<table>
<thead>
<tr>
<th>Duties</th>
<th>Degree of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost Always</td>
</tr>
<tr>
<td>1. Supervision of substitute teachers</td>
<td>-</td>
</tr>
<tr>
<td>2. Orientation of substitute teachers</td>
<td>-</td>
</tr>
<tr>
<td>3. Assignment of substitute teachers</td>
<td>-</td>
</tr>
<tr>
<td>4. Administration of substitute teacher service</td>
<td>-</td>
</tr>
<tr>
<td>5. Arrangement for substitute teacher</td>
<td>-</td>
</tr>
<tr>
<td>6. Clerical work related to substitute teacher</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
</tr>
</tbody>
</table>
The majority of the Des Moines Junior High School Vice-Principals indicated no responsibility to all of the items in the general responsibility area of substitute teacher service. Conversely, the data show there was at least one vice-principal in the Des Moines school system who "shared" the responsibility for each duty.

VII. SCHOOL-COMMUNITY ACTIVITIES

Table VII shows that there were seven items in the general responsibility area of school-community activities.

TABLE VII

FREQUENCY OF RESPONSES TO ITEMS OF DUTY AND RESPONSIBILITY IN THE GENERAL AREA OF SCHOOL-COMMUNITY ACTIVITIES BY THE NINE JUNIOR HIGH SCHOOL VICE-PRINCIPALS, DES MOINES, IOWA, FALL SEMESTER, 1959

<table>
<thead>
<tr>
<th>Duties</th>
<th>Degree of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost Always</td>
</tr>
<tr>
<td>1. Representing school at community functions.</td>
<td>-</td>
</tr>
<tr>
<td>2. Membership of P.T.A. executive council.</td>
<td>-</td>
</tr>
<tr>
<td>3. Parent conferences regarding community affairs.</td>
<td>-</td>
</tr>
<tr>
<td>4. Membership of P.T.A. committees.</td>
<td>1</td>
</tr>
<tr>
<td>5. Conferences relating to part-time job placement</td>
<td>1</td>
</tr>
<tr>
<td>6. Direction of public relations program.</td>
<td>-</td>
</tr>
<tr>
<td>7. Preparation of school publicity</td>
<td>-</td>
</tr>
</tbody>
</table>

Total 2 30 31
This means that sixty-three responses were possible to the general area. A total of two responses were made in the primary responsibility column "almost always," thirty responses were marked in the "shared" column, and thirty-one responses were recorded in the no responsibility or "none" area.

At least two vice-principals shared responsibility for each of the duties listed and conversely at least two vice-principals indicated no responsibility in each of the duties listed.

Only one vice-principal had primary responsibility for membership of P.T.A. committees, and one vice-principal was primarily responsible for conferences relating to part-time job placement.

A more complete breakdown showing the responses to the general responsibility area "school-community activities" is shown in Table VII on the following page.

VIII. REPORT OF PERSONAL INTERVIEWS

The interviews were held in the private offices of each of the vice-principals. In most cases the time was approximately 4:00 P. M.

It was felt that good rapport had been established, although the investigator interpreted behavioral patterns on the part of some vice-principals as an indication of reticency.
to divulge personal opinions relative to certain school problems. These instances, however, were not of great import to the purposes of this study.

Several questions were asked each vice-principal during the course of the interview. In substance, the questions and the typical responses follow:

Question 1. What areas of your work were not covered in the questionnaire? One reported that the subject of discipline was not covered adequately. Another felt counseling was not covered, whereas the remaining seven vice-principals felt the questionnaire covered their field adequately.

Question 2. Is there a manual of policies and procedures published by the Des Moines School Board covering the duties and responsibilities of the junior high school vice-principals? All of the vice-principals answered, "No."

Question 3. Do you think a manual of policies should be published by the Des Moines School Board? Five of the vice-principals said, "No," and four said, "Yes." Those responding in the negative indicated that such a policy would be beneficial if such regulations did not supersede the authority of the principal to make final decisions.

Question 4. What areas of school work occupies most of your working day? All of the vice-principals indicated "discipline," "counseling," and "talking with parents" as the phases of work which occupied most of the working day.
Question 5. Are you responsible for the discipline at your school? To what degree? All of the vice-principals indicated they were responsible for the discipline, but that the principal was the final authority as he is in all school building matters.

Question 6. Do you feel the junior high school vice-principals are given too many duties? Five of the vice-principals said, "Yes," and the remaining four said "No."

Question 7. Do you feel the office of vice-principal warrants a secretary to handle the detailed clerical work? Four principals said, "Yes," and the rest replied in the negative.

Question 8. What are your major problem areas? The major problem areas mentioned were as follow:

1. Discipline.
2. Inadequate office help.
3. Conferences.
4. Lunchroom and noon movie.
5. Teacher problems.

Question 9. What suggestions do you have for the improvement of your office? Seven of the nine vice-principals mentioned the need for added staff. The remaining two offered no suggestions.
IX. ANALYSIS OF DATA

Analysis of the data presented in this study relative to the duties and responsibilities of the Des Moines Junior High School Vice-Principal and comparison with data from similar studies follows:

**Time devoted to duties and responsibilities.** The data show that fifty percent of the Des Moines Junior High School Vice-Principal's time was devoted to pupil welfare. It was impossible to report every action or all of the activities of the junior high school vice-principals in this area. Many decisions made by the vice-principals were given in casual responses to informal inquiries by students, public welfare officials, parents, probationary officers, Department of Pupil Adjustment, and teachers. For instance, the personal adjustments of some students were of such a nature that repeated conferences with probationary officers, psychologists, and teachers became a necessary time consuming aspect of the vice-principals' daily routine for long periods of time. Follow-up on the emotionally disturbed, the physically handicapped, the high ability students, students of indigent parents, arranging special programs for the bedridden or chronically ill students, administration of the guidance program, and securing and distributing educational information to counselors
were some of the activities of the junior high school vice-
principal. Activity of this type would fall into the gen-
eral category of pupil welfare; accounting for the great
amount of time devoted to this area by the vice-principals.
The time thus devoted was an integral part of the duties of
the vice-principals.

Next in order of amount of time devoted was office and
clerical work, which took up about one-fourth of the vice-
principals' time. The nature of the office work involved author-
ization of transfers, study of students' records for validation
and evaluation of graduation credits, checking the school at-
tendance status of truants, et cetera. Office work of this
kind must be done by the vice-principal for proper disposition
of individual cases. In addition, a file was maintained by the
vice-principals to record conferences with students, disposi-
tion of referrals, student programs, and supplementary informa-
tion regarding the over-all junior high school programs.
Clerical work of this type was time consuming, but necessary.

The remaining one-fourth of the vice-principals total
time was devoted to school and community relations, supervision,
administration and school management, and substitute teacher
service.

The findings in the similar study by Boardman showed
that the vice-principals distributed their time as follows: ¹

¹Ibid.
1. Administration and school management - 29.3 percent
2. Pupil welfare - 20.7 percent
3. Office and clerical work - 14.3 percent
4. Supervision - 12.0 percent
5. Other duties - 12.9 percent
6. Community Activities - 10.8 percent

It was noticeable here that, comparatively, very little time was devoted to the administration and school management area by the Des Moines Junior High School Vice-Principals, whereas the Boardman study, covering several large and medium sized cities, shows that this requires the greatest amount of time.

The evidence, from other studies, that a definite trend is developing toward giving the vice-principal's responsibility for major parts of the administrative work of the school as compared with the lack of such responsibilities ten to fifteen years ago was not supported by the findings of the Des Moines study. However, the findings of the Des Moines study concur with the Boardman report in the comparatively high ranking given to pupil welfare activities; although the percentage of time devoted to this area by Des Moines vice-principals and those vice-principals represented by the Boardman report varied considerably. The Des Moines Junior High School Vice-Principals devoted to pupil welfare approximately one-half of their time, whereas the vice-principals of the Boardman report devoted approximately one-third.

The comparatively great amount of time devoted to pupil
welfare as shown by the results of the questionnaire was indicative of the major sphere of activity. This finding was strengthened by results of the personal interviews which showed that the major problem areas mentioned by all vice-principals were in the general category of "Pupil Welfare."

It is interesting to note that although the Des Moines Junior High School Vice-Principals indicated that office and clerical work took up approximately one-fourth of the vice-principal's day, crammed with many and varied activities (five of the Des Moines vice-principals said that they had been assigned too many duties), yet the majority of the vice-principals indicated they would not recommend additional secretarial or clerical help.

Administration and school management. The findings in the area of "Administration and School Management" show some inconsistencies with respect to responsibility. Comparatively few primary responsibilities were listed by the vice-principals. Most frequent responses to the twenty-six duties listed in this area were "shared with the principal." Next to "shared responsibility" in frequency of responses was, "no responsibility." This indicated that most duties were delegated to the vice-principal by the principal. The study shows, also, that the extent of these duties varied considerably from one building to another.

Supervision. All of the Des Moines Junior High School
Vice-Principals had either primary responsibility for the supervision of the guidance program or they shared that responsibility. This was also true with the testing programs. In the remaining ten items under this title, at least three vice-principals had no responsibility for the duties. The total responses showed eleven responses to the primary responsibility area while the remaining ninety-seven responses were almost equally divided with the "shared" responsibility column and the "none" column.

When compared with the Boardman report, it is seen that the Des Moines study agrees with the relatively few duties assigned to the vice-principals in this area except for the area of "Guidance."

**Office and clerical work.** Excepting "Pupil Welfare," the junior high school vice-principals had more primary and shared responsibilities in "Office and Clerical Work," than in any area of activity of the office of vice-principal. Time-wise, the study shows this area ranked second only to "Pupil Welfare," as one-fourth of their time was devoted to the area of office and clerical work.

The Boardman report shows fourteen percent of the vice-principal's time was devoted to this area. Obviously, the Des Moines vice-principals spent approximately ten percent more of their time in this area than those covered by the Boardman report.
The majority of the Des Moines vice-principals agreed that they were required to spend too much time in this area. Some duties requiring less educational background, such as selling tickets, checking records for admission, administration of pupil insurance, or accounting for supplies and equipment could be handled by some other person.

Pupil Welfare. The area of greatest activity for the Des Moines Junior High School Vice-Principals was "Pupil Welfare." The Boardman report places this area second in terms of time spent. Thus there seems to be some general agreement as to ranking. However, the Des Moines Junior High School Vice-Principals spent approximately fifty percent of their time in this area, whereas the median time spent by the Vice-Principals covered in the Boardman study was twenty and seven-tenths. Again, there appears to be some disagreement in the results of the two reports.

The tables in the Des Moines study show that the degree of responsibility of the junior high school vice-principals varied somewhat from school to school, and the scope of these duties was also variable from school to school.

Substitute teacher service. No Des Moines Junior High Vice-Principal had primary responsibility in this area, and comparatively few share responsibilities in this area. Thirty-eight responses by junior high school vice-principals were negative to the six duties listed. Sixteen of the responses
were marked as being "shared with the principal or others."

**School-community activities.** The only duty in this area in which any Des Moines Junior High School Vice-Principal indicated primary responsibility was "Membership of P.T.A. committees" and "Conferences relating to part-time job placement." In each of those duties, one vice-principal was primarily responsible. The Des Moines vice-principals have indicated that they spent about ten percent of their time in "School-Community Activities." Also, the vice-principals covered by the Boardman report have devoted a median of ten percent of their time to this area.
CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The task of this study was to determine the duties and responsibilities of the Des Moines Junior High School Vice-Principals as reported by them, fall semester 1959. This was accomplished by employment of a questionnaire developed from several similar studies and adapted for application to the Des Moines study. In addition, personal interviews were held with all of the vice-principals to discuss responsibilities not reportable within the limits of the questionnaire. The interviews were held to obtain as true a picture as possible of the vice-principal's duties and responsibilities.

The questionnaire results and the information obtained from the personal interviews were reported and summarized in Chapter III.

Preparatory to the investigation of the duties and responsibilities of the Des Moines Junior High School Vice-Principals, a review was made of current literature relative to the subject and reported in Chapter II.

I. CONCLUSIONS

The basic limitations inherent in a study of this type were recognized. However, the following conclusions and
recommendations, based on the data presented, seem valid:

1. Most of the Des Moines Junior High School Vice-Principals' time was devoted to pupil welfare. In the area of "Pupil Welfare," working with discipline problems occupied the greatest amount of the vice-principals' time.


3. The Des Moines Junior High School Vice-Principals are responsible for the administration of the school in the absence of the principal.

4. The majority of the duties and responsibilities of the Des Moines Junior High School Vice-Principals are usually shared by him with the principal or others.

5. The duties and responsibilities of the Des Moines Junior High School Vice-Principals were delegated to him by the principal of the school in which he worked. This practice resulted in a divergence of duties and responsibilities of the office of vice-principal among schools within the school district.
6. The vice-principalship repeatedly served as an internship for the position of principal of a junior high school.

7. Vice-principals were assigned on a ten months contract basis.

8. The educational requirements for the vice-principalship in Des Moines were the same as those required for the principalship.

9. There was no general duty and responsibility statement relative to the office of vice-principal published by the Des Moines School Board.

10. The duties of the junior high school vice-principal were such as to require special training and much time and energy.

11. There was a need for additional office staff members to relieve the vice-principal of some of the increasing number of duties and responsibilities.

12. At the direction of the principal, the vice-principals in Des Moines Junior High Schools head the guidance counseling program.

13. Some of the vice-principals' burden of the student programming and parent conferences have been lightened somewhat by teacher-counselors.
14. Each vice-principals' job was somewhat different.

  The primary responsibility of the vice-principal was to assist the principal of the school.

II. RECOMMENDATIONS

The following recommendations are presented in three categories. The recommendations in the first category were based upon the data presented in the report. The recommendations in the second category were based upon the opinions of the junior high school vice-principals interviewed. The third category deals with recommendations for further investigation.

1. Because of the frequency of occurrence of duties related to pupil welfare and other activities connected with guidance plus the amount of time spent in these areas, the vice-principal should be a person with training in the field of guidance and counseling along with administration. As this has been the situation in Des Moines, this practice should be continued.

2. The educational requirements for the vice-principal were the same as those of the principal. It has often been the practice in the Des Moines
School System to use the office of vice-principal as a training field for the principalship. This is a provident procedure. A vice-principal, thoroughly familiar with the practices of the school, if he is intelligent, will be a better principal than someone who has not had this experience.

3. The duty of the junior high school vice-principal should be to assist the principal in the administration of the school.

Following are the recommendations based upon the opinions of the Des Moines Junior High School Vice-Principals:

1. The administration of the Des Moines School System should formulate and the school board should adopt a general duty and responsibility policy or statement for the position of vice-principal. However, this statement should not act exclusively to restrict the authority of the principal for assignments of specific administrative responsibilities to the vice-principal.

2. Routine office and clerical work concerned with preparing records for pupil transfers, attendance, checking, checking absence slips, et cetera, of the vice-principal should be evaluated and much of it delegated to the regular clerical office.
Recommendations for further investigation:

1. It is the responsibility of the vice-principal to administer the school in the absence of the principal. Opportunity should be given the vice-principal to assume or assist in the administration of the school on a regular day to day basis. Given this opportunity, in addition to realizing the benefits accruing from such experiences, the vice-principal would thus provide more time for the principal to engage in supervisory work, which is his primary responsibility.

2. Very little time is spent by the Des Moines Junior High School Vice-Principals in the area of school-community relations. Because of the need for such community support and understanding, provision should be made for the vice-principal to participate to a greater extent in these activities.

3. Although the following is outside of the scope of this study, it is the judgment of the investigator that an additional professional staff officer should assist the vice-principal in junior high school buildings where the number
of students and the workload exceeds the capacity of the office to function efficiently. In the opinion of the investigator, the effectiveness of an office with one vice-principal tends to diminish at some point shortly after the school enrollment has reached 500 students. This opinion is based upon information obtained in a review of literature relative to the office of vice-principal which was made preparatory to this report.

4. A quasi-administrative position should be established to reduce the number of duties presently charged to the vice-principal in order to facilitate the optimum in effective performance. The nature of responsibilities to be assumed by such an administrative assistant (or part-time administrator) should be determined by the educational background and peculiar talents of the individuals involved. Duties of the part-time administrator should be clearly defined by the principal so as to avoid duplication of assignment. The major areas of responsibility which should be shared by individual assignment to the part-time administrative assistant are: (a) student

...
services including guidance and counseling, (b) student activities, and (c) supervision.

5. Future studies should be made periodically so that practices of the office of vice-principal can be determined and improvements made. In these studies the opinions of the principals should also be sought, in addition to those of the junior high school vice-principals.
BIBLIOGRAPHY


BIBLIOGRAPHY


Des Moines Public Schools, We Must Be Ready For Them. Presentation of School Housing Needs in Des Moines, Des Moines, Iowa, (October, 1955).


APPENDIX

Number of years as staff member: 5 years

Depressed reaction: 

Past experiences 

Mentors: 

Certified: 

School

Mathematics teacher, head of the school and responsible for guiding and organizing the educational system, Los Angeles, California, February 1, 1999.
QUESTIONNAIRE

Questionnaire covering the duties and responsibilities of the Junior High School Vice-Principals, Des Moines, Iowa. Fall Semester 1959

Name ____________________________ Age ________ Sex ________

Name of present school ________________________________

Enrollment of junior high school _______________________

Number of years teaching experience (Including years of administrative experience) _______________________

Number of years as administrator before entering Des Moines school system __________________________

Number of years as classroom teacher in Des Moines schools ________________________________

Number of years as vice-principal in Des Moines schools ________________________________

Degrees: Bachelors __________

Masters __________

Doctorate __________

Total number of semester hours _______________________

Type of Iowa Certificate _______________________________

Explanatory Note: You are asked to check your responses to the items of the questionnaire in one of three categories as follows: (1) almost always, (2) shared with principal or others, (3) none.

In responding to category (1) above you are asked to consider only whether you are designated as being primarily responsible for the performance of the duty. Expected or volunteered help by the principal or others does not alter your responsibility in that area.
A shared responsibility is a situation where you are normally designated to assist in the performance of the duty but not solely responsible for its accomplishment.

Category (3) should be marked when you have no designated responsibility in that area, such as the teaching of arithmetic, etc.
1. Administering school in absence of principal.

2. Responsibility for pupil control.

3. Representing principal at professional meetings.

4. Developing school standards.

5. Administration of co-curricular activities.

6. Preparation of master schedule.

7. Holding fire and civil defense drills.

8. Preparation of administration bulletins.


10. Inspection of buildings and grounds.

11. Recommendations concerning teacher promotion, demotion or transfer.

12. Pupil classification and promotion.

13. Administration of office staff.

14. Administration of health services.

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<td>Administration of guidance services.</td>
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<td>Preparation of school reports to superintendent.</td>
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<td>17.</td>
<td>Administration of pupil lock service.</td>
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<td>18.</td>
<td>Administration of cafeteria operation.</td>
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<td>Administration of athletic program.</td>
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<td>Administration of custodial force.</td>
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<td>22.</td>
<td>Selection of school equipment.</td>
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<td>23.</td>
<td>Checking keys, locks, and lockers.</td>
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<td>25.</td>
<td>Administration of textbook service.</td>
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<td>26.</td>
<td>Administration of teaching equipment and supplies.</td>
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**SUPERVISION**

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2. Conferences with teachers.
4. Developing school philosophy.
5. Supervise study halls.
7. Conduct teacher meetings.
8. Planning courses and content.
9. Instructional experiments.
10. Testing programs.
11. Sponsoring student council.
12. Audio visual program.

### OFFICE AND CLERICAL WORK

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1. Issuing permits to leave building.
2. Issuing passes.
3. Effecting transfer of pupils.
4. Registering new pupils.
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<td>Issuing excuses for pupil tardiness.</td>
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<td>7.</td>
<td>Checking records for admission.</td>
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<td>8.</td>
<td>Certifying transcripts of marks to other schools.</td>
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<td>9.</td>
<td>Certifying pupils for graduation.</td>
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<td>Selling tickets to school affairs.</td>
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<td>Requisitioning supplies and equipment.</td>
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<td>Accounting for supplies equipment.</td>
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<td>Administration of pupil insurance program.</td>
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<td>Business management of school activities.</td>
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<td>Treasurer of school activities.</td>
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<td>17.</td>
<td>Issuing supplies and equipment to teachers.</td>
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1. Parent conferences regarding discipline.

2. Adjusting teacher-pupil adjustment.

3. Parent conferences regarding pupil adjustment.

4. Discipline involving suspension and/or expulsion.

5. Pupil attendance.

6. Counseling with pupils.

7. Conference with parent regarding educational guidance.

8. Adjusting programs.

9. Supervise social activities.


11. Supervision of promotion exercises.

12. Supervision of cafeteria.

13. Supervision of detention room.

14. Organizing and conducting pupil assembly programs.

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### SUBSTITUTE TEACHER SERVICE

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<td>6. Clerical work related to substitute teacher.</td>
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### SCHOOL - COMMUNITY ACTIVITIES

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<td>5. Conferences relating to part-time job placement.</td>
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6. **Direction of public relations program.**

7. **Preparation of school publicity.**

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October 15, 1959

Mr. Ronald Anderson, Vice-Principal
Woodrow Wilson Junior High School
E. 24th and University
Des Moines, Iowa.

Dear Mr. Anderson:

I am working on my Master Thesis which is concerned with the duties and responsibilities of the Des Moines Junior High School Vice-Principals. It is to be completed in two stages (1) administration of a questionnaire, and (2) personal interview.

The success of my efforts in respect to the above is vitally dependent upon your sympathetic help and close cooperation. Therefore, I would appreciate your assistance by completing as much of the enclosed questionnaire as you wish -- the incompleted portion to be done during the personal interview session which will be arranged later at a mutually convenient time.

The project has been cleared through the Office of the Superintendent and it is hoped that the results of the study will be of benefit to the Des Moines Public School System as well as to me.

All personal information will be treated as confidential and no person or school will be identified in the report of the study.

I will avail myself of the opportunity later to thank you personally for whatever assistance you are in the position you give.

Sincerely,

Al Bagdonas

AB:1k