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A STUDY OF THE RESPONSIBILITIES OF ASSISTANT
SECONDARY SCHOOL PRINCIPALS IN THE
CLARKSVILLE-MONTGOMERY COUNTY UNIFIED SCHOOL SYSTEM

A Research Paper

Presented to
the Graduate Council of
Austin Peay State University

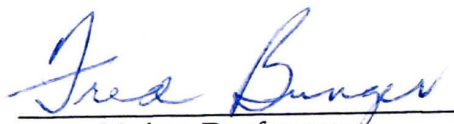
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in Education

by
Stephen Albert Miller

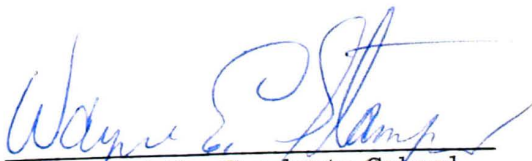
August 1968

To the Graduate Council:

I am submitting herewith a Research Paper written by Stephen Albert Miller entitled "A Study of the Responsibilities of Assistant Secondary School Principals in the Clarksville-Montgomery County Unified School System." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Administration and Supervision.


Major Professor

Accepted for the Council:


Dean of the Graduate School

ACKNOWLEDGEMENTS

The author would like to extend his thanks and appreciation to his major professor, Dr. Fred A. Bungler and to the Dean of Faculties, Dr. William Ellis for their guidance and assistance.

Thanks is also in order to the six assistant principals about whom this endeavor involved. Without their cooperation this study could not have been possible.

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CHAPTER I

INTRODUCTION

There are many aspects of free public education which are provided in the United States today. Leadership is found at federal, state and local levels. Education of the people is essentially a state responsibility. There is a tremendous number of people in each state working together to make education function successfully.

The Clarksville-Montgomery County Unified School System in Tennessee is working diligently to provide a sound education for its students. From the superintendent of schools to the classroom teacher there is cooperation continually to improve education. Administration, as well as supervision and teaching, is an increasingly important function. This study is concerned with administration and is primarily directed at assistant principals in the secondary schools in this system.

I. THE STUDY

Nature of the study. The purpose of this study is to describe what the assistant principals are doing in this system. By means of two personal interviews, the responsibilities of each of the assistant

principals were identified and described. By categorizing the responsibilities and summarizing the behavior of the assistant principals the study describes the similarities and differences within the position.

Importance of the study. The Clarksville-Montgomery County Unified School System does not provide job descriptions for each position within the system. Each school principal is given the authority ✓ to determine the functions of the assistant principal in his school. Generally the responsibilities of the assistant principal are jointly developed by the principal and the assistant.

Because there is a lack of job description, this study is important for the following reasons:

1. The Clarksville-Montgomery County Unified School System may critically examine the responsibilities of assistant principals in the system.
2. The assistant principals may get better insight as to what their role should be.
3. The tables listing the responsibilities may be educational for those students planning to go into the administrative areas of education.

Limitations of the study. The study is limited in that it only includes the six assistant principals in the secondary schools of the

Clarksville-Montgomery County Unified School System in Tennessee. This study is also limited to the responsibilities of the assistant principals for the 1966-1967 school year.

Assumptions. There is one basic assumption which must be observed in this study. The author assumes that the assistant principals description of their responsibilities as determined by personal interviews with the assistant principals was an accurate appraisal of their job.

II. DEFINITION OF TERMS USED

There are some words and terms used in this study which should be used in a limited function. The following definitions are presented:

Responsibilities. In this study "responsibilities" refers to any actions necessary in one's position, the ability to do or act, one's authority or influence, and one's obligations and things for which he is responsible.

Assistant Principals. In this study "assistant principal" refers to those persons who have the responsibility of assistant principal in the six secondary schools used.

Unified School System. In this study "Unified School System" refers to the Clarksville-Montgomery County Unified School System in Tennessee.

III. REVIEW OF RELATED LITERATURE AND RESEARCH

There has not been a similar study conducted about assistant principals in the Unified School System. Efforts to find studies of a similar nature in the Austin Peay State University library also failed. Therefore, there were not any readily available studies to be used in strengthening this particular study.

IV. METHODS AND PROCEDURES OF THE STUDY

The method used for this descriptive study of the responsibilities of the assistant principals in the Unified School System was personal interviews with each assistant principal.

First, permission to do the study was cleared through Mr. T. M. Oakley, Director of Teacher Personnel in the central office of the Board of Education. A personal visit with each assistant principal to establish the initial interview was the next step. The assistant principals at the following schools were used in the study: Burt High School, Clarksville High School, Greenwood Junior High School, Montgomery Central High School, New Providence Junior High School and Woodlawn High School.

During the first interview the author proceeded with developing a written description of the responsibilities of each assistant principal. After interviewing each assistant principal, follow-up interviews were arranged to secure additional information which may have been overlooked in the initial interview.

Following the interviews the writer had the necessary data to write the study.

V. ORGANIZATION OF THE RESEARCH PAPER

This study has been divided into three chapters. Chapter I is the introductory chapter. Chapter II contains a presentation and interpretation of the data obtained for the study. In this chapter a background description of the schools and the assistant principals will be given along with a discussion of the data. Chapter III is a short concluding chapter containing some conclusions resulting from the study itself. Following Chapter III is the bibliography and the appendix in which is found the identification of the assistant principals used in this study.

CHAPTER II

PRESENTATION AND INTERPRETATION OF THE DATA

I. BACKGROUND DESCRIPTION

A short discussion of the assistant principals and the schools involved in this study might be appropriate at this time. As stated in Chapter I, only the secondary schools in the Clarksville-Montgomery County Unified School System are considered in this study. By limiting the study we can get an idea as to what the assistant principals in the secondary schools are doing in this system.

The Clarksville-Montgomery County Unified School System is a medium-sized school system in population. There are six secondary schools which serve approximately 5,000 students from the seventh grade through the senior year of high school. Each of these schools have different characteristics. That is, even though they are in the same system, they differ in such things as grades taught, number of students, number of teachers and administrative organization to meet the needs of the individual school community.

The six schools included in the study are: Burt High School, Clarksville High School, Greenwood Junior High School, Montgomery Central High School, New Providence Junior High School and Woodlawn

High School. Throughout the remainder of the study the author will refer to the school and the assistant principal simultaneously by calling the assistant principal by a code letter, such as, Mr. A. A list identifying each assistant principal and the school is found in the appendix.

Mr. A. is the assistant principal at Burt High School and has that official title. Mr. A. received his undergraduate degree in Social Studies at Tennessee A & I State University; he has done graduate work at that institution in Administration but has not completed the requirements for the Masters Degree. He began his teaching career at Burt in 1960 and was also named assistant principal at the beginning of that school year. His experience as assistant principal was not preceded by any teaching experience. However, the position of assistant principal has existed at Burt since the school's origin in 1952. Burt has grades seven through twelve and approximately 720 students. There are thirty-four teachers on the faculty at Burt High School.

Mr. B. is the assistant principal at Clarksville High School and has the official title of assistant principal. Mr. B. received his B. S. degree from Austin Peay State University with a major in Health and Physical Education. He received his Masters Degree at George Peabody College for Teachers with a double major in

Physical Education and Administration. Mr. B. began his teaching career in 1953 at Greenwood Junior High and went to Clarksville High School in 1957. He served as head football coach at both schools before assuming the position of assistant principal. His experience as assistant principal began in 1965 and he dropped all teaching and coaching responsibilities. The position of assistant principal has existed at Clarksville since 1958. Clarksville High School is the largest school in the system with approximately 1,500 students in grades ten, eleven and twelve. There are seventy members of the faculty.

Mr. C. has the title of assistant principal at Greenwood Junior High School which contains grades eight and nine only. There are 800 students in the two grades and thirty-five teachers at Greenwood. Mr. C. received his undergraduate degree at Austin Peay State University in Health and Physical Education and is working on his Masters Degree in Administration and Supervision at that institution. Mr. C. began teaching at Greenwood in 1957. He assumed the role of assistant principal in 1963, a position which has existed at Greenwood since the early 1950's. Mr. C. is an assistant football coach and head basketball coach. When he accepted the assistant principalship, he was relieved of most of his teaching duties but retained his coaching responsibilities.

Mr. D. is the assistant principal at Montgomery Central High School. He does not have the official title of assistant principal, however, he does assume and perform many of the normal responsibilities of an assistant to the principal. Mr. C. was employed as a teacher and head basketball coach in 1955 and in the now defunct county system was hired with the understanding that he would serve as assistant principal. He had six years of teaching experience before going to Montgomery Central. Mr. D. received his B. S. Degree from Western Kentucky University with a major in English. He received his Masters Degree from Western in Administration and Supervision. Central contains grades one through twelve with approximately 1,100 students and forty-five teachers. There are 475 students in grades one through six with the remaining 625 students in grades seven through twelve.

Mrs. E. has the title of assistant principal at New Providence Junior High School. This is the newest school in the system with 1,000 students in grades seven, eight and nine. There are forty teachers on the faculty. Mrs. E. began her teaching experience at Howell Elementary School in 1961. When New Providence opened in 1966, Mrs. E. began her administrative career as the assistant principal. She obtained her undergraduate degree at Austin Peay State University in Elementary

Education and completed her Masters at Austin Peay in Administration and Supervision.

Mr. F. of Woodlawn High School is in the same category as Mr. D. He was employed as a teacher, basketball coach, and with the understanding that he would serve as assistant principal at Woodlawn in 1957. He began his teaching career in 1952 and had five years of experience before going to Woodlawn. He received his B. S. Degree at Austin Peay State University with a double major in Biology and Health and Physical Education. He has his Masters Degree from Austin Peay in Administration and Supervision. Woodlawn has the smallest secondary school enrollment in the system with only 130 students in grades ten through twelve. However, there are 460 other students in grades one through six in the same school building with a total of twenty-eight teachers.

II. DISCUSSION OF THE DATA

The background description of the secondary schools in the Clarksville-Montgomery County Unified School System and the assistant principals in those schools have been introduced in the first part of Chapter II. A discussion of the data gathered through personal interviews with the assistant principals will be presented in the remainder of Chapter II.

The responsibilities of the six assistant principals in the Unified School System are presented in Tables I and II. Table I lists the most frequently occurring responsibilities. This means that these responsibilities were listed as jobs by either four, five or six of the assistants. Responsibilities one through nine were indicated as jobs by all of the assistants. Responsibilities ten through seventeen were listed by five of the assistants; eighteen through thirty-two were indicated by four.

By observing the "number" under the assistant's code name in the columns to the right side of the responsibility, the reader can compare the relative importance of each responsibility to the assistant principals. If there is no number, this means that the assistant does not have that responsibility as one of his jobs.

By totaling the figures indicated by the assistants, the reader will find that the job considered most important was number two in Table I: to perform all duties in the absence of the principal. Next in importance would be to observe the general conduct of students and school routine, and continuing in descending order.

Table II has listed the least frequently occurring responsibilities. This table could be considered as a continuation of Table I in that the same data can be found with the exception that only one, two or three of the assistants listed each of these responsibilities

TABLE I
RATING OF THE MORE FREQUENTLY OCCURRING RESPONSIBILITIES
AS INDICATED BY THE ASSISTANT PRINCIPALS

Responsibilities	Mr. A.	Mr. B.	Mr. C.	Mr. D.	Mrs. E.	Mr. F.
1. To carry out board policies	4	2	4	4	4	2
2. To perform all duties in the absence of the principal.	4	3	4	4	4	3
3. To observe the general conduct of students and school routine	4	3	3	4	4	3
4. To handle emergencies as they arise	3	3	4	4	4	2
5. To oversee minor discipline problems	3	4	4	4	3	2
6. To aid teachers in the promotion of the educational program	2	3	1	3	4	4
7. To attend all school activities during and after hours	4	3	4	4	2	3
8. To provide limited student advising and counseling	4	4	2	2	4	2
9. To fulfill request of the central office.	2	2	2	4	4	2
10. To do limited classroom and teacher observation	3		1	2	4	3
11. To work with teachers on curriculum development	3	2		3	4	2
12. To preside over faculty meetings	2	2	1	1	4	
13. To maintain safety of the school plant.	4	2	2	3		2
14. To help in scheduling of students	2	3		2	3	1
15. To work with the P. T. A.	3		1	2	3	2
16. To act as school agent in meeting parents	4	2	1	1	4	
17. To admit A. P. S. U. observers and other visitors	3		4	2	3	2
18. To teach classes	4		3	4		4
19. To provide substitute teachers	3	4	4		4	
20. To participate in total school evaluation.		1	2	1	4	
21. To call school assemblies and preside over them.	3		2	3	3	
22. To authorize school trips	4	2	1	2		
23. To cancel school activities.	3		1	2		2
24. To organize school activities calendar.		4	3	3	3	
25. To supervise lunch period	4			4		1
26. To handle and counsel drop-out cases.	4	1	2	3		
27. To handle and counsel drop-out cases.		2	2	3		1
28. To present student awards.	2	3	2		4	
29. To set up parent and teacher conferences.	4		4	4		1
30. To report and eliminate building hazards	3	2	2	3		
31. To aid custodial help in requisitioning supplies.	3	2	2	1		
32. To supervise building maintenance and operation.	4		4	2		2
32. To issue student class admissions.						

*The number represents the relative importance of each responsibility to the job of assistant principal. With 4 representing the most important and 1 the least important as to time spent and importance as seen by the assistant principal. Blank spaces indicate that the assistant principal does not have that responsibility. The number indicates the same thing on Table II.

TABLE II
RATINGS OF LESS FREQUENTLY OCCURRING RESPONSIBILITIES
AS INDICATED BY THE ASSISTANT PRINCIPALS

Responsibilities	Mr. A.	Mr. B.	Mr. C.	Mr. D.	Mrs. E.	Mr. F.
1. To dismiss students for disciplinary reasons	4	2	2			
2. To authorize suspension	4	2	2			
3. To administer school bus behavior policy		3	1	3		
4. To provide speakers and programs for school assemblies			2	4	2	
5. To call faculty meetings	3	2	2			
6. To coach some athletic team			4	4		3
7. To serve as athletic director			4	4		3
8. To be in charge of student book store	4	1	1			
9. To assign student lockers		2	1	2		
10. To excuse personnel to perform personal needs.	3	2	1			
11. To issue the daily announcement sheet.	2	3	3			
12. To keep daily attendance reports	4	1			1	
13. To keep annual reports	4	3			3	
14. To travel and study new school buildings and innovations.		2		2	4	
15. To oversee study halls			1			2
16. To keep check on teacher blotters		2	1			
17. To provide a weekly faculty bulletin		3	1			
18. To aid program and ticket selling for athletics	4		4			
19. To direct the intramural program			4			2
20. To provide textbook request of teachers.		3			4	
21. To provide independent study opportunities					4	1
22. To serve as materials co-ordinator for teaching units			2		4	
23. To work for Project MID-TENN.			3		3	
24. To act as chairman of the faculty guidance committee				4		
25. To make traffic regulations				3		
26. To act as student council advisor				4		
27. To handle student work study program.		3				
28. To establish the honor roll.				2		
29. To edit brochures for public relations and visitors					4	

as jobs. Table II shows responsibilities one through fourteen as jobs listed by three of the assistant principals. Responsibilities fifteen through twenty-three were indicated by two of the assistants and twenty-four through twenty-nine were responsibilities of only one assistant principal.

Tables III through VIII will give the reader a look at the responsibilities of each assistant principal individually. For example, Table III lists only the responsibilities of Mr. A. The table includes the rating of the responsibility by the assistant which is the same as the rating he gave on Tables I and II. These tables include one other item which is very important as to the job of assistant principals. That is whether or not the assistant can perform the responsibility without approval from higher authority. This could be the principal, superintendent or perhaps even a secretary or teacher. The "x" in the "needs no approval" column indicates that the assistant principal does not need any special approval from a higher authority to perform the job.

The reader should observe that responsibilities one through nine on Table I do not appear on any of the individual tables. The reason for this is that these nine responsibilities are performed by all six assistant principals. This group of responsibilities is fairly broad and general. They are: to carry out board policies, to perform

TABLE III
RESPONSIBILITIES OF MR. A.

Responsibilities	Rating	Needs No Approval
1. To do limited classroom and teacher observation .	3*	x*
2. To work with teachers on curriculum development	3	x
3. To preside over faculty meetings	2	x
4. To maintain safety of the school plant	4	x
5. To help in scheduling of students	2	x
6. To work with the P. T. A.	3	x
7. To act as school agent in meeting parents	4	x
8. To admit A. P. S. U. observers and other visitors .	3	x
9. To teach classes	4	x
10. To provide substitute teachers	3	x
11. To call school assemblies and preside over them .	3	x
12. To authorize school trips	4	x
13. To cancel school activities	3	x
14. To supervise lunch period	4	x
15. To handle and counsel drop-out cases	4	x
16. To set up parent teacher conferences	2	x
17. To report and eliminate building hazards	4	x
18. To aid custodial help in requisitioning supplies . .	3	x
19. To supervise building maintenance and operation .	3	x
20. To issue student class admissions	4	x
21. To dismiss students for disciplinary reasons . . .	4	x
22. To authorize suspension	4	x
23. To call faculty meetings	3	x
24. To be in charge of the student book store	4	x
25. To excuse personnel to perform personal needs . .	3	x
26. To issue the daily announcement sheet	2	x
27. To keep daily attendance reports	4	x
28. To keep annual reports	4	x
29. To aid program ticket selling for athletics	4	x

*The number represents the rating explained in the footnote at the bottom of Table I.

*The x following the numeral in the needs no approval column indicates that the assistant principal does not need any special approval from higher authority to perform the job.

NOTE: Tables IV, V, VI, VII and VIII show the same data as Table III about each assistant principal.

all duties in the absence of the principal, to observe the general conduct of students and school routine, to handle emergencies as they arise, to aid teachers in the promotion of the educational program, to provide limited student advising and counseling and to fulfill requests of the central office. To oversee minor discipline problems ranged from practically all of them for Mr. A., Mr. B. and Mr. D., to sharing about equally with the principal for Mr. C. and Mrs. E., to very seldom for Mr. F. To attend all school activities during and after hours was a demanding responsibility. Only Mrs. E. was not required to attend all of the activities after hours.

Since these nine responsibilities were indicated as jobs by all six assistants, they have been omitted from the individual tables. However, the reader should remember that they are considered at the top of each individual table by the author.

Table III contains the remainder of Mr. A's responsibilities. Mr. A. is significant in that he is the only assistant principal who can perform all of his jobs without any approval from a higher authority. If there is an obvious reason for this, it is that the principal at Mr. A's school is away more than any other principal. He attends many state and national educational meetings and conventions. Therefore, Mr. A. is left in charge a great deal more than any of the other assistant principals. Mr. A. is the only assistant who has the power

to authorize the suspension of a student and the only one with the authority to call a faculty meeting.

Table IV lists the responsibilities of Mr. B. Mr. B. and Mr. A. have the same number of responsibilities but many of them are different. Clarksville High School is the only school which has a student work study program and Mr. B. supervises the program. This is a program funded with federal money used to pay students \$1 per hour for work done during the school day. This work could be for running errands, working in the library, tool room foreman in the shop or janitorial duties. Students participating in this program must have a need for such work; Mr. B. determines who is selected. Teacher blotters may also need an explanation. Student six-week and semester grades are recorded on the teachers' blotters. Mr. B. is responsible for making sure that these grades are transferred to the permanent records of all students.

Table V contains the responsibilities of Mr. C. There is probably a closer unity at Greenwood Junior High School between Mr. C. and his principal than there is at the other schools. This means that these two men probably discuss more about each responsibility before it is carried out than is done at any other school. Mr. C. may have the approval to perform most of his responsibilities but would feel more comfortable if he could discuss it with the principal first. Mr. C. is

TABLE IV
RESPONSIBILITIES OF MR. B.

Responsibilities	Rating	Needs No Approval
1. To work with teachers on curriculum development	2	
2. To preside over faculty meetings	2	
3. To maintain safety of the school plant	2	x
4. To help in scheduling of students	3	
5. To act as school agent in meeting parents	2	x
6. To provide substitute teachers	4	x
7. To participate in total school evaluation	1	
8. To authorize school trips	2	
9. To organize school activities calendar	4	
10. To handle and counsel drop-out cases	1	x
11. To present student awards	2	x
12. To set up parent and teacher conferences	3	x
13. To aid custodial help in requisitioning supplies	2	x
14. To supervise building maintenance and operation	2	x
15. To dismiss students for disciplinary reasons	2	x
16. To authorize suspension	2	
17. To administer school bus behavior policy	3	x
18. To call faculty meetings	2	
19. To be in charge of student book store	1	x
20. To assign student lockers	2	x
21. To excuse personnel to perform personal needs	2	x
22. To keep the daily announcement sheet	3	x
23. To keep daily attendance reports	1	x
24. To keep annual reports	3	x
25. To travel and study new school buildings and innovations	2	
26. To keep check on teacher blotters	2	x
27. To provide a weekly faculty bulletin	3	
28. To provide textbook request of teachers	3	x
29. To handle student work study program	3	x

the head basketball coach and is an assistant football coach. He also serves as the athletic director and makes athletic schedules.

TABLE V
RESPONSIBILITIES OF MR. C.

Responsibilities	Rating	Needs No Approval
1. To do limited classroom and teacher observation . .	1	x
2. To preside over faculty meetings	1	
3. To maintain safety of the school plant	2	x
4. To work with the P. T. A.	1	x
5. To act as school agent in meeting parents	1	
6. To admit A. P. S. U. observers and other visitors. .	4	x
7. To teach classes	3	x
8. To provide substitute teachers.	4	x
9. To participate in total school evaluation.	2	
10. To call assemblies and preside over them	2	
11. To authorize school trips	1	
12. To cancel school activities	1	
13. To organize school activities calendar	3	
14. To handle and counsel drop-out cases	2	x
15. To present student awards	2	
16. To set up parent and teacher conferences	2	x
17. To report and eliminate building hazards	4	x
18. To aid custodial help in requisitioning supplies	2	
19. To supervise building maintenance and operation . . .	2	
20. To issue student class admissions	4	x
21. To dismiss students for disciplinary reasons	2	
22. To authorize suspension	2	
23. To administer school bus behavior policy	1	x
24. To provide speakers and programs for school	2	
assemblies	2	
25. To call faculty meetings	2	
26. To coach some athletic team	4	x
27. To serve as athletic director	4	x
28. To be in charge of student book store	1	
29. To assign student lockers	1	
30. To excuse personnel to perform personal needs	1	
31. To issue the daily announcement sheet	3	
32. To oversee study halls	1	x
33. To keep check on teacher blotters	1	x
34. To provide a weekly faculty bulletin	1	
35. To aid program and ticket selling for athletics	4	x
36. To direct intramural program	4	x
37. To serve as materials coordinator for teaching units .	2	
38. To work for Project MID-TENN	3	x

Greenwood Junior High School participates in Project MID-TENN. Mr. C. is the project coordinator at Greenwood as is Mrs. E. at New Providence Junior High School. Project MID-TENN is a composite of new undertakings, demonstration programs and supplementary services that few of the cooperating schools in Middle Tennessee could provide for themselves. There are fifty-one public school systems in forty-one Middle Tennessee counties taking part in this cooperative endeavor. The function of Project MID-TENN is to: encourage new undertakings in programs of instruction and administration, demonstrate in model programs new educational practices that are worthwhile; and supplement existing programs and services.¹

Table VI lists the responsibilities of Mr. D. Mr. D., of Central High School, does not have the power to call faculty meetings and he must be given approval to preside over them by his principal. He is the only assistant principal who has the approval to provide speakers and programs for school assemblies. He alone is responsible for the organization of the school activities calendar. That is, he needs no approval to establish this calendar. Mr. D. does have teaching responsibilities and his fellow teachers show their respect for him by making him chairman of the faculty guidance committee. He is the

¹"For Those Who Ask, This is MID-TENN," Project MID-TENN Relay, Vol. I, No. 1 (January, 1968), p. 1.

TABLE VI
RESPONSIBILITIES OF MR. D.

Responsibilities	Rating	Needs No Approval
1. To do limited classroom and teacher observation .	2	x
2. To work with teachers on curriculum development .	3	x
3. To preside over faculty meetings	1	
4. To maintain safety of the school plant	3	x
5. To help in scheduling of students	2	x
6. To work with the P. T. A.	2	x
7. To act as school agent in meeting parents	1	x
8. To admit A. P. S. U. observers and other visitors	2	x
9. To teach classes	4	x
10. To participate in total school evaluation	1	x
11. To call school assemblies and preside over them . .	3	x
12. To authorize school trips	2	x
13. To cancel school activities	2	x
14. To organize school activities calendar	3	x
15. To supervise lunch period	4	x
16. To handle and counsel drop-out cases	3	x
17. To present student awards	3	x
18. To report and eliminate building hazards	4	x
19. To aid custodial help in requisitioning supplies . . .	3	x
20. To supervise building maintenance and operation . .	1	x
21. To issue student class admissions	2	x
22. To administer school bus behavior policy	3	x
23. To provide speakers and programs for school assemblies	4	x
24. To coach some athletic team	4	x
25. To serve as athletic director	4	x
26. To assign student lockers	2	x
27. To travel and study new school buildings and innovations	2	x
28. To act as chairman of the faculty guidance committee	4	x
29. To make traffic regulations	3	x
30. To act as student council advisor	4	x
31. To establish the honor roll	2	x

only assistant principal who makes campus traffic regulations, serves as a student council advisor and is responsible for the honor roll. Mr. D. is also the head basketball and baseball coach.

Table VII shows the responsibilities of Mrs. E. She is the assistant principal at New Providence Junior High School, which is the newest school in the system. Mrs. E. performs the nine responsibilities discussed earlier along with the twenty-two found in Table VII. Mrs. E. is the coordinator of Project MID-TENN at New Providence which was discussed on Page 20 along with a discussion of Mr. C's responsibilities. Mrs. E. edits and distributes brochures and other literature about the educational facility at New Providence Junior High School. The new school building has caused a very large and impressive list of visitors to journey to New Providence Junior High since its opening in the fall of 1966. During this time Mrs. E. has spent much of her time in a public relations role for the school. She has also done some traveling and visitation of her own to other school systems studying other new school plants and educational innovations.

Along with all of these responsibilities perhaps the most important job Mrs. E. has, and the most satisfying, is her work with teachers on curriculum development. During the summer months preceeding the school's opening the teachers organized in groups to decide what would be covered at each grade level. They first made rough outlines

TABLE VII
RESPONSIBILITIES OF MRS. E.

Responsibilities	Rating	Needs No Approval
1. To do limited classroom and teacher observation.	4	x
2. To work with teachers on curriculum development	4	x
3. To preside over faculty meetings	4	x
4. To help in scheduling of students	3	x
5. To work with P. T. A.	3	x
6. To act as school agent in meeting parents	4	x
7. To admit A. P. S. U. observers and other visitors.	3	x
8. To provide substitute teachers	4	x
9. To participate in total school evaluation	4	x
10. To call school assemblies and preside over them.	3	
11. To organize school activities calendar	3	
12. To supervise lunch period	3	x
13. To set up parent and teacher conferences	4	x
14. To provide speakers and programs for school assemblies	2	
15. To keep daily attendance reports	1	x
16. To keep annual reports	3	x
17. To travel and study new school buildings and innovations	4	x
18. To provide textbook request of teachers	4	x
19. To provide independent study opportunities	4	x
20. To serve as materials coordinator for teaching units	4	x
21. To work for Project MID-TENN.	3	x
22. To edit brochures for public relations and visitors	4	x

of the year's work and then decided on a unit plan which they all would follow. She would like to consider her job as assistant principal along the lines of curriculum developer but the administrative role in public schools seems to require a much greater list of responsibilities.

Table VIII lists Mr. F's responsibilities. Mr. F. has the shortest list of the six assistants interviewed for the study. He also has both teaching and coaching responsibilities. The most significant thing about Table VIII is that the only responsibility Mr. F. gives a rating of four is to teaching classes. Of the nine responsibilities found on Table I the only other four rating by Mr. F. was to aid teachers in promotion of the educational program. This seems to indicate a tremendous amount of importance on teaching to Mr. F. Both Mr. F. and Mrs. E. help provide independent study opportunities for students with a desire for this type work. Mr. F. is the head basketball coach at Woodlawn High School.

Chapter II has given the reader a background description of the secondary schools in the Unified School System. A brief description of each assistant principal was included in the background material. The second part of Chapter II included eight tables containing the responsibilities of the assistant principals in the Clarksville-Montgomery County Unified School System. Along with the tables a brief discussion and summary of the data was included.

Chapter III is a short chapter including some of the observations and conclusions of the writer. Chapter III is followed by the Bibliography and the Appendix.

TABLE VIII
RESPONSIBILITIES OF MR. F.

Responsibilities	Rating	Needs No Approval
1. To do limited classroom and teacher observation . .	3	x
2. To work with teachers on curriculum development .	2	
3. To maintain safety of the school plant	2	x
4. To help in scheduling of students	1	x
5. To work with the P. T. A.	2	x
6. To admit A. P. S. U. observers and other visitors	2	x
7. To teach classes	4	x
✓ 8. To cancel school activities	2	
9. To supervise lunch period	1	x
10. To present student awards	1	x
11. To report and eliminate building hazards	1	x
12. To issue student class admissions	2	x
13. To coach some athletic team	3	x
14. To serve as athletic director	3	x
15. To oversee study halls	2	x
16. To direct the intramural program	2	x
17. To provide independent study opportunities	1	x

CHAPTER III

CONCLUSIONS

This study was conducted to try to determine what the assistant principals are doing in the secondary schools of the Unified School System. The reader can obtain a good idea about the responsibilities of assistant principals by studying the tables found in Chapter II along with the written discussions of the data. In no way has this study been written or intended to express any comparisons of the assistant principals. By reading the data, one can see that the jobs of the assistant principals in the Unified School System are relatively similar even though there is no job description issued by the Board of Education.

The writer has observed that the assistants are aware of the fact that no job description for their position exists. There seemed to be some interest among all of the assistants about what the other assistant principals were doing in their role. This indicates that perhaps the Board of Education should attempt to provide some kind of description for an administrative position as important as assistant principal.

This study was very enjoyable for the writer because he received such a friendly response and great cooperation from all of the assistants involved. Each one seemed to have a real desire to work with and help the writer and for this I am deeply grateful. It was very interesting that all six of these educators have done graduate work in the field of Administration and Supervision. Four of them have received Masters Degrees in that field and the other two hope to complete their degree. It was also interesting to notice that four of the assistants are or have been coaches of some athletic team. The other two have done no coaching but for obvious reasons. Mr. A. went directly into administrative work and Mrs. E. would not be employed to coach. ✓

These three observations show that assistant principals in the secondary schools of the Unified School System have many things in common. They are warm, friendly, personable and easy to work with which is very important when dealing with students. They have all prepared for this work by doing graduate study. Two-thirds of them have become administrators after serving or while serving as coaches of some kind. These three things, plus the similarities of many of their jobs and responsibilities, seem to indicate that assistant principals follow along similar directions to attain their role.

The reader can see that the job of assistant principal, teacher and coach or whichever position one has, is very demanding. In concluding the author would like to quote Mr. B. who said, "All this and answer a thousand questions a day."

BIBLIOGRAPHY

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APPENDIX

TABLE IX
IDENTIFICATION OF CODE NAMES USED
FOR ASSISTANT PRINCIPALS

Code Name	School	Assistant's Name	Age
Mr. A.	Burt High	Mr. C. T. White	35
Mr. B.	Clarksville High	Mr. Charles Quarles	38
Mr. C.	Greenwood Junior High	Mr. Ewing Burchett	36
Mr. D.	Montgomery Central High	Mr. James Young	42
Mrs. E.	New Providence Junior High	Mrs. Nell Harris	44
Mr. F.	Woodlawn High	Mr. William Covington	40