THE VICE-PRINCIPALSHIP IN THE NEWFOUNDLAND CENTRAL AND REGIONAL HIGH SCHOOLS

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THE VICE-PRINCIPALSHIP IN THE NEWFOUNDLAND CENTRAL AND REGIONAL HIGH SCHOOLS

by

© JASPER LAKE

A THESIS

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ABSTRACT

This study was designed for the purpose of exploring the vice-principalship in the central and regional high schools in Newfoundland. It examined the vice-principal's qualifications, experience, the school system in which he works, the method of his appointment, the duties he performs, the facilities available to him for discharging his duties, and the training for principalship which he receives in the system. Furthermore, the Newfoundland vice-principalship was compared with the vice-principalship in Nova Scotia high schools and with what writers and researchers have discovered about the position.

The data for the study were obtained from the responses to a questionnaire sent to vice-principals in 87 central and 27 regional high schools in Newfoundland and 77 high schools in Nova Scotia. The data, except for Section D, Duties of the Vice-Principal, were presented in descriptive form. In Section D, the vice-principals were asked to respond to 108 duties by rating their responsibility for each item as 3, 2, 1, 0, or NA, corresponding respectively to wholly responsible, mainly responsible, partially responsible, no responsibility, and non-applicable. A statistical test, the median test, was applied to each of the 108 duties to determine whether the degree of responsibility exercised by the vice-principals in Newfoundland and Nova Scotia was statistically different. A

statistically significant difference was found in only fourteen duties.

Results of the analysis of data revealed that the Newfoundland vice-principals are younger, work in smaller schools, have occupied their present position for a shorter period of time, and are not as well qualified as are those in Nova Scotia; neither are they as active in professional organizations. The majority of vice-principals in both provinces are male, were promoted from within their school system and are engaged in the same type of duties, mainly of a clerical and disciplinary nature, and are not assuming much responsibility for specific assignments in areas of organization, administration and supervision. Both Newfoundland and Nova Scotia vice-principals have heavy teaching responsibilities, with 75 per cent of the former and 55 per cent of the latter, devoting more than 50 per cent of their time to classroom teaching.

A very significant finding was that only 50 per cent of the Newfoundland and 59.3 per cent of the Nova Scotia vice-principals were interested in promotion to a principalship position. However, 61.2 per cent of the former and 75.5 per cent of the latter considered the training they are receiving as vice-principal to be adequately preparing them for such a position. This is difficult to understand since only seven schools, all in Nova Scotia, have in operation an in-service

program to train administrators.

The four most important recommendations arising out of the study are that: (1) there be a reassessment of the vice-principalship position and his role in the central and regional schools in Newfoundland; (2) the Department of Education request Memorial University of Newfoundland to develop a program, in addition to the M. Ed. program now offered, both at the graduate and undergraduate level, for the training of school administrators such as principals and vice-principals; (3) every central and regional high school system develop a program of in-service training for vice-principals; and (4) every effort be made by the Department of Education and local school boards to encourage consolidation. In addition to other benefits accruing from consolidation, these schools would have enough staff members to make it unnecessary for the vice-principal to do much classroom teaching. He then could become a true assistant to the principal, sharing with him in the total operation of the school.

ACKNOWLEDGEMENTS

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. THE PROBLEM

Introduction and Importance of the Study

This study is concerned with a detailed examination of the vice-principalship in Newfoundland central and regional high schools to determine the qualifications of the person who occupies this position and the duties he performs. It also attempts to compare the Newfoundland vice-principal with his counterpart in the schools of Nova Scotia. It further attempts to examine the Newfoundland vice-principalship with reference to what writers in educational administration say of the vice-principal and with what researchers in Canada and the United States have discovered about the position. From this study it is hoped to make recommendations concerning this position.

Because of recent educational developments in this province, this study is of particular interest to Newfoundland educators. Before the Newfoundland government embarked on its central and regional high school program in 1954, the position of the Newfoundland high school principal was more clearly defined since he was principal of his own school, usually one building, where most of his school day was spent. Now, however, in the 87 central and the 27 regional high schools

in Newfoundland,[1] the principal is a supervising principal, responsible to the school board for a particular school system which may include, in addition to the high school, one or more junior high schools as well as several elementary schools which are usually small, and often in different communities. Many of the teachers in these small elementary schools lack training, experience, or both; consequently they need assistance and encouragement. The supervising principal must devote time and effort to improving and administering the whole school system, rather than just the high school. He therefore must visit these schools to work with principals and teachers.

The Newfoundland Department of Education has recognized the need for the supervising principal to supervise the work of the other schools which supply students to his high school. The Department provides a special bonus of two hundred and eighty-eight dollars a year if "the principal spends not less than three hours a week in the supervision of the schools supplying students to the regional high school or central high school."[2] The Department also claims that their

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[1]List supplied by Department of Education, St. John's, Newfoundland, March, 1967.

[2]The Department of Education, St. John's, Newfoundland, Education (Teachers' Salaries) Regulations, 1963, p. 18.

Supervising Inspectors are unable to offer much assistance to the regional and central schools. Acreman says:

> There are now 12 Departmental Supervisors (leaving 11 vacancies) and these are not required to visit central and regional high schools as part of their regular supervisory duties. In view of the size of their districts, travelling conditions etc., they would not be able to give adequate regular supervisory service to any school if they were required to visit high schools as well as the others.[3]

Snelgrove in his study, The Supervising Inspector in Newfoundland, concluded:

> A mean number of 4,563 pupils, 161 staff personnel and almost 14 school boards in each supervisory district would seem to indicate that the task of providing adequate instructional supervision ... are impossible ones for supervising inspectors to perform.[4]

This new position of supervising principal makes greater demands on the principal. He needs a qualified person to help him in his responsible position. In his absence, someone should have the responsibility and authority to deal with problems which may arise and call for immediate action.

This responsibility usually falls to the vice-principal whose status and duties are rather nebulous and undefined. While the Newfoundland Education Act specifies duties for

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[3]Personal letter from Mr. J. Acreman, Superintendent of Education, (United Church) February 14, 1967.

[4]Vernon J. Snelgrove, "The Supervising Inspector of Newfoundland" (unpublished Master's thesis, University of Alberta, 1965), p. 161.

school principals, it appears as if the duties of the vice-principals are left to the discretion of the principal. The only reference to the vice-principal in the Newfoundland Education Act is found in the Education (Teachers' Salaries) Regulations,[5] 1963, which lists the bonuses to be paid to vice-principals. No vice-principal bonuses are paid in elementary schools, all grade schools, or junior high schools of less than five classrooms. A vice-principal's bonus is provided for each regional high school. In a central high school, if there is any grade above Grade IX, a vice-principal's bonus is provided. A special bonus is paid to the vice-principal of a central or regional school providing the principal provides certain specific services to the elementary schools. No mention whatsoever is made of the duties of the vice-principal.

Nova Scotia also has regulations concerning appointment and bonuses but "a vice-principal is responsible for carrying out the educational program as directed by and in consultation with the principal."[6]

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[5] Department of Education, St. John's, Newfoundland, op. cit., p. 17.

[6] "Duties of Vice-Principals," Mimeographed copy received from Mr. G. W. Mackensie, Chief Inspector of Schools, Department of Education, Halifax, Nova Scotia, March 20, 1967.

The absence of a planned program for the vice-principal appears to be common not only in Canada but also in the United States. E. Dale Davies and John Moore state:

> The assistant principalship in our secondary schools has evolved without an adequate sense of direction or underlying philosophy. The assistant principal's duties and responsibilities have developed, not from adequate planning, but from various duties too often delegated on the basis of expedience rather than sound principles of organization and personnel administration.[7]

As school population increases, as more of the smaller school districts consolidate into larger ones, as schools innovate and move to new approaches in curricula and teaching methods, the principal's responsibilities increase. For the same reasons, those of his assistant must also change. Studies by Enns[8] and O'Brien[9] have investigated various aspects of the vice-principalship in Western Canada;

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[7]E. Dale Davies, and John Moore, "The Assistant Principal in the Junior High School," The Bulletin of the National Association of Secondary School Principals, Volume 49, No. 297; January 1965, p. 1.

[8]F. Enns, "A Survey of the Present Status of the Vice-Principal in Divisional and County Schools in Alberta" (unpublished Master's thesis, University of Alberta, 1960).

[9]P.B. O'Brien, "A Survey of the Positions of Principal and Vice-Principal in British Columbia Schools" (unpublished Master's thesis, University of British Columbia, 1955).

De Simone[10] and Lillard[11] have made similar studies in the United States. To the writer's knowledge no systematic study of the Newfoundland vice-principal has been made. Since very little evidence exists concerning what he is doing in the central and regional high schools of Newfoundland, such a study is appropriate at this time.

Statement of the Problem

The general purpose of this descriptive and exploratory study is to investigate in detail various aspects of the vice-principalship in central and regional high schools in Newfoundland to obtain a composite picture of the vice-principal and the duties he performs. More specifically, the study examines the vice-principal's qualifications, experience, the school system in which he works, the method of his appointment, the duties he performs, the facilities available to him for discharging his duties, and the training he receives in the school system. The major emphasis is

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[10] S. De Simone, "Emerging Role of the Assistant Senior High School Principal in Pennsylvania" (unpublished Doctoral dissertation, University of Pittsburg, 1964).

[11] Bill Lillard, "The Status, Duties and Responsibilities of the Assistant Principal in the High Schools of Oklahoma" (unpublished Doctoral dissertation, University of Oklahoma, 1956).

concerned with his duties.

It is also proposed to compare the Newfoundland vice-principalship with the vice-principalship in selected schools in Nova Scotia.

Furthermore, the study attempts to examine the Newfoundland vice-principalship with reference to what writers in educational administration say, and what researchers have discovered, about the vice-principal and his position.

From the study it is hoped that guidelines will be suggested to help improve the position of the vice-principalship in the Newfoundland central and regional high schools.

Statement of the Sub-Problems

A consideration of the problem requires a study of the following questions:

1. Is there a need for a vice-principal in a modern high school?

2. Are there great variations in age, experience and qualifications among Newfoundland vice-principals? Nova Scotia vice-principals?

3. Do the Newfoundland vice-principals differ from the vice-principals in Nova Scotia with reference to age, experience and qualifications?

4. Are vice-principals predominately male?

5. Have the vice-principals as much teaching experience and are they as well trained as the principals?

6. Of what professional clubs and organizations are Newfoundland vice-principals members? Nova Scotia vice-principals members?

7. Are Newfoundland and Nova Scotia vice-principals keeping themselves informed on professional matters through subscribing to and reading professional magazines?

8. What kind of school system does the Newfoundland vice-principal work in? The Nova Scotia vice-principal work in?

9. How are the vice-principals selected in Newfoundland? In Nova Scotia? Are the methods of selection similar? What does the literature suggest?

10. How are the vice-principals assigned their duties in Newfoundland? In Nova Scotia? Do they have an assigned list of duties? Are they assigned duties as suggested in the literature?

11. What duties are being performed by the Newfoundland vice-principal? The Nova Scotia vice-principal? Are they performing the same type of duties? How deeply are they involved in, and responsible for, these duties? Is the Newfoundland vice-principal's involvement significantly different from that of the vice-principal in Nova Scotia?

12. What provision is made for discharging their duties?

13. Is the vice-principalship providing a good training ground for principalship? Should it?

14. Are the schools making any provision to train administrators? What kind of program would be most helpful? Who should organize it? What do the vice-principals consider to be the best preparation for principalship?

15. Are there trends indicating a changing role of the vice-principal?

II. DEFINITION OF TERMS

Vice-principal. The professional person in a school who is next in authority to the principal. The term vice-principal and assistant principal are used synonymously in this study.

Supervising Principal. A principal who is responsible for supervising the work of the schools supplying students to a central or regional high school and who spends not less than three hours a week in the supervision of these schools.

Central High School. A school that has been established within an area and in a building separate from other schools for the express purpose of accommodating all pupils in designated grades not lower than grade seven.

Regional High School. A school that has been established within an area and in a building separate from other schools for the express purpose of accommodating all pupils in designated grades not lower than grade nine, and from any or all schools within a district or districts.

The preceding definitions of types of schools refer to the Newfoundland schools surveyed in this study. The types of Nova Scotia schools surveyed are defined in a different way as shown by the following definitions received from the Nova Scotia Teachers' Union office by Mr. N. Ray Wight, Secretary-Treasurer of the Newfoundland Teachers' Association, May 12, 1967. This study, however, makes no distinction between the various types of schools in Nova Scotia:

Rural High School is one that is located in a rural area and serving one municipality only.

District High School. The term district high school supersedes the term rural high school.

Regional High School is one that is located in a town and serving the town and one or more adjacent municipalities.

Urban High School is one that is within the confines of an incorporated city or town and serves that city or town only.

III. DELIMITATION

This study includes all the central and regional high schools in Newfoundland, and the 77 high schools in Nova Scotia in which grades from VII - XII, or various combinations of such grades are taught, but having in all cases Grades X and XI students in the school. The latter list was compiled from the "Directory of School Sections and Schools in Operation," 1966-67 in Nova Scotia. Originally, 77 Nova Scotia schools were included, but nine had to be excluded because there was no vice-principal employed in the school.

IV. LIMITATIONS

1. This study is limited to the vice-principals of the central and regional high schools of Newfoundland and the selected schools in Nova Scotia referred to above, and therefore any inferences drawn from the study must be limited to these schools. Moreover, a number of small Newfoundland schools failed to respond to the questionnaire and therefore the picture is not as complete as if all had responded. Furthermore, a number of respondents failed to check certain basic information and this made it impossible to include their responses in the study.

2. This study makes no attempt to differentiate between the differences in culture and educational organization

in the provinces included in the study. Furthermore, it makes no attempt to investigate the differences in duties performed by vice-principals in the larger and smaller central and regional schools in Newfoundland, or how the vice-principal's qualifications are related to the duties he performs.

3. This study is exploratory and descriptive and therefore little statistical analysis will be given. However, some comparisons will be made with respect to the duties performed by the vice-principals in the provinces included in the study.

V. ORGANIZATION OF THE THESIS

The next chapter presents a summary of the literature related to the study to provide a comprehensive picture of the vice-principalship. Chapter III contains a description and discussion of the instrument used and an outline of the methodology employed. Chapters IV and V present a descriptive analysis of the data pertaining to the personal and professional characteristics of the vice-principal, the school system in which he works, his appointment, the facilities available to him, and the training he is receiving for principalship. Comparisons are made with the Nova Scotia vice-principal. This is followed in Chapter VI by an examination of the duties performed by the vice-principals. Chapter VII compares the

position of the Newfoundland vice-principal with the position as described in the literature reviewed in Chapter II. The final chapter presents a summary of the study, some general conclusions, recommendations and implications for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a summary of the literature pertinent to the topic to determine the views of writers in educational administration concerning the vice-principalship and what research has found concerning this position.

The chapter is divided into seven sections:

1. The need for a vice-principal in a high school.
2. The selection, qualifications, experience, sex, and age of the vice-principal.
3. The defining and assigning of duties to the vice-principal.
4. The duties performed by the vice-principal.
5. The vice-principalship as a training ground for principalship.
6. Trends in the position of the vice-principalship.
7. Summary.

Almost any book on educational administration will define with some consensus the role of the high school principal. The literature concerning the principal is extensive and varied, from empirical studies to philosophical discourses. In contrast to this there is a paucity of information concerning his assistant. O'Brien found that

"the few writings of the position of the vice-principal are concentrated within the last ten years, and deal mainly with his duties."[1] Ovard states that little is written about him because "since he is an assistant, one might conclude that everything said about the principal applies to his assistant."[2] Most of the writings about the vice-principal and the studies concerning his position have been completed in the United States where the school systems have nearly always been large. However, it is felt that much of what has been written there has some applicability to Newfoundland.

I. THE NEED FOR A VICE-PRINCIPAL IN A HIGH SCHOOL

As schools have become larger, with increased complexity of school populations, administrative problems have become more complex and increasing demands are made upon the principal. This is particularly true if the principal assumes responsibility for the supervision of instruction in addition to his other duties. The answer, in part, to this situation has been the emergence of the position of vice-principal, but

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[1]P.B. O'Brien, "A Survey of the Position of Principal and Vice-Principal in British Columbia Schools" (unpublished Master's thesis, The University of British Columbia, 1955), p. 17.

[2]Glen F. Ovard, Administration of the Changing Secondary School (New York: The Macmillan Co., 1966), p. 65.

the development of his role has followed no systematic pattern. However, the very fact the position exists indicates that the principal should delegate certain responsibilities to his assistant, allowing himself time for instructional supervision, leadership, and time to give valuable training to the vice-principal.

In a small high school, the vice-principal may be a full time teacher who assumes responsibility in the absence of the principal; in a large high school he may be a highly specialized administrator who is assigned one phase of administrative activity such as curriculum, student personnel or student affairs.

Austin[3] contends that in a school large enough to require a principal it is desirable to have an assistant principal. He may be only a regular teacher appointed to carry on in the absence of the principal, but such an arrangement provides for stability and allows the principal to multiply his activities and broaden the areas in which he works. Edmonson, supporting this view, states:

> The fact that there is someone who feels the immediate responsibility for carrying on lends needed security. A serious period of uncertainty, often

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[3]David B. Austin, American High School Administration (New York: Holt, Rinehart and Winston, 1962), p. 165.

> accompanied by political manipulation ... is avoided by having a qualified assistant who assumes responsibility the moment the principal leaves the scene, either temporarily or permanently.[4]

Williams argues that no board of education would ever plan to leave the affairs of a school in the hands of the principal alone. "In case of sudden illness, death, or unavoidable absence from the school, there must be someone who can legally take the principal's place."[5] Boards often regard it essential that someone besides the principal have the responsibility of knowing everything possible about the school - its practices, programs, and regulations.

As the school expands its activities there is a definite need for the principal to have someone with whom he may share responsibilities. Douglass[6] is among the many writers who have recommended that whenever the principal is not available there should be someone readily available to act as principal - to meet callers, to handle situations in

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[4]J.B. Edmonson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School (New York: The Macmillan Co., 1956), p. 94.

[5]Stanley W. Williams, Educational Administration in Secondary Schools (New York: Holt, Rinehart and Winston, 1964), p. 68.

[6]Harl R. Douglass, Modern Administration of Secondary Schools (New York: Blaisdell Publishing Company, 1964), p. 28.

the classrooms or cope with emergencies. Hunt[7], in supporting this, advocates that the principal should delegate to his assistant certain routine management functions so that he, the principal, can save his time and energy chiefly for guidance of the curriculum-instructional enterprise. Ovard warns that unless the principal learns to delegate to his assistant he "will never get to the most important function of the school, i.e., improvement of instruction."[8]

Cox[9] believes that an assistant principal is needed in any school because the diversity of managerial and personnel services and supervisory activities requires a greater variety of talents than one person is likely to possess.

The position of the vice-principal is important and may be considered as serving two purposes. It is an in-service training experience for the position as principal, and it makes for more effective administration of the educational offerings of the school. Since there is likely to be an

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[7]Herold C. Hunt, and Paul R. Pierce, The Practice of School Administration (Boston: Houghton Mifflin Company, 1958), p. 124.

[8]Ovard, op. cit., p. 32.

[9]Philip W.L. Cox, and R. Emerson Langfett, High School Administration & Supervision (New York: American Book Company, 1934), p. 45.

increasing demand for more administrators, the training received as vice-principal could be very valuable in preparing them for higher and more responsible administrative positions.

Barratt lists the following reasons why a vice-principal is needed:

> 1. To act as a training opportunity for future principals thus tending to insure continuous professional leadership for the educational program of the school.
> 2. To relieve the principal of certain duties which will provide him with additional time for such necessary activities as supervision and professional leadership projects.
> 3. To provide additional facilities and personnel for counselling with both teachers and students and parents regarding problems and possible solutions.
> 4. To aid in the conservation of school funds through insuring proper supervision of the problems of supplies and equipment. Action as a clearinghouse for problems will also tend to make more effective the work of classified as well as teaching personnel.
> 5. To increase the scope and thoroughness of the activities which can be properly motivated, guided, and explored by the administrative group.[10]

The principal's involvement in school community relations is important. Campbell[11] reports that this makes it all the more imperative that every principal, whether in

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[10]Thomas K. Barratt, "Assistant Principals," American School Board Journal, April, 1955, p. 56.

[11]Ronald F. Campbell, John E. Corbally, Jr., and John A. Ramseyer, Introduction to Educational Administration (Boston: Allyn and Bacon, Inc., 1962), p. 392.

the elementary school or in the secondary school, receive sufficient administrative assistance to enable him to spend time with community groups.

As enrolments increase, as schools become larger, the need for good vice-principals will increase. Seyfert says:

> In terms of frequency, therefore, the position seems destined to become a more clearly defined one in the profession. From this prospect it follows that programs for training secondary school administrators would well begin to recognize the position as a specific vocational goal for many younger men and women interested in school administration and provide educational opportunities suitable to this goal.[12]

In considering the need for a vice-principal in a high school, one must also consider the vice-principal - pupil ratio. There are two types of information dealing with assistant principal - pupil ratios. The first deals with actual ratios found to exist, and the second with recommended ratios. Wells, Nelson and Johnsen in reviewing the literature on this topic state:

> A 1939 study made by Wright of 194 assistant principals showed a ratio of 1,903 students to each assistant principal. Boardman, in 1946, made a study of the assistant principal which showed that fifty per cent of the schools studied, having enrollments of 500 to 1,000 pupils, had one assistant principal, and that eighty per cent of the schools with over 1,000 pupils had such a position. Lillard conducted a survey in Oklahoma

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[12] W.C. Seyfert, "Please Ask Mr. Smith to Come In," The School Review, February, 1954, p. 71.

> in 1955 which showed a ratio of 981 students to each assistant principal. Corbally, Jensen, and Staub state that most high schools with an enrollment of 500 to 1,000 students now have an assistant principal. Rappaport in a 1962 study conducted in New York State reports a trend toward hiring one assistant principal for 850 school population and two assistants for a 1,600 enrollment.[13]

Recommended ratios are somewhat lower than those found to actually exist. Lillard states that "an assistant principal should be employed in Oklahoma high schools (without teaching duties) if there are 700 pupils. When less than 700 pupils, the assistant principal should teach."[14] Boardman contends that "an officer called an assistant principal, vice-principal, or some similar title is found in secondary schools of all sizes, even when enrolling 100 or fewer pupils."[15]

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[13]Philip C. Wells, Robert H. Nelson, and Earl M. Johnsen, "The Assistant Secondary School Principal," The Bulletin of the National Association of Secondary School Principals, January, 1965, p. 18.

[14]Bill Lillard, "The Status, Duties and Responsibilities of the Assistant Principal in High Schools of Oklahoma" (unpublished Doctoral dissertation, University of Oklahoma, 1956), p. 103.

[15]Charles W. Boardman, "The Duties and Responsibilities of the Assistant Principal in the Secondary School," The Bulletin of the National Association of Secondary School Principals, March 1946, p. 3.

Anderson,[16] Brandes[17] and Ovard[18] all believe that the number of assistant principals will vary with the wealth of the district and the program of services offered. Anderson maintains there should be one for every 500 students. Fensch[19] suggests that when a high school reaches the size of 500 pupils there is likely to be an assistant principal. Ovard recommends that at the secondary level a half-time assistant principal should be added when the number of students approaches 200-300 and a full time assistant principal should be added when the number reaches 500-700. O'Brien suggests that "it would appear reasonable to assume that a vice-principal is needed in schools with an enrolment of over 400."[20] Douglass[21] recommends that in schools with over 200

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[16]Lester W. Anderson, and Lauren A. Van Dyke, School Administration (Boston: Houghton Mifflin Co., 1963), p. 12.

[17]L.G. Brandes, "The Position of the Subordinate Administrator in the Secondary School," The Bulletin of the National Association of Secondary School Principals, May, 1956, pp. 46-52.

[18]Ovard, op. cit., p. 197.

[19]E.A. Fensch, and Robert E. Wilson, The Superintendency Team (Columbus, Ohio: Charles E. Merrill Books, Inc., 1964), p. 26.

[20]O'Brien, op. cit., p. 19.

[21]Douglass, op. cit., p. 27.

students there should be at least one assistant to the principal. Thus while there are variations in recommended ratios and in the actual ratios found to exist in the schools, a chronological review of research studies indicates an obvious trend toward reducing the number of pupils per vice-principal. The writers on this topic appear to be in agreement that there is likely to be a full time assistant principal when the school enrolment reaches 400-500 pupils.

French questions the practice of assigning as many as 450 pupils to each administrator and states "in all probability in very few schools is the administrative load light enough for securing optimum results."[22]

Brandes believes the vice-principal is a necessary part of any large high school organization. "If a large school is to run efficiently and effectively, the principal must delegate specific responsibilities to competent assistants."[23]

Summary

In summary the main points in this section are:

1. There is a need for a vice-principal in the

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[22]Will French, J. Dan Hull, and B.L. Dodds, American High School Administration Policy and Practice (New York: Rinehart & Company Inc., 1960), p. 148.

[23]Brandes, op. cit., p. 52.

secondary school, even if he is only a full time teacher who has been appointed to carry on in the absence of the principal. However, the complexity and diversity of modern high school administration make it imperative that the principal have a capable assistant, one to whom he can delegate certain aspects of the work, so that he can devote more of his time to the improvement of instructional supervision and to his leadership function.

2. As enrolments increase and schools become larger the need for good principals will increase. The vice-principalship will act as a training opportunity for future principals.

3. While there are great variations in the vice-principal - pupil ratio, a chronological review of research studies has shown an obvious trend toward reducing the number of pupils per vice-principal to a more realistic figure. The writers appear to be in agreement that there is likely to be a full-time assistant principal when the school enrolment reaches 400-500 students.

II. THE SELECTION, QUALIFICATIONS, EXPERIENCE, SEX, AND AGE OF THE VICE- PRINCIPAL

This section will examine a number of writings in educational administration, and a number of studies of the

vice-principalship which contain details concerning selection, qualifications, experience, sex and age of secondary school vice-principals.

Criteria for the selection of vice-principals are not well established. Should the vice-principal be selected from within the school staff, or school system, or should he be selected from outside the school system? Who should make the selection? What personal and professional qualifications and experience are needed by a vice-principal?

The first consideration should be: who best fits the position? While promotions within the school system may help to develop staff morale, "it should not be permitted to prevent the selection of the best qualified person for a principalship irrespective of residence."[24] The same consideration might well be used when considering the selection of the vice-principal; he should be the best qualified person available for the position. But wherein should his competence lie?

Since the principal cannot be competent in all fields, a vice-principal who complements the principal suggests one criterion of selection. This view is held by Austin who states, "It is to be expected that an assistant principal

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[24]Paul B. Jacobson, William C. Reavis, and James D. Logsdon, Duties of School Principals (New York: Prentice-Hall, Inc., 1951), p. 480.

will be chosen to complement the principal in many ways."[25] The principal should choose his assistant who works with great effectiveness in areas where he himself is least skillful. However, such a choice obligates the principal to provide his assistant increasing opportunities for growth as he is able to take advantage of them. Edmonson suggests that the appointment of the assistant principal should be made through the joint recommendation of the superintendent and the principal. Often the best vice-principal is one who is particularly strong in certain fields of work. This is especially true if the assistant principal by assuming certain responsibilities may compensate for certain weaknesses of the principal. "In many schools the principal and his assistant complement each other, gaining thereby a co-operative power not easily found in a single individual."[26] Anderson believes that the vice-principal should be selected by the principal with whom he will work. "It is most important that the two be compatible and qualified to complement each other in their professional functions."[27] Neagley supports this view when he states,

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[25]Austin, op. cit., p. 165.

[26]Edmonson, op. cit., p. 96.

[27]Anderson, op. cit., p. 12.

"the wise principal will pick an assistant who can complement him and thus help build a strong team."[28]

Barrett advises school boards and principals in seeking vice-principals to select a person whose abilities would complement those of the principal so that together they could make a strong administrative team. The principal should then see that the vice-principal's strengths are used by delegating responsibilities to him in keeping with his competencies. "Under this arrangement the vice-principal becomes a true administrator rather than an office boy which is often the case at present."[29]

Seniority in a school system does not justify appointing one to a vice-principalship. Lillard states that the basis for selection should be determined by the requirements of the position. The principal's chief assistant should logically have the same qualifications as the principal and quite often the abilities will complement those of the principal. The practice in 1933 was to select a person from the faculty of the school in which he was to serve. He also suggests that

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[28]Ross L. Neagley, N. Dean Evans, Handbook for Effective Supervision of Instruction (Edglewood Cliffs, N.J. Prentice-Hall, Inc., 1964), p. 92.

[29]C.R. Barrett, "The Principal and Staff Personnel." (A paper delivered at the School Administrators' Conference, Clarenville, 1964), p. 8. (mimeographed.)

the superintendent and principals of each school should formulate a definite procedure to be followed in selecting applicants for the position. "The larger school systems should give consideration to a written examination as part of the selection procedure."[30] Lillard also states that the professional preparation should include a Master's degree with a major in school administration or comparable professional courses, and successful classroom teaching experience.

Kyte[31] suggests that before a vice-principal is selected, his training, experience and personal characteristics should be analyzed to determine specific activities for which he is prepared to undertake. Only after doing this can a wise selection be made.

Cohler[32] describes a plan for selecting a vice-principal. He claims it is customary for the principal to select for a candidate a member of his own faculty. He varied the procedure by asking each teacher to state the five most

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[30]Lillard, op. cit., p. 104.

[31]George C. Kyte, The Principal at Work (New York: Ginn & Company, 1952), p. 394.

[32]M.J. Cohler, "The Faculty Helps Select the Assistant Principal," American School Board Journal, 118:33-34, (February 1949).

important qualifications for vice-principal. From these a rating scale was prepared. Teachers then nominated candidates and from this list, the principal and superintendent made the selection.

While many schools offer promotions from teaching positions to administrative ones within the school, there is a weakness in such a policy. Campbell[33] sees the danger of "inbreeding". If all new administrators in a system are products of the same training program, new ideas and new approaches in educational administration may be scarce. Yet promotions from within help to retain strong teachers in the local system and develop good morale. Jacobson suggests that "the practice of promotion from teaching to administrative positions within the system should not be permitted to prevent the selection of the best qualified person."[34]

The usual route to the principalship, according to Anderson,[35] seems to be through a succession of promotions - from classroom teacher to department head or counselor to assistant principal and finally to principal. This is

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[33]Campbell, op. cit., p. 378.

[34]Jacobson, op. cit., p. 480.

[35]Anderson, op. cit., p. 22.

especially true in large cities where it is the accepted practice. This view is supported by Lowery[36] in his study of the schools in Calgary. He concluded that most positions of principal and vice-principal were filled from selection of members of the staff. This often results in the recruitment of personnel with little or no administrative experience.

Enns, in his survey of the vice-principal in divisional and county schools in Alberta, 1960, reports that most promotions came from within the same school and least from outside the school system. This was particularly evident in large schools. Promotions came most frequently to teachers of junior or senior high school grades, either because of academic qualifications or ability to teach at the upper grades, or both. Eighty per cent of the vice-principals were male, ranging in age from twenty-two to sixty-seven years with a median age of 42.0 years. Seventy-five per cent of them had had experience in teaching high school grades. Large schools employed a greater percentage of young vice-principals; 50 per cent had had some experience as principal, 10 per cent had teacher training, calculated to the nearest whole year, of only one year, and 34.3 per cent had training of less

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[36]Robert E. Lowery, "Where's the Duty Line Between Principal, Vice-Principal," School Progress, February, 1967, pp. 26-28.

than four years. "Academically these Alberta vice-principals were not highly qualified by comparison with their counterparts described in the literature."[37]

O'Brien[38] found there were more vice-principals of secondary schools than of elementary schools who advanced within their present school, 53 per cent in the case of the former as compared with 32 per cent of the latter. He states that the average age of the secondary school vice-principals in British Columbia is 44.55 years and the average length of time they have held their position is five years. Ninety-five per cent of them have degrees and 92 per cent have teaching majors.

Lillard's study of the vice-principal of Oklahoma showed that the position most often held by the vice-principal prior to his appointment was that of high school classroom teacher and that "the invitation to apply for the position is usually extended by the principal or the superintendent."[39] He claims that teaching experience is helpful in preparing a person for an assistant principalship. Experience in the elementary school

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[37]F. Enns, "A Survey of the Present Status of the Vice-Principal in Divisional and County Schools in Alberta" (unpublished Master's thesis, University of Alberta, 1960), p. 170.

[38]O'Brien, op. cit., pp. 515-525.

[39]Lillard, op. cit., p. 99.

is important because the assistant principal needs to know the schools that articulate below the high school. His study revealed that the mean age of the vice-principal was 43.0, the median age was 46.0, and the age ranged from twenty-eight to fifty-nine. All but one of the twenty-nine vice-principals surveyed were employed in their present school system when appointed to the vice-principalship; all of the twenty-nine had a degree, twenty-seven of them a Master's degree, and 74.1 per cent of the group have a major in school administration.

The vice-principal in today's school should be well qualified to assist the principal in handling all aspects of high school life. Barratt[40] believes the vice-principal should have approximately the same personal and educational qualifications as the principal. He should be comparatively young and possess growth potential, a good professional attitude, an educational philosophy largely in agreement with that of his principal and other administrative personnel, although they need not be identical. Pullen agrees with this and states:

> The vice-principal should be at the same educational level as the principal; young to ensure a fuller return for the investment of training; should have successful teaching

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[40]Barratt, op. cit., p. 56.

> experience and some indication of success in minor administrative responsibilities; a cheerful outlook; self restraint and tact; and a philosophy of education that is reasonably compatible with that of the principal of the school to which he is assigned.[41]

White suggests that "the first requisite of a good vice-principal, I believe, is that he must have been a good teacher."[42] White also believes the vice-principal must possess a philosophy of education which enables him to see clearly the role of the secondary school.

An article in The Instructor,[43] April, 1966, suggests that teaching experience should be thought of as one of several points to be considered in choosing a principal. This is also true in choosing the vice-principal.

Novak[44] is convinced that the vice-principal must be a person of broad experience in many fields, inside school and out. He needs graduate preparation in all phases of administration and should have the same qualifications as the

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[41]Harry Pullen, "The Changing Role of the Vice-Principal," School Progress, June, 1962, p. 33.

[42]T.C. White, "Vice-Principal-Office Boy or School Administrator," School Progress, June, 1960, p. 35.

[43]Vincent J. Dodge, "Principals Forum," The Instructor, April, 1966, p. 17.

[44]B.J. Novak, "Examining the Role of the Vice-Principal," The American School Board Journal, May, 1963, p. 20.

principal. Gillespie[45] concurs with this by saying that the effective full time assistant principal in the secondary schools of the present and future must be an educated leader whose training and talents will closely approximate those of the principal.

Jarrett,[46] who studied the duties of vice-principals in the city of Los Angeles, and Brandes, who surveyed the literature on the vice-principalship, both agree that the academic requirements for vice-principalship should be the same as those for the principalship. To fill the position, a man of broad background both in teaching and administration, as well as in psychology and guidance, is needed. Brandes, quoting from Weiss suggests, "The training required of the position is as great as that of the principal, or at least nearly so. Only the experience should vary if any requirement varies at all."[47]

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[45]T. Marcus Gillespie, "The Assistant Principal: Status, Duties, and Responsibilities," The Bulletin of the National Association of Secondary School Principals, December, 1961, p. 59.

[46]Richard W. Jarrett, "The Activities of the Assistant Principal in Secondary Schools," The Bulletin of the National Association of Secondary School Principals, September, 1958, pp. 28-31.

[47]Brandes, op. cit., p. 51.

Wells, in commenting on the training and experience of vice-principals, states:

> A study conducted in Minnesota by Holt in 1946 found that fifty per cent of the assistant principals surveyed held the Master's degree. Long in 1952, conducted a study of 355 assistant principals in New York State. His study showed eighty-four per cent of the population surveyed had the Master's degree. Lillard's 1955 study of the position in Oklahoma schools found ninety per cent of the assistant principals included in the survey to have the Master's degree.[48]

Research has shown that more men than women are principals and vice-principals. Wright[49] concluded that seventy-eight per cent of the vice-principals included in his survey were men; Long[50] found that in New York State eighty-five per cent of the vice-principals are male. Anderson[51] claims that most women assistant principals are likely to find that their position is as high as they can go in school administration. Martin made an extensive study of women vice-principals, and two of her major findings were that sixty-seven per cent indicated they did not want to be advanced to a principalship, and eighty-six per cent said that their duties are planned and assigned by the principal.

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[48] Wells, op. cit., p. 18.

[49] Gillespie, op. cit., p. 66.

[50] Ibid., p. 64. [51] Anderson, op. cit., p. 13.

Yet she concluded:

> Women vice-principals recognize and deplore the obvious lag in opportunities for the advancement of women in educational administration ... Women vice-principals' duties and responsibilities represent a narrow range of functions with discipline, supervision, scheduling, guidance, and concern of girls named frequently as of major importance ... Expressed lack of interest in promotion by vice-principals may be due to inhibitions imposed upon women by persistent inner attitudes which may be vestiges of formerly imposed customs.[52]

Summary

The following are the main points of Section II.

1. Most promotions to the vice-principalship come from within the school or the school system rather than from outside the system. Writers and researchers agree, however, that this practice should not prevent the selection of the best qualified person for the position. Most writers suggest the vice-principal should be selected to complement the principal.

2. Most vice-principals are men and have had teaching experience mainly at the junior high and high school level. Opportunities for women to reach high administrative positions in a school system appear to be limited.

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[52] Evelyn B. Martin, "The Profile of Women as Secondary School Vice-Principals," The Bulletin of the National Association of Secondary School Principals, March 1958, pp. 82-83.

3. The vice-principal needs to be well prepared professionally and should be as well trained as the principal. Successful teaching experience is usually helpful, but it does not necessarily mean a successful teacher would make a successful administrator. Most writers believe the vice-principal should have at least a Bachelor's degree and some training in administration.

4. The majority of vice-principals in the studies reviewed have a mean or median age somewhere between 40-50 years.

5. The principal, the man with whom the vice-principal will have to work closely, should play an important part in selecting his assistant.

6. School systems should formulate a definite procedure to be followed in selecting vice-principals.

III. THE DEFINING AND ASSIGNING OF DUTIES TO THE VICE-PRINCIPAL

Who should define and assign the duties of the vice-principal? Should it be the principal, the board, the superintendent or a combination of both or several? Should not the vice-principal be consulted since he will have to work in close co-operation with the principal?

It appears as if most writers on this subject believe that the principal should play an important part in assigning

areas of responsibility to the vice-principal. Kyte[53] suggests that the principal should analyze his own job thoroughly and determine carefully the amount of work he should do and the amount he must delegate. Then he should assign to his assistant principal certain important duties of the principalship or phases of them, and the necessary authority to undertake them. He should determine with his assistant which duties the latter should attempt first. Kyte further contends that the delegation of duties should provide for a variety of experiences and include activities in every type of major responsibility of the principalship. The vice-principal must understand clearly what he is expected to do and the nature of the authority vested in him. The principal should direct his work so that he obtains training and experience in all phases of the principalship. He also insists that the principal has a responsibility to clarify to teachers, students and all those involved in the school, the duties and responsibilities of the vice-principal and what authority is delegated to him.

Koos maintains that if we believe the principal has the ultimate authority and responsibility, "he should have as large freedom as possible in the delegation of functions to

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[53]Kyte, op. cit., pp. 394-397.

his assistant."[54] He will doubtless select an assistant principal and assign him such duties as will effect a complementary relationship with himself. Whatever the division of duties may be, the principal must stand in a delegating, inspectorial and advisory capacity toward his assistant. Koos, quoting from Van Eman, says, "in the majority of cases, the duties of the assistant principal are defined entirely by the principal of the school."[55]

Lowery[56] claims the principal should delegate responsibility to the vice-principal but must give himself time to give valuable training to his assistant. Jarrett[57] found that the individual school principal invariably exercises a free hand in the assignment of administrative duties and responsibilities to his assistant principal. Hurley[58] believes the responsibilities of the vice-principal are usually determined by the principal; however, other factors such as the goals and capabilities of the vice-principal, the organization of the school and the wishes of the board of

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[54]Leonard V. Koos, et. al. Administering the Secondary School (New York: American Book Company, 1940), p. 478.

[55]Ibid., p. 477. [56]Lowery, op. cit., pp. 26-28.

[57]Jarrett, op. cit., p. 30.

[58]Leo Hurley, "The Vice-Principal Educational Leader or Hatchet Man," The Bulletin of the National Association of Secondary School Principals, January, 1965, pp. 12-14.

education, may affect whatever duties are assigned to him. Goddard[59] and Shelton[60] maintain that it is the responsibility of the principal to define the role of the vice-principal. Goddard also claims the principal must develop or construct co-operatively a better job description for his assistant.

Novak in a rather full treatment of the vice-principalship suggests that often the vice-principal is involved in assignments that may be done by other staff members: "Involvement of the vice-principal with paltry, even clerical details, represents a waste of salary and services that should not be permitted."[61] He believes the principal ought to avoid delegating - on the spur of the moment - too much detail so as to bog down in day by day minutiae. He believes that the chief basis of a strong effective vice-principal is the planned partnership that is established between the principal and his assistant.

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[59]Gareth B. Goddard, "The Assistant Principal - Understudy or Partner in Professional Leadership," The Bulletin of the National Association of Secondary School Principals, September, 1962, pp. 31-34.

[60]Landon Shelton, "The Vice-Principal's Duties in a 'School Within a School'," The Bulletin of the National Association of Secondary School Principals, September, 1964, pp. 28-30.

[61]Novak, op. cit., p. 20.

A well known Canadian educator, Pullen, writing in School Progress, June, 1962, states that there should not be a fixed and unswerving delegation of duties to the vice-principal, but that rather over a period of time the assignments would be varied and of differing complexity. In the first year, routine duties may be assigned, but as he matures, much of this can be transferred to clerical staff and the principal can then share with the vice-principal the more intricate responsibility of time tabling, staff relations, public relations and course programming. Pullen offers a different definition of the vice-principal: "A professional person who shares in part the responsibility of the principal, assisting him in administrative and supervisory duties, or in special fields, and who takes charge of the school in the absence of the principal."[62]

Hunt[63] suggests the principal should delegate to his vice-principal the handling of routine management. This should be worked out co-operatively. Instead of making him a "leg man," the principal should guide him in planning for review and approval a schedule of procedures designed to support and implement the program that the principal and

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[62]Pullen, op. cit., p. 34.

[63]Hunt, op. cit., p. 124.

staff should be co-operatively developing. The principal should guide his assistant to study problem situations in advance, to foresee ways of meeting the technicalities involved, and to devise economical patterns of routing that not only permit but even assist the providing of needed classes and projects.

Brandes believes that "the principal should assume the responsibility for defining the duties and responsibilities of his assistant."[64] This should be done in co-operation with the superintendent and the principal's own advisory committee. Once the selection is made the principal is responsible for clearly defining the duties and responsibilities of his assistant. Blume supports this and adds, "but generally the principal must delegate to his assistant much routine work so that he may be free to plan school policies, and supervise the general administration of the school."[65]

McLeod[66] in his study suggests the principal should have a free hand in assessing specific administrative duties

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[64]Brandes, op. cit., p. 52.

[65]F.L. Blume, "Duties and Responsibilities of High School Principals," The Bulletin of the National Association of Secondary School Principals, December, 1946, p. 9.

[66]J.D. McLeod, "The Urban Assistant Principal of Elementary and Elementary Junior High Schools" (unpublished Master's thesis, University of Alberta, 1959), p. 15.

and responsibilities to the assistant principal.

Lillard's study revealed that in most instances in Oklahoma, the duties of the assistant principal are left to the discretion of the principal, and are not written except for a reference by a few boards of education stating the assistant principal shall be in charge of general pupil behavior. Of the twenty-nine assistant principals in his study, "all 29 indicate that their duties and responsibilities are prescribed by the principal,"[67] and are in the form of an oral agreement between both.

Fenske, in a study of the duties of principals and vice-principals in an Alberta School Division, concluded that, "basically principals and vice-principals shared administrative duties of a school, and there were no definite areas of responsibility of the vice-principal."[68]

Although a large majority of writers agree that the principal should have most of the responsibility for assigning the vice-principal's duties, there are exceptions. De Simone,[69] quoting from Bolden, questions the wisdom of giving such

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[67]Lillard, op. cit., p. 76.

[68]Melvin R. Fenske, "Administrative Duties of Principals and Vice-Principals in an Alberta School Division" (unpublished Master's thesis, University of Alberta, 1963), p. 93.

[69]S. De Simone, "Emerging Role of the Assistant Senior High School Principal in Pennsylvania" (unpublished Doctoral dissertation, University of Pittsburg, 1964), p. 47.

authority to the principal.

> Leaving the assignment of all of the assistant principal's duties to the discretion of the principal not only permits more muddling, meddling and passing the buck, but it also leaves the allocation of the assistant principal's duties to the possible arbitrariness and caprices of the principals who do not accept the assistant principal as a sort of "assisting" principal, or who do not consider the assistant principalship as a training ground for the principalship, but who regard the assistant principal as a convenient assistant whose main function is to perform those duties which they themselves do not care to perform for one reason or another.

Enns found that,

> ... duties were arranged on the local level and to all intents and purposes on a day to day basis. Although duties were derived co-operatively and though principals in the majority were satisfied that the duties had been clearly defined, there was seldom so definite an arrangement as a written statement specifying areas of responsibility for vice-principals.[70]

While the principal may give considerable responsibility and authority to his vice-principal, it must be recognized that "the principal is primarily responsible for questions of policy and decisions in critical situations ... The vice-principal is never completely independent of his superior officer."[71]

Leo Hurley,[72] in describing the position of the vice-principal, says the principal can help make the position a

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[70]Enns, op. cit., p. 178. [71]Douglass, op. cit., p. 28.

[72]Hurley, op. cit., pp. 12-14.

more respectable one by providing him with the opportunity to become involved in the improvement of instruction and curriculum, public relations, and other areas which require educational leadership. Hurley feels that this is important because it provides growth in areas vital to the assistant if he assumes a principalship; it presents a better image; he will be looked upon as an educator in his own right, not merely one who handles routine matters; it will entice better people into the profession and will help improve the self-image of the vice-principal which should help make him a better member of the administrative team.

Barrett[73] believes that the duties of the vice-principal cannot be legislated. The duties must remain very flexible so that the administrator may operate on the basis of each member's unique competencies and the particular need that exists in an individual school at a given time. The principal and his assistant should clarify early in the year the part that each must play, and the principal must make it clear to the staff the duties and responsibilities of his assistant.

Often, a principal realizing his weakness in a particular area of responsibility, assigns this area to his vice-principal. Laughery contends that "if the assistant

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[73]Barrett, op. cit., p. 8.

does an effective job in these areas, his assignment to the areas becomes permanent and his view of administration becomes narrow and static."[74] He believes this can be avoided by a rotation of assignments to the vice-principal which embody as nearly as possible the total range of activities necessary for the effective administration of a modern secondary school. This he believes would be of great value in training administrators.

Perhaps one of the best ways of discharging this responsibility is the administrative handbook as suggested by Jacobson. He suggests:

> These handbooks represent a forward step in the organization of the work of the school principal, provide great assistance to the teaching staff... and make possible the elimination of waste frequently resulting from uncertainty and lack of organization.[75]

Seyfert[76] maintains the same. He believes that more and more principals are going to have assistants to whom they can do more delegating and they should do it in a better organized and systematized way than many of them now do.

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[74]Wayne W. Laughery, "Experience or Vision in the Assignment of the Assistant Principals Duties," The Bulletin of the National Association of Secondary School Principals, September, 1959, pp. 112-113.

[75]Jacobson, op. cit., p. 217.

[76]Seyfert, op. cit., p. 71.

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Summary

Summarizing Section III, the following are the main conclusions:

1. Writers in educational administration agree that the principal plays a major role in assigning duties to the vice-principal. Research has supported this. Writers feel, however, that, since both the principal and the vice-principal should function as a team, they should co-operatively arrive at a definite understanding of the duties and responsibilities of each.

2. The principal has a responsibility to inform parents, students and staff members of the duties and responsibilities of the vice-principal and what authority is delegated to him.

3. The duties of the vice-principal should not be legislated but should remain flexible. The principal and his assistant should clarify early in the school year the areas of responsibility of each.

4. While the principal gives considerable responsibility and authority to his assistant, the vice-principal is never completely independent. The principal is primarily responsible for questions of policy and decisions in critical situations.

5. A handbook, providing a broad outline of the vice-principal's duties, would help to clarify the role of the

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vice-principal in a school system.

6. The principal should provide guidance and help to his assistant and provide the opportunity for him to become familiar with the total operation of the school.

IV. DUTIES PERFORMED BY THE VICE-PRINCIPAL

This section attempts to take a brief look at a number of studies conducted in the United States and Canada to discover what duties are usually performed by vice-principals. It then examines the writings of recent authors on this topic.

The literature shows that the position of the vice-principal has evolved without an adequate philosophical basis and without adequate direction and thus development of his role has followed no systematic pattern. His duties have varied greatly from school to school depending on such things as the size of the school, the philosophy of the school and its principal, the training of the principal and his assistant and the time the vice-principal devotes to classroom teaching.

One of the earliest studies of the vice-principal was made by Van Eman in 1926.[77] His findings were based on the returns from 52 principals in large junior and senior high schools in Ohio. He found that the main duties were concerned mainly with supervision of extra-curricular

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[77]Wells, op. cit., p. 20.

activities and with clerical tasks and were assigned by the principal of the school.

Wright[78] in a 1939 study of 194 assistant principals in the United States found the most common duties were: conferences with parents, behaviour problems, assisting pupils with individual programs, and attendance. The duties were still concerned largely with pupil control and clerical tasks.

In a series of 1946 studies by Boardman, Gran and Holt[79] of the vice-principals in high schools in Wisconsin and Minnesota, a change in the status of the vice-principal was evidenced. Gran concluded:

> The assistant principals of Wisconsin were found to have considerable administrative responsibility, both personal and co-operative, especially for duties listed under pupil accounting, curriculum, and school control. While there were no duties for which fifty percent of the assistant principals were personally responsible, marked co-operative responsibility was found for many activities of a supervisory nature, especially those concerned with developing a supervisory program and improving special services.[80]

Holt[81] found the vice-principal in Minnesota still held a clerical position but is now assuming more varied activities

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[78] Ibid, pp. 20-21.

[79] Boardman, op. cit., pp. 3-11.

[80] Ibid, p. 8.

[81] Ibid, p. 11.

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in both administration and in the supervisory field. Holt also found that many of the duties were shared.

Weiss[82] in a 1953 study of 66 vice-principals in the Mid Atlantic Area of the United States, found the assistant principals sharing many duties. The three performed personally by over 50 per cent of the assistant principals were: running the school in the absence of the principal, representing the school at community functions in lieu of the principal, and parental conferences regarding discipline. Shared duties involved broad areas of school administration and control. He found the duties involving most time of the assistant principal were: pupil welfare, routine office and clerical tasks, supervision of class visitation, professional and community relations.

When one observes that there are so few tasks for which the vice-principal is solely responsible, one must agree with Seyfert when he says, "the assistant principal may be partly responsible for many things but not completely responsible for anything."[83]

Lillard[84] in a 1956 study concludes that the major portion of the duties and responsibilities of the vice-

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[82]Gillespie, op. cit., p. 66.

[83]Seyfert, op. cit., p. 70.

[84]Lillard, op. cit., p. 78.

principal is performed in the areas of attendance and discipline. More are personally responsible for activities in this area than any other phase of their position. He also found that the assistant principal shares with other people the majority of duties and responsibilities in the area of general administration. The only responsibility personally assumed by a majority was acting as principal when the principal was not on duty.

Jarrett[85] found that the vice-principals in Los Angeles were involved most in the general areas of the administration of professional and in-service training, pupil personnel services, and the administration of co-curricular activities. Martin,[86] in a nation wide survey of women assistant principals found that their four major duties included discipline, pupil supervision, pupil scheduling, and guidance. Long[87] surveyed 355 assistant principals in New York in 1957. This study showed a broader scope of activities than other studies revealed. The most common duties were concentrated in the areas of pupil personnel, teacher personnel, and relations with parents. In addition, more specific duties

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[85]Jarrett, op. cit., p. 29.

[86]Wells, op. cit., p. 21.

[87]Ibid., p. 21.

such as serving in the absence of the principal, scheduling classes, and analyzing curriculum needs were considered to be inherent to the position.

The preceding studies were carried out in the United States, most of them in large school systems. Several studies of the vice-principal have been conducted in Canada, where on the whole the school systems are much smaller. Reference will be made in particular to studies by O'Brien, Enns, McLeod, Cheal and Fenske.

O'Brien's study revealed that the duties of the vice-principal were many and varied, so much so that it was impossible to provide a detailed breakdown. In general, however, it was apparent that the vice-principals surveyed spent the majority of their time on teaching, attending to office routine, and interviewing pupils. Sixty-five per cent of the secondary school vice-principals in British Columbia spent 30 per cent of their time teaching, and 26 per cent spent 30 per cent or more of their time attending to office routine. He discovered that the prime duties and responsibilities the vice-principal had delegated to him were concerned with the keeping of attendance records, and disciplining absentees and tardees. In his summary of the vice-principal's duties he concludes:

> In general, the position of the vice-principal, appears to be basically clerical in nature. He has a minimum of responsibility in areas such as staff supervision and the improvement of instruction.

> Both the principals and vice-principals state that this is not desirable, and that the position of the vice-principal should be a training period for a potential principal.[88]

Cheal, in referring to schools in Southern Alberta, states of the principals:

> As assistant principals, they gained experience administering materials and records in addition to having further responsibility for playground supervision and pupil discipline. They have had little opportunity to gain experience in matters relating to instructional leadership - curriculum development, co-ordination of instruction, or supervision of teaching.[89]

The activities of the assistant principals seem to be thinly spread over a wide range of activities, partly because of lack of time available to engage in other activities or lack of clerical help which could relieve them or others.

Enns[90] likewise found the vice-principals performed a wide range of duties; the six most common were: distribution of instructional supplies; directing the school sports program; ordering and requisitioning supplies and equipment; supervising pupils at school, particularly at noon; directing the textbook rental plan in the school; the completing attendance forms for the schools. Enns concluded that because the duties were so

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[88] O'Brien, op. cit., p. 533.

[89] John E. Cheal, and Gerald L. Fowler, "Staff Involvement in Administrative Responsibilities in Schools of Southern Alberta," University of Alberta, Research Report No. 1, June, 1965, p. 8.

[90] Enns, op. cit., pp. 98-100.

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varied it was not possible to detect a general trend of duties which were being assigned to vice-principals throughout the province. Most of the vice-principals felt that their duties, if properly distributed, could be done just as well by other staff members. The chief reason given for the lack of help from the vice-principal was his lack of time free from teaching.

McLeod,[91] in his study of the Assistant Principal in the Elementary and Elementary Junior High Schools, found there were few duties for which the assistant principals can claim a major share of responsibility, yet they share in a great many duties. This suggests that the function of the vice-principal is mainly one of assisting the principal in his responsibilities.

Fenske's study showed that principals and vice-principals performed a number of duties which could have been performed by other individuals, or which should not have been considered as part of the principal's or vice-principal's administrative tasks. Duties such as filling in forms, checking and distributing supplies, typing and duplicating could easily be performed by clerical help. "Basically principals and vice-principals shared administrative duties of a school, and there were no definite areas of responsibility for the vice-

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[91]McLeod, op. cit., p. 159.

principal."[92]

What research had found to be the case and what is desirable may not always agree. Should the vice-principal be mainly a clerk, an office boy, one who is assigned tasks which do not call for professional skill? Should he be assigned specific tasks such as school discipline, or should he become involved in the total aspect of the school operation? A review of the recommendations of researchers in this field, and the writings of those in the field of educational administration should provide some guidelines to the duties of the vice-principal.

Pullen believes that "the vice-principalship should be considered as in-service training for future principals - not as a dumping ground for the principal's unwanted duties."[93] The principal must direct the work of the vice-principal so that he obtains supervised training and experience in all phases of the principalship. There should be a sharing of all responsibilities so that at a later time, if the need or opportunity arises, the latter may take over the full responsibility with an established competence. Over a period of time there should be a sharing of all phases of administration but there need not and should not be a fixed and unswerving delegation of duties to the vice-principal.

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[92]Fenske, op. cit., p. 91. [93]Pullen, op. cit., p. 33.

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The vice-principal is a professional person who shares in part the responsibility of the principal, assisting him in administering and in the supervisory duties or in special fields, and who takes charge of the school in the absence of the principal.

Michaels argues that:

> ... to analyse the role of the assistant principal one cannot use the kinds of duties with which these many titles have been charged because of such lack of uniformity. What is required is an identification of the common denominators among all his duties.[94]

He suggests that the assistant principal has three general roles. (1) Implementer of the principal's directives and directions. He must of necessity not simply follow but really attempt to bring to fruition the philosophical and educational decisions of the principal. (2) Decision-maker. The assistant principal concerned with day to day activities must constantly make middle echelon decisions without calling on the principal, but he must realize that the ultimate authority for all decision making rests with the principal. (3) A suggestor to the principal. Through him the wishes of the teachers reach the principal. If teachers know the vice-

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[94]Melvin L. Michaels, "The Role of the Assistant Principal," The Bulletin of the National Association of Secondary School Principals, January, 1965, p. 5.

principal will follow through on their suggestions and requests and present them fairly to the principal, he thereby provides a bridge between the principal and his staff. In this way he facilitates and improves morale.

White states:

> He can interpret the principal to members of the staff and he can help the principal to understand them. He can interpret staff members to one another. By his words and acts he can do more, I think, to build staff unity and lift staff morale than any other person in the system.[95]

The vice-principal's duties should include certain co-ordinating duties which will reduce the number of people directly responsible to the principal. The vice-principal must become involved in the many duties involving instruction, staff relations, guidance and pupil behaviour, organization and scheduling, community relations, research and reporting, and inter-personal relations. "He is essentially an interpreter and go between for the principal, serving largely as an expediter and a catalyst."[96] Involvement of the vice-principal with paltry, even clerical details, represents a waste of salary and services that cannot be afforded. He is a vital part of the administrative group and should be included in as many as possible varied activities and duties of the principal as is practicable, both as an observer and as a participant.

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[95]White, op. cit., p. 36.

[96]Novak, op. cit., p. 19.

Shelton[97] feels that if the principal limits the duties and responsibilities of the vice-principal, then the vice-principal is not being prepared to assume responsibility if he should be called on to do so. He feels the vice-principal should get experience with curriculum and supervisory problems as well as with trivial matters. Seyfert,[98] however, suggests that it might be better to reduce the extensive range of the assistant's activities and to increase the level of his responsibilities in specific areas.

De Simone[99] recommends that assistant principals be given the opportunity to share in the performance of all duties of the senior high school principal. If this is so, then the vice-principal must be well qualified. Austin[100] believes that as vice-principals improve their professional preparation and establish their worth, they will be given greater responsibility in performing more important things now done by the principal.

Dale Davis[101] believes that the vice-principal's position has now changed from clerical and disciplinarian

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[97]Shelton, op. cit., p. 28.

[98]Seyfert, op. cit., p. 71.

[99]De Simone, op. cit., p. 247.

[100]Austin, op. cit., p. 164. [101]Davis, op. cit., pp. 1-2.

duties to those of organization, administration and supervision. Instructional leadership, guidance, in-service education programs, and public relations are now part of his responsibilities. According to Gilburt, "he has a variety of horizontal and vertical assignments requiring specific skills in areas of organization, administration and supervision."[102]

From August 18-29, 1958, a Seminar in Educational Administration and Supervision was held at Memorial University of Newfoundland, St. John's, Newfoundland, under the direction of Professor Morley Toombs of the University of Saskatchewan, and Dr. Allan Morrison, Provincial Director of Curriculum and Research, Department of Education, Halifax, Nova Scotia. In commenting on the duties of the vice-principal, the more than thirty Newfoundland high school principals who attended stated that:

> There were those, though, who felt that the whole thing should be sharing of responsibility rather than an apportioning of work. For the benefit of those who may like some suggestions here are a few:
>
> 1. Monthly returns to Department of Education;
> 2. Checking registers;
> 3. Savings Campaigns;
> 4. Sports (if sports minded);
> 5. Organization of prefects;

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[102]Samuel G. Gilburt, "On being an Assistant Principal," Clearing House, 31: 423, March, 1957.

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6. Guidance (except in serious cases);
7. Advisor on school magazine;
8. Internal examinations;
9. Responsible for operation of school when principal is absent;
10. Remedial work for slow learner.[103]

The above duties appear to be very limited and narrow and make little provision for the vice-principal to become involved in the total operation of the school.

Summary

In summarizing the duties of the vice-principal as reviewed in this study, the following are listed as the most significant findings.

1. The vice-principal is involved in many and varied activities in the school but assumes responsibility for very few of them.

2. Most of his duties are shared with the principal or some other staff member.

3. Many of the duties now performed by the vice-principal could be performed equally well by other staff members or clerical aides.

4. Many vice-principals, particularly in the smaller school systems, spend much of their time in classroom teaching and minor details of administration.

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[103] The Newfoundland School Principal (Report of the Seminar in Educational Administration and Supervision, Memorial University of Newfoundland, St. John's, Newfoundland, August 18-29, 1958), pp. 44-45.

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5. The vice-principal should be given the opportunity to share in the performance of all duties of the high school principal. This would help him gain valuable experience in all phases of school activity and would help equip him for principalship.

6. The vice-principal provides a valuable link between the principal and staff, often acting as an interpreter, expediter and a catalyst. He exercises an important influence on staff morale.

7. There is no definite policy in most school systems relating to the duties of the vice-principal. His duties vary from school to school, depending more on the wishes of the principal than on the competence of the vice-principal.

V. THE VICE-PRINCIPALSHIP AS A TRAINING GROUND FOR PRINCIPALSHIP

Is the vice-principalship a terminal position or should it be a training ground for the principalship? If this could be established, then the selection of a vice-principal would be much easier. While some vice-principals see the position as a terminal one and are quite content with their position, others see it as a training ground for the principalship. Some authorities view the position as a proper internship for the principalship; others think of it

as a career position within itself.

Most of the studies referred to in this chapter see the position as a training ground for principalship, but because of the day by day routine very little is done by the principal in the way of training his assistant. Laughery[104] sees the position as an in-service training experience for the position of principal, but realizes the difficulty in providing the practical training needed. He believes that as part of this in-service training the following should be included: pupil personnel services, professional and non-professional personnel services, curriculum, plant management and general educational leadership.

In describing the building of the school team, Neagley stresses the importance of the principal having valuable assistance; he also contends that the vice-principalship provides a much needed training ground for the principalship. "In this capacity young men and women can receive excellent experience in school administration."[105] He believes that the scope of activities and responsibilities of the assistant principal should be clearly defined in writing and made known to all staff members, pupils and parents.

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[104]Laughery, op. cit., pp. 112-113.

[105]Neagley, op. cit., p. 93.

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Many vice-principals are ambitious to become principals; the principals must recognize the office as a means of practical training for future principals. This view is expressed by Kyte[106] and Pullen,[107] the former expressing this view in 1952, the latter in 1962. Both contend the position is a training ground and that the principal has a responsibility to see that the vice-principal obtains supervised training and experience in all phases of the principalship.

Experience is one of the best teachers. Experience in administrative work constitutes a very desirable type of stimulus to professional growth. Douglass believes it is an indispensable supplement to any other type of professional preparation or study, regardless of how complete or efficient the latter may be. "Formal professional training will be complete only when it has been related in practice to the problems which arise in actual administrative experience."[108] Hoshall[109] surveyed 152 high school principals across the United States and the majority felt that an assistantship or internship where trainees worked under an experienced

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[106]Kyte, op. cit., p. 393. [107]Pullen, op. cit, p. 33.

[108]Douglass, op. cit., p. 37.

[109]C.E. Hoshall, "High School Principals Suggest Changes in the Pre-service Education of Principals," The Bulletin of the National Association of Secondary School Principals, 25: 63-67, November, 1951.

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principal would improve their pre-service training. Seyfert[110] believes the principals should give the vice-principals more in-service training and counselling. An article, "Cadet Principals in the Akron Schools,"[111] tells of a plan to train elementary school principals by providing first-hand varied experiences in different schools so that when they become principals they will have a good grasp of the work and responsibilities. Although written in 1938, and for the training of elementary principals, it has merit as a plan to train high school principals.

De Simone[112] in his study found that 78 per cent of the vice-principals who responded to his inquiry would like in-service experience as a pre-requisite to appointment to the position of assistant senior high school principal. Lillard's[113] study revealed that twenty-one of the twenty-nine vice-principals thought the assistant principalship should be a training ground for the principalship, and duties and responsibilities should be of such a nature as to adequately prepare a person for principalship.

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[110]Seyfert, op. cit., pp. 70-71.

[111]Unsigned article, "Cadet Principals in the Akron Schools," American School Board Journal, 97:51-52, November, 1938.

[112]De Simone, op. cit., p. 226.

[113]Lillard, op. cit., p. 106.

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The majority of vice-principals surveyed by Enns[114] did not consider their position as a step on the route of promotion to the principalship. Almost 55 per cent were not planning to seek promotion but rather looked on their position as terminal. The vice-principals did not think their training in the vice-principalship had been as good as it should have been. They felt that they were not getting sufficient experience in the duties of the principal; there was no planned program of in-service training; and finally there was not enough time available for them to experience all phases of school operation. They suggested using regional workshops of principals, vice-principals and superintendents as a starting point in a training program. This would point up the need for the vice-principal's services, the training needs of the vice-principals themselves, and ways in which these needs could be met. The second stage would involve actual work at problems outlined in the workshops. The third stage would involve formal study of courses in administration and supervision at the university level. Through such a training program the position of vice-principal could become more purposeful than is presently the case.

O'Brien discovered that the principals believed the position of the vice-principals should be considered as a

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[114]Enns, op. cit., p. 184.

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training period for a principalship. Yet the vice-principals felt they were not getting experience in the supervision of instruction because they were devoting too much of their time to clerical and routine matters. They also felt they should be given greater opportunity to accept more responsibility, and thereby prepare themselves for a principalship. He concluded: "The position of the vice-principal is primarily clerical in nature, and does not include sufficient opportunity for principalship training."[115]

K.J. Rehage[116] describes a plan to train principals for elementary schools. The prospective administrator is relieved from classroom teaching during the second term and spends part of his time in the central office, in different schools in the system, and in the building to which he expects to be assigned the following year. In this way he receives broad experience in all aspects of school administration, in curriculum development and in supervisory relationships with the staff; that is, his experience in the school covers a wide range of activities.

A review of articles previously mentioned by Weiss,

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[115] O'Brien, op. cit., p. 559.

[116] K.J. Rehage, "Preparing Prospective Principals," Elementary School Journal, 63:187, January, 1963.

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Jarrett, Blume, Boardman, Long, Hurley and McLeod shows that the assistant principalship is considered as a training ground for future principals.

Summary

The following are the main points in Section V:

1. Most of the research studies and literature reviewed in this study consider the vice-principalship as a training period for principalship. However, almost 55 per cent of the vice-principals surveyed by Enns were not planning to seek promotion but rather looked on their position as terminal.

2. The vice-principals feel that they are not receiving the necessary training in the various aspects of a principal's work. This is due in large measure to their heavy teaching assignments, and their having to perform many clerical duties which could be performed by clerical aides.

3. A form of in-service training program for vice-principals would be desirable. This might involve workshops of principals and vice-principals, work on problems outlined at the workshops, and formal courses in administration and supervision at the university level.

VI. TRENDS IN THE POSITION OF THE VICE-PRINCIPALSHIP

The chronological review of studies dealing with the duties and responsibilities of the vice-principals tends to indicate that two general changes are occurring in the position. First, the scope of activities seems to be broadening. Second, the more recent studies show a somewhat greater agreement as to the major responsibilities of the position.

Pullen[117] feels that if there is a trend in the development of the role of the vice-principal, it is a movement away from the "Joe-boy" routine of the assistant to the principal into a more professional responsibility involving not only the routine but also activities that are truly of a clinical and preparatory nature. Gilburt agrees with this and states:

> Short years ago, the assistant to the principal was closely associated with clerical chores, with emphasis on such items as checking rollbooks and stamping textbooks ... he was assigned solely to be a disciplinarian. His techniques reflected, in the main facets of authoritarian, inspectorial or paternalistic supervision. Today ... he is conversant with all aspects of child growth, teacher training and community relations.[118]

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[117]Pullen, op. cit., p. 34.

[118]Gilburt, op. cit., p. 423.

Wells, in reviewing the literature on the secondary school assistant principal, says:

> Pleffer sees a trend toward greater similarity of duties in the position. This is a major conclusion of several recent studies. The original clerical and disciplinary responsibilities are giving way to general organizational, administrative, and supervisory duties.[119]

Ovard[120] feels that as schools take on a new look, supervision, scheduling, and curriculum planning are being added to the list of the assistant principal's responsibilities. Davis[121] notes that the picture has changed and the assistant principal has duties in organization, administration and supervision. Instructional leadership, guidance, in-service education programs, and public relations are now part of his responsibilities.

Thus we may conclude that from the time of the major study made by Van Eman in 1926, the vice-principal's responsibilities have changed. This is particularly true in large schools, but in the smaller ones he is often a part time teacher, who devotes most of the time when he is free from classroom teaching to clerical duties and other minutiae.

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[119]Wells, op. cit., p. 17.

[120]Ovard, op. cit., p. 197.

[121]Davis, op. cit., pp. 1-2.

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Although written in 1952, in a study of the vice-principals in British Columbia schools, Potter's comment is appropriate today:

> In all cases it is more satisfactory to all concerned if, whatever the duties of the vice-principal are, they be specifically designated and assigned. This procedure will avoid confusion, overlapping, and neglect, and produce much happier relations between the principal and the vice-principal.[122]

Summary

In summary we may conclude:

1. The vice-principal's position is still not clearly defined, but two general changes appear to be occurring in the position:

(a) the scope of activities seems to be broadening. He now is assuming more professional responsibility than he formerly did, and,

(b) there appears in more recent studies to be a somewhat greater agreement as to the major responsibilities of the position.

While this may be true of the larger school systems, in the smaller ones the vice-principal is still a teacher

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[122]William Sydney Potter, "A Study of the Position of the Principal and the Vice-Principal in the Administration of the Secondary Schools of British Columbia" (unpublished Master's thesis, University of Washington, 1952), p. 35.

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who devotes the time when he is free from teaching to administrative details. Clear and definite allocation of areas of responsibility seem to be lacking. "There is still a significant question as to the nature of the position, the definition of its role in secondary school administration, and the standards of preparation for the position."[123]

VII. SUMMARY

In Part I of this chapter the need for a vice-principal in a secondary school was shown even if that person is a full time teacher who has been appointed to carry on in the absence of the principal. The increasing complexity of modern high school administration makes it essential that the principal have someone to whom he can delegate certain aspects of the work and someone to carry on in his absence. The vice-principal - pupil ratio was also examined. While this ratio is too high, there appears to be an obvious trend to reduce the number of students per vice-principal to a more realistic figure.

In Part II the selection, qualifications, experience, sex and age of vice-principals were examined. It was found that the principal plays an important part in selecting his vice-principal, the majority of vice-principals were male,

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[123]Wells, op. cit., p. 22.

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between the ages of forty and fifty years, and most were promoted from within their own school or school system and had had teaching experience, mainly in the high school grades. Most studies found the secondary school vice-principal to be well prepared academically, having had teaching experience and university training, the majority having at least one degree.

Part III, dealing with assigning and defining the vice-principal's duties, revealed that the principal plays a major role in assigning duties to his assistant. He is responsible for informing teachers, parents and pupils of the duties and responsibilities of the vice-principal and of the authority which is delegated to him. The vice-principal's duties should not be legislated; they must be flexible, but specific enough to prevent confusion. The principal should guide his assistant and provide opportunities for him to become familiar with the total operation of the school.

In Part IV it was shown that the vice-principal is involved to a minor extent in a great variety of duties which are usually shared with the principal or some other staff member. There are few duties for which he is wholly responsible. Much of his time is devoted to teaching and the handling of minor details of administration. Writers and researchers in this field suggest he should be given the opportunity to participate in all phases of school activity, to gain wide experience in various phases of the principal's work.

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In most school systems there did not appear to be any definite policy relating to the duties to be performed by the assistant principal. What he does depends largely on the wishes of his principal.

The vice-principalship as a training ground for future principals was described in Part V. The majority of writers and researchers quoted in this study see the vice-principalship as a training ground for future principals. While a number of vice-principals were content with their position, most were ambitious of becoming a principal. The vice-principals feel they are not receiving the necessary training in different aspects of a principal's work to prepare them for a principalship position. A form of planned in-service training is needed.

Part VI showed two general changes occurring in the position. (1) The scope of activities seems to be broadening. (2) More recent studies show a somewhat greater agreement as to the major responsibilities of the position. While this may be true in the larger systems, in the smaller ones, the vice-principal is still a teacher who, in addition to his teaching duties, is involved in a variety of activities. Clear and definite allocation of areas of responsibility seems to be lacking.

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CHAPTER III

METHOD OF COLLECTION AND TREATMENT OF DATA

I. THE QUESTIONNAIRE

Based on the literature on the vice-principalship, a close examination of questionnaires used by Enns, Lowery, and O'Brien, and extensive reading concerning the principalship and vice-principalship, a questionnaire was constructed and divided into the following divisions:

A. A Composite Picture of the Vice-Principal

B. Your Present School System

C. Appointment to Your Position

D. Duties of the Vice-Principal

   i. Administrative Duties
   ii. Supervisory Duties
   iii. Discipline Duties
   iv. Student Activities
   v. Counselling and Guidance
   vi. Public Relations
   vii. Summary

E. Determining the Vice-Principal's Duties

F. Discharging Assigned Responsibilities

G. The Vice-Principalship as a Training for Principalship.

On March 3, 1967, the questionnaire was presented to a group of thirteen members of the Faculty of Education, Memorial University of Newfoundland, and to two graduate

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students in Educational Administration at the same university. Each item was examined individually and as a result several changes were made. The revised instrument was then sent to ten Superintendents of Schools in Nova Scotia. They were asked to examine it critically, to offer suggestions and criticisms and to determine if it were suitable for use in Nova Scotia schools (Appendix B). Eight of the ten responded.

The Nova Scotia superintendents offered a number of suggestions for minor changes which were helpful in preparing the final form of the questionnaire. The main suggestions offered were:

1. An item be added to determine which professional magazines the vice-principals are reading.

2. Since to list the qualifications of all teachers in the school system would be long and time consuming, and the reference to Teaching Certificate 1, etc., would be confusing to the Nova Scotia vice-principals, the superintendents suggested a simpler item be used.

The comments of the Superintendents concerning the instrument were very favourable and encouraging. The typical comment was:

> "A very comprehensive questionnaire."
> "Extremely complete."
> "Questionnaire seems very complete."
> "Very thorough and very complete."

The same questionnaire was sent to six vice-principals

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in junior high schools in Newfoundland. They were asked to complete the questionnaire and offer any comments they wished concerning the instrument. Four of the six completed and returned it.

As a result of the responses from both groups, the questionnaire was changed as follows:

In Section A, A Composite Picture of the Vice-Principal, item number 12 was added.

In Section B, Your Present School System, two items were omitted and one was added. Omitted were, "Approximate distance of each school from the high school", and "Qualifications of all teachers in your present school system". The first item was omitted because in large school systems there would likely be many feeder schools and the item would therefore be difficult for the vice-principal to complete. The second item which called for a listing of the teaching qualifications of all teachers in the school system was omitted because it would involve considerable work for the vice-principal, and because the terminology used in the item might not be clear to the Nova Scotia vice-principals. It was therefore omitted and in its place item 5, Section B, of the final questionnaire was substituted.

In Section C, Appointment to Your Position, there was some objection to the use of the words "teacher aide". The question was reworded as it appears in the final form of the

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instrument.

Section D, Duties of the Vice-Principal, also had minor changes suggested. Under "Administrative Duties", item number 19, "selecting and placing teachers", was subdivided to make two items. Under "Supervisory Duties", 1 (b) was reworded from "demonstrations" to "demonstration lessons (either giving or arranging for)".

Section G, The Vice-Principalship as a Training for Principalship, had one change made in it. Item 3 (b), "lack of planning by the principal", was omitted because the reviewers felt the vice-principal should not be asked to pass judgement on the principal. With these minor changes, the final form of the questionnaire used in the study is given in Appendix D.

II. DISTRIBUTION OF THE QUESTIONNAIRES

Included in the study were the vice-principals in the 87 central and 27 regional high schools in Newfoundland. This list was supplied by the Department of Education, St. John's, Newfoundland. Mr. P.J. Hanley, Deputy Minister of Education, granted permission to distribute the questionnaire to the vice-principals.

Dr. Harold Nason, Director of Elementary and Secondary Education, Department of Education, Halifax, Nova Scotia, was written concerning the study (Appendix A). He was asked to

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supply a list of high schools or school systems having a supervising principal; permission was also sought to distribute a questionnaire to the vice-principals concerned. Permission was granted, and Dr. Nason forwarded a list of all schools in Nova Scotia. From this list the 77 schools were selected which taught Grades VII to XII, or combinations of such grades, but having in all cases Grade X and XI students in the school. This would correspond roughly with our central and regional schools.

On March 11, a letter (Appendix C) was sent to the vice-principals telling them of the study and asking for their support. On March 31, a copy of the questionnaire was forwarded, together with a stamped self-addressed envelope, to each vice-principal. By April 28, fifty-eight Newfoundland and fifty-one Nova Scotia vice-principals had returned the questionnaire. On April 29 a follow-up letter was sent to each vice-principal to elicit a greater response (Appendix E). Another twenty-one Newfoundland and eight Nova Scotia vice-principals responded. On May 11, a second follow-up letter was sent. Five more Newfoundland and five more Nova Scotia vice-principals responded. On May 20, a personal note was sent to the Newfoundland vice-principals who had not responded. One more questionnaire was received. The final date set for the receipt of questionnaires was June 10, 1967.

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Of the 191 questionnaires mailed to vice-principals, 149 were returned for 78 per cent. Two Newfoundland returns were only partially completed and therefore could not be used. Only fifty-four of the sixty-four returns from Nova Scotia could be used. Nine were returned because there was no vice-principal in the school, and one was completed by a school principal. The number of usable returns from Nova Scotia was fifty-four of a possible sixty-eight, or 79.4 per cent. The percentage of usable returns for the two provinces is given in Table I.

TABLE I

TABULATION OF SURVEY RETURNS

	Newfoundland		Nova Scotia	
	Number of Questionnaires	Per Cent	Number of Questionnaires	Per Cent
Returned by respondents				
used in this study	83	72.8	54	70.1[a]
unusable	2	1.6	10	13.0
Questionnaires unaccounted for	29	25.6	13	16.9
Total mailed	114	100.0	77	100.0

[a]The actual per cent of possible responses was 79.4

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Reference is made in Appendices A, B and C to Prince Edward Island. Originally, the writer had intended to include this province in his study. Mr. Malcolm Mackensie, Deputy Minister of Education, Department of Education, Charlottetown, Prince Edward Island, granted permission for the distribution of a questionnaire to the vice-principals in the sixteen regional high schools in that province. However, since the number of schools was so small, it was decided to omit Prince Edward Island from the study.

III. TREATMENT OF THE DATA

Sections A, B, C, E, F, and G of the questionnaire were analyzed before Section D because these sections were mainly descriptive while Section D involved a more detailed statistical treatment. These data, such as age, experience, appointment, and principalship training are presented in tabular form in Chapters IV and V and provide a composite picture of the vice-principal, the school system in which he works, the method of his appointment, and the training he receives for a principalship position. The Newfoundland vice-principal in the central and regional high schools is also compared with the vice-principal in the selected schools in Nova Scotia.

In Section D each respondent was asked to rate his

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responsibility for each item by checking for each item one of the columns headed 3, 2, 1, 0, or NA, corresponding respectively to wholly responsible, mainly responsible, partially responsible, no responsibility, and non-applicable. This applies to Section D only, which investigates the duties performed by the vice-principal and to which a statistical test is applied. The discussion of the statistical treatment which continues to the end of the present chapter is concerned with Section D only.

If a duty was rated as NA it was used in the discussion of the data but not in the statistical treatment. The marking of an item as NA revealed much about the school system, often showing that the school was not progressive in experimenting with new ideas or new techniques. It was in this sense perhaps more revealing than if the item had been rated as 0. In the statistical treatment the NA's were not used since if an item were non-applicable to the school then the vice-principal would not exercise any responsibility for it.

The median test was used to determine whether there was a statistically significant difference in the degree of responsibility between the vice-principals in the two provinces for the duties listed in Section D. The critical level of significance was set at .05. If any cell of the 2 x 2 table was less than 5, Yates's correction formula was

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used.

The median represents the mid-value of a distribution, that is, the point above and below which 50 per cent of the cases fall. The assumption is made that responses of any given number, say 2, represents, in fact, an equal distribution of cases over the entire interval, say 1.5 to 2.5. The responses in this study represent a continuous range from - .5 to 3.5.

The median test is a chi-square (χ^2) test of significance in which the "observed" value is the number of cases above and below the median of the combined groups. For each item, observations above the joint median were assigned a + and those at or below the median were assigned a - . The number of + and - signs for each group was calculated. A chi-square test was then used to determine whether there was a statistically significant difference. The formula for the chi-square test is:

$$\chi^2 = \frac{N\ (AD - BC)^2}{(A + B)(C + D)(A + C)(B + D)}$$

in which N = total number of responses, and A, B, C, and D represent the cells of the 2 x 2 table.

To illustrate the procedure an example follows:

The responses of the Nfld. (Newfoundland) and N.S. (Nova Scotia) vice-principals to an item were as follows:

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	3	2	1	0	Total
N.S.	0	8	29	11	48
Nfld.	0	1	16	23	40
	0	9	45	34	88

The median of the combined groups is calculated, i.e., of the total of 88. The median is in the group under 1, partially responsible, which has a lower limit of .5 and an upper limit of 1.5.

$$\text{The median} = .5 + 10/45$$
$$= .5 + .22$$
$$= .72$$

The number in the Nova Scotia group above the median is $8 + (1.5 - .72)29 = 30.62$

The number below the median is $48 - 30.62 = 17.38$.

The same procedure is followed for the Newfoundland group. Above are 13.48, and 26.52 are below. Observations above the joint median are assigned a + and those at or below it a - . A chi-square (χ^2) is then used as follows:

	+	-	
N.S.	31	17	48
Nfld.	13	27	40
	44	44	88

$$\chi^2 = \frac{N\,(AD - BC)^2}{(A + B)(C + D)(A + C)(B + D)}$$
$$= \frac{88\,(31 \times 27 - 17 \times 13)^2}{48 \times 40 \times 44 \times 44}$$
$$= 8.8$$

The value of χ^2 is 8.8. This is greater than the

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value 3.84 required for significance at the 5 per cent level. Therefore we conclude there is a statistically significant difference in the degree of responsibility of the two groups of vice-principals. The Nova Scotia vice-principals are assuming more responsibility for this item than are the vice-principals in Newfoundland.

The main statistical test used in this study was the median rather than the mean. While the writer realizes the mean test is more precise and reflects the magnitude of every value, it is affected by the extremely high or low values. The calculation of the median test, however, "does not incorporate all the particular values of the variable, but merely the fact of their occurrence above or below the middle value."[1] It was felt that since "the median reflects the middle position and the mean reflects the centrality of values,"[2] the median test would be applicable here. The writer did, however, calculate the mean test to determine if there would be much variation in the items which would have a statistically significant difference if this test were used. The results of both tests are given in Chapter VI.

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[1]George A. Ferguson, Statistical Analysis in Psychology and Education Second edition. (New York: McGraw - Hill Book Company, 1966) p. 57.

[2]John H. Mueller, and Karl F. Schuessler, Statistical Reasoning in Sociology (Boston: Houghton Mifflin Co., 1961) p. 146.

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CHAPTER IV

PERSONAL AND PROFESSIONAL CHARACTERISTICS, THE SCHOOL SYSTEM, AND METHOD OF APPOINTMENT OF THE VICE-PRINCIPAL

The purpose of this chapter is to present a descriptive analysis of the data gathered from Sections A, B, and C of the questionnaire, (Appendix D) which give a composite picture of the vice-principal, the school system in which he works, and the method of his appointment. The vice-principal in the Newfoundland central and regional high schools is compared with the vice-principal in the schools selected in Nova Scotia; their school systems and method of appointment are also compared.

I. AGE, SEX, EXPERIENCE, AND PROFESSIONAL PREPARATION

Table II shows the distribution by age of the vice-principals in Newfoundland and Nova Scotia who responded to the questionnaire. In Newfoundland two vice-principals are under twenty years of age, and eleven others are twenty-five years of age or younger. The largest group are in the age range from twenty-six to thirty years. More than 61 per cent are less than thirty-six years old, and only 6.2 per cent are more than fifty years old. The mean age is 31.98 years; the

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TABLE II

DISTRIBUTION OF VICE-PRINCIPALS BY AGE

Age in Years	Newfoundland Number	Newfoundland Per Cent	Nova Scotia Number	Nova Scotia Per Cent
Under 20	2	2.4	0	0
21 - 25	11	13.2	0	0
26 - 30	28	33.7	15	27.8
31 - 35	10	12.0	12	22.2
36 - 40	8	9.6	5	9.3
41 - 45	12	14.5	5	9.3
46 - 50	7	8.4	7	12.9
51 and over	5	6.2	10	18.5
Total	83	100.0	54	100.0
Mean Age	31.98		37.35	
Median Age	35.20		35.50	

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median age is 35.2 years.

The Nova Scotia respondents are older. There are no vice-principals under twenty-five years of age. Like the Newfoundland respondents, the largest group are in the age range from twenty-six to thirty, but only 50 per cent are less than thirty-six years old. Nova Scotia has a higher per cent of vice-principals fifty-one years old or older than has Newfoundland. The mean age is 37.4 years; the median age is 35.5 years.

The distribution by sex of the vice-principals is presented in Table III. In both Newfoundland and Nova Scotia the majority of vice-principals in the schools surveyed are male, 86.7 per cent in the case of the former, and 81.1 per cent in the case of the latter.

Table IV presents the distribution of vice-principals by experience, Of the Newfoundland vice-principals included in the study, 50.8 per cent have ten years or less teaching experience. The mean years of teaching experience is 12.82, the median 5.51 years. Six per cent of the vice-principals have more than thirty years of teaching experience. In Nova Scotia, 40.7 per cent of the vice-principals have ten years or less of teaching experience. The mean years of teaching experience is 10.69 years, the median is 13.0. More than seven per cent of the Nova Scotia respondents have more than thirty years teaching experience. In both Newfoundland and

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TABLE III

DISTRIBUTION OF VICE-PRINCIPALS BY SEX

Sex	Newfoundland Number	Newfoundland Per Cent	Nova Scotia Number	Nova Scotia Per Cent
Male	72	86.7	43	81.1
Female	11	13.3	10	18.9
Total	83	100.0	53[a]	100.0

[a]One vice-principal did not respond to this item.

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TABLE IV

DISTRIBUTION OF VICE-PRINCIPALS BY EXPERIENCE

Experience in Years	Newfoundland Number	Newfoundland Per Cent	Nova Scotia Number	Nova Scotia Per Cent
0 - 5	18	21.9	4	7.4
6 - 10	24	28.9	18	33.3
11 - 15	10	12.0	10	18.5
16 - 20	12	14.4	9	16.7
21 - 25	12	14.4	3	5.6
26 - 30	2	2.4	6	11.1
31 - 35	4	4.8	2	3.7
36 and over	1	1.2	2	3.7
Total	83	100.0	54	100.0
Mean	12.82 yrs.		10.69 yrs.	
Median	5.51 yrs.		13.00 yrs.	

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Nova Scotia, the majority of vice-principals surveyed have had fifteen years or less teaching experience.

Table V presents the distribution of Newfoundland vice-principals by teaching experience other than that of principal or vice-principal. In Newfoundland, fifty-three, or 64 per cent, of the vice-principals have had experience teaching high school grades. Thirty have had experiance in elementary grades. Only fifteen indicated experience in junior high schools. Most of the vice-principals were formerly high school teachers with less than six years experience in high school work.

The Nova Scotia responses were similar. Table VI shows that of the fifty-four respondents, twenty-eight, or 52 per cent, have had experience as high school teachers. Nineteen indicated experience at the junior high school level, thus indicating that the majority of the vice-principals have had experience in teaching at either the junior high or senior high school level.

The data of Table VII show that the majority, seventy-four, or 89.1 per cent, of the vice-principals in Newfoundland schools surveyed have occupied their position for five years or less, and that eighty-two, or 98.8 per cent, have held the position for ten years or less. This is understandable since the regional and central high school program did not begin in Newfoundland until 1954. Sixteen, or 19.2 per cent, have had

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TABLE V

DISTRIBUTION OF NEWFOUNDLAND RESPONDENTS BY EXPERIENCE OTHER THAN PRINCIPAL OR VICE-PRINCIPAL

Experience in Years	1-5	6-10	11-15	Over 15	Total
Primary Grades	12	2	1	0	15
Elementary Grades	26	3	1	0	30
Junior High Grades	10	3	1	1	15
High School Grades	34	6	9	4	53
All Grades	16	3	0	0	19

TABLE VI

DISTRIBUTION OF NOVA SCOTIA RESPONDENTS BY EXPERIENCE OTHER THAN PRINCIPAL OR VICE-PRINCIPAL

Experience in Years	1-5	6-10	11-15	Over 15	Total
Primary Grades	2	1	1	0	4
Elementary Grades	8	2	1	0	11
Junior High Grades	9	5	3	2	19
High School Grades	10	6	7	5	28
All Grades	4	1	0	1	6

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TABLE VII

DISTRIBUTION OF NEWFOUNDLAND RESPONDENTS BY EXPERIENCE AS VICE-PRINCIPAL, OR AS PRINCIPAL

Experience in Years	1-5	6-10	11-15	Over 15	Total
Vice-Principal in this school	74	8	1	0	83
Vice-Principal in another school	16	0	0	0	16
Principal in this school	8	0	0	0	8
Principal in another school	22	12	4	10	48

TABLE VIII

DISTRIBUTION OF NOVA SCOTIA RESPONDENTS BY EXPERIENCE AS VICE-PRINCIPAL, OR AS PRINCIPAL

Experience in Years	1-5	6-10	11-15	Over 15	Total
Vice-Principal in this school	38	10	4	2	54
Vice-Principal in another school	4	5	0	0	9
Principal in this school	0	2	0	0	2
Principal in another school	16	1	1	0	18

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experience as a vice-principal in another school; eight vice-principals had formerly been principal of the school in which they are now the assistant; forty-eight, or 57.8 per cent, have had experience as principal in another school. The table shows that seventy-two, or 86.7 per cent, of the vice-principals had previous experience either as principal or vice-principal before their appointment to their present position.

Table VIII shows that thirty-eight, or 70 per cent, of the Nova Scotia vice-principals have occupied their position for five years or less and that forty-eight, or 88.8 per cent, have held their position for ten years or less. Only nine, or 18.7 per cent, indicated experience as vice-principal in another school. Two vice-principals had at one time been principal of the school in which they are now the vice-principal. Eighteen, or 33.3 per cent, have had experience as principal. Twenty-nine, or 53.7 per cent, of the vice-principals had previous experience as principal or vice-principal before promotion to their present position. This figure is low when compared with 86.7 per cent in Newfoundland.

Tables VII and VIII show that Newfoundland vice-principals are not as experienced in their position as are those in Nova Scotia, and that a much higher percentage of Newfoundland vice-principals have had principalship experience than is the case with the Nova Scotia vice-principals.

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Table IX shows the distribution of Newfoundland respondents by professional qualifications and approximate years at university. Teachers in Newfoundland receive a teaching certificate from the Department of Education corresponding numerically to the number of years spent in university training, provided that minimum pedagogical requirements are fulfilled. However, it does not necessarily mean that the holder of certificate 3 has spent three years at university. Part of the work may have been completed during summer sessions. Nevertheless, the approximate years at university given in Table IX are fairly accurate. The table shows that two vice-principals in a central or regional high school have less than one year of university training, and 56.6 per cent have more than three years of university training, and 34.9 per cent have approximately five years or more of training. However, 10.8 per cent have less than two years of training which the Newfoundland Teachers' Association considers to be the minimum for high school teachers. It recommended "That the minimum qualification for teaching secondary school grades be placed immediately at Grade II, and changed to Grade III in 1970, and Grade IV in 1975."[1] (Grade II refers to what is now called Certificate 2.)

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[1]The Newfoundland Teachers' Association, "A Brief prepared by the Newfoundland Teachers' Association for presentation to The Royal Commission on Education and Youth," St. John's, Newfoundland, February, 1966, p. 37.

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TABLE IX

DISTRIBUTION OF NEWFOUNDLAND RESPONDENTS BY PROFESSIONAL QUALIFICATIONS AND APPROXIMATE YEARS AT UNIVERSITY

Teaching Certificate or Licence	Approximate Years at University	No. of Vice-Principals	Per Cent
Licence	Less than one year	2	2.4
Certificate I	One year	7	8.4
Certificate 2	Two years	11	13.3
Certificate 3	Three years	16	19.3
Certificate 4	Four years	18	21.7
Certificate 5	Five years	19	22.9
Certificate 6	Six years	7	8.4
Certificate 7	Six or more years	3	3.6
Total		83	100.0

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Nova Scotia teaching certificates are different and are shown in Table X, together with the approximate years at university. To obtain a TL II (Teacher's Licence Class 2) one must have a Normal College Diploma of Class II, i.e., one year at Normal School. To hold a PC III (Professional Certificate Class 3) one must hold a Senior Diploma in Education and have completed not less than three years of university work required for a degree in Arts, Science, or Commerce. The requirements for PC II, PC I, and PC IA are higher.[2] The table shows clearly that Nova Scotia vice-principals are better qualified academically than are the Newfoundland vice-principals. Of the fifty-four vice-principals, 94.4 per cent have had three years or more at university, and 83.3 per cent have had five years or more of training. This is very high when compared with the 34.9 per cent in Newfoundland who have approximately five years or more of training. Those with TL II have one year at Normal School. All of the Nova Scotia vice-principals in this study have received some professional training.

Table XI shows the number of vice-principals with a degree(s). In Newfoundland, forty-four, or 53 per cent, of the eighty-three respondents hold a degree(s), and of the

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[2]The Education Act and Related Acts, Department of Education, Halifax, Nova Scotia, 1961, pp. 83-88.

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TABLE X

DISTRIBUTION OF NOVA SCOTIA RESPONDENTS BY PROFESSIONAL QUALIFICATIONS AND APPROXIMATE YEARS AT UNIVERSITY

Professional Certificate or Teaching Licence	Approximate Years at University	Number of Vice-Principals	Per Cent
TL III	(Normal College Diploma of Class III)	0	0
TL II	(Normal College Diploma of Class II)	3	5.6
TL I	Two Years plus Junior Diploma in Education or Normal College Diploma of Class II	0	0
PC III	Three Years plus Senior Diploma in Education	6	11.1
PC II	Five Years	26	48.1
PC I	Five Years or more	18	33.3
PC IA	Five Years or more	1	1.9
Total		54	100.0

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TABLE XI

NUMBER AND PER CENT OF VICE-PRINCIPALS HOLDING A DEGREE

Degrees	Newfoundland Number	Newfoundland Per Cent	Nova Scotia Number	Nova Scotia Per Cent
One undergraduate degree	25	56.9	6	13.6
Two or more undergraduate degrees	13	29.5	21	47.8
One or more Master's degree(s)	6	13.6	17	38.6
Total	44	100.0	44	100.0

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forty-four, 56.9 per cent, have but one undergraduate degree. Only 13.6 per cent have a Master's degree. In Nova Scotia, forty-four of the fifty-four, or 81.4 per cent, of the vice-principals included in the study hold at least one degree; 86.4 per cent of them hold two or more undergraduate degrees or a Master's degree. Thirty-eight per cent hold a Master's degree. This per cent is approximately three times as large as that for the number of Newfoundland vice-principals holding a similar degree.

In response to Section A, Item 8 (C), the major fields of study with the number of vice-principals in Newfoundland listing them were: history was the major of 15, English of 7, mathematics of 7, education of 5, science of 5, geography of 4, and administration of 2. The Nova Scotia responses and the number of vice-principals listing them were: history was the major of 10, English of 10, science of 8, mathematics of 6, economics of 4, and education of 2. Not one listed administration as a major field. The list for both provinces indicates that of those who listed a major field of study, it was mainly in the field of high school academic subjects. This appears to be reasonable since most of the respondents were formerly high school teachers. The lack of training in administration is very evident.

Table XI showed the percentage of Nova Scotia vice-principals with a Master's degree to be nearly three times as

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large as that for Newfoundland vice-principals. Table XII shows the number of graduate courses taken by both groups of respondents, and may be read as - one Newfoundland vice-principal has one graduate course in administration, four have two courses, etc. The table shows clearly that the Nova Scotia vice-principals have more graduate courses than do the Newfoundland respondents.

With reference to training at university, degrees and graduate work, the Nova Scotia vice-principals are far ahead of the vice-principals in Newfoundland.

A further evidence of professional growth and status would be membership and participation in professional organizations. Section A, item 9, sought information concerning the professional organizations in which vice-principals were members.

This item was not completed by four of the Newfoundland vice-principals. One other stated he was not a member of any professional organization. Since membership in the Newfoundland Teachers' Association is mandatory unless a member elects "to be excluded from membership in any year by notice in writing to the Minister,"[3] one would expect most Newfoundland vice-principals to indicate membership in it.

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[3]An Act Relating to the Newfoundland Teachers' Association, St. John's, June 12, 1957, Section 6 - (2) p. 3.

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TABLE XII

GRADUATE COURSES TAKEN BY VICE-PRINCIPALS

Courses	Nfld.	Number of Courses 1	2	3	4	5	N.S.	1	2	3	4	5
Administration		1	4	0	1	1		8	2	0	2	0
Curriculum		3	2	0	1	0		5	4	0	1	0
Supervision		4	0	0	1	0		5	2	1	0	0
Guidance		3	1	0	1	0		5	4	2	1	0

Nfld. - Newfoundland

N.S. - Nova Scotia

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Seventy-eight did so. The only other professional organizations listed by Newfoundland vice-principals and the number listing membership in them were: the Newfoundland Administrators' Association by eighteen, The Canadian College of Teachers by two, Executive member of the Newfoundland Teachers' Association and the Guidance Council by one member each. The Administrators' Association was organized mainly for principals and vice-principals, yet only eighteen, or 21.9 per cent, of the vice-principals indicated membership in it. This indicated that the majority of the Newfoundland vice-principals in this study are not involved to any great extent in their professional organization. One respondent indicated membership in three professional organizations.

This item was completed by all respondents from Nova Scotia. One indicated not being a member of any professional organization; another listed membership in four. Twenty professional organizations were listed in which at least one vice-principal held membership. The organizations listed by more than one of the Nova Scotia vice-principals and the number listing them were: The Nova Scotia Teachers' Union by fifty respondents, The School Administrators' Association by fifteen, and the Social Studies Association by two. There were seventeen other organizations in which at least one vice-principal held membership.

The respondents from Nova Scotia indicated membership

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in a greater variety of professional organizations than did Newfoundland vice-principals but neither group appears to be very interested in their Administrators' Association.

As a means of furthering the co-operation of the school and the community, the vice-principal can participate in community organizations and clubs. Table XIII lists only the clubs or organizations in which two or more vice-principals were members. The Newfoundland respondents listed three other clubs or organizations in which one vice-principal held membership; the Nova Scotia respondents listed twelve such clubs or organizations. Forty-two, or 50.5 per cent, of the Newfoundland vice-principals did not indicate membership in clubs or organizations, thirty-five leaving the item not completed and seven stating they were not members of any organization. One vice-principal is a member of four community organizations. Table XIII shows that Newfoundland vice-principals participate little in recreational and service organizations, but are more active in their lodges, service clubs and churches.

Of the Nova Scotia vice-principals, eighteen, or 33 per cent, did not indicate any involvement in community organizations, seventeen leaving the item not completed and one respondent stating "none". The remaining thirty-six were fairly deeply involved, the degree of involvement ranging from membership in one to membership in eight organizations.

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TABLE XIII

TYPES OF COMMUNITY CLUBS OR ORGANIZATIONS IN WHICH VICE-PRINCIPALS ARE MEMBERS

Type of Organization	Number of Vice-Principals Newfoundland	Nova Scotia
Service Clubs	15	17
Church Organizations	13	16
Lodges	17	4
Recreational Organizations	5	15
Service Organizations (Red Cross, Cancer Society)	2	8
Community Council or Improvement Council	4	2
Home and School Association	3	4
Legion	0	2
Board of Trade	0	2

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A noticeable difference, however, is that Nova Scotia vice-principals are more involved in service and recreational organizations, and less involved in lodges than are the Newfoundland respondents.

While in both cases, membership in community clubs and organizations by vice-principals is not great, Nova Scotia vice-principals did indicate membership in more and varied community groups than did Newfoundland respondents.

A professional, such as a vice-principal, would be expected to subscribe to professional magazines. Table XIV lists the magazines to which they subscribe. An examination of the data on this item revealed that in Newfoundland, fifteen vice-principals stated they did not subscribe to any professional magazine; thirty-seven others did not complete the item. Thirty-one, or 37.3 per cent, subscribe to at least one professional magazine, while two subscribe to four magazines.

The Nova Scotia vice-principals appear to be doing a little better. One vice-principal stated he did not subscribe to any professional magazine; thirty did not complete the item. Twenty-three, or 43 per cent, subscribe to at least one, and four subscribe to four professional magazines.

The table reveals that magazines in the area of school administration occupy a minor place on the subscription list of vice-principals.

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TABLE XIV

PROFESSIONAL MAGAZINES TO WHICH VICE-PRINCIPALS SUBSCRIBE

Magazines	Number of Vice-Principals Newfoundland	Nova Scotia
Monday Morning	9	5
The Administrator	0	4
Catholic School Journal	4	1
The Grade Teacher	4	0
Canadian Administrator	4	0
School Progress	4	1
Catholic Educator	3	1
The Instructor	1	2
School Guidance Worker	0	2
Math Teacher	0	2
Education Gazette	0	2
National Business Education Quarterly	0	2
Education Digest	2	0
Chem Education	1	1
Science Teacher	1	1
Education Journal	0	2
Canadian Mental Health	0	1
The Grade School	0	1
Canadian Teacher	0	1
French Review	0	1
English Journal	1	1
NEA Review	0	1
National Elementary Principal	1	0
School Journal (US)	1	0
Bulletin of the National Association of Secondary School Prihcipals	0	1
Teachers' Bulletin	0	1
Quest	1	0
Canadian Modern Language Review	0	1
Scholastic Coach	0	1
Mechanics Illustrated	0	1

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If the vice-principal does not subscribe to professional magazines, he may find that the school does. This was the purpose of Item 12, Section A, which asked, "Of the professional magazines to which the school subscribes, which do you read regularly?"

Sixteen, or 19.0 per cent, of the Newfoundland respondents stated their school did not subscribe to any professional magazine; thirty others did not complete the item. The remaining thirty-seven listed thirty-five different professional magazines to which their schools subscribe and which they read regularly. Eleven vice-principals read one professional magazine, nine read two, thirteen read three, three read four and one vice-principal reads six. The five magazines listed most often by the Newfoundland respondents were: School Progress, by seven, Monday Morning, by eight, Catholic Educator, by six, Grade Teacher, English Journal and Education Digest, by five each.

Twenty-four Nova Scotia vice-principals did not complete this item. One other stated his school did not subscribe to any professional magazine. The remaining twenty-nine listed thirty-nine different magazines to which their schools subscribe and which they read regularly. Ten vice-principals read one professional magazine, nine read two, eight read three, one reads four and one reads five. The five magazines listed most often were: School Progress, by ten, The

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Administrator, by seven, The Clearing House, Mathematics Teacher, and Scholastic, by two each.

There was no consistent pattern or preference in professional magazines to which the schools subscribe and which the vice-principals read regularly, except for School Progress which was listed most often by the vice-principals in the two provinces.

II. THE SCHOOL SYSTEM IN WHICH THE VICE-PRINCIPAL WORKS

Section B of the questionnaire examined the school system or setting in which the vice-principal works. The size of the high school, the number of teachers, specialists, and other schools in the system were examined. The qualifications and experience of the principal, and the availability of supervisory and/or clerical help were also investigated.

Table XV shows the distribution of central and regional high schools in Newfoundland classified according to number of classrooms and number of teachers. The data show that fifty-one central and fourteen regional, or a total of sixty-five, or 78.3 per cent, of the schools included in the study have ten or less classrooms, and sixty-three of the sixty-five schools have ten or less teachers. Only one central and six regional schools, or 8.4 per cent, have twenty-one or more classrooms. Most of our central and regional schools are small.

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TABLE XV

DISTRIBUTION OF NEWFOUNDLAND CENTRAL AND REGIONAL HIGH SCHOOLS BY NUMBER OF CLASSROOMS AND NUMBER OF TEACHERS

Number of Teachers	Number of classrooms - Central					Number of classrooms - Regional					Total
	1-5	6-10	11-15	16-20	21 & over	1-5	6-10	11-15	16-20	21 & over	
0 - 5	12	1	-	-	-	1	-	-	-	-	14
6 - 10	10	26	-	-	-	4	9	-	-	-	49
11 - 15	-	2	1	2	-	-	-	2	-	-	7
16 - 20	-	-	2	-	-	-	-	1	1	-	4
21 and over	-	-	-	1	1	-	-	-	1	6	9
Total	22	29	3	3	1	5	9	3	2	6	83

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In Newfoundland the vice-principals with the best academic qualifications are in the larger schools. In the eighteen schools with eleven or more classrooms there is only one vice-principal with a teaching certificate below Certificate IV. This leaves our vice-principals with the lower academic qualifications concentrated in the smaller schools. In the 6-10 room regional schools there is one vice-principal with Certificate 1, one with Certificate 2 and two with Certificate 3.

Table XVI shows the Nova Scotia schools to be much larger. Only three have ten or less classrooms, and only one has ten or less teachers. Twenty-six, or 48.1 per cent, have twenty-one or more rooms, while 79.6 per cent have twenty-one or more teachers. The Nova Scotia vice-principals in this study work in larger schools than do the Newfoundland vice-principals.

Questions 3, 4 and 5 of Section B produced such a variety of responses that only a general picture could be obtained.

In response to "Number of specialists in the High School", forty-seven of the seventy-three, or 64.3 per cent, of the Newfoundland vice-principals who responded to this item said there was no specialist in the high school. Ten systems had one specialist, six had two, three had three, one had four, one had six and one had fourteen.

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TABLE XVI

DISTRIBUTION OF NOVA SCOTIA HIGH SCHOOLS BY NUMBER OF CLASSROOMS AND NUMBER OF TEACHERS

Number of Teachers	Number of Classrooms 1-5	6-10	11-15	16-20	21+	Total
0 - 5	-	-	-	-	-	0
6 - 10	-	1	-	-	-	1
11 - 15	-	1	5	-	-	6
16 - 20	-	1	3	5	-	9
21 and over	-	-	-	12	26	38
Total	-	3	8	17	26	54

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The Nova Scotia vice-principals reported five systems with no specialist in the high school. Four schools had one specialist, eight had two, five had three, four had four, four had five, eight had six, three had seven and four had ten. Nova Scotia high schools in this study employ more specialists than do the Newfoundland schools.

Question 4 dealing with other schools in the school system which send students to the high school was only partially completed by many vice-principals. As a result only general statements may be made concerning this item.

In Newfoundland the number of feeder schools supplying students to a particular high school ranged from one to thirty-six. The number of classrooms in these feeder schools in a system ranged from three to 563, but the majority of schools were small. The number of teachers in the feeder schools varied from three in one instance to 650 in the largest system and the number of pupils ranged from approximately 100 to 14,693 in the largest, but the majority of systems reporting had less than 1000 pupils. Ten Newfoundland systems included in this study have not one teacher with a university degree. Of the other seventy-one vice-principals reporting on this item, all indicated at least one person in the system with a degree. One large system reported having 190 teachers with a degree.

Nova Scotia responses revealed a great variation in

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school systems but generally they were larger. Four high schools had one feeder school each, another had fourteen. The number of classrooms in a feeder system ranged from six to 280, the number of teachers from six to 260, and the number of pupils from approximately 200 to 9000. Of the thirty-five who responded to this item, twenty, or 57 per cent, reported less than 1000 pupils in the other schools in the system. The number of teachers with a degree in the school system, ranged from two systems with only one person having a degree to one system with 200 teachers who hold a degree.

We may conclude that generally Nova Scotia schools have more specialists, their school systems are larger and they have more teachers with a university degree than are found in Newfoundland school systems.

Table XVII shows that 92.6 per cent of the Newfoundland principals reported in the study have the equivalent of three years or more, and that 51.1 per cent have five years or more at university. The figures for the vice-principals in Table IX are much lower. Newfoundland principals are academically much better prepared than their vice-principals.

Table XVIII provides the data for Nova Scotia principals. All of the forty-three who completed this item have three or more years of university training and 95.3 per cent have the equivalent of five years or more at university.

TABLE XVII

DISTRIBUTION OF NEWFOUNDLAND PRINCIPALS BY PROFESSIONAL PREPARATION AND APPROXIMATE YEARS AT UNIVERSITY

Teaching Certificate or Licence	Approximate Years at University	Number of Principals	Per Cent
Licence	Less than one year	0	0
Certificate I	One Year	3	3.7
Certificate 2	Two Years	3	3.7
Certificate 3	Three Years	8	9.8
Certificate 4	Four Years	26	31.7
Certificate 5	Five Years	15	18.3
Certificate 6	Six Years	20	24.3
Certificate 7	Six or more Years	7	8.5
Total		82[a]	100.0

[a]One Vice-Principal did not complete this item.

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TABLE XVIII

DISTRIBUTION OF NOVA SCOTIA PRINCIPALS BY PROFESSIONAL PREPARATION AND APPROXIMATE YEARS AT UNIVERSITY

Professional Certificate or Teaching Licence	Approximate Years at University	Number of Principals	Per Cent
TL III	(Normal College Diploma of Class III)	0	0
TL II	(Normal College Diploma of Class II)	0	0
TL I	Two Years plus Junior Diploma in Education or Normal College Diploma of Class II	0	0
PC III	Three Years plus Senior Diploma in Education	2	4.7
PC II	Five Years	17	39.5
PC I	Five Years or more	23	53.5
PC IA	Five Years or more	1	2.3
Total		43[a]	100.0

[a]Eleven vice-principals did not complete this item.

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Newfoundland principals are better qualified than their assistants. Sixty-six, or 79.5 per cent, of the principals have at least one degree; thirty-three, or 50 per cent, of them have two undergraduate degrees or a Master's degree; twenty-one, or 31.8 per cent, have a Master's degree.

Only one principal in Nova Scotia was listed without a degree. Of the forty-nine who responded, eleven had one undergraduate degree, thirteen, two or more undergraduate degrees and twenty-four, or 48.9 per cent, had a Master's degree. This is higher than for Newfoundland principals, and for the Nova Scotia vice-principals included in the study.

The distribution of principals by experience is shown in Table XIX. The Newfoundland principals' mean years of experience is 19.68 and the median is 15.5. The corresponding figures for Nova Scotia principals are 17.0 and 18.25 years, respectively.

We may conclude, therefore, that both the Nova Scotia and Newfoundland principals are better qualified and have more experience than their vice-principals. The Nova Scotia principals are better qualified academically than are the Newfoundland principals.

If a school system employs a superintendent, a supervisor, or secretarial help, perhaps the duties of the vice-principal might be different. Item 8 of Section B sought information on this topic of board employees.

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TABLE XIX

DISTRIBUTION OF PRINCIPALS BY TEACHING EXPERIENCE

Experience in Years	Newfoundland Number	Newfoundland Per Cent	Nova Scotia Number	Nova Scotia Per Cent
0 - 5	8	10.0	0	0
6 - 10	16	20.0	13	25.5
11 - 15	16	20.0	8	15.7
16 - 20	15	18.7	10	19.6
21 - 25	9	11.3	3	5.9
26 - 30	13	16.2	8	15.7
31 - 35	2	2.5	5	9.8
36 and over	1	1.3	4	7.8
Total	80[a]	100.0	51[b]	100.0
Mean	19.68 yrs.		17 yrs.	
Median	15.50 yrs.		18.25 yrs.	

[a]Three vice-principals did not respond to this item.

[b]Three vice-principals did not respond to this item.

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In Newfoundland, three schools employ a superintendent (a director). Twelve systems, or 14.4 per cent, have their own supervisor employed by the school board, and twenty-six, or 31.3 per cent, of the schools employ secretarial help. Of the forty-eight Nova Scotians who completed the item, thirty, or 62.5 per cent, indicated the school system employed a superintendent; sixteen, or 34.7 per cent, indicated the board employed a supervisor, and forty-two, or 85.7 per cent, of the forty-nine who completed 8 (c) indicated the school employed a teacher aide or secretarial help. Thus the Nova Scotia vice-principals have much more help available to them than do the Newfoundland vice-principals.

III. APPOINTMENT TO THE POSITION

Table XX indicates the method by which the vice-principals gained their positions. A total of fifty-six, or 67.5 per cent, of the eighty-three Newfoundland respondents advanced from within the present school or the school system, with forty-four, or 78.6 per cent, of them coming from the staff of their present school. Only 32.5 per cent were appointed to their position from outside the present school system.

The Nova Scotia vice-principals indicated that 74.1 per cent were advanced from within their present school system, with thirty-two, or 80 per cent, of them from the

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TABLE XX

METHOD BY WHICH VICE-PRINCIPALS RECEIVED THEIR APPOINTMENTS

Method	Newfoundland Number	Newfoundland Per Cent	Nova Scotia Number	Nova Scotia Per Cent
From staff of your present school	44	53.0	32	59.3
From the staff of some school in your present system	3	3.6	5	9.3
From principalship of some school in your present system	9	10.9	3	5.5
From outside your present school system	27	32.5	14	25.9
Total	83	100.0	54	100.0

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staff of their present school. Only 25.9 per cent were appointed from outside the school system.

In both Newfoundland and Nova Scotia advancement to vice-principalship came mainly to teachers within the school.

Those who were advanced from within the school system were asked how long they had been there before appointment to the new position. Table XXI provides the data. Forty-six, or 86.8 per cent, of the Newfoundland group had occupied the position for less than ten years and 62.3 per cent for less than four years. Of the forty Nova Scotia vice-principals, thirty-one, or 77.5 per cent, had occupied the position for less than ten years, and 42.5 per cent for less than four years.

In response to question 2 (b) Section C, "What Grades did you teach?", there was a variety of grade combinations listed by both groups. In Newfoundland, 71.4 per cent indicated they had taught mainly in Grades IX, X, XI, with one indicating Grade XII. The situation in Nova Scotia was approximately the same with 77.5 per cent stating they had taught in grades IX, X, XI, or XII. The majority of those being advanced to vice-principalship came from high school teachers.

In addition to their work as vice-principal most of them continue to teach high school grades. In Newfoundland, sixty-nine, or 83 per cent, teach in grades IX, X and XI

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TABLE XXI

YEARS OF EXPERIENCE IN THE SCHOOL SYSTEM BEFORE APPOINTMENT TO THE VICE-PRINCIPALSHIP

Number of Years	Newfoundland Number	Newfoundland Per Cent	Nova Scotia Number	Nova Scotia Per Cent
0 - 3	33	62.3	17	42.5
4 - 6	10	18.8	11	27.5
7 - 9	3	5.7	3	7.5
10 - 12	3	5.7	2	5.0
13 and over	4	7.5	7	17.5
Total	53[a]	100.0	40	100.0

[a]Three vice-principals did not respond to this item.

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while in Nova Scotia, forty-four, or 90 per cent, teach in grades IX, X, XI, or XII.

Table XXII shows the percentage of time vice-principals devote to classroom teaching. Of the eighty-three Newfoundland vice-principals, approximately 75 per cent devote more than 50 per cent of their time to classroom teaching; sixteen, or 19.2 per cent, teach full time. Not one vice-principal is entirely free from teaching.

Nova Scotia vice-principals are also teaching part time. Thirty, or 55 per cent, teach more than 50 per cent of their time; two do no teaching at all.

Factors influencing the vice-principal to accept the vice-principalship are shown in Table XXIII.

Vice-principals in Newfoundland listed "opportunity for advancement", "the challenge of the position", "salary", and "encouragement from the principal" in that order as influencing them most. Nova Scotia vice-principals listed "encouragement from the principal and/or superintendent", "the opportunity for advancement", and "the challenge of the position" as the factors having most influence on them. "The reputation of the school", "encouragement from the board", and "being the best academically qualified" were not strong influence on either the Newfoundland or Nova Scotia vice-principals.

The responses given in Table XXIV must be somewhat

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TABLE XXII

TEACHING TIME OF THE VICE-PRINCIPAL

Per Cent of Time Teaching	Number of Vice-Principals Newfoundland	Nova Scotia
No Teaching	0	2
0 - 10	1	1
11 - 20	0	5
21 - 30	4	3
31 - 40	3	4
41 - 50	13	9
51 - 60	7	5
61 - 70	9	5
71 - 80	18	10
81 - 90	9	8
91 - 100	3	1
Full Time	16	1
Total	83	54

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TABLE XXIII

FACTORS INFLUENCING THE VICE-PRINCIPAL TO ACCEPT HIS POSITION

Reasons for Accepting the Position	Newfoundland First Choice	Newfoundland Second Choice	Nova Scotia First Choice	Nova Scotia Second Choice
Salary	12	11	4	0
Opportunity for advancement	17	9	11	11
Encouragement from principal and/or superintendent	12	12	16	10
Encouragement from the board	5	12	4	1
Reputation of the school	3	3	0	1
The challenge of the position	16	11	10	13
The best academically qualified teacher in the system	8	2	2	0
Total	73	60	47	36

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TABLE XXIV

FACTORS THE VICE-PRINCIPALS THOUGHT INFLUENCED THE BOARD IN APPOINTING THEM TO THE VICE-PRINCIPALSHIP

Reasons considered by the board	Newfoundland First Choice	Nova Scotia First Choice
Ability and qualifications to teach high school classes	35	22
Demonstrated administrative ability	15	13
Ability to supervise the instructional program	1	2
Reward for good service in the past	7	6
Seniority	8	2
Special training was needed in the school	6	2
A means of attracting you to the staff	3	6
Total	75[a]	53[b]

[a]Eight vice-principals did not respond to this item.

[b]One vice-principal did not respond to this item.

subjective because of the nature of the question. Vice-principals in Newfoundland listed "ability and qualifications to teach high school classes", and "your demonstrated administrative ability", as the main considerations of the board in appointing them to vice-principalship. Approximately 66 per cent considered these two as the main considerations. Nova Scotia vice-principals were in agreement with thirty-five of the fifty-three who completed the item, or 66.0 per cent, listing the same two items.

It appears that the main qualifications considered by the board in appointing one to a vice-principalship in a high school is the ability and qualifications to teach high school classes. This becomes more obvious when one examines the amount of time the vice-principals devote to teaching.

Item 8, Section C, asked, "Should the vice-principal be selected to complement the work of the principal?"

The Nova Scotia vice-principals responded as follows: forty-six, or 85 per cent, said "yes ", two said "no" and six were uncertain. Of the eighty-one Newfoundland responses, there were seventy-four, or 91.3 per cent, who said "yes", five said "no" and two were uncertain. Both groups of vice-principals are in close agreement on this item.

Item 9, Section C, asked, "Do you think some duties you perform as vice-principal could be performed satisfactorily by another teacher?" There was a definite "yes" from both

groups. Of the eighty Newfoundland replies, 93.7 per cent answered in the affirmative, 6.3 per cent in the negative. Of the fifty-one Nova Scotia respondents, 90.1 per cent gave an affirmative answer, and 9.9 answered in the negative.

IV. SUMMARY

This section made comparisons between the two groups of respondents, the vice-principals of the central and regional high schools in Newfoundland and their counterparts in Nova Scotia; it also compared the school systems in which the vice-principals work and examined the method of their appointment.

The Newfoundland vice-principals are younger than those in Nova Scotia, the mean age of the Newfoundland respondent being 31.98 years, while that of the Nova Scotia respondent is 37.35 years. The majority of both groups are male, 86.7 per cent in the case of the former, 81.1 per cent for the latter. The mean years of experience for the Newfoundland vice-principal is 12.82 while that of the Nova Scotia vice-principal is 10.69. However, the Nova Scotia vice-principals have occupied their positions for a longer period than have those in Newfoundland. Apart from their experience as principal or vice-principal, 64 per cent of the Newfoundland vice-principals have had experience in high school teaching. The corresponding figure for Nova Scotia is 52 per cent. Of the Newfoundland vice-principals 86.7 per

cent have had experience as either vice-principal or principal in their present school or some other one; the corresponding figure for Nova Scotia respondents is 53.7 per cent. Newfoundland respondents indicated that 57.8 per cent of them have had experience as principal of a school; only 33.3 per cent of the Nova Scotia respondents have had such experience.

While the Newfoundland vice-principal has had more experience as principal or vice-principal, in professional preparation he compares unfavourably with his Nova Scotia counterpart. Only 56.6 per cent of the Newfoundland group have more than three years at university, while 83.3 per cent of the Nova Scotia respondents have an equal number. Only 53 per cent of the Newfoundland vice-principals have a degree, with 13.6 per cent at the Master's level. The Nova Scotia respondents indicated that 81.4 per cent have at least one degree, while 38.6 per cent hold a Master's.

Neither the Newfoundland nor the Nova Scotia vice-principals are deeply involved in professional or other community clubs and organizations. The Nova Scotians, however, indicated an involvement in a greater variety of such organizations than did the Newfoundland respondents. Likewise they also subscribe to and read more professional magazines than do those in Newfoundland, but both groups place little emphasis on magazines in the field of

administration. Generally we may say that both groups of respondents are not keeping themselves well informed in professional matters through participation in professional organizations or through reading professional literature, but the Nova Scotia vice-principals are doing more in this field than are those in Newfoundland.

Nova Scotia high schools are larger, with more teachers and specialists than is the case in Newfoundland. Their schools which send students to their high schools are also larger and employ more teachers with a university degree than do the Newfoundland systems. In fact, ten Newfoundland vice-principals indicated there was not in their school system even one person with a university degree. There was no such system reported from Nova Scotia.

The principals in Newfoundland schools surveyed are not as well qualified as are those in the Nova Scotia schools. In Newfoundland 92.8 per cent have at least three years or more at university and 51.1 per cent have five years or more. All Nova Scotia principals have at least three years, while 95.3 per cent have five or more years at university. Only 31.8 per cent of the Newfoundland principals have a Master's degree; the corresponding figure for Nova Scotia principals is 48.9 per cent. The Newfoundland principals have a mean of 19.68 years of teaching experience, while for the Nova Scotia group the mean is 17 years.

We may conclude that on the average the Newfoundland principals surveyed have more experience than those in the Nova Scotia schools, but are well below them in professional training. In both cases the principals are better qualified and more experienced than are their assistants.

Nova Scotia school boards employ more superintendents, board supervisors, and secretarial help than do those in Newfoundland. In Nova Scotia, 62.5 per cent of the schools studied have a superintendent, 34.7 per cent employ a supervisor and 85.7 per cent provide secretarial help. In Newfoundland, only three systems have a superintendent (in Newfoundland called a director), 14.4 per cent have a supervisor and 31.3 per cent have secretarial help.

In both Newfoundland and Nova Scotia most vice-principals were appointed from within their present school or some other school in their system, 67.4 per cent in Newfoundland and 74.1 per cent in Nova Scotia. The majority of those promoted were high school teachers who still teach high school subjects. In fact, in Newfoundland 75 per cent, and in Nova Scotia, 55 per cent of the vice-principals teach for more than fifty per cent of their time.

The main factors influencing their acceptance of the position were listed as "opportunity for advancement", "encouragement from the principal and/or superintendent", and "the challenge of the position". Both groups were

almost in complete agreement on this, but the Newfoundland vice-principals placed more emphasis on salary as a consideration than did the Nova Scotia respondents.

The majority of both groups felt the board accepted them because of their ability to teach high school grades and because of their demonstrated administrative ability.

The majority of both groups were of the opinion that the vice-principal should be selected to complement the principal and that many of the tasks they now do could be performed satisfactorily by another teacher.

CHAPTER V

ASSIGNING AND DISCHARGING OF DUTIES AND TRAINING FOR PRINCIPALSHIP

This chapter presents a descriptive analysis of the data gathered from Sections E, F, and G of the questionnaire (Appendix D) which deal with the assigning and determining of the vice-principal's duties, the facilities available to him for discharging his assigned responsibilities, and the vice-principalship as a training ground for the principalship. The responses of the Newfoundland and Nova Scotia vice-principals will also be compared.

I. DETERMINING THE VICE-PRINCIPAL'S DUTIES

Item I of Section E asked, "Does your school have a specific policy or list of duties for the vice-principal?" This item was completed by all the vice-principals. In Newfoundland 19.2 per cent indicated "yes", and 80.9 per cent said there was no specific policy or list of duties. The Nova Scotia respondents indicated that 42.5 per cent of the schools have a policy or list of duties for the vice-principal. It would appear that the Nova Scotia schools are more advanced than are the Newfoundland schools in developing policy regarding guidelines or lists of duties for the vice-

principal.

The schools which have a specific policy were asked to indicate how these duties were determined. In Newfoundland 43.7 per cent indicated they were involved with the principal in determining the duties which they would be expected to perform. Another 25 per cent indicated the principal alone determined their duties. These data are presented in Table XXV.

The Nova Scotia respondents indicated that 47.8 per cent of them were involved with the principal or superintendent in determining the duties they were to perform. The data are contained in Table XXV. Only one indicated his duties were determined by the principal alone, but 34.7 per cent indicated the duties were determined by the board and principal and/or superintendent. The table shows that in nearly 50 per cent of the schools which have a policy on this subject, the vice-principal is consulted in determining the duties which will be assigned to him.

If the school had no specific policy or list of duties for the vice-principal, the respondents were asked to indicate how their duties were assigned. Table XXVI provides the data. The item was completed by sixty-four Newfoundland vice-principals. Of these, 46.9 per cent indicated their duties were assigned by either the principal, the board, or the superintendent in consultation with him. Another 42.2

TABLE XXV

NUMBERS AND PERCENTAGES OF VICE-PRINCIPALS WHO INDICATED A METHOD OF DETERMINING THE DUTIES OF THE VICE-PRINCIPAL

Method	Newfoundland Number	Newfoundland Per Cent	Nova Scotia Number	Nova Scotia Per Cent
By principal alone	4	25.0	1	4.5
By board and principal and/or superintendent	3	18.7	8	34.7
Superintendent and board alone	1	6.3	3	13.0
You and the principal and/or superintendent	7	43.7	11	47.8
Principal and administrative council	1	6.3	-	-
Total	16	100.0	23	100.0

TABLE XXVI

NUMBERS AND PERCENTAGES OF VICE-PRINCIPALS WHO INDICATED A METHOD OF ASSIGNING THE DUTIES OF THE VICE-PRINCIPALS

Method of Assigning the Duties	Newfoundland Number	Newfoundland Per Cent	Nova Scotia Number	Nova Scotia Per Cent
By principal alone	27	42.2	18	62.1
By board and principal and/or superintendent	4	6.3	2	6.9
Superintendent and Board alone	1	1.5	0	0.0
Any one of the above in consultation with you	30	46.9	8	27.6
Assumed rather than assigned	2	3.1	0	0.0
Duties just grew	0	0.0	1	3.4
Total	64[a]	100.0	29[b]	100.0

[a]Three vice-principals did not complete this item.

[b]Two vice-principals did not complete this item.

per cent indicated their duties were assigned by the principal alone.

Table XXVI shows that when their duties were being assigned, the Nova Scotia vice-principals were not involved to as great an extent as were those in Newfoundland. Only 27.6 per cent of them were consulted, while 62.1 per cent said their duties were assigned by the principal alone. There is a big difference in the method of assigning the vice-principals' duties in the two provinces. In Newfoundland schools where there is no definite list of duties or specific policy concerning the vice-principal, more of them are being consulted by the principal when duties are being assigned, than is the case in Nova Scotia.

II. DISCHARGING ASSIGNED RESPONSIBILITIES

If vice-principals are expected to perform duties other than classroom teaching, facilities and time free from teaching should be available. Section F provides information pertinent to this.

Question 1 asked, "Do you have your own office?" Question 2 was, "Do you share an office with the principal?"

Thirty-three, or 61 per cent, of the Nova Scotia vice-principals included in this study have their own office, and ten others share an office with the principal. That is, 79.6 per cent have office accommodation, but for the remaining

20.4 per cent no such provision is made. One may assume, therefore, that they must use either their classroom or the staff room, neither of which may be very convenient or satisfactory for certain functions the vice-principal might be expected to perform.

Only 30 per cent of the Newfoundland vice-principals have their own office, while another 41 per cent share an office with the principal. This provides 71 per cent with office accommodation. For the remaining 29 per cent one must make the same assumption as was made for the Nova Scotia vice-principals.

Provision of private office space for the vice-principal in Newfoundland central and regional schools is well below that made for his counterpart in Nova Scotia. The same is true for secretarial assistance. In Newfoundland, only twenty-nine, or 35.8 per cent, of the eighty-one who completed the item had secretarial help available when needed. In Nova Scotia the corresponding figure was 86.7 per cent.

Time free from teaching would have an effect on the duties a vice-principal might be expected to perform. The per cent of time the vice-principals devote to classroom teaching is indicated in Table XXII which shows that 75.0 per cent of the Newfoundland vice-principals and 55 per cent of the Nova Scotia vice-principals surveyed spend 50 per

cent or more of their time teaching. In Newfoundland, sixteen vice-principals, or 19 per cent, are teaching full time, while in Nova Scotia only one respondent teaches full time. Most of the vice-principals indicated that if they were to perform their non-teaching duties adequately, more time free from teaching would be needed.

III. THE VICE-PRINCIPALSHIP AS A TRAINING FOR PRINCIPALSHIP

In any consideration of whether the vice-principalship should be a training ground for principalship, one must consider if the vice-principals aspire to this position. Chapter II indicated that not all of them have such aspirations.

Question 1, Section G read, "Do you wish to become a high school principal?" Of the eighty-two Newfoundland vice-principals who completed the item, 50 per cent responded in the affirmative, 41.4 per cent in the negative and 8.6 per cent were undecided. All fifty-four Nova Scotia vice-principals completed the item, and 59.3 per cent responded in the affirmative, 29.6 per cent in the negative and 11.1 per cent were undecided. It appears therefore, that the Newfoundland vice-principals are not as ambitious to become principals as are those in Nova Scotia. The fact that only 50 per cent of the Newfoundland vice-principals aspire to a

principalship might be very important in deciding the duties to be assigned to them.

Item 2 sought information on the adequacy or inadequacy of the training the vice-principals are receiving as preparation for promotion to principalship. Only sixty-two Newfoundland vice-principals replied to this item, with 61.2 per cent indicating adequate preparation, twenty-one, or 33.8 per cent, indicating inadequate and three respondents were uncertain. Of the forty-four Nova Scotia responses to the item, 75.5 per cent indicated the preparation was adequate, eleven, or 24.5 per cent, indicated inadequate preparation. The majority of both groups feel they are receiving adequate preparation for a principalship position.

Those who stated they were not being adequately prepared were asked to rank from a suggested list, the reason why they were not receiving adequate preparation. The twenty-one Newfoundland vice-principals responded as follows: sixteen listed "too much teaching time", three listed "not enough responsibility delegated", and two listed "not enough varied experiences in the duties associated with principalship". The eleven Nova Scotia vice-principals replied as follows: four listed "not enough varied experiences in the duties associated with principalship", three checked "too much teaching time", and two each listed

"too much time devoted to trivial matters", and "not enough responsibility delegated".

Most school systems surveyed have no regulation concerning appointment to a principalship position. All Newfoundland and Nova Scotia vice-principals included in the study replied to this item. In Newfoundland 84.3 per cent stated there was no regulation. Thirteen stated there was a regulation in their school system, and five of them stated it. Three listed "the most qualified applicant", one stated, "the person must have at least one degree", and another stated "the principal must be a member of a religious order". In Nova Scotia 20.4 per cent said their school system did have a regulation, 74.0 per cent indicated there was no regulation and 5.6 per cent were unsure. These figures indicate that neither in Nova Scotia nor in Newfoundland has much effort been made to set down regulations concerning appointment to a principalship position. Neither is there much evidence of school systems offering any program to train administrators. The Newfoundland respondents stated there was no specific training program in operation in their schools. Seven Nova Scotia school systems have a program in operation. This is a forward step, one which Newfoundland educators could well investigate.

Item 6, Section G, listed suggestions for training administrators. Most respondents marked but one item rather

than rank the five suggestions. For this reason the first choices only of both the Newfoundland and Nova Scotia respondents are given in Table XXVII.

Fifty per cent of the Newfoundlanders and 38.3 per cent of the Nova Scotians listed "university courses in administration and supervision" as their first choice. Second choice by both groups was "workshops of vice-principals with principals present". Newfoundland vice-principals ranked this higher than did those of Nova Scotia. The third choice of both groups was "specifically assigned tasks in your own school". Neither group felt that study groups or inter-school visitation were important.

Both groups of vice-principals were interested in a program to train administrators. Ninety per cent of the Newfoundland respondents, and 88.0 per cent of the Nova Scotia respondents gave affirmative answers to this question.

Who should organize such a program? The responses are given in Table XXVIII and reveal differences in opinion. Newfoundland vice-principals, or 32.4 per cent of those responding, thought the school boards and principals in centralized areas should be responsible; another 25.7 per cent felt it was the responsibility of the Administrators' Association, while another 23.0 per cent thought the Department of Education should organize such a program. For the Nova Scotia vice-principals, 37.5 per cent of those

TABLE XXVII

NUMBERS AND PERCENTAGES OF VICE-PRINCIPALS WHO RATED LISTED SUGGESTIONS FOR TRAINING ADMINISTRATORS

Suggestions for Training	Newfoundland Number	Newfoundland Per Cent	Nova Scotia Number	Nova Scotia Per Cent
Study groups for vice-principals	4	5.1	3	6.4
Workshops for vice-principals with principals present	24	30.8	11	23.4
Inter-school visitation	3	3.8	6	12.8
University courses in administration and supervision	39	50.0	18	38.3
Specifically assigned tasks in your own school	8	10.3	9	19.1
Total	78[a]	100.0	47[b]	100.0

[a]Five vice-principals did not respond to this item.

[b]Seven vice-principals did not respond to this item.

TABLE XXVIII

NUMBERS AND PERCENTAGES OF VICE-PRINCIPALS WHO RATED LISTED GROUPS OR INDIVIDUALS AS RESPONSIBLE FOR ORGANIZING A PROGRAM TO TRAIN ADMINISTRATORS

Groups or Individuals	Newfoundland Number	Newfoundland Per Cent	Nova Scotia Number	Nova Scotia Per Cent
Administrators' Association	19	25.7	18	37.5
Superintendent	0	0.0	8	16.7
Department of Education	17	23.0	11	22.9
The Principal and Board	8	10.8	5	10.4
University	6	8.1	1	2.1
School Boards and Principals in centralized areas	24	32.4	5	10.4
Total	74[a]	100.0	48[b]	100.0

[a]Nine vice-principals did not complete this item.

[b]Six vice-principals did not complete this item.

responding felt the Administrators' Association should organize a program, 22.9 per cent felt it to be the responsibility of the Department of Education, and 16.7 per cent felt it to be the responsibility of the superintendent.

In response to listed experiences as preparation for the principalship (item 9), a number of the vice-principals rated only one or two items rather than the seven listed. For this reason Table XXIX shows the number and per cent of those who gave the item considered to be of most value as preparation for principalship, i.e., the number and per cent of those who listed an item as of number 1 importance.

There was a big difference in the ratings of the two groups. Those from Newfoundland considered university training in administration and supervision as of major importance, 40.0 per cent listing it as the first choice. Only 17.0 per cent of the Nova Scotia vice-principals agreed. They placed greater emphasis on working under a good principal, with 53.2 per cent indicating it to be the best experience. Only 22.8 per cent of the Newfoundland group rated this item as first choice. Both groups felt that broad, varied teaching experience was important.

Perhaps the reason for these big differences might be that the Nova Scotia vice-principals have had more university training but need more practical experience such as working under a good principal, whereas the Newfoundland

TABLE XXIX

NUMBERS AND PERCENTAGES OF VICE-PRINCIPALS WHO RATED LISTED EXPERIENCES AS TO THEIR VALUE IN PREPARATION FOR THE PRINCIPALSHIP

Experiences in Preparation for the Principalship	Newfoundland Number	Newfoundland Per Cent	Nova Scotia Number	Nova Scotia Per Cent
Broad, varied teaching experience	23	32.9	13	27.7
Working under a good principal	16	22.8	25	53.2
Observing the work of a good principal	3	4.3	1	2.1
Advice from the principal	0	0.0	0	0.0
Professional reading	0	0.0	0	0.0
Work in professional associations	0	0.0	0	0.0
University training in administration and supervision	28	40.0	8	17.0
Total	70[a]	100.0	47[b]	100.0

[a]Thirteen vice-principals did not complete this item.

[b]Seven vice-principals did not complete this item.

vice-principal lacks sufficient university training, but has had experience, often as principal of a school.

Section H stated, "If you wish to comment on further duties of the vice-principal, please do so below."

Fourteen Newfoundland vice-principals commented as follows: five thought the vice principals were too involved in clerical details; four stated that clerical help should be available in every central and regional high school system; three stated the vice-principals devote too much time to teaching; four suggested the duties of the vice-principal should be specific, while two felt the duties should vary from school to school and should not be legislated; one mentioned the important part the vice-principal plays in staff relations.

Eleven respondents from Nova Scotia commented and two others forwarded a copy of the vice-principal's duties in their school system. The eleven commented as follows: two were concerned because they were expected to perform certain functions, especially in the area of discipline, yet they were not given enough authority to effectively perform their duties; two felt the vice-principal should be responsible for school discipline; two suggested the vice-principal's duties should be clearly defined; two stated they were devoting too much time to classroom teaching; two others felt the position was a training ground for the

principalship; and one felt the main function of the vice-principal was to carry on in the absence of the principal.

IV. SUMMARY

Item 1, Section E, showed that in the majority of the schools surveyed, there is no specific policy or list of duties for the vice-principal. Only 19.2 per cent of the school systems surveyed in Newfoundland, and 42.5 per cent in Nova Scotia, have a specific policy or list of duties for the assistant principal. In developing policy and lists of duties for the assistant principal, the Nova Scotia schools are far ahead of those in Newfoundland. In schools where such a policy or list of duties is being used, in both provinces approximately the same percentage of vice-principals were involved with the principal or board in determining their duties. The per cent for Newfoundland was 43.7 and for Nova Scotia was 47.8.

Where there was no specific policy or list of duties there was a big difference in the way the duties were assigned. In Newfoundland 46.9 per cent of the vice-principals were consulted by the principal and/or board when their duties were determined. The corresponding figure for Nova Scotia was only 27.6 per cent. In Nova Scotia a higher percentage of principals alone determine the duties of their assistants.

Private office accommodation, clerical help and time free from teaching were lacking in many Newfoundland schools. Only 30 per cent have their own office, 35.8 per cent have clerical help and 75 per cent teach more than 50 per cent of their time. Nova Scotia vice-principals find themselves in a more favourable situation. Sixty-one per cent have their own office, 86.7 per cent have clerical help and only 55 per cent devote more than 50 per cent of their time to classroom teaching. Both groups indicated that if they are to perform their non-teaching duties adequately, they need more time free from classroom teaching.

Only 50 per cent of the Newfoundland vice-principals want to become a principal; the corresponding figure for Nova Scotia is 59 per cent. This is an important factor when considering one for a vice-principalship position. The majority of vice-principals in this study, 61.2 per cent for Newfoundland and 75.5 per cent for Nova Scotia, feel they are getting adequate preparation for principalship. Those who feel they are not being adequately prepared gave the following reasons: "too much teaching time", "not enough varied experiences in the duties associated with principalship", "too much time devoted to trivial matters", and "not enough responsibility delegated".

Few schools have regulations concerning appointment to a principalship. In Newfoundland 84.3 per cent have no

regulation; for Nova Scotia the figure is 70.4 per cent. Of the schools surveyed, only seven, all in Nova Scotia, have a program in operation to train administrators.

Five suggestions were given for training administrators. Both groups of vice-principals were in agreement on which would provide the best training. The first and second choices of both groups were: "university courses in administration and supervision", and "workshops of vice-principals with the principals present". Both groups, 90 per cent in Newfoundland and 88 per cent in Nova Scotia, were interested in such a program.

Newfoundland and Nova Scotia respondents were not in agreement as to who should be responsible for organizing such a program. Newfoundland vice-principals listed "school boards and principals in centralized areas", "administrators' association", and "the Department of Education", in that order; the Nova Scotia vice-principals listed "administrators' association", "the Department of Education", and the "superintendent".

In response to listed experiences as preparation for principalship the Newfoundland and Nova Scotia vice-principals did not agree on this item. Newfoundland respondents rated the experiences of most value in this order - "university training in administration and supervision", "broad, varied teaching experience", and

"working under a good principal". The respondents from Nova Scotia listed, "working under a good principal" as of first importance, "broad, varied teaching experience" was rated second, with "university training in administration and supervision" placing third. These differences may be due to the differences in university training and teaching experiences of the two groups of vice-principals.

CHAPTER VI

AN ANALYSIS OF THE DUTIES PERFORMED BY THE VICE-PRINCIPAL

In surveying the position of the vice-principal in the central and regional schools in Newfoundland and in a number of Nova Scotia high schools, one of the major purposes of the study was to determine what duties the assistant principal performs and the degree of responsibility he assumes for such duties. This would show clearly the professional aspect of the vice-principal's work. If he is a professional one would expect him to be extending himself to the limit of his capabilities in his work, to be deeply involved in not only administrative details but also in planning, and leadership functions. One would expect him to be experimenting with new ideas, new techniques, to be keeping himself informed on professional matters, to be participating in community activities, to be active in counselling and guidance, and above all to be assisting the teachers and the principal in planning for the effective organization and operation of the school.

To determine what the vice-principal is doing and the degree of responsibility he is assuming for these duties was the purpose of Section D of the questionnaire. This section (Appendix D) listed one hundred and eight duties which the

writer believed to be common to most schools, regardless of size or type. The vice-principals were requested to indicate their degree of responsibility for them by using the following scale: 3 - wholly responsible, 2 - mainly responsible, 1 - partially responsible, 0 - no responsibility, and NA if the duty were non-applicable to the school.

The duties were subdivided into the following divisions:

1. Administrative Duties
2. Supervisory Duties
3. Discipline Duties
4. Student Activities
5. Counselling and Guidance
6. Public Relations
7. Summary

The responses of the Newfoundland and Nova Scotia vice-principals will be presented in tables, and each of the sub-divisions will be discussed independently.

The writer considers Section D to be the central and significant part of the thesis since it deals with the professional aspect of the vice-principal's work. It is the only part to which statistical analysis, as described in Chapter III, is applied.

To determine if there was a statistically significant difference between the degree of responsibility the

Newfoundland and Nova Scotia vice-principals assume for any duty listed, a median test was used. The critical level of significance was set at .05; the value required for significance at this level is 3.84. The formula used was

$$\chi^2 = \frac{N\ (AD - BC)^2}{(A + B)(C + D)(A + C)(B + D)}$$

I. ADMINISTRATIVE DUTIES

An examination of the thirty-five items listed in this division, Table XXX, reveals that while the Newfoundland vice-principal is partially responsible for most of the duties, there was not one for which all the vice-principals were wholly or mainly responsible. For eight of the thirty-five items, namely, 4 (c), 5 (b), 5 (c), 8, 12 (h), 15, 17, and 10, more than 50 per cent of the respondents exercise no responsibility or feel the item to be non-applicable to their school; there was not one item in the list for which as much as 50 per cent of the respondents were mainly or wholly responsible.

With the exception of item 12(h),"textbook rentals", a great majority of Newfoundland vice-principals rated their involvement in, and responsibility for, the other thirty-four items as 1, or 0, thus indicating little involvement on their part in the administrative duties. There were, however, a number of items for which vice-principals were assuming a

TABLE XXX

COMPARISON OF RESPONSES TO EACH OF THIRTY-FIVE ADMINISTRATIVE DUTIES ON QUESTIONNAIRE BY NEWFOUNDLAND AND NOVA SCOTIA VICE-PRINCIPALS, INCLUDING CRITICAL RATIO

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
1.	Registration of pupils	Nfld.	1	6	57	17	1	82	.41
		N.S.	3	5	35	9	2	54	
2.	Transfer of pupils	Nfld.	6	4	45	26	1	82	.99
		N.S.	6	6	27	13	2	54	
3.	Staff meetings:								
	(a) agenda	Nfld.	4	1	52	25	1	83	.59
		N.S.	0	5	36	11	2	54	
	(b) physical arrangements	Nfld.	9	9	35	21	5	79	.13
		N.S.	4	7	30	11	2	54	
4.	Examinations and testing:								
	(a) scheduling and seating	Nfld.	16	14	50	3	0	83	.77
		N.S.	15	11	18	9	1	54	
	(b) invigilating schedule	Nfld.	13	11	45	11	1	81	2.03
		N.S.	15	9	21	7	2	54	
	(c) administering of IQ and achievement tests etc.	Nfld.	5	4	26	29	16	80	2.03
		N.S.	5	4	10	28	7	54	
5.	(a) ordering, distribution of school supplies and instructional aids	Nfld.	2	4	52	24	1	83	.04
		N.S.	1	6	27	18	2	54	
	(b) demonstrating the use of these aids	Nfld.	0	3	37	31	11	82	.86
		N.S.	1	1	21	26	5	54	

TABLE XXX (continued)

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
	(c) providing up-to-date information concerning these aids	Nfld.	2	3	32	34	12	83	1.04
		N.S.	2	6	19	22	5	54	
6.	Arranging for school assemblies	Nfld.	4	15	50	11	3	83	.06
		N.S.	0	9	34	6	5	54	
7.	Arranging for school programs other than assemblies	Nfld.	2	12	50	13	5	82	2.07
		N.S.	0	8	31	12	3	54	
8.	Scheduling building for special events either day or night by non-school groups	Nfld.	1	1	27	31	23	83	.03
		N.S.	0	5	17	26	6	54	
9.	Induction and orientation of new staff members	Nfld.	0	2	45	27	7	81	.52
		N.S.	4	3	29	16	2	54	
10.	Organizing the library	Nfld.	7	4	33	32	2	78	.05
		N.S.	3	2	20	27	2	54	
11.	Assigning students to classes	Nfld.	3	6	49	18	2	78	.00
		N.S.	4	5	23	13	2	47	
12.	Clerical duties:								
	(a) monthly reports required by Department of Education	Nfld.	33	4	19	27	0	83	4.22*
		N.S.	24	10	9	9	2	54	
	(b) filing	Nfld.	6	3	44	27	2	82	5.00*
		N.S.	2	1	17	26	7	53	

TABLE XXX (continued)

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
	(c) correspondence (general) letters of reference, responding to questionnaires, transcript of marks	Nfld.	4	8	57	13	0	82	.22
		N.S.	4	10	27	10	2	53	
	(d) checking teachers' registers	Nfld.	13	12	25	29	3	82	4.93*
		N.S.	22	6	13	11	2	54	
	(e) record of daily absences	Nfld.	4	5	42	29	1	81	7.75*
		N.S.	14	9	15	10	6	54	
	(f) pupil records	Nfld.	6	9	53	13	2	83	.37
		N.S.	4	5	30	13	2	54	
	(g) answering telephone	Nfld.	0	2	46	20	14	82	.28
		N.S.	2	4	23	19	5	53	
	(h) textbooks rentals	Nfld.	0	1	6	21	53	81	17.80*
		N.S.	19	8	13	12	2	54	
	(i) contacting homes to inquire of absentees	Nfld.	5	5	42	28	2	82	4.56*
		N.S.	8	10	25	9	2	54	
13.	Selecting of text and library books	Nfld.	1	5	50	20	4	80	4.25*
		N.S.	4	3	17	27	3	54	
14.	Handling of school fees	Nfld.	21	2	22	32	5	82	.04
		N.S.	3	4	21	15	11	54	
15.	Operating of school canteen	Nfld.	16	5	12	37	13	83	.17
		N.S.	7	3	5	21	17	53	
16.	Conferring with agents or visitors	Nfld.	0	3	55	24	0	82	.50
		N.S.	0	5	35	12	2	54	

TABLE XXX (continued)

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
17.	Arranging for substitute teachers	Nfld.	3	3	29	36	12	83	3.14
		N.S.	5	4	25	17	3	54	
18.	'Filling in' when a teacher is absent	Nfld.	3	7	62	8	3	83	.13
		N.S.	4	4	34	10	2	54	
19.	Selecting teachers	Nfld.	0	1	30	46	6	83	3.38
		N.S.	0	5	24	21	4	54	
20.	Placing teachers	Nfld.	0	2	40	34	6	82	.23
		N.S.	0	6	23	20	5	54	
21.	Scheduling pupils	Nfld.	1	5	54	19	1	80	.03
		N.S.	4	5	27	15	3	54	
22.	Establishing procedures for storage, distribution, maintenance and care of supplies and equipment	Nfld.	4	6	37	25	6	78	.14
		N.S.	2	10	21	17	4	54	

[a]Nfld. - Newfoundland; N.S. - Nova Scotia

[b]3: wholly responsible; 2: mainly responsible; 1: partially responsible; 0: no responsibility; NA: non-applicable

*represents statistically significant differences

little more responsibility. These items and the percentage of respondents who were wholly or mainly responsible for them are as follows:

12(a). "Monthly reports required by the Department of Education", 44.5 per cent;

4(a). "Scheduling and seating" for examinations, 36.1 per cent;

12(d). "Checking teachers' registers", 30.4 per cent;

4(b). "Invigilating schedules" for examinations, 29.6 per cent;

14. "Handling of school fees", 28 per cent;

6. "Arranging for school assemblies", 27.8 per cent;

15. "Operating a school canteen", 25.3 per cent;

12(f). "Pupil records", 18 per cent.

It is noticeable that the administrative duties for which the vice-principals are assuming most responsibility are of such a nature that they could be performed by any teacher aide or secretary. No training in school administration is needed to perform such duties. However, for the administrative duties in which the vice-principal should be receiving training, especially if he hopes to become a principal, he is involved to a lesser extent. Only 6.0 per cent were mainly or wholly responsible for planning the agenda for staff meetings, 2.5 per cent for the induction and orientation of new staff members, 1.2 per cent for selection of teachers, 2.4 per cent for placing of teachers,

and 7.6 per cent for scheduling pupils. These figures clearly show the vice-principal's little involvement in, and responsibility for, the administrative duties of the school.

The responses from the Nova Scotia vice-principals were similar to those of the Newfoundland respondents. There were nine items, namely, 4(c), 5(b), 5(c), 8, 10, 12(b), 13, 14, and 15 for which 50 per cent of the Nova Scotia vice-principals felt they have no responsibility or that the item was not applicable to their school. Five of the above were also listed by the Newfoundland respondents. There were only three items for which 50 per cent or more of the respondents were mainly or wholly responsible, namely, monthly reports for the Department of Education, checking teachers' registers, and textbook rentals.

The items for which the Nova Scotia vice-principals were mainly or wholly responsible were similar to those listed by the Newfoundland respondents, but the percentage of Nova Scotia vice-principals assuming this responsibility was higher. The duties and the percentage of vice-principals mainly or wholly responsible for them are as follows:

12(a). "Monthly reports required by Department of Education", 62.9 per cent;

12(d). "Checking teachers' registers", 51.8 per cent;

12(h). "Textbook rentals", 50 per cent;

4(a). "Scheduling and seating" for examinations, 48.1 per cent;

4(b). "Invigilating schedules", 44.4 per cent;

12(e). "Record of daily absences", 42.5 per cent;

12(i). "Contacting homes to inquire of absentees", 33.7 per cent;

12(c). "Correspondence", 26.4 per cent.

Of the eight areas of responsibility listed above, six are really concerned with clerical duties; none of them call for active participation in such important items as planning staff meetings, scheduling pupils etc., the duties for which a vice-principal should be assuming more responsibility.

Is the degree of responsibility for the items statistically different for the two groups of vice-principals? The median test showed that on only seven items was there a statistically significant difference, six of them listed under clerical duties. The Nova Scotia respondents indicated a greater responsibility for "Monthly reports required by the Department of Education", "Checking teachers' registers", "Record of daily absences", "Textbook rentals", and "Contacting homes to inquire of absentees". The Newfoundland vice-principals indicated greater responsibility for two items, namely, "Filing", and "Selection of texts and library books". The items which are statistically different are

shown in Table XXX.

II. SUPERVISORY DUTIES

Part II, Supervisory Duties, listed twenty-nine items for which the writer felt the vice-principals would have some responsibility. The items and responses are given in Table XXXI.

The Newfoundland respondents indicated eleven duties, 1(a), 1(b), 1(f), 1(g), 3(b), 5(a), 5(c), 7(a), 7(c), 7(g), and 8, for which 50 per cent or more felt they had no responsibility or that the items were not applicable to their school. Most of these were important items in a school program such as classroom visitation, team teaching, and helping the principal and board determine the educational needs of the community. Most vice-principals were assuming just partial responsibility, and on very few items did they indicate being mainly or wholly responsible. There were twelve duties, 1(a), 1(b), 1(c), 1(e), 1(f), 1(g), 5(a), 5(c), 6(a), 6(b), 8 and 9 for which not one vice-principal was wholly responsible. On one item, dealing with promotion policies, thirteen vice-principals indicated being mainly responsible for it.

It appears that the Newfoundland vice-principals are assuming practically no responsibility in the area of supervision, one of the most important phases of any school

TABLE XXXI

COMPARISON OF RESPONSES TO EACH OF TWENTY-NINE SUPERVISORY DUTIES ON QUESTIONNAIRE BY NEWFOUNDLAND AND NOVA SCOTIA VICE-PRINCIPALS, INCLUDING CRITICAL RATIO

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
1.	Improving instruction through:								
	(a) classroom visitation	Nfld.	0	3	16	57	6	82	.14
		N.S.	0	6	8	32	8	54	
	(b) demonstration lessons (either giving or arranging for)	Nfld.	0	2	18	55	6	81	.00
		N.S.	0	2	9	33	10	54	
	(c) organizing study groups, projects etc.	Nfld.	0	1	43	34	2	80	1.82
		N.S.	0	5	15	26	8	54	
	(d) conferring with teachers individually about their work	Nfld.	1	6	43	29	2	81	.55
		N.S.	2	6	29	16	1	54	
	(e) conferring with teachers' groups about work	Nfld.	0	4	41	32	4	81	.19
		N.S.	1	4	21	22	5	53	
	(f) helping teachers plan remedial programs	Nfld.	0	3	36	29	10	78	6.03*
		N.S.	1	5	8	29	7	50	
	(g) arranging and encouraging inter-class visitation	Nfld.	0	4	19	44	13	80	.98
		N.S.	1	1	6	33	13	54	
2.	Assisting the principal in evaluating the work of teachers	Nfld.	4	12	55	9	2	82	.00
		N.S.	3	6	36	5	1	51	
3.	Working with the principal and/or teachers on planning:								
	(a) promotion policies	Nfld.	1	13	61	6	0	81	.03
		N.S.	2	6	40	2	3	53	

TABLE XXXI (continued)

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
	(b) building changes or new buildings	Nfld.	1	3	33	26	19	82	.66
		N.S.	2	1	28	14	8	53	
	(c) instructional program	Nfld.	1	6	62	10	2	81	.80
		N.S.	1	4	31	15	3	54	
	(d) revision of curriculum and selection of curriculum material	Nfld.	1	5	52	14	9	81	2.34
		N.S.	2	1	23	18	9	53	
4.	Assisting teachers in diagnosing the learning difficulties of pupils	Nfld.	2	5	58	15	1	81	.13
		N.S.	0	7	31	14	1	53	
5.	Promoting the idea of new techniques such as:								
	(a) team teaching	Nfld.	0	2	31	21	27	81	10.83*
		N.S.	0	3	8	31	10	52	
	(b) subject promotion	Nfld.	2	1	52	15	12	82	4.10*
		N.S.	1	3	19	23	7	53	
	(c) non-graded school etc.	Nfld.	0	0	24	24	34	82	3.10
		N.S.	0	1	10	27	14	52	
6.	Encouraging teachers to read professional literature by:								
	(a) mentioning specific articles	Nfld.	0	4	42	32	3	82	3.28
		N.S.	1	5	15	29	4	54	
	(b) making materials available	Nfld.	0	3	43	32	3	81	3.28
		N.S.	2	4	15	29	2	52	
7.	Supervision of:								
	(a) playground	Nfld.	5	3	31	17	25	81	.00
		N.S.	7	5	14	16	12	54	

TABLE XXXI (continued)

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
	(b) gymnasium	Nfld.	5	8	35	12	21	81	1.82
		N.S.	3	5	17	19	10	54	
	(c) school transportation (schedules)	Nfld.	2	1	20	45	14	82	3.00
		N.S.	0	1	20	18	15	54	
	(d) fire drill	Nfld.	4	9	37	21	10	81	.08
		N.S.	2	5	33	12	1	53	
	(e) cafeteria	Nfld.	5	5	33	17	22	82	.16
		N.S.	5	3	10	10	24	52	
	(f) washrooms	Nfld.	7	8	54	12	1	82	.41
		N.S.	6	8	31	7	1	53	
	(g) school plant (lights, etc.) and janitorial services	Nfld.	2	0	30	39	11	82	.18
		N.S.	0	1	21	23	5	50	
8.	Encouraging use of consultants and supervisors	Nfld.	0	0	23	41	15	79	.16
		N.S.	1	1	15	23	8	48	
9.	Helping the principal and board determine the educational needs of the community i.e. long term planning	Nfld.	0	2	38	32	7	79	1.22
		N.S.	2	3	18	27	3	53	
10.	Developing procedures for estimating how well pupils are doing in school	Nfld.	3	7	60	10	0	80	.51
		N.S.	3	4	32	13	1	53	

TABLE XXXI (continued)

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
11.	Developing procedures for reporting pupil progress to parents	Nfld.	5	7	59	10	0	81	.00
		N.S.	2	9	30	11	1	53	

[a] Nfld. - Newfoundland; N.S. - Nova Scotia

[b] 3: wholly responsible; 2: mainly responsible; 1: partially responsible; 0: no responsibility; NA: non-applicable

* represents statistically significant differences

program. Since in Newfoundland only twelve central and regional school systems indicated having their own school supervisor, the principal must be assuming almost complete responsibility for supervision in his school system. He appears to be getting little assistance from his vice-principal.

A close look at the responses indicates that the vice-principals are not involved in the total program of the school. They have very little responsibility in planning the instructional program, revision of the curriculum and selection of curriculum materials. This might be expected since most Newfoundland schools follow the curriculum as prescribed by the Department of Education. Little responsibility is being taken by them for such items as team teaching and subject promotion. Twenty-seven of eighty-one respondents, or 33.3 per cent, felt that team teaching was non-applicable to their school, while another twenty-one indicated they had no responsibility for it. That is, 59.2 per cent of the Newfoundland respondents are assuming no responsibility for this item. Subject promotion fared a little better. Twelve indicated it was non-applicable, and another fifteen had no responsibility for it. Twenty-seven, or 33.3 per cent, of our vice-principals are sharing no responsibility in the area of subject promotion. Thirty-five respondents feel no responsibility to encourage teachers to

read professional literature by mentioning specific articles and by making materials available.

The six items for which the greater number of vice-principals are assuming mainly or wholly the responsibility, and the percentage who are assuming this responsibility are as follows:

2. "Assisting the principal in evaluating the work of teachers", 19.5 per cent;

7(f). "Supervision of washrooms", 18.2 per cent;

3(a). "Working with principal ... on planning promotion policies", 17.2 per cent;

7(b). "Supervision of the gymnasium", 16.0 per cent;

7(d). "Supervision of fire drill", 16.0 per cent;

11. "Developing procedures for reporting pupil progress to parents", 14.8 per cent.

These figures show the vice-principals in the central and regional high schools in Newfoundland to be accepting very limited responsibility in the area of supervisory duties.

How deeply involved in the supervisory duties are the vice-principals in the Nova Scotia schools? Table XXXI shows they are not accepting much more responsibility in this area than are those in Newfoundland.

Of the twenty-nine items, the Nova Scotia respondents indicated nineteen, 1(a), 1(b), 1(c), 1(e), 1(f), 1(g), 3(d), 5(a), 5(b), 5(c), 6(a), 6(b), 7(a), 7(b), 7(c), 7(e), 7(g), 8 and 9 for which 50 per cent or more of them had no

responsibility or felt the item to be non-applicable to their school. This lack of responsibility may be because in the schools surveyed 62.5 per cent have a superintendent and 34.7 per cent have a supervisor employed by the board. Many of these duties would naturally be the responsibility of the supervisor and superintendent. Like the Newfoundland respondents, those from Nova Scotia were partially responsible for many duties but mainly or wholly responsible for but a few. There was not one item for which 50 per cent or more of the respondents were mainly or wholly responsible.

The top six items and the percentage of respondents who are mainly or wholly responsible for them are as follows:

7(f). "Supervision of washrooms", 26.4 per cent;

7(a). "Supervision of playground", 22.2 per cent;

11. "Developing procedures for reporting pupil progress to parents", 20.7 per cent;

2. "Assisting the principal in evaluating the work of teachers", 17.6 per cent;

1(d). "Conferring with teachers individually about their work", 15.0 per cent;

3(a). "Working with the principal ... on planning promotion policies", 15.0 per cent.

Four of the above are the same items as were listed by the Newfoundland respondents. Like those from Newfoundland, the Nova Scotia respondents are not involved to any worthwhile extent in planning the instructional program, revisions of the curriculum and selection of curriculum materials.

The median test showed that only on three items, 1(f), "helping teachers plan remedial programs", 5(a) "team teaching" and 5(b) "subject promotion" was there any statistically significant difference in the responsibility assumed by the vice-principals. In these three areas, the Newfoundland respondents were assuming more responsibility than those in Nova Scotia, but neither group was very deeply involved. It would appear that neither group of vice-principals is involved deeply enough in supervisory duties to gain practical experience for a principalship position.

III. DISCIPLINE DUTIES

In practically every school there are problems which arise in the area of pupil discipline. Often the vice-principal was given responsibility for the school discipline policy; however, recent writers in the field of school administration suggest that all staff members should assume a share of this responsibility.

Table XXXII lists thirteen duties under the heading, Discipline Duties. An examination of this table shows that the Newfoundland vice-principals are accepting more responsibility in this area than they are in the area of supervision. For the discipline duties, they are more than just partially responsible; more vice-principals are mainly or wholly responsible. In only two items, numbers 5 and 6,

TABLE XXXII

COMPARISON OF RESPONSES TO EACH OF THIRTEEN DISCIPLINE DUTIES ON QUESTIONNAIRE BY NEWFOUNDLAND AND NOVA SCOTIA VICE-PRINCIPALS, INCLUDING CRITICAL RATIO

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
1.	Admission of lates	Nfld.	5	12	37	23	4	81	.09
		N.S.	6	7	22	15	4	54	
2.	Admission of absentees	Nfld.	4	11	42	21	3	81	.01
		N.S.	4	10	21	16	3	54	
3.	Determining the cause of pupil tardiness and absence	Nfld.	8	10	46	16	1	81	.66
		N.S.	8	8	30	7	1	54	
4.	Control of pupil behavior	Nfld.	10	13	55	4	0	82	.50
		N.S.	9	10	32	1	2	54	
5.	Administering or witnessing corporal punishment	Nfld.	5	4	28	28	16	81	2.42
		N.S.	3	7	18	10	16	54	
6.	Suspension and/or expulsion procedures	Nfld.	0	7	32	38	4	81	7.16*
		N.S.	3	6	33	11	1	54	
7.	Notifying parents re pupils' behavior	Nfld.	3	12	43	24	0	82	2.10
		N.S.	3	8	37	4	2	54	
8.	Helping teachers with discipline problems	Nfld.	2	9	52	17	0	80	2.77
		N.S.	3	13	32	5	1	54	
9.	Arranging for teacher-parent conference re discipline problems	Nfld.	0	7	35	34	5	81	5.88*
		N.S.	1	9	33	8	3	54	

TABLE XXXII (continued)

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
10.	Establishing standard techniques of pupil discipline throughout the school	Nfld.	5	10	50	16	1	82	1.28
		N.S.	6	11	28	7	2	54	
11.	Assessing damage by pupils to school property	Nfld.	4	5	40	25	7	81	.97
		N.S.	4	7	27	13	3	54	
12.	Controlling of pupils outside of classroom:								
	(a) in the corridors	Nfld.	10	17	52	3	0	82	.65
		N.S.	10	12	29	2	1	54	
	(b) at noon and recess	Nfld.	10	19	48	4	0	81	.29
		N.S.	10	11	28	2	3	54	

[a]Nfld. - Newfoundland; N.S. - Nova Scotia

[b]3: wholly responsible; 2: mainly responsible; 1: partially responsible; 0: no responsibility; NA: non-applicable

* represents statistically significant differences

did more than 50 per cent indicate no responsibility or say the item was non-applicable to their school. These two items, with item 9, were the only three duties for which the vice-principals were not assuming much responsibility. The respondents are accepting responsibility for "Control of pupil behavior", and "Controlling of pupils outside the classrooms (in the corridor and at recess time)", ten vice-principals being wholly responsible for each item. For item 4, "Control of pupil behavior", seventy-eight of the eighty-two respondents, or 95.1 per cent, accepted some responsibility while twenty-three, or 28 per cent, are mainly or wholly responsible for this item.

The five duties for which the greater number of vice-principals are accepting mainly or wholly the responsibility, and the percentage accepting such responsibility are as follows:

12. "Controlling of pupils outside the classroom:
    (a) in the corridors", 32.9 per cent;
    (b) "at noon and recess", 35.8 per cent;
4. "Control of pupil behavior", 28.0 per cent;
3. "Determining the cause of pupil tardiness and absence", 22.2 per cent;
1. "Admission of lates", 20.9 per cent.

The Nova Scotia respondents showed a greater responsibility for discipline duties than they did for duties

in the area of supervision. There was no item which 50 per cent of the respondents rated as 0 or NA, thus indicating they were involved to some degree in all discipline duties. For every item there was at least one-vice principal who was wholly responsible for it.

The five duties for which the greater number of Nova Scotia vice-principals are accepting mainly or wholly the responsibility are as follows:

12. "Controlling of pupils outside the classroom:
    (a) in the corridors", 40.7 per cent;
    (b) "at noon and recess", 38.8 per cent;
4. "Control of pupil behavior", 35.1 per cent;
10. "Establishing standard techniques of pupil discipline throughout the school", 34.1 per cent;
3. "Determining the cause of pupil tardiness and absence", 29.6 per cent.

This list is very similar to that of the Newfoundland vice-principals, with items 12(a), 12(b), 4, and 3, occurring in each.

It thus appears that the vice-principals in the two provinces are assuming responsibility for the same discipline duties.

When the median test was applied there were only two items, No. 6. "Suspension and/or expulsion procedures", and No. 9. "Arranging for teacher-parent conference re discipline problems" which were statistically different. For both of

these duties, the Nova Scotia vice-principals are assuming more responsibility than are the Newfoundland respondents.

IV. STUDENT ACTIVITIES

Table XXXIII lists nine student activities for which one might expect the vice-principals to assume some responsibility. There were three items, No. 2. "Yearbook, newspaper", No. 3. "Clubs (music, drama, photography, athletic)", and No. 8. "School music program" for which 50 per cent of the Newfoundland vice-principals have no responsibility or which theyfeel are non-applicable to their school. Since each was rated NA by one-third of the respondents, it would appear that one-third or more of the schools have no yearbook or music program. On the average eighty Newfoundland vice-principals responded to each item and for each of the nine items approximately 25 per cent of them indicated no responsibility for the activity. Most of the vice-principals are assuming only partial responsibility for the other items while a small percentage of them are mainly or wholly responsible for such items. The duties for which the vice-principals claim to be mainly or wholly responsible, and the percentage indicating such are as follows:

1. "Advisor to Students' Council, Prefect etc.", 29.6 per cent;

TABLE XXXIII

COMPARISON OF RESPONSES TO EACH OF NINE STUDENT ACTIVITIES ON QUESTIONNAIRE BY NEWFOUNDLAND AND NOVA SCOTIA VICE-PRINCIPALS, INCLUDING CRITICAL RATIO

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
1.	Advisor to Students' Council, Prefect etc.	Nfld.	14	10	27	22	8	81	1.85
		N.S.	11	5	14	23	1	54	
2.	Yearbook, newspaper	Nfld.	4	4	21	25	27	81	.16
		N.S.	5	7	11	25	4	52	
3.	Clubs (music, drama, photography, athletic)	Nfld.	5	7	27	25	16	80	.57
		N.S.	5	6	23	16	4	54	
4.	Planning school social events	Nfld.	6	6	46	19	2	79	.19
		N.S.	5	8	26	13	1	53	
5.	Chaperoning school social events	Nfld.	3	4	53	17	4	81	3.85*
		N.S.	8	10	28	7	0	53	
6.	Fund raising activities	Nfld.	2	6	52	19	2	81	.03
		N.S.	6	5	26	16	1	54	
7.	Inter-class or inter-school competitions such as debating, public speaking	Nfld.	6	10	39	21	6	82	2.18
		N.S.	3	4	20	21	6	54	
8.	School music program	Nfld.	0	0	15	36	28	79	.16
		N.S.	1	2	7	33	9	52	

TABLE XXXIII (continued)

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
9.	Authority to grant permission for students to leave school during the day	Nfld.	4	7	48	23	1	83	5.69*
		N.S.	6	10	36	1	0	53	

[a]Nfld. - Newfoundland; N.S. - Nova Scotia

[b]3: wholly responsible; 2: mainly responsible; 1: partially responsible; 0: no responsibility; NA: non-applicable

*represents statistically significant differences

7. "Inter-class or inter-school competitions such as debating, public speaking", 19.5 per cent;

4. "Planning school social events", 15.1 per cent.

The Nova Scotia respondents indicated three items, No. 2. "Yearbook, newspaper", No. 7. "Inter-class or inter-school competitions such as debating, public speaking", and No. 8. "School music program", for which 50 per cent or more of them have no responsibility or consider the item to be non-applicable to their school. Like the Newfoundland respondents, they are just partially responsible for most activities. The duties for which the vice-principals claim to be mainly or wholly responsible, and the percentage indicating such are as follows:

5. "Chaperoning school social events", 33.9 per cent;

9. "Authority to grant permission for students to leave school during the day", 30.1 per cent;

1. "Advisor to Students' Council, Prefect etc.", 29.6 per cent.

The median test revealed that on items 5 and 9 there was a statistically significant difference in the responsibility accepted by the vice-principals. For item 5, "Chaperoning school social events", and for item 9, "Authority to grant permission for students to leave during the day", the Nova Scotia vice-principals were exercising more responsibility than were the vice-principals in the Newfoundland central and regional schools.

V. COUNSELLING AND GUIDANCE

Most Newfoundland high schools have no trained guidance worker and no supervisor employed by the school board. The principal must devote as much time as possible to the supervision of the instructional program. Who is responsible for the guidance program? One would expect the vice-principal to assume some responsibility in this area.

Of the thirteen items listed, there were five, 1, 4, 6(a), 6(b), 6(d), which more than 50 per cent of the respondents rated as no responsibility or non-applicable to their school. Only for a few items were they mainly or wholly responsible.

An examination of Table XXXIV shows a large percentage of respondents having some responsibility for the following:

5(b). "Conferring with parents concerning pupils' discipline", 85.3 per cent;

5(a). "Conferring with parents concerning pupils' academic work", 84.1 per cent;

2(a). "Interviewing pupils concerning academic program and work", 80.4 per cent;

6(e). "Discovering and correcting causes of undesirable behavior in pupils", 79.5 per cent.

For these duties, however, the vice-principals were on the whole just partially responsible and in very few cases were they wholly or mainly responsible for them.

If one examines the items to determine those for which the vice-principals are wholly or mainly responsible, one

TABLE XXXIV

COMPARISON OF RESPONSES TO EACH OF THIRTEEN COUNSELLING AND GUIDANCE DUTIES ON QUESTIONNAIRE BY NEWFOUNDLAND AND NOVA SCOTIA VICE-PRINCIPALS, INCLUDING CRITICAL RATIO

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
1.	Directing the guidance program of the school	Nfld.	2	3	29	34	15	83	.78
		N. S.	5	2	11	27	9	54	
2.	Interviewing pupils concerning: (a) academic program and work	Nfld.	3	4	59	14	2	82	2.45
		N. S.	3	11	30	6	4	54	
	(b) social and personal matters	Nfld.	2	2	60	14	4	82	.13
		N.S.	3	6	28	11	4	52	
3.	Providing students with information about future jobs and educational opportunities	Nfld.	3	8	53	19	0	83	.02
		N.S.	4	7	21	15	7	54	
4.	Arrange for special speakers on careers open to high school graduates	Nfld.	2	6	25	43	5	81	.14
		N.S.	4	4	13	23	9	53	
5.	Conferring with parents concerning: (a) pupils academic work	Nfld.	2	7	60	12	1	82	.82
		N.S.	3	6	36	4	5	54	
	(b) pupils discipline	Nfld.	2	9	59	11	1	82	1.60
		N.S.	3	11	32	3	5	54	

TABLE XXXIV (continued)

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
	(c) pupils choice of vocation	Nfld.	2	4	46	26	3	81	.13
		N.S.	3	7	22	16	6	54	
6.	Counselling and discussion with the staff:								
	(a) to improve their qualifications through summer schools, courses etc.	Nfld.	0	1	27	48	6	82	2.12
		N.S.	2	2	22	24	4	54	
	(b) personal matters having a bearing on the teachers' classroom performance	Nfld.	0	3	32	43	4	82	2.38
		N.S.	2	2	26	21	3	54	
	(c) adjusting pupil-teacher problems	Nfld.	1	4	47	26	4	82	1.41
		N.S.	4	6	29	12	3	54	
	(d) sponsoring home room activities	Nfld.	0	4	31	40	6	81	1.10
		N.S.	1	2	14	29	8	54	
	(e) discovering and correcting causes of undesirable behavior in pupils	Nfld.	2	7	57	12	4	82	.29
		N.S.	3	7	34	7	3	54	

[a] Nfld. - Newfoundland; N.S. - Nova Scotia

[b] 3: wholly responsible; 2: mainly responsible; 1: partially responsible; 0: no responsibility; NA: non-applicable

would discover they are not deeply involved in this phase of the school program. The two items for which the greater number of vice-principals are mainly or wholly responsible and the percentage of respondents who are mainly or wholly responsible for them are: No. 3. "Providing students with information about future jobs and educational opportunities", 13.2 per cent, and No. 5(b). "Conferring with parents concerning pupils' discipline", 13.4 per cent. This shows clearly the limited responsibility the vice-principals are accepting in this area.

An examination of the Nova Scotia responses shows a pattern almost identical with those of the Newfoundland respondents. There were four items, 1, 4, 6(a), 6(b), which more than 50 per cent rated as 0 or NA. (These four were included in the five listed by the Newfoundland respondents). The majority of the vice-principals have some responsibility for the following:

5(b). "Conferring with parents concerning pupils' discipline", 85.1 per cent;

5(a). "Conferring with parents concerning pupils' academic work", 83.3 per cent;

2(a). "Interviewing pupils concerning academic program and work", 81.4 per cent;

6(e). "Discovering and correcting causes of undesirable behavior in pupils", 81.4 per cent.

For these duties, however, most of the vice-principals were only partially responsible. One cannot help but notice how

closely the figures approximate those of the Newfoundland respondents. When the median test was applied there was not one item for which the degree of responsibility was statistically different.

The two duties for which the vice-principals claim to be mainly or wholly responsible and the percentage of respondents who are mainly or wholly responsible for them are:

2(a). "Interviewing pupils concerning their academic program and work", 25.9 per cent;

5(b). "Conferring with parents concerning pupils' discipline", 25.9 per cent.

One may conclude that both groups of vice-principals are not assuming much responsibility for counselling and guidance in the schools. The respondents in both provinces, however, are involved to a similar extent with the same duties, showing great similarity in this area.

VI. PUBLIC RELATIONS

The aim and ultimate objective of any public relations program in the school is to improve the quality of education provided for the pupils. There must be understanding and co-operation among the teachers, parents and the community generally. Under the leadership of the principal there should be a public relations program aimed to reach all elements of the community and there should be open channels of communication both to and from the school. One would

expect the vice-principal as an assistant to the principal to share some responsibility for this program.

In response to the nine items listed under public relations, Table XXXV, there were three items, 1, 2, and 4, for which 50 per cent or more of the Newfoundland vice-principals assumed no responsibility or felt that the item was not applicable to their school. It is difficult to understand why twenty vice-principals would say that "Preparation of information to be disseminated by radio, press or newspapers", was non-applicable to a school, yet this was the response from the Newfoundland group. It was surprising that only forty-one, or 49.3 per cent, of the respondents were wholly responsible to speak for the school when the principal is absent; but 67.5 per cent were mainly or wholly responsible and 93.9 per cent indicated some responsibility in this area.

Acting as an intermediary between the principal and staff, and the principal and community groups outside the school, appears to be one of the major responsibilities of the vice-principal in the area of public relations. In conveying staff wishes to the principal, 83.7 per cent have some responsibility, with 41.2 per cent being mainly or wholly responsible for this item. In conveying the opinions of outside groups to the principal, 75.9 per cent accept some responsibility while 37.9 per cent are mainly or wholly responsible for this. In conveying the wishes of the

TABLE XXXV

COMPARISON OF RESPONSES TO EACH OF NINE PUBLIC RELATIONS DUTIES ON QUESTIONNAIRE BY NEWFOUNDLAND AND NOVA SCOTIA VICE-PRINCIPALS, INCLUDING CRITICAL RATIO

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
1.	Planning and co-ordinating the public relations program	Nfld.	1	3	34	29	13	80	.04
		N.S.	0	2	24	17	9	52	
2.	Preparation of information to be disseminated by radio, press or newspapers	Nfld.	1	2	24	34	20	81	.01
		N.S.	0	2	16	24	10	52	
3.	Speak for the school when the principal is absent	Nfld.	41	15	22	3	2	83	.83
		N.S.	26	13	9	3	1	52	
4.	Represent your school at Service Clubs or organizations such as Library Board, Film Council etc.	Nfld.	2	7	31	22	18	80	.01
		N.S.	4	4	19	16	9	52	
5.	Encourage other teachers to participate in community activities such as PTA	Nfld.	1	6	39	23	11	80	3.33
		N.S.	2	3	16	25	6	52	
6.	Active in the Home and School Association	Nfld.	7	12	24	13	24	80	.99
		N.S.	4	6	11	14	17	52	
7.	Convey staff wishes to the principal	Nfld.	11	22	34	10	3	80	1.12
		N.S.	14	12	20	3	2	51	

TABLE XXXV (continued)

Number	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
8.	Convey opinions of outside groups to principal	Nfld.	8	22	30	14	5	79	.03
		N. S.	9	10	21	9	3	52	
9.	Convey vishes of principal to staff members	Nfld.	5	19	36	15	4	79	.65
		N. S.	8	12	24	6	2	52	

[a] Nfld. - Newfoundland; N.S. - Nova Scotia

[b] 3: wholly responsible; 2: mainly responsible; 1: partially responsible; 0: no responsibility; NA: non-applicable

principal to staff members, 30.3 per cent indicated being mainly or wholly responsible for this duty. It would seem then that the parts of the public relations program for which Newfoundland vice-principals are bearing most responsibility are: speaking for the school in the absence of the principal, and acting as an intermediary between principal and staff, and between the principal and the community. Newfoundland vice-principals do not feel it is their responsibility to encourage other teachers to participate in community activities such as the Home and School Association. In Chapter IV it was pointed out that the vice-principal himself is not very active in community groups, so one would not expect him to accept much responsibility for items 5 and 6.

The similarity of responses from the Nova Scotia vice-principals with those of the Newfoundland respondents is obvious from the table. There were four items, 1, 2, 5, and 6 for which 50 per cent or more of the respondents assumed no responsibility or said the item was not applicable to their school. Two of the items, 1 and 2, were the same as those listed by the Newfoundland respondents. Exactly 50 per cent were wholly responsible to speak for the school when the principal is absent, while 75 per cent were mainly or wholly responsible, and 95.3 per cent indicated some responsibility in this area.

As an intermediary between the staff and the principal,

the Nova Scotia vice-principals are a little more involved. In conveying staff wishes to the principal, 50.9 per cent accept this mainly or wholly as their responsibility, while 36.5 per cent feel it is their responsibility to convey the opinions of outside groups to the principal. To convey the wishes of the principal to the staff some 38.4 per cent claim to be wholly or mainly responsible for this. These figures are very close to those given by the Newfoundland respondents, and indicate the important place the vice-principal occupies on any staff.

In the area of Public Relations, the median test revealed no statistically significant difference in the degree of responsibility borne by the Newfoundland and Nova Scotia vice-principals.

When the median test was applied to the Summary of Section D, no statistically significant difference was found between the responses of both groups. The data are presented in Table XXXVI.

VII. SUMMARY

An examination of the degree of responsibility that Newfoundland vice-principals are accepting for the one hundred and eight duties listed in Section D of the questionnaire reveals that the number of duties for which vice-principals are assuming mainly or wholly the responsibility is very

TABLE XXXVI

COMPARISON OF RESPONSES TO EACH OF THE SIX AREAS OF RESPONSIBILITY ON QUESTIONNAIRE BY NEWFOUNDLAND AND NOVA SCOTIA VICE-PRINCIPALS, INCLUDING THE CRITICAL RATIO

No.	Statement	Group[a]	Responses[b] 3	2	1	0	NA	Total	Critical Ratio
1.	Administrative duties	Nfld.	0	11	64	5	0	80	.37
		N.S.	2	8	34	2	1	47	
2.	Supervisory duties	Nfld.	3	5	55	15	0	78	.55
		N.S.	1	9	29	7	1	47	
3.	Discipline duties	Nfld.	6	17	50	6	0	79	.39
		N.S.	7	10	29	1	1	48	
4.	Student Activities	Nfld.	4	14	54	7	0	79	.03
		N.S.	3	10	30	4	0	47	
5.	Counselling	Nfld.	3	5	49	17	4	78	.07
		N.S.	2	4	27	10	3	46	
6.	Public Relations	Nfld.	1	8	48	14	6	77	.34
		N.S.	0	5	26	12	2	45	

[a] Nfld. - Newfoundland; N.S. - Nova Scotia

[b] 3: wholly responsible; 2: mainly responsible; 1: partially responsible; 0: no responsibility; NA: non-applicable

limited. For many of the items they have no responsibility or feel the duty to be non-applicable to their school. The majority indicated being partially responsible for many duties but mainly or wholly responsible for but a few. Of the 108 duties listed there was not one for which all the respondents were wholly responsible, the highest percentage of vice-principals mainly or wholly responsible for an item was 67.5 per cent who indicated being mainly or wholly responsible to speak for the school in the absence of the principal. There were thirty-two items for which 50 per cent or more respondents indicated no responsibility or NA.

The ten items for which the greater number of vice-principals are mainly or wholly responsible and the percentage who are mainly or wholly responsible for the performance of these duties are as follows:

1. "Speak for the school when the principal is absent", 67.5 per cent;
2. "Monthly reports required by the Department of Education", 44.5 per cent;
3. "Convey staff wishes to the principal", 41.2 per cent;
4. "Convey the opinions of outside groups to the principal", 37.9 per cent;
5. "Scheduling and seating" for examinations, 36.1 per cent;
6. Controlling pupils "at noon and recess", 35.8 per cent;
7. Controlling pupils "in the corridor", 32.9 per cent;

8. "Checking teachers' registers", 30.4 per cent;
9. "Convey wishes of principal to staff members", 30.3 per cent
10. "Invigilating schedules" for exams, 29.6 per cent;
10. "Advisor to Students' Council, Prefect etc.", 29.6 per cent.

These items indicate that the Newfoundland vice-principals in the central and regional high schools are not involved to any great extent in the total educational program of the school. With the exception of 1, 3 and 4, listed above, the other duties could be performed by clerical staff or a teacher aide. This is an alarming situation where the vice-principals of those schools are really office boys rather than leaders in education. With consolidation and centralization imminent, with new approaches and techniques of teaching being advocated, and with opportunities for administrative positions on the increase, one would expect the vice-principal to be involved in all aspects of a principal's work to receive practical training for a principalship position, rather than devoting his time to clerical and disciplinary duties. The absence of such major items as subject promotion, evaluating the school program, selection of curriculum materials, counselling and guidance activities, orientation of new staff members, all indicate the vice-principal to be mainly involved in clerical and

discipline duties, in addition to providing a link between staff and principal, and the principal and community groups. In most schools there are no definite duties for which the vice-principal assumes the full responsibility; in the majority of schools he shares duties with the principal and staff. He is not, as the literature suggest he should be, becoming involved in the total operation of the school, and therefore is being deprived of many experiences which would be of benefit to him if he were to become a high school principal.

We may conclude that while he continues to involve himself in only clerical and discipline duties and while he is not involved in the instructional and curriculum program, public relations and other areas which require educational leadership, the vice-principal will not be looked upon as an educator in his own right and will continue to be a subordinate administrator.

The Nova Scotia respondents were in close agreement with the Newfoundland vice-principals in the duties for which they were mainly or wholly responsible. There was not one item for which all of them were wholly responsible; for thirty-nine items - nine in administration, nineteen in supervision, three under student activities, four listed under counselling and guidance, and four under public relations - 50 per cent or more of the group indicated they

have no responsibility or the items were non-applicable to their school.

The ten items for which the greater number of vice-principals are mainly or wholly responsible and the percentage who are mainly or wholly responsible for the performance of these duties are as follows:

1. "Speak for the school when the principal is absent", 75.0 per cent;
2. "Monthly reports required by the Department of Education", 62.9 per cent;
3. "Checking teachers' registers", 51.8 per cent;
4. "Convey staff wishes to the principal", 50.9 per cent;
5. "Textbook rentals", 50.0 per cent;
6. "Scheduling and seating" for exams, 48.0 per cent;
7. "Invigilating schedules" for exams, 44.4 per cent;
8. "Record of daily absences", 42.5 per cent;
9. Controlling pupils "in the corridor", 40.7 per cent;
10. Controlling pupils "at noon and recess", 38.8 per cent.

It is interesting to note that eight of the ten items listed by the Nova Scotia vice-principals are included in the ten listed by the Newfoundland respondents. There is one noticeable difference; the percentage of respondents who are mainly or wholly responsible for these duties is higher in the case of the Nova Scotia respondents than for the Newfoundland vice-principals.

When the median test was applied to the one hundred and eight items there were only fourteen which revealed a statistically significant difference (at the .05 level) in the degree of responsibility accepted by the respondents from Nova Scotia and Newfoundland, the Nova Scotia respondents assuming more responsibility for nine of them. When the median test was applied to the Summary of Section D, there was no statistically significant difference between the responses of both groups.

While the median test was the main statistical test used in this study, the investigator also applied the <u>mean test</u> to determine if there would be any difference in the items which would be statistically different if this test had been used. Some variations, as given in Table XXXVII, were found. Those eleven items which were statistically different with both tests are underlined.

TABLE XXXVII

RESULTS OF BOTH THE MEAN AND MEDIAN TESTS
FOR THE ONE HUNDRED AND EIGHT DUTIES

Kind of Duties	Items having a statistically significant difference Median Test	Mean Test
Administrative Duties	12(a), 12(b), 12(d), 12(e), 12(h), 12(i), 13	7, 9, 12(b), 12(d), 12(e), 12(h), 12(i), 17, 19.
Supervisory Duties	1(f), 5(a), 5(b)	5(a), 5(b)
Discipline Duties	6, 9	6, 7, 8, 9
Student Activities	5, 9	5, 9
Counselling & Guidance	None	2(a), 5(b), 6(a), 6(c)
Public Relations	None	None
Summary	None	None
Total	14	21

CHAPTER VII

A COMPARISON OF THE NEWFOUNDLAND VICE-PRINCIPALSHIP WITH THE VICE-PRINCIPALSHIP AS DESCRIBED IN THE LITERATURE

This chapter will compare the position of the vice-principalship in the Newfoundland central and regional high schools with the vice-principalship as described in the literature and research studies reviewed in Chapter II. In making these comparisons, the persons occupying the vice-principalship positions will be compared with reference to age, experience, sex, qualifications, appointment, the defining and the assigning of their duties, the duties they perform, and the training they are receiving for a principalship position. Considerable reference will be made to Chapter II and the authorities quoted, but no effort will be made to quote directly from the studies already reviewed in that Chapter. The main findings pertinent to each item will be presented, and the Newfoundland vice-principal will be examined with reference to these findings.

I. AGE, SEX, EXPERIENCE AND QUALIFICATIONS

Few of the studies dealing with the vice-principal include information concerning the age of the person holding

this position.[1] Long's study showed that many assistant principals are young enough upon gaining their position for them to seek advancement. Wright found the vice-principals included in his study assumed their position at a median age of 27 years. As reported in Chapter II, Enns found the median age to be 42 years with a range from 22-67 years. O'Brien's study revealed the vice-principals in the secondary schools of British Columbia to have an average age of 44.55 years; and those vice-principals surveyed by Lillard had a mean age of 43 years.

Both Barratt and Pullen suggested the vice-principals should be young and possess growth potential so as to ensure a fuller return for the investment in their training. They, with White, Novak, Jarrett, Brandes, Gillespie and Lillard, suggest it would be desirable for the vice-principal to have teaching experience and some training in administration even if of a minor nature.

The Newfoundland vice-principals included in this study are comparatively young, with 51.3 per cent under thirty-five years of age and only 6.2 per cent fifty-one years old or older. The largest group, 33.7 per cent, are in

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[1]Philip C. Wells, et al., "The Assistant Secondary School Principal," The Bulletin of the National Association of Secondary School Principals, January, 1965, p. 19.

the age range of 26 to 30 years; the mean age is 31.98 years, and the median is 35.2 years. Comparatively speaking, the vice-principal in the Newfoundland central and regional high schools is younger than the vice-principal in the studies reviewed.

As shown earlier in this study, most of the Newfoundland vice-principals have had teaching experience, mainly at the high school level. The mean years of teaching experience is 12.82, and 50.8 per cent have had ten years or less experience, while only 8.4 per cent have had more than twenty-five years experience. Most of them are young in their position, with 89.1 per cent having held their present position for five years or less, but 86.7 per cent of them have had previous experience either as principal or vice-principal in their present or some other school.

Writers suggest that the vice-principal should have some training in administration. Newfoundland vice-principals are lacking in this field, with only two of them listing it as their major field of study; the majority listed their major field in the academic subjects. This is to be expected since most of them were promoted from a high school teaching position.

We may conclude that the Newfoundland vice-principals surveyed are younger than those in the studies and literature reviewed. Most of them have had teaching experience, mainly

at the high school level, while many of them have had experience as principal or vice-principal before receiving their present appointment. While this experience may be of considerable help to them in their present position, there is an obvious lack of professional training in school administration.

Literature and research have shown clearly that the majority of vice-principals are male. Long, in a 1957 study, found that 85 per cent of the vice-principals in New York State were male. Enns, in his study of vice-principals in divisional and county schools in Alberta, concluded that 80 per cent of them were male.

This study of the Newfoundland vice-principal shows a similar trend. Of the eighty-three respondents, 86.7 per cent are male.

All writers and researchers reviewed are in agreement that the vice-principal in a modern high school needs to be well prepared professionally and academically for this position. Novak, Jarrett, Brandes, Gillespie, Barratt, Pullen, White and Lillard emphasized that the vice-principal should be well prepared, with broad experience in teaching and administration, and should have the same qualifications as the principal. These writers and researchers stress the fact that he should have at least a Bachelor's degree, while some contend a Master's degree to be the minimum and some

training in administration an essential. The position of vice-principalship in a modern high school is such a responsible one that only a person with a broad background in teaching and administration, as well as psychology and guidance can adequately fill it. Since the assistant may at any time be called upon to assume the responsibility of principalship, he should be well prepared; in fact, he should be as well prepared as the principal himself.

With the exception of the study conducted by Enns, the other studies reviewed found that in the majority of cases the vice-principals were well prepared academically and that most of them have had considerable university training and the majority of them hold a degree. O'Brien found that 95 per cent of the secondary school vice-principals surveyed in British Columbia had a degree. Other studies reviewed in Chapter II showed that the majority of vice-principals have a Master's degree.

When one examines the professional qualifications of the Newfoundland vice-principal, it is obvious that he does not possess the qualifications needed. While 34.9 per cent have approximately five years of training and 75.9 per cent have three or more years of training, two have no university training. Only 53 per cent hold a degree and, of those who do, 56.9 per cent have just one undergraduate degree. Since only six, or 13.6 per cent hold a Master's degree, few

graduate courses have been completed. While the majority of the Newfoundland vice-principals have had some experience as principal or vice-principal, academically the vice-principals in Newfoundland central and regional high schools are not highly qualified in comparison with those described in the literature. In fact, the majority are not professionally prepared for such a responsible position, falling well below the standard of training needed and the standard attained by the secondary school vice-principals in the studies reviewed.

Writers suggest the vice-principal should have the same qualifications as the principal and if there is any variation it should be only in experience. This study revealed that the Newfoundland vice-principals are <u>not</u> as well qualified as their principals. All of the principals of the schools surveyed have some university training, 92.6 per cent having three or more years, while 51.1 per cent have five or more years at university. More principals hold a degree; 79.5 per cent have at least one, while 31.8 per cent hold a Master's degree. These figures are much higher than those given in the preceding paragraph for the vice-principals.

The principals have had not only more professional training but also more teaching experience than their assistants. The mean teaching experience of the principals is 19.68 years; the corresponding figure for the vice-principals is 12.82 years.

II. METHOD OF APPOINTMENT, OF DEFINING AND ASSIGNING THE DUTIES OF THE VICE-PRINCIPAL

The writers and researchers referred to in Chapter II were in agreement that most promotions to the vice-principalship came from within the same school or school system in which he now works rather than from outside the system, and that the majority of those who received such promotion were high school teachers. This was shown in studies by Enns, Lowery, O'Brien and Lillard, and supported by Anderson who claimed that advancement within a school was particularly true in large systems. O'Brien showed that 53 per cent of the vice-principals in the secondary schools in British Columbia advanced within the system; Lillard's study revealed that 99 per cent of those surveyed had advanced in a similar way. Campbell, however, warned of the danger of "inbreeding" if all promotions came from within the system rather than from outside it.

Promotion to vice-principalship within the system was also common in Newfoundland. The survey revealed that 67.5 per cent were advanced from within their present school or school system, and 78.6 per cent of those came from the staff of their present school. Most of those advanced, 71.4 per cent, were teachers in grades IX, X or XI, and they continued to teach these grades. It would appear that the usual

advancement to a vice-principalship comes to high school teachers within the system. Newfoundland vice-principals are receiving their promotions in a similar way to that suggested in the literature and in agreement with the findings of the researchers referred to in Chapter II.

The writings and research studies reviewed were specific in their recommendation that the principal should be mainly responsible for assigning duties to his assistant. The writers contend that since the principal is ultimately responsible for the total operation of the school, he should play a major role in determining the duties of his assistant. In agreement with this were Koos, Lowery, Jarrett, Hurley, Brandes, McLeod and Lillard. Since the principal and vice-principal must work closely together, they should plan together the duties for which the assistant will be responsible. Supporting this view were Kyte, Novak, Pullen, Hunt and Enns. Both Pullen and Barrett emphasize that the duties cannot be legislated; they should be flexible to meet a particular situation, but yet specific enough to prevent confusion. Kyte claims that the principal has a responsibility to inform parents, pupils and other staff members of the duties and responsibilities of his assistant so that there will be no confusion as to his responsibility and authority. The principal must provide guidance for his assistant and opportunities for him to become involved in the total

operation of the school.

Robert Hawkes, in a recent article, states, "The principal must play an important role in delegating the proper sequence of duties and in assigning authority to the vice-principal commensurate with his responsibilities."[2]

In the Newfoundland schools surveyed only 19.2 per cent have any specific policy or list of duties for the vice-principal. Where there is such a policy, 43.7 per cent of the vice-principals were involved with the principal in determining their duties, while 25.7 per cent stated the principal alone was responsible, and 18.7 per cent said the duties were determined by the board and principal. Thus in the Newfoundland schools where there is a policy concerning the vice-principal's duties, the principal does play an important part in determining the duties for his assistant either alone or in consultation with him.

Where there is no specific policy or list of duties for the vice-principal, 46.9 per cent of them were involved co-operatively with the principal and/or board in assigning duties for which they were to be responsible, while 42.2 per cent said their duties were assigned by the principal alone. Only 6.3 per cent stated their duties were determined by the principal and board alone; 3.0 per cent said their duties

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[2]Robert Hawkes, "The Vice-Principal," Education Review, (May, 1967), p. 128.

were assumed rather than assigned.

Thus the Newfoundland principals do play an important part in determining and assigning the duties of the vice-principal and in many cases are doing this in co-operation with him. This is a good policy, in agreement with suggestions of writers in this field, and should result in a clear understanding of the duties and responsibilities of each.

III. THE DUTIES

In Chapter II a number of studies conducted in Canada and the United States dealing with the duties of the vice-principal were reviewed. These studies revealed the vice-principals to be engaged in a variety of duties, varying from place to place and from school to school, depending on such things as the amount of time devoted to teaching, the philosophy of the school, the philosophy of the principal, and the philosophy of the vice-principal.

Van Eman in 1926 found the duties of the vice-principal to be mainly clerical in nature. Lillard in a 1956 study in Oklahoma discovered them to have most responsibility in the areas of attendance and discipline. O'Brien in his study of the secondary school vice-principal in British Columbia found their duties to be many and varied,

so much so that it was impossible to obtain a detailed breakdown; he concluded, however, that although they spent much time teaching, the office is still clerical in nature. Enns found them to be engaged in such a wide range of activities that there was no common trend. The same conclusion was reached by Cheal and McLeod.

The studies and literature reviewed stated clearly that, although the vice-principal is involved to a minor extent in many duties, these are usually shared with the principal or some other staff member. There are few duties for which he is wholly responsible, and much of the time when he is free from teaching is devoted to handling minor details of administration. So that he may become familiar with the work of the principal and be prepared to assume the principalship if called upon to do so, Pullen, Shelton, De Simone and Hurley contend that the vice-principal should become involved more deeply in the total program of the school. They believe it is the responsibility of the principal to see that the assistant receives experience in all phases of the principal's work. The Newfoundland principals attending the first Principals' Workshop held in Newfoundland suggested that, "The vice-principal should have the opportunity to develop leadership by sharing responsibility with the principal."[3]

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[3]The Newfoundland School Principal, Report of the Seminar in Educational Administration and Supervision, St. John's, Newfoundland, August 18-29, 1958, p. 30.

Since many of the duties for which the vice-principals are assuming partial responsibility are clerical in nature, some writers feel that these could be performed equally well by a teacher aide or clerical help, thus freeing the vice-principal for a more active role in the total educational program of the school.

Although the vice-principals are engaged in a variety of activities there are certain general roles which all vice-principals should perform. Hawkes, in referring to an article, "The Role of the Assistant Principal", by Michaels states:

> From this variety and his own personal experience Michaels has perceived three general roles in common for all vice-principals: (1) implementer of the principal's directions and directives, (2) decision-maker in the area of his principal-delegated jurisdiction, and (3) suggestor to the principal.[4]

It is in the third role that the vice-principal performs a major service. He is the link between the principal and staff, and the principal and community groups, and can contribute much more to staff morale than any other person.

Most school systems reviewed have no definite policy or list of duties for the assistant principal. What he does depends to a great extent on the wishes of the principal rather than on his own competencies. As to whether his

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[4]Hawkes, op. cit., p. 126.

duties should be listed, there is a difference of opinion. Some writers contend there should be a definite, specific list; others contend there should be general guidelines and the details should be left to the school system to be worked out co-operatively by the principal and his assistant.

Hawkes[5] lists two trends in the duties of vice-principals. One is toward greater similarity of duties in the position. The other is a shift from the clerical and disciplinary responsibilities to assignments requiring special skills in areas of organization, administration and supervision. Other writers, such as Austin, claim that as the vice-principals improve their qualifications they will be given a greater share in the total program of the school.

What duties are performed by the Newfoundland vice-principal? To what extent is he involved in the total operation of the school?

Chapter VI which dealt with the duties performed by the Newfoundland vice-principal revealed that for thirty-two of the one hundred and eight duties, more than 50 per cent of the respondents indicated they had no responsibility for it or the item was not applicable to their school. For most items, the majority were assuming only partial responsibility, there being not one item for which all respondents were

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[5] *Ibid.*, p. 127.

mainly or wholly responsible. There was only one duty for which more than 50 per cent were wholly or mainly responsible. For this duty, "Speak for the school when the principal is absent", 67.5 per cent were mainly or wholly responsible.

An examination of the ten duties for which the greater number of vice-principals are mainly or wholly responsible, and the percentage who are mainly or wholly responsible for those duties shows the Newfoundland vice-principal is not wholly or mainly responsible for many. One cannot help but notice, however, that with the exception of providing a link between the principal and staff, they are assuming most responsibility in the areas of clerical and discipline duties, and are not engaged to any worthwhile extent in the total educational program of the school.

The ten duties referred to above are not concerned with such things as subject promotion, new techniques, curriculum development, supervision of the instructional program, counselling and guidance, orientation of new teachers, and helping the principal and board determine the educational needs of the community, i.e., educational planning, but are duties which could be performed by a teacher aide or secretarial help, thus freeing the vice-principal for more important duties. In fact, 93.7 per cent felt some of the duties they now perform could be adequately performed by any teacher or secretarial help.

Why are they so little involved in these duties? When one recalls that 75 per cent of them devote 50 per cent or more of their time to classroom teaching, perhaps one will find a partial answer. While the vice-principals continue to devote such a large percentage of their time to classroom teaching, the principals cannot delegate to them major areas of responsibility. Thus, until some provision is made for release time from classroom teaching the vice-principals are unlikely to become involved to any worthwhile extent in the organizational, administrative and supervisory program of the school.

Another factor contributing to this lack of involvement is that only 19.2 per cent of the schools surveyed have a definite or specific policy or list of duties for the vice-principal. One could expect that in such a system there would be great variations in the duties performed.

Like the vice-principals in the studies reviewed, the Newfoundland vice-principal is partially responsible for many things but wholly or mainly responsible for but a few. Most of his duties appear to be shared with the principal or other staff members. However, the duties for which he is assuming more responsibility are not those involving planning and leadership but rather those which could be performed by an aide or secretarial help. Because of his heavy teaching duties, he cannot become involved deeply enough in the total

operation of the school, and is therefore being deprived of many experiences which would be of benefit to him if he were to become a high school principal.

Recent studies have indicated a trend away from clerical and disciplinary responsibilities for the vice-principal to assignments requiring special skills in areas of organization, administration, and supervision. This trend does not appear to be established as yet in the Newfoundland central and regional schools.

IV. TRAINING FOR PRINCIPALSHIP

The majority of the writers and researchers reviewed in this study consider the vice-principalship position as a training ground for future principals. However, Enns found that almost 55 per cent of the vice-principals included in his study were not seeking promotion, but looked on their position as terminal. The writers also agree that if it is to serve as an in-service training for principalship positions, the principal must assign the work of the assistant so that supervised experience will be obtained in all phases of the principalship. Kyte maintained that the assistant principal's training, experience and personal characteristics should be carefully analyzed to determine the specific activities for which he is prepared to undertake.

A sequential delegation of duties and responsibilities should then follow in order to provide experience in every type of major responsibility of the principalship. To do this, there must be a planned, sequential program of progressive training experiences rather than a haphazard dumping of duties on the vice-principal.

Both O'Brien and Enns reported that the vice-principals did not consider their training in the vice-principalship to be as good as it should have been. They report that the vice-principals are not getting sufficient experience in the duties of the principal, partly because too much time is devoted to teaching, clerical and routine matters, and partly because there is no planned program of in-service training. The vice-principals felt they should be given greater opportunity to accept more responsibility.

The writers reviewed were in agreement that it is the responsibility of the principal to provide the necessary experiences for his assistant, to guide him in such a way that he will become conversant with the total program of the school so that if the need or opportunity arises he may be prepared to assume a principalship position.

This study revealed that only 50 per cent of the Newfoundland vice-principals hoped to become a high school principal. When considering one for appointment to a vice-principalship, and when considering the duties to be assigned

to the assistant, it might be helpful if the principal could determine if the applicant has any desire to become a principal. This could have a big influence on the type of duties assigned to him.

When asked concerning the adequacy or inadequacy of the training they are receiving as vice-principals as preparation for the principalship, 61.2 per cent said it was adequate. This is surprising since so many vice-principals are teaching more than 50 per cent of their time, and their degree of responsibility for duties relating to the supervision of the instructional program, counselling and guidance and public relations was so limited. One would expect a larger percentage to consider their training as inadequate. Of the twenty-one who rated the training as inadequate, sixteen, or 76.1 per cent, said the main reason for this was because they were devoting too much time to teaching. Three others claimed there was not enough responsibility delegated by the principal, while two stated they were not receiving enough varied experiences in the duties associated with principalship. These reasons are in agreement with the findings of O'Brien and Enns.

The Newfoundland respondents indicated there was no program operating in their school systems to train administrators. Surprisingly, 90 per cent indicated they would be interested in such a program, while only 50 per cent

aspired to a principalship position. This would suggest the vice-principals are interested in preparing themselves for promotion, or in increasing their competence in their present position. Fifty per cent felt that university courses in administration and supervision would be most helpful, while 30.8 per cent considered a form of workshops of vice-principals and principals as next in importance. To organize such a program, 32.4 per cent felt it to be the responsibility of the school boards and principals in centralized areas.

In rating listed experiences as preparation for the principalship, 40 per cent considered university training in administration and supervision to be of most value. Another 32.9 per cent felt that broad, varied teaching experience was the best preparation. It is perhaps logical to expect Newfoundland vice-principals to consider university courses in administration and supervision to be of most value since so few of them have had much training in this area.

V. SUMMARY

In comparing the Newfoundland vice-principals with the vice-principals as described in the literature we may conclude:

1. The Newfoundland vice-principal is younger than those described in the literature.

2. The literature suggests the vice-principal should

have teaching experience and training in administration. The majority of Newfoundland respondents have had some teaching experience, but a large majority of them have had little or no training in administration.

3. The Newfoundland vice-principals are mainly male. This is in agreement with other findings and with the views of writers concerning the vice-principalship.

4. The Newfoundland vice-principals are not as well qualified academically and professionally as are those vice-principals in most of the studies reviewed. Neither are they as well prepared as writers in educational administration suggest they should be, nor are they as qualified as their principals. Two have no teaching certificate, and only 53 per cent have a Bachelor's degree, thus indicating much lower qualifications than those considered essential for a vice-principal.

5. The Newfoundland vice-principals are appointed in a way similar to that suggested in the literature. Most appointments were made to high school teachers and were made within the school system rather than from outside of it. This is in agreement with the findings of the researchers referred to in Chapter II.

6. As suggested in the literature, the Newfoundland principal plays an important part in defining and assigning the vice-principal's duties.

7. The Newfoundland vice-principals, like those described in the literature, are engaged to a minor extent in a wide variety of duties but are assuming full responsibility for only a few. Most of the duties are shared with the principal or some staff member. However, the Newfoundland respondent is more involved in clerical and discipline duties than with such major items as planning, supervision of the school program, new techniques and methods, helping teachers with teaching problems, guidance, and public relations. He is not, as the literature suggests he should be, involved in the total program of the school and the kind of experiences which would prepare him for a principalship position.

Writers and researchers suggest there is a trend in the duties of the vice-principal away from clerical and disciplinary activities toward more responsibility in the areas of organization, administration and supervision. This trend does not appear to be established as yet in the Newfoundland central and regional schools. While the vice-principal continues to devote such a high percentage of his time to classroom teaching, there is little opportunity for the principal to delegate to him major responsibilities in the areas mentioned above.

8. Only 50 per cent of the Newfoundland vice-principals aspire to a high school principalship. This is a

very significant finding, different from what most writers state and researchers have found concerning the vice-principal and his position. It is an important consideration when considering one for vice-principalship, when assigning duties and when organizing an in-service training program.

While only 50 per cent want to become principals, 61.2 per cent feel they are receiving adequate training for such a position. This is different from the findings of Enns and O'Brien, and surprising since the vice-principals had indicated so little involvement in the total program of the school. However, those who did consider the training as inadequate were in agreement with Enns and O'Brien in stating that the vice-principals were devoting too much time to teaching and clerical duties.

We may conclude that the main differences between the Newfoundland vice-principals and those described in the literature and research studies are: the Newfoundland vice-principals are not as well qualified; they lack sufficient university training especially in areas of administration and supervision; they are still involved in minor administrative details of a clerical nature rather than in leadership functions; and 50 per cent of them are not interested in a principalship position.

CHAPTER VIII

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

The purpose of this chapter is to present a summary of the problem which was investigated, the methodology employed and the findings arising from the analysis of the data. The general conclusions are presented and recommendations concerning the position of the vice-principal are proposed. A number of implications for further study are also listed.

I. SUMMARY OF THE STUDY

The Problem

The purpose of this study was to explore in detail the position of the vice-principalship in central and regional high schools in Newfoundland. More specifically, it examined the vice-principal's qualifications, experience, the school system in which he works, the method of his appointment, the duties he performs, the facilities available to him for discharging his duties, and the training for principalship he receives in the school system. The Newfoundland vice-principal was compared with his counterpart in Nova Scotia high schools and with what the literature says and researchers have found about the vice-principal and his position. The problem was restated in the form of questions. This chapter will briefly summarize the findings in answering those questions.

Instrumentation and Methodology

Based on the literature in the field of the vice-principalship and with the help of instruments used by other researchers, a questionnaire was constructed. This instrument was then submitted, for comment and criticism, to a group of thirteen members of the Faculty of Education, Memorial University of Newfoundland. From the comments and suggestions offered the instrument was modified. The revised form of the instrument was sent, for their comments and criticisms, to ten Superintendents of Schools in Nova Scotia and to the vice-principals of the junior high schools in Newfoundland. As a result of their replies, the modifications as listed in Chapter III were made. The instrument as used in this study is found in Appendix D.

This questionnaire was forwarded to the vice-principals in all the central and regional high schools in Newfoundland and to those in 77 high schools in Nova Scotia. The completed questionnaires provided the data for the study.

The results of Sections A, B, C, E, F, and G of the questionnaire are presented in descriptive form. For Section D, Duties of the Vice-Principal, a median test was used to determine if there was any statistically significant difference between the degree of responsibility that both groups of vice-principals exercised for the one hundred eight duties.

Results of the Study

1. The following are the major findings of the study and will provide answers to the sub-problems listed in Chapter I.

Newfoundland respondents range in age from under twenty to over fifty-one, but comparatively speaking they are younger than those in Nova Scotia and those in the studies reviewed. While 61.3 per cent are less than thirty-six years old, only 6.2 per cent are fifty-one years old or older. The mean age is 31.98 years. More than 50 per cent have had ten years or less teaching experience, but only 6 per cent have had more than thirty years. The majority, 64 per cent, have had experience teaching high school grades and 86.7 per cent have had experience as principal or vice-principal. They have not held their position for long, 89.1 per cent for five years or less and 98 per cent for ten years or less.

Academically, the Newfoundland vice-principals show great variations in training. Two have less than the equivalent of one year at university while 43.4 per cent have less than four and only 53 per cent hold a degree, 13.6 per cent a Master's degree. Academically, the Newfoundland vice-principals are not well qualified.

The Nova Scotia vice-principals have an age range from twenty-six to over fifty-one years, with only 50 per

cent of them being less than thirty-six years old, while 18.5 per cent are fifty-one years old or older. The mean age is 37.35 years. In teaching experience 40.7 per cent have ten years or less, while 7.4 per cent have more than thirty years. Fifty-two per cent have had experience in high school grades; 70 per cent have occupied their position for five years or less and 53.7 per cent have had experience as principal or vice-principal.

Academically, the majority of the Nova Scotia vice-principals are well prepared. Only three, or 5.6 per cent, have less than three years at university but these have one year at Normal School. More than 83 per cent have five years or more of training while 81.4 per cent hold a degree, 38 per cent of them being at the Master's level.

There are variations in the age, experience and qualifications of both groups of vice-principals, but the Newfoundland vice-principals are younger and are not as experienced in their position as are those in Nova Scotia. A much higher percentage of them, however, have had experience as principal or vice-principal of a school. Academically the Nova Scotia respondents are better prepared than are the Newfoundland vice-principals, with all of the Nova Scotia group having received some formal training either at normal school or university.

2. The findings of this study revealed that 86.7

per cent of the Newfoundland vice-principals are male. The corresponding figure for Nova Scotia is 81.1 per cent.

3. In both provinces, the principals have more experience and more training than their vice-principals. The mean years of experience for the Newfoundland principals is 19.68 while that of the vice-principals is 12.82. The figures for Nova Scotia are 17.0 years and 10.69 years respectively. The principals are also better prepared academically. In Newfoundland 92.6 per cent of them have three or more years at university; 51.1 per cent five years or more; 79.5 per cent have a degree; and 31.8 per cent have a Master's degree. This is well above the figures quoted for the vice-principals. In Nova Scotia all the principals have three or more years at university and 95.3 per cent have the equivalent of five years or more. All but one have a degree, while 48.9 per cent of them have a Master's degree.

The Nova Scotia principals are better qualified than their vice-principals and are also better qualified academically than are the Newfoundland principals.

4. The majority of Newfoundland vice-principals are not very active in professional organizations. With the exception of the Newfoundland Teachers' Association, in which membership is mandatory, unless a member elects to be excluded from membership by notice in writing to the Minister

of Education, very few vice-principals indicated membership in any other professional organization. Only eighteen indicated membership in the Newfoundland Administrators' Association. Two listed membership in the Canadian College of Teachers, and one each listed membership on the Executive of the Newfoundland Teachers' Association, and the Guidance Council. These were the only professional organizations listed in which Newfoundland vice-principals indicated membership, while the Nova Scotia respondents listed membership in twenty such organizations in which at least one vice-principal was a member. In addition to the Nova Scotia Teachers' Union which was listed by fifty, fifteen listed membership in the School Administrators' Association and two indicated membership in the Social Studies Association. Seventeen other professional organizations were listed, thus indicating membership in a greater number and variety of professional organizations than did the Newfoundland respondents. Only a small percentage of both groups indicated being a member of their Administrators' Association.

5. If subscribing to professional magazines may be used as a criterion as to how well the vice-principals are keeping themselves informed on professional matters, the majority of the Newfoundland vice-principals are not informed. More than 62 per cent did not indicate subscribing to any professional magazine, while 37 per cent subscribe to at least

one. Although the Nova Scotia respondents indicated they subscribe to a greater variety, 57 per cent did not indicate that they subscribed to any such magazine. Forty-three per cent subscribe to at least one. For both groups there was a dearth of magazines in the area of school administration.

Most Newfoundland schools do not provide much professional reading material for the staff. Nineteen per cent of the schools surveyed do not subscribe to any magazine. Only thirty-seven of the eighty-three vice-principals, or 44.5 per cent, indicated that their school subscribes to one or more professional magazines which they read regularly. The corresponding figure for the Nova Scotia schools was 53.7 per cent. It would appear that neither the vice-principals themselves nor their schools subscribe to enough professional magazines and therefore the vice-principals are not keeping themselves as informed as they should be on professional matters.

6. The school systems in which most of the Newfoundland vice-principals work are small, 78.3 per cent of the high schools having ten or less classrooms. Supplying students to the high schools are the small feeder schools where often the teachers have little professional training. In fact, 64.3 per cent of the respondents said there was no specialist in the high school and ten school systems are without a single person holding a university degree. The

vice-principals with the highest academic qualifications are in the larger schools. In the eighteen schools with eleven or more classrooms there is only one vice-principal with a teaching certificate below Certificate IV.

The Nova Scotia high schools surveyed are larger (only three, or 5.5 per cent, having ten or less classrooms) and employ more specialists. Generally their feeder schools are larger and there are more teachers in the school systems with a degree than is the case in Newfoundland.

7. The Newfoundland and Nova Scotia respondents reached their present position in the same way as most researchers have found to be the case and as writers advocate, namely, by advancement within the school system, usually from a high school teaching position. Sixty-six, or 67.5 per cent, of the Newfoundland vice-principals advanced in this way; 74.1 per cent of the Nova Scotia respondents reached their present position in a similar way; the majority of both groups had been in the system for less than ten years before they were appointed to their present position. Thus we may conclude, the usual route to a high school vice-principalship is through a teaching position at the high school level. This is in agreement with the literature in this field.

8. The literature suggests that in determining and assigning the vice-principal's duties, the principal must play an important role, since it is the principal who will have to

work closely with his assistant. Only 19.2 per cent of the Newfoundland school systems, and 42.5 per cent of those in Nova Scotia, have a specific policy or list of duties for the vice-principal. Where there is such a policy the principal plays an important part in determining these duties. In Newfoundland 43.7 per cent of the principals consulted their assistant principal when determining their duties, while another 25 per cent indicated the principal alone determined them. The corresponding percentages for Nova Scotia are 47.8 per cent and 4.5 per cent. In Nova Scotia the superintendent and board were involved with the principal to a greater extent than was the case in Newfoundland. These figures indicate that where there is a specific policy or list of duties, the principal does play an important part in determining the duties which will be assigned to his assistant.

Where there is no specific policy or list of duties for the vice-principals, 46.9 per cent of the Newfoundland respondents indicated they were consulted by the principal, the board or the superintendent when their duties were assigned. Another 42.2 per cent indicated the principal alone determined their duties. In Nova Scotia only 27.6 per cent of the vice-principals were consulted, while 62.1 per cent indicated their duties were determined by the principal alone.

Thus in developing specific policy or list of duties

for the vice-principal, Nova Scotia is well ahead of Newfoundland, but in assigning duties for the assistant principal more of the Newfoundland respondents were consulted by their board or principal than was the case in Nova Scotia. In both cases the principals are involved to a great extent with the Newfoundland respondents indicating a more co-operative approach. This is in agreement with the suggestions given in the literature.

9. The Newfoundland vice-principals are involved to a minor extent in a variety of duties but are wholly or mainly responsible for but a few, there being only one duty of the one hundred and eight in the questionnaire, "Speak for the school when the principal is absent", for which more than 50 per cent of the respondents were mainly or wholly responsible; this indicates the limited responsibility the vice-principals are assuming in the operation of the school.

The duties for which they are assuming most responsibility are clerical and disciplinary ones in addition to providing a link between the principal and staff, and the principal and community groups. Of the ten duties listed in the summary of Chapter VI for which the vice-principals are mainly or wholly responsible, seven of them call for no training in administration or supervision and could be performed by a teacher aide or secretarial help, thus providing more

time for the vice-principal to become engaged more deeply in the total operation of the school and in areas such as supervision, planning, and guidance which are now sadly neglected.

The respondents from Nova Scotia are very similar to those of Newfoundland in the areas for which they exercise most responsibility for the operation of the school. They are, however, a little more deeply involved, with five of the ten duties listed in the summary of Chapter VI having 50 per cent or more of the vice-principals mainly or wholly responsible for them. Eight of the ten duties for which they are assuming most responsibility are the same as those for which the Newfoundland respondents indicated a greater involvement. Thus we may conclude that both the Newfoundland and Nova Scotia vice-principals are performing the same type of duties and their degree of involvement in these duties is not very different. This was shown clearly when the median test, applied to the one hundred and eight duties, revealed a statistically significant difference on only fourteen items.

10. To perform his non-teaching duties adequately, the vice-principal will need facilities, time free from teaching and secretarial help. Newfoundland vice-principals, to a great extent, lack all three of these. Only 30 per cent have a private office, while 41 per cent share facilities with the principal. For 29 per cent no provision whatsoever

is made for office accommodation; only 31.3 per cent have secretarial help; and more than 75 per cent devote more than 50 per cent of their time to teaching. The Nova Scotia vice-principal finds himself in a much better position. Sixty-one per cent have their own office; 85.7 per cent have secretarial help; and only 55 per cent of them teach for 50 per cent or more of their time. While the Newfoundland vice-principal lacks such facilities and must devote such a large percentage of his time to classroom teaching, he cannot be expected to become deeply involved in the total operation of the school.

11. While only 50 per cent of the Newfoundland and 59.3 per cent of the Nova Scotia vice-principals indicated they were interested in a principalship position, the majority of both groups felt the training they are receiving as vice-principal is adequately preparing them for a principalship. This was surprising because of the amount of time they must devote to teaching and the little responsibility they share for the total operation of the school. Those who did consider the training to be inadequate felt they were devoting too much time to teaching. Other reasons given were "not enough responsibility delegated", "not enough varied experiences in the duties of a principal", and "too much time devoted to trivial matters".

12. Although most writers and principals consider

the vice-principalship as a training ground for school principalship, the schools in Newfoundland are not making any specific attempt to train administrators, and only seven of the schools surveyed in Nova Scotia indicated having a training program in operation. Both Newfoundland and Nova Scotia educators might well profit by an examination of the programs used in these schools.

When asked to rank listed suggestions for training administrators, both the Newfoundland and Nova Scotia respondents listed their first, second, and third choices, respectively, as "university courses in administration and supervision", "workshops of vice-principals with the principals present", and "specifically assigned tasks in your own school". Surprisingly, while only a little more than 50 per cent of them were interested in a principalship position, 90 per cent of the Newfoundland and 88 per cent of the Nova Scotia respondents were interested in such a plan to train administrators, but they were not in agreement as to who should organize it. The Newfoundland respondents listed "the school boards and principals in centralized areas", the "administrators' association", and "the Department of Education", in that order; the Nova Scotia respondents listed, the "administrators' association", "the Department of Education", and "the superintendent" as their first, second and third choices. There was also a difference in opinion as to which experiences

would provide the best preparation for a principalship; the Newfoundland respondents, 40 per cent of them, felt that "university courses in administration and supervision" was the best experience. This was followed by "broad, varied teaching experience". However, 53.2 per cent of the Nova Scotia vice-principals felt that "working under a good principal" was the best experience. This was followed by "broad, varied teaching experience". Perhaps these variations are due to the great differences in training by the two groups, the majority of the Newfoundland respondents not having had much university training in administration and supervision.

13. The literature suggests and the research studies have found that there are trends indicating a change in the duties of the vice-principal away from the clerical and disciplinary functions to more specific assignments in areas of organization, administration and supervision.

This study did not indicate any great change in that direction. The vice-principals included in this survey are still involved more in clerical and disciplinary duties than they are in any other part of the school program. This was clearly shown in the list of ten duties for which they are assuming mainly or wholly the responsibility. This lack of responsibility for duties in the areas of supervision, counselling, and public relations may be the result of the vice-principals having such heavy teaching schedules.

II. CONCLUSIONS

The following general conclusions may be made from this study.

1. Many of the vice-principals in the central and regional high schools in Newfoundland are not prepared professionally or academically for such a responsible position. Many of them lack the necessary university training especially in administration and supervision. If membership in professional organizations and subscribing to and reading professional magazines are criteria of a professional, then the majority of the Newfoundland vice-principals are not professional. Very few of them indicated membership in the Administrators' Association, and their subscribing to and reading of professional magazines appears to be very limited.

2. Newfoundland high schools are too small, the majority having ten or less classrooms. Downey in a study of the small high schools in Alberta recommends that "schools enrolling fewer than 200 students not be accorded "full high school status;" ... and that such schools be required or encouraged to become a part of a larger high school complex."[1] Flower, quoting from the Report of the 1953 C. E. A. - Kellogg

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[1] Lawrence W. Downey, The Small High School in Alberta, The Alberta School Trustees' Association, Edmonton, Alberta, 1965, p. 59.

Pilot Short Course in Educational Leadership, states: "the unit should be large enough to provide for at least one secondary school with a minimum enrolment of 300."[2]

The Newfoundland Royal Commission on Education and Youth has just released Volume I of its report. It recommends "a five-year high school should have at least 500 students and a three-year high school at least 300."[3]

Because the schools are so small and because of the method of allocating teachers, supervisors employed by the board, and secretarial help to a school system, most of the vice-principals hav to carry heavy teaching responsibilities, often full-time classroom teaching. The time free from teaching is often devoted to minor details of administration which could be performed by secretarial help. This is so because the Newfoundland Education Act makes no provision for a salary unit for a vice-principal in addition to the number of classroom teachers needed in a school. Consequently, in the smaller schools where there are only a few teachers, the vice-principal is most likely to be teaching practically full time. One solution would be the provision of a salary unit for a

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[2]George E. Flower, How Big Is Too Big? (Toronto: W. J. Gage Limited, 1964), p. 21.

[3]Report of the Royal Commission on Education and Youth, St. John's, Newfoundland, Volume I, 1967, p. 104.

vice-principal in addition to those for regular classroom teachers, thus freeing him for other work.

Another way to free the vice-principal from heavy teaching responsibilities is for consolidation of schools to take place, so that the high schools will be large enough to obtain secretarial help and enough staff teachers to make it unnecessary for the vice-principal to do much classroom teaching, thus providing the opportunity for him to become a true assistant to the principal, and to become involved in the total program of the school.

3. Only 50 per cent of the Newfoundland vice-principals are interested in a principalship position. This very significant fact should be considered when appointing one to the position, when determining which duties are to be assigned to him, and when planning an in-service program of training for vice-principals.

4. Very few schools have specific regulations concerning the method of appointment, or duties of the vice-principal. This leaves the position ill defined and the vice-principal uncertain of his duties and responsibilities. It would appear that administrative ability or training are not important considerations when appointing one to a vice-principalship. Most appointments go to high school teachers in that school or some other school within the school system.

5. The majority of the Newfoundland vice-principals

are not assuming much responsibility for the educational program of the school. While they share many duties, mostly of a clerical and disciplinary nature, with the principal or other staff members they are not accepting enough responsibility in the areas of supervision, counselling and guidance, public relations, educational planning, experimenting with new techniques, and helping teachers with teaching problems. Perhaps, however, they are assuming as much responsibility as one might reasonably expect, since 75 per cent of them are teaching for more than 50 per cent of their time. Under such circumstances, the principal is unable to delegate major areas of responsibility to his assistant. Consequently, the vice-principal finds himself, when free from teaching, doing minor administrative work rather than becoming involved in the instructional and supervisory program of the school. He thus becomes more of an office clerk than a leader in school administration. Approximately 93 per cent of the Newfoundland vice-principals feel that some of the duties they now perform could be adequately performed by staff members or clerical help.

6. The principal plays a very important part in determining and assigning duties to the vice-principal, and in Newfoundland he usually does this co-operatively with his assistant. This is a progressive step and should result in the building of a good administrative team.

7. The Newfoundland vice-principal is not provided

with the necessary facilities and time free from teaching to conveniently and effeciently perform duties which may be assigned to him. Only 30 per cent have a private office while 29 per cent are without any office accommodation. Only 31.3 per cent have clerical help available when needed, and 75 per cent of them teach more than 50 per cent of their time.

8. Surprisingly, with their heavy teaching schedules and little responsibility for the supervisory program of the school, 61.2 per cent of the Newfoundland vice-principals feel they are receiving adequate training for a principalship position. Although only 50 per cent aspire to a principalship, 90 per cent were interested in the establishment of a program to train administrators, and 50 per cent felt the best program would be university courses in administration and supervision; 32.4 per cent thought the school boards and principals in centralized areas should organize such a program. When rating listed experiences as preparation for the principalship, the respondents listed as their first and second choices respectively, "university training in administration and supervision", and "broad, varied teaching experience".

9. The Newfoundland vice-principals, 86.7 per cent of whom are males, are younger, have less teaching experience and less university training than do their principals.

10. The Newfoundland vice-principal is not providing

the assistance needed by the supervising principal in a modern high school. This may be the result of a number of factors such as: his lack of training in administration and supervision, too much teaching time, lack of clerical help available to the principal, no set policy or regulations concerning the vice-principalship position and his duties, no systematic screening procedures when selecting the assistant principal, and no minimum standard of training required to be eligible for a vice-principal position. In many cases the vice-principal devotes his full time to teaching, minor administrative details and discipline problems. He is not providing the principal with the kind of assistance needed in a modern high school.

11. In summary, the Newfoundland vice-principals, 86.7 per cent of whom are male, are younger, are less experienced in their present position, work in smaller high schools, and are not as well qualified as are their counterparts in Nova Scotia. The latter group have more university training, read more professional literature, and are active in more professional organizations than are those in Newfoundland. The Newfoundland respondents have less assistance, such as clerical and supervisory personnel, available to them; they also devote more time to classroom teaching than do those in Nova Scotia. Both groups are engaged in a variety of duties most of which are shared with the principal or other staff members.

While only 50 per cent of the Newfoundland and 59.3 per cent of the Nova Scotia vice-principals are interested in a principalship, 61.1 per cent of the former and 75.5 per cent of the latter feel they are receiving adequate training as preparation for a principalship position. These findings are different from most of those found in the studies and literature reviewed in Chapter II.

III. RECOMMENDATIONS

The following recommendations are offered as a possible way of improving and making clearer the position of the vice-principal in the central and regional high schools in Newfoundland.

1. Before the position of the vice-principal in the central and regional high schools can be clearly defined, there should be a clearer definition by the Department of Education of the responsibilities of the supervising principal, the work he is expected to perform and the degree of responsibility he should assume for the overall school system. Only then can the position of the vice-principal be clearly defined.

2. There should be a complete reassessment of the vice-principalship position and his role in the central and regional high schools. If the position is to be a training position for future principals, the principal should provide

a planned, sequential program of progressive training experiences for his assistant. To make time available without some guidelines of the uses to which such time would be put would be futile. If the position is to serve as an administrative one, only those with definite administrative promise should be appointed.

3. Each school system, under the direction of the supervising principal, should develop a policy concerning the selection and the duties of the vice-principal, and the authority which he is to exercise in the administration of the school. This policy, in broad guidelines, should be contained in the administrative handbook of the school. The details of the duties for the vice-principal should be cooperatively developed by the principal and his assistant.

4. There should be a redistribution of duties which are presently assigned to the vice-principal. Many of these duties are clerical and should be performed by clerical staff, while others could be shared by staff members. The elimination of clerical details and the reduction of burdensome, routine matters from the vice-principal's duties would thus free him for major tasks in administration and supervision.

5. The Department of Education should request Memorial University of Newfoundland to develop a program, in addition to the M. Ed. program now offered, both at the graduate and undergraduate level, for the training of

principals and vice-principals. This program might take the form of summer courses, an annual 4-6 weeks seminar course for principals and vice-principals, or courses offered by the Extension Department of Memorial University to practicing administrators such as principals and vice-principals. These courses would not be by correspondence but given by a professor who would offer the course(s) in certain specific areas of the province. The program suggested might be similar to the Block Program in supervision arranged by the Department of Education, Halifax, at the Nova Scotia Summer School.

6. The Department of Education should consider paying a full bonus to only those principals and vice-principals who have had experience in administration and/or supervision, or who are enrolled in or have completed a program in administration and/or supervision such as suggested in recommendation 5. This would ensure that those who receive appointment to administrative positions will have had experience or training in this area and meet specific certification requirements. This would lead to better preparation of the administrative team and thus better service to the school.

7. Under the direction and leadership of the supervising principal, each school system should organize an in-service program of training for the vice-principal through a planned program of progressive training experiences. If the vice-principal is interested in a principalship position,

this in-service training should include experiences in all phases of a principal's work. If he is interested only in the administrative aspects of the school, the training program should emphasize this. Thus the type of program in a school system would depend on whether the vice-principalship is considered as a training ground for principals or merely as an administrative position. Whatever the type of program, it would increase the vice-principal's effectiveness in the school and help prepare him for his own or a principalship position.

8. Every effort should be made by both the Department of Education and the local school boards to encourage consolidation of schools. In addition to other benefits, these larger schools would make it possible for the vice-principal to obtain more time free from teaching, and the school to obtain clerical help and specialists teachers. With more release time from teaching and better facilities and more help available, the vice-principal would be in a more favourable position to become more involved in, and to accept more responsibility for, the total program of the school. He then would become a more valuable assistant to the principal.

9. Provision of a salary unit should be made by the Department of Education for the employment by a school board of either part or full time secretarial help in every central and regional high school system. The conditions of employment,

and the duties of such help should be specific. This help would relieve the principal and his assistant of clerical details and thus provide the principal with the opportunity to delegate major areas of responsibility to his assistant.

Basic to the provision of a good educational program is good administration. The central and regional high schools in Newfoundland are handicapped by inadequate plans of school organization and administration. Therefore, it is imperative that the Department of Education, the University, and the Newfoundland Teachers' Association make every effort to co-operatively develop a program to train administrators. With the re-organization and consolidation of schools which is imminent, such a program should be given priority by those groups.

IV. IMPLICATIONS FOR FUTURE RESEARCH

Since this is the first study of the vice-principalship in Newfoundland central and regional high schools, the researcher submits the following related problems which seem to justify further study:

1. A study of the factors that determine the need of a school unit for the services of a vice-principal.

2. A study of the concepts of the position as held by principals, teachers, boards and vice-principals.

3. A study to indicate the progress in the professional

improvement of the vice-principalship.

4. A study to determine why only 50 per cent of the vice-principals in the central and regional schools in Newfoundland are interested in a principalship position.

5. A study to define more specifically what the duties of the vice-principal should be in his role as assistant to a supervising principal. Also, it is thought that fuller study is necessary to assess and define the promotional policies of the school system, and to make suggestions concerning the specific personal qualities which should be considered in promoting one to a vice-principalship position.

6. A study using the data gathered in this survey to determine,

(a) if there is a difference in the duties performed by the vice-principals in the central and in the regional schools,

(b) if the size of the school has an effect on the type of duties performed by the vice-principal, and,

(c) if the duties of the vice-principal are different in the schools where secretarial help is available.

7. A study of the inter-relationship of school size, training of the principal and vice-principal and the duties performed by the vice-principal.

To conclude, it might be stated that there appears to be numerous possibilities for studies which would attempt to clarify the position of the vice-principal in the Newfoundland central and regional high schools.

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A P P E N D I C E S

APPENDIX A

LETTER OF INQUIRY TO DR. HAROLD NASON

6 Clarke Place,
St. John's, Nfld.,
January 22, 1967.

Dr. Harold Nason,
Director of Elementary & Secondary Schools,
Department of Education,
Halifax, N. S.

Dear Sir:

I am a student of Dr. W. J. Gushue, Associate Professor of Education, Memorial University of Newfoundland. As part of my graduate program, I plan to study the Role of the Vice-Principal, with special emphasis on this position in Newfoundland Regional and Central High Schools. In these schools, the principal is a supervising principal, responsible for the supervision of a number of schools in a school system. I hope, as part of the study to compare the role of the vice-principal in Newfoundland with the role of the vice-principal in the High Schools of Nova Scotia and Prince Edward Island.

I would be pleased sir, if you would:

1. supply me with a list of the High Schools or school systems in Nova Scotia which have a supervising principal, and

2. grant me permission to distribute a questionnaire to the vice-principals of the schools named.

Since time is at a premium, an early reply would be appreciated.

Sincerely yours,

Jasper Lake

APPENDIX B

LETTER TO SUPERINTENDENTS OF SCHOOLS, NOVA SCOTIA

6 Clarke Place,
St. John's, Nfld.,
March 6, 1967.

Dear Sir:

I am a graduate student in Educational Administration at Memorial University of Newfoundland. As part of my graduate program I plan to examine in detail various aspects of the vice-principal's position to discover his role in the Central and Regional High Schools in Newfoundland. I also propose to compare various aspects of his work with that of the vice-principal in selected high schools in Nova Scotia and Prince Edward Island. Dr. Harold Nason, Director of Elementary and Secondary Schools, Department of Education, Halifax, Nova Scotia, has granted me permission to distribute a questionnaire to the vice-principals of the selected schools in Nova Scotia.

To gather the data, a questionnaire will be used. My committee has suggested that a number of Superintendents of Schools in Nova Scotia be asked to examine the instrument to determine if it adequately measures the duties of the vice-principal in Nova Scotia schools, if any terms are ambiguous, if there are serious omissions, and if any items are non-applicable for Nova Scotia vice-principals.

It would be appreciated very much if you would examine the enclosed questionnaire and make any suggestions or criticisms you consider necessary. Please return it in the enclosed envelope.

Since time is at a premium, an early reply would be appreciated.

Yours very truly,

Jasper Lake

APPENDIX B (continued)

LETTER TO VICE-PRINCIPALS OF JUNIOR HIGH SCHOOLS, NEWFOUNDLAND

6 Clarke Place,
St. John's, Nfld.,
March 8, 1967.

Dear Sir:

I am a graduate student in Educational Administration at Memorial University. As part of my graduate program I plan to examine in detail various aspects of the vice-principal's position to discover his role in the Central and Regional High Schools in Newfoundland. I also propose to compare various aspects of his work with that of the vice-principal in selected high schools in Nova Scotia and Prince Edward Island.

To gather the data the enclosed questionnaire will be used. My committee has suggested that the vice-principals of the Newfoundland Junior High Schools be asked to complete the questionnaire, to examine it to determine if it adequately measures the duties of the vice-principal, if any parts are ambiguous, and if there are serious omissions. We would also appreciate knowing how long it takes to complete it.

No attempt is being made to identify teacher or school. The only purpose of this "trial run" is to help validate the instrument. In the final report no reference will be made to your duties.

It would be appreciated very much if you would complete the enclosed questionnaire and make any suggestions or criticisms you consider necessary. Please return in the enclosed envelope.

Since time is at a premium, an early reply would be appreciated.

Yours sincerely,

Jasper Lake

APPENDIX C

PRELIMINARY LETTER TO NOVA SCOTIA VICE-PRINCIPALS

6 Clarke Place,
St. John's, Nfld.,
March 11, 1967.

Dear Vice-Principal:

As part of my graduate work in Educational Administration at Memorial University of Newfoundland, I plan to examine in detail various aspects of the vice-principal's position to discover his role in the Central and Regional High Schools in Newfoundland. I also propose to compare various aspects of his work with that of the vice-principal in selected high schools in Nova Scotia and Prince Edward Island.

Because of increasing school population, the consolidation of school districts, changing emphasis in school organization, and changes in curriculum, the role of the High School Principal is changing. Likewise must the role of his assistant. This change has implications for educators.

To gather the necessary information for this study, I must depend on your willingness to respond to a questionnaire which will be forwarded to you in early April. (Dr. Harold Nason, Director of Elementary and Secondary Schools, Department of Education, Halifax, has granted me permission to distribute the questionnaire to vice-principals in Nova Scotia) No attempt will be made to identify a particular school or individual vice-principal.

I solicit your co-operation in this study.

Yours sincerely,

Jasper Lake

APPENDIX C (continued)

PRELIMINARY LETTER TO NEWFOUNDLAND VICE-PRINCIPALS

6 Clarke Place,
St. John's, Nfld.,
March 11, 1967.

Dear Sir:

As part of my graduate program in Educational Administration, at Memorial University, I plan to examine in detail various aspects of the vice-principal's position to discover his role in the Central and Regional High Schools in Newfoundland.

Because of increasing school population, the consolidation of school districts, changing emphasis in school organization, and change in curriculum, the role of the High School Principal is changing. Likewise must the role of his assistant change. This change has implications for educators.

To gather the necessary information for this study, I must depend on <u>your willingness</u> to respond to a questionnaire which will be forwarded to you in early April. No attempt will be made to identify a particular school or individual vice-principal.

I solicit your co-operation in this study.

Yours sincerely,

Jasper Lake

APPENDIX D

ACCOMPANYING LETTER TO NOVA SCOTIA VICE-PRINCIPALS

6 Clarke Place,
St. John's, Nfld.,
March 31, 1967.

Dear Vice-Principal:

On March 11 I wrote you concerning my proposed study of the vice-principal in Newfoundland Central and Regional High Schools, and how I planned to compare certain aspects of his work with that of the vice-principal in selected schools of Nova Scotia. I stated that a questionnaire would be forwarded to you in early April. Enclosed please find a copy of the same.

Perhaps before proceeding further, I should identify myself. I am a teacher having had sixteen years as teacher, vice-principal, and principal. I am now supervising principal of the Bishop's Falls Amalgamated Schools, Bishop's Falls, Newfoundland. I have been granted leave of absence to complete my M.Ed. degree at Memorial University. As part of my graduate programme I am doing the study referred to above.

Dr. Harold Nason, Director of Elementary and Secondary Schools, Department of Education, Halifax, has granted permission for me to distribute a questionnaire to vice-principals in Nova Scotia. I would be pleased if you would complete the enclosed questionnaire and return it in the enclosed self addressed envelope. Since the number of vice-principals included in the study is small, it is necessary for me to receive as many returns as possible. Without your support, this study cannot be completed.

There will be no attempt made to identify you or your school, and therefore you need not sign your name to the questionnaire.

I thank you in anticipation of an early reply.

Yours sincerely,

Jasper Lake

ACCOMPANYING LETTER TO NEWFOUNDLAND VICE-PRINCIPALS

6 Clarke Place,
St. John's, Nfld.,
March 31, 1967.

Dear Vice-Principal:

On March 11 I wrote you concerning my study of the vice-principalship in Newfoundland Central and Regional High Schools. At that time I asked for your support and stated that a questionnaire would be forwarded to you in early April. Enclosed please find a copy of the questionnaire.

This study is part of my graduate program in Educational Administration at Memorial University. The data for the study are to be obtained from the responses of the vice-principals to the items in the questionnaire. Since the number of vice-principals included in the study is small, it is necessary that I receive a completed copy from each vice-principal. I would, therefore, be very pleased if you would complete the enclosed copy and return it in the enclosed envelope. Without your co-operation I cannot complete the study. The earlier you return the completed copy, the more helpful it will be.

There will be no attempt made to identify you or your school, and therefore you need not sign your name.

Please accept my sincere thanks in anticipation of an early reply.

Yours sincerely,

Jasper Lake

QUESTIONNAIRE FOR THE VICE-PRINCIPALS

The following information is intended to give a composite picture of the vice-principal. Please check the appropriate item.

1. Type of school:

   Regional High _____ Central High _____ Other (specify) _____

2. Your age:

   (a) under 20 _____
   (b) 21 - 25 _____
   (c) 26 - 30 _____
   (d) 31 - 35 _____
   (e) 36 - 40 _____
   (f) 41 - 45 _____
   (g) 46 - 50 _____
   (h) 51 & over _____

3. Sex: Male _____ Female _____

4. Teaching experience:

   (a) 0 - 5 yrs. _____
   (b) 6 - 10 yrs. _____
   (c) 11 - 15 yrs. _____
   (d) 16 - 20 yrs. _____
   (e) 21 - 25 yrs. _____
   (f) 26 - 30 yrs. _____
   (g) 31 - 35 yrs. _____
   (h) 36 or over _____

5. Experience as a teacher other than principal or vice-principal:

   (a) Primary grades _____yrs.
   (b) Elementary grades _____yrs.
   (c) Junior High grades _____yrs.
   (d) High School grades _____
   (e) All grades _____
   (f) Other (specify) _____

6. Experience as vice-principal:

   (a) In this school _____yrs. (b) Another school(s) _____yrs.

7. Experience as a principal:

   (a) In this school _____yrs. (b) Another school(s) _____yrs.

8. Professional preparation:

   (a) teaching certificate or licence _____
   (b) degree(s) _____
   (c) major field _____

   (d)

	Courses	Number	Undergraduate	Graduate
i.	Administration	_____	_____	_____
ii.	Curriculum	_____	_____	_____
iii.	Supervision	_____	_____	_____
iv.	Guidance	_____	_____	_____
v.	_____	_____	_____	_____

9. Of what professional organization(s) are you a member? _____

10. Name any other clubs or organizations of which you are a member _____

11. Name the professional magazines to which you subscribe

_____ _____ _____.

12. Of the professional magazines to which the school subscribes, which do you read regularly? _____ _____

_____ _____ _____.

YOUR PRESENT SCHOOL SYSTEM
(This includes your High School and any Elementary or Junior High school from which your students come)

1. The High School:

(a) 1 - 5 classrooms ____
(b) 6 - 10 " ____
(c) 11 - 15 " ____
(d) 16 - 20 classrooms ____
(e) 21 and over ____

2. Number of teachers including the principal and assistant principal in the High School:

(a) 0 - 5 ____
(b) 6 - 10 ____
(c) 11 - 15 ____
(d) 16 - 20 ____
(e) 21 and over ____

3. Number of specialist teachers in the High School _____
(e.g. Guidance Counsellor, Librarian, Music instructor.)

4. Other schools in the school system (feeder schools)

(a) number of schools ____
(b) number of classrooms ____
(c) number of teachers ____
(d) number of pupils ____

5. Number of teachers in the system with a university degree(s)
_____.

6. Qualifications of your high school principal

(a) teaching certificate ____
(b) degree(s) ____

7. Teaching experience of your principal ____ years.

8. Does your school board employ:

(a) a superintendent ____
(b) a local school board supervisor ____
(c) a teacher aide or secretarial help ____

APPOINTMENT TO YOUR POSITION

1. Were you appointed to your position from
   (a) the staff of your present school? _____
   (b) the staff of some school in your present system? _____
   (c) principalship of some school in your present system? _____
   (d) outside your present school system? _____

2. If the answer to a, b or c was yes, please answer the following:
   (a) how long were you in this position before your appointment? _____
   (b) what grades, if any, did you teach? _____

3. Teaching grade or certificate at time of appointment _____

4. What grades do you now teach? _____

5. Amount of time spent in teaching _____

6. Which of the following influenced you most to accept this position? (Mark 1, 2, 3 etc. in order of importance)
   (a) salary _____
   (b) opportunity for advancement _____
   (c) encouragement from principal and/or superintendent _____
   (d) encouragement from board _____
   (e) reputation of the school _____
   (f) the challenge of the position _____
   (g) you were the best academically qualified teacher in the system _____
   (h) other (specify and rank) _____

7. Which factors were, in your opinion, most in your favor when the school board considered your appointment to the position? (Mark 1, 2, 3 etc. in order of importance)
   (a) your ability and qualifications to teach high school classes _____
   (b) your demonstrated administrative ability _____
   (c) your ability to supervise the instructional program _____
   (d) reward for good service in the past _____
   (e) seniority _____
   (f) your special training was needed in the school _____
   (g) a means of attracting you to the school staff _____

8. Should the vice principal be selected to complement the work of the principal? _____

9. Do you think some duties you perform as vice-principal could be performed satisfactorily by another teacher? Yes____ No ____

DUTIES OF THE VICE-PRINCIPAL

Indicate to what extent you are involved in and responsible for the following duties. Use the following scale:

3 - wholly responsible
2 - mainly responsible
1 - partially responsible
0 - no responsibility
NA - if non applicable

1. Administrative duties:	3	2	1	0	NA
1. Registration of pupils					
2. Transfer of pupils					
3. Staff meetings:					
(a) agenda					
(b) physical arrangements					
4. Examinations and testing:					
(a) scheduling and seating					
(b) invigilating schedules					
(c) administering of IQ and acheivement tests etc.					
5. (a) ordering, distribution of school supplies and instructional aids					
(b) demonstrating the use of these aids					
(c) providing up-to-date information concerning these aids					
6. Arranging for school assemblies					
7. Arranging for school programs other than assemblies					
8. Scheduling building for special events either day or night by non-school groups					
9. Induction and orientation of new staff members					
10. Organizing the library					
11. Assigning students to classes					
12. Clerical duties:					
(a) monthly reports required by Department of Education					
(b) filing					
(c) correspondence (general) letters of reference, responding to questionnaries, transcript of marks					
(d) checking teachers' registers					
(e) record of daily absences					
(f) pupil records					
(g) answering telephone					
(h) textbook rentals					
(i) contacting homes to inquire of absentees					
13. Selecting of texts and library books					
14. Handling of school fees					

	3	2	1	0	NA
15. Operating of school canteen	___	___	___	___	___
16. Conferring with agents or visitors	___	___	___	___	___
17. Arranging for substitute teacher	___	___	___	___	___
18. 'Filling in' when a teacher is absent	___	___	___	___	___
19. Selecting teachers	___	___	___	___	___
20. Placing teachers	___	___	___	___	___
21. Scheduling pupils	___	___	___	___	___
22. Establishing procedures for storage, distribution, maintenance and care of supplies and equipment	___	___	___	___	___
23. _____	___	___	___	___	___

II. Supervisory duties:

1. Improving instruction through:

(a) classroom visitation	___	___	___	___	___
(b) demonstration lessons (either giving or arranging for)	___	___	___	___	___
(c) organizing study groups, projects etc.	___	___	___	___	___
(d) conferring with teachers individually about their work	___	___	___	___	___
(e) conferring with teachers' groups about work	___	___	___	___	___
(f) helping teachers plan remedial programs	___	___	___	___	___
(g) arranging and encouraging inter-class visitation	___	___	___	___	___
2. Assisting the principal in evaluating the work of teachers	___	___	___	___	___
3. Working with principal and/or teachers on planning:					
(a) promotion policies	___	___	___	___	___
(b) building changes or new buildings	___	___	___	___	___
(c) the instructional program	___	___	___	___	___
(d) revision of curriculum and selection of curriculum material	___	___	___	___	___
4. Assisting teachers in diagnosing the learning difficulties of pupils	___	___	___	___	___
5. Promoting the idea of new techniques such as:					
(a) team teaching	___	___	___	___	___
(b) subject promotion	___	___	___	___	___
(c) non-graded school etc.	___	___	___	___	___
6. Encouraging teachers to read professional literature by:					
(a) mentioning specific articles	___	___	___	___	___
(b) making materials available	___	___	___	___	___
7. Supervision of:					
(a) playground	___	___	___	___	___
(b) gymnasium	___	___	___	___	___
(c) school transportation (schedules)	___	___	___	___	___

	3	2	1	0	NA
(d) fire drill					
(e) cafeteria					
(f) washrooms					
(g) school plant (lights, etc.) and janitorial services					
8. Encouraging use of consultants and supervisors					
9. Helping the principal and board determine the educational needs of the community i.e. long term planning					
10. Developing procedures for estimating how well pupils are doing in school					
11. Developing procedures for reporting pupil progress to parents					

I. Discipline Duties:

1. Admission of lates					
2. Admission of absentees					
3. Determining the cause of pupil tardiness and absence					
4. Control of pupil behavior					
5. Administering or witnessing corporal punishment					
6. Suspension and/or expulsion procedures					
7. Notifying parents re pupils behavior					
8. Helping teachers with discipline problems					
9. Arranging for teacher-parent conference re discipline problems					
10. Establishing standard techniques of pupil discipline throughout the school					
11. Assessing damage by pupils to school property					
12. Controlling of pupils outside of the classroom:					
(a) in the corridors					
(b) at noon and recess					

IV. Student Activities:

1. Advisor to Students' Council, Prefect etc.					
2. Yearbook, newspaper					
3. Clubs (music, drama, photography, athletic)					
4. Planning school social events					
5. Chaperoning school social events					
6. Fund raising activities					
7. Inter-class or inter-school competitions such as debating, public speaking					
8. School music program					
9. Authority to grant permission for students to leave school during the day					
10. Other activities (specify and rate)					

V. Counselling and Guidance:

	3	2	1	0	NA
1. Directing the guidance program of the school					
2. Interviewing pupils concerning:					
(a) academic program and work					
(b) social and personal matters					
3. Providing students with information about future jobs and educational opportunities					
4. Arrange for special speakers on careers open to High School graduates					
5. Conferring with parents concerning:					
(a) pupils' academic work					
(b) pupils' discipline					
(c) pupils' choice of vocation					
6. Counselling and discussion with the staff:					
(a) to improve their qualifications through summer schools, courses etc.					
(b) personal matters having a bearing on the teachers' classroom performance					
(c) adjusting pupil-teacher problems					
(d) sponsoring home room activities					
(e) discovering and correcting causes of undesirable behavior in pupils					

VI. Public Relations:

1. Planning and co-ordinating the public relations program					
2. Preparation of information to be disseminated by radio, press, or newspapers					
3. Speak for the school when the principal is absent					
4. Represent your school at Service Clubs or organizations such as Library Board, Film Council etc.					
5. Encourage other teachers to participate in community activities such as PTA					
6. Active in the Home & School Association					
7. Convey staff wishes to the principal					
8. Convey opinions of outside groups to principal					
9. Convey wishes of principal to staff members					

VII. Summary:

1. Administrative duties					
2. Supervisory duties					
3. Discipline duties					
4. Student activities					
5. Counselling					
6. Public relations					

E. DETERMINING THE VICE-PRINCIPAL'S DUTIES:

1. Does your school have a specific policy or list of duties for the vice-principal? _____

2. If yes, how were these duties determined? Check one:

   (a) by principal alone
   (b) by board and principal and/or superintendent _____
   (c) superintendent and board alone _____
   (d) you and the principal and/or superintendent _____
   (e) other (specify) _____ _____

3. If no in number 1, how were your duties assigned?

   (a) by principal alone
   (b) by board and principal and/or superintendent _____
   (c) superintendent and board alone _____
   (d) any one of the above in consultation with you _____
   (e) other (specify) _____ _____

F. DISCHARGING ASSIGNED RESPONSIBILITIES:

1. Do you have your own office? _____
2. Do you share an office with the principal? _____
3. Is clerical help available when needed? _____
4. How many hours per week do you have free from teaching _____
5. How many hours per week from teaching would you need to perform your non-teaching duties adequately? _____

G. THE VICE-PRINCIPALSHIP AS A TRAINING FOR PRINCIPALSHIP:

1. Do you hope to become a high school principal? _____
2. If you do, how well is your present position preparing you for such promotion?

   (a) adequately _____
   (b) inadequately _____

3. If you are not being adequately prepared, which of the following are the most applicable reasons? Mark 1, 2, 3 etc. in the order of importance:

   (a) too much teaching time _____
   (b) not enough varied experiences in the duties associated with principalship _____
   (c) lack of scheduled time to experience various phases of school operation _____
   (d) too much time devoted to trivial matters _____
   (e) not enough responsibility delegated _____
   (f) others (specify) _____

4. Does your school system have, to your knowledge any regulation concerning appointment to principalship? _____

5. Is any specific program operating in your school system to train administrators? _____

6. If such a program were organized, which of the following do you think would be most helpful? Mark 1, 2, 3 etc.

   (a) study groups for vice-principals _____
   (b) workshops of vice-principals with principals present _____
   (c) inter-school visitation _____
   (d) university courses in administration and supervision _____
   (e) specifically assigned tasks in your own school _____
   (f) other (specify) _____ _____

7. If such a program were established, would you be interested? _____

8. Who should be responsible for organizing such a program? _____

   (a) administrators' association _____
   (b) superintendent _____
   (c) the Department of Education _____
   (d) the principal and board _____
   (e) the university _____
   (f) school boards and principals in centralized areas _____
   (g) others _____

9. Rate the following as preparation for the principalship (Use scale 1, 2, 3 etc.)

   (a) broad, varied teaching experience _____
   (b) working under a good principal _____
   (c) observing the work of a good principal _____
   (d) advice from the principal _____
   (e) professional reading _____
   (f) work in professional association _____
   (g) university training in administration and supervision _____

If you wish to comment on further duties of the vice-principal, please do so below.

APPENDIX E

FIRST FOLLOW-UP LETTER

6 Clarke Place,
St. John's, Nfld.,
April 29, 1967.

Dear Vice-Principal:

On March 11, I wrote you concerning my study of the Vice-Principal. On March 31, I forwarded to you a questionnaire from which I hope to gather data for the study.

I am happy to state that during the last three weeks many of the Vice-Principals have returned the questionnaire completed in detail. This is encouraging for, as you know, as many returns as possible will be needed. However, there are still a number of Vice-Principals who have not responded. If you are one of them, would you please take a few minutes from your busy schedule and complete the questionnaire for me? I need your support in this project. If you have already taken care of the matter, please accept my sincere thanks for your co-operation. If you have misplaced your questionnaire, let me know and I will forward another copy.

Again, if you have not responded, please do so as soon as is convenient for you. The earlier you reply the more helpful you will be.

Yours sincerely,

Jasper Lake

SECOND FOLLOW-UP LETTER

6 Clarke Place,
St. John's, Nfld.,
May 11, 1967.

Dear Vice-Principal:

On March 31, I forwarded to you a questionnaire from which I hope to gather data for my study. On April 29, I sent to all Vice-Principals, a letter asking them to return the completed questionnaire.

I am happy to state that during the last six weeks many of the Vice-Principals have returned the questionnaire completed in detail. This is encouraging for, as you know, as many returns as possible will be needed. However, there are still a number of Vice-Principals who have not responded. If you are one of them, would you please take a few minutes from your busy schedule and complete the questionnaire for me? I need your support in this project. If you have already taken care of the matter, please accept my sincere thanks for your co-operation. If you have misplaced your questionnaire, let me know and I will forward another copy.

Again, if you have not responded, please do so as soon as is convenient for you. The earlier you reply the more helpful you will be.

Yours sincerely,

Jasper Lake

BCEAI