

THE DEAN OF GIRLS
IN AN OREGON HIGH SCHOOL
OF SEVEN HUNDRED STUDENTS

by

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CHAPTER I

INTRODUCTION

The position of dean of girls in the high school is recognized as one of significant importance. A great deal of information, philosophy, and best practices have been written about it in current literature. Yet there is probably no position that is more misunderstood and no office that has been less standardized.

Even the title--"dean," "adviser," "counselor," or "sponsor"--varies from school to school and has its own connotation. The number of women who hold the position reaches into four figures, but no accurate count can be made since so many who do the work bear no title at all.

The multiplicity of duties assigned to her and the lack of a clear conception of her work as indicated by the writers on the subject, have often resulted in her office "becoming the dumping ground for other people's difficulties." On the other hand, the qualifications she is expected to possess would require a "super-woman," an arch-angel, lacking only one strong pair of wings.

The many beliefs current about the position of dean of girls are wide in range and great in variety; many of them are humorous as well as absurd; most of them contain

a little truth and much misunderstanding. For instance, the dean is a mother, a big sister, a chum in the minds of many; "a kindly soul between a hen with ducks and a case worker." Others consider her "a spy," a "snooper," a "disciplinarian;" and to still others, she is the "jury, judge, and hangman" all in one.

At the other extreme, she is represented as the cold, impersonal vice-principal who is interested only in records and leadership, plans and policies. She is looked upon as a sort of remote A.O.--Administrative Officer--to be avoided whenever possible. Surely somewhere between these two extremes lies the truth concerning the dean of girls.

None will deny that her work is in the field of guidance, nor that she is a dealer with persons, both in groups and with individuals. She is concerned with everything that touches the life of the girl, but not as a "snoopervisor" and not as a "judge." Her task is to advise, not dictate; to lead, not drive; to suggest, not command.

It has been said that to the dean of girls is given the opportunity to give inspiration, the fellowship with youth, and the responsibility to create the best for adolescent girls. If this be true, then the dean may rightly be regarded as a guide, philosopher, and friend to every girl--a concept which is grasped by a few farseeing administrators and teachers, and more clearly, perhaps, by stu-

dents themselves.

PURPOSE

This thesis has grown out of the realization of a need for more effective guidance in the high school and the belief that one of the most worthwhile contributions to the guidance program is made through the office of the dean of girls.

Since confusion of title and misunderstanding of the duties have often impeded the progress of the dean's work, the writer believes that the effectiveness of the position might be improved if its particular functions and approved status were more widely known and better understood. Upon this assumption, the following study has been made. Its purpose is two-fold:

1. To make a survey of the current literature pertaining to the position of dean of girls in the high school in an attempt to ascertain what standards have been set for the position in regard to duties, qualifications and training, status and future trends.

2. To present a case study of the dean's work in an Oregon high school as representative of a typical situation in a school of 500--1000 students to show what is being done for the guidance of high school girls through the dean's office; and to make suggested recommendations

for the future of the work.

METHODS OF STUDY

A combination of methods was used to obtain the data for this study: survey of current studies and reports, observation, daily schedule, interviews, and study of school records, reports and yearbooks.

The material used in Chapter II was largely gathered from books and periodicals found in the library. Certain pamphlets were obtained directly from the secretary of the National Association of Deans of Women.

Much of the data for the case study in Chapter III were obtained by means of observation. Many visits were made to this particular school extending over a period of several weeks. The visits included observation of classes, assemblies, orientation groups or home rooms, and club programs. The dean permitted the writer to observe her daily routine, and record her activities.

The writer had personal interviews with the principal, the dean of girls, teachers, especially those closely connected with the extra-curricular program, and representative students.

The dean cooperated in keeping a daily schedule of her time for a week. The activities were recorded as they were carried on. A two-day sample is reproduced in this

study.

The principal and the dean permitted the writer to have access to the school records. They also put at her disposal old yearbooks of the school and their own annual reports.

This study is divided into four parts. Chapter I gives the introduction, purpose, and methods of study. Chapter II deals with the current literature and gives a summary of the findings. Chapter III presents the case study of a representative high school. Chapter IV gives the conclusions and recommendations.

CHAPTER II

SURVEY OF LITERATURE

Need for a Dean

The position of dean of girls in the high school was first established in Chicago. In February, 1913, Mrs. Ella Flagg Young, then superintendent of schools, selected eighteen teachers to be assigned to the position in the high schools. Speaking of the appointment, Mrs. Young said,

The need of one with time to give and experience to guide the young as they embark upon the social seas led to the appointment of a dean of girls in every high school having a membership of both boys and girls.¹

"The choice," later reported Elsie May Smith, "has been made with great care and largely based on the personality of the deans. Their aims will be to guide and direct the girls in manners, bearing, courtesy, acting as their social mentor."²

They were to be given the official title of "dean of girls." Since that time the position has been more clearly defined by the National Association of Deans of Women, thus:

¹ Young, Ella Flagg. Chicago Correspondence. Journal of Education Vol. 78, Nov. 13, 1913, p. 486.

² Smith, Elsie May. Chicago Correspondence. Eighteen are chosen as Deans of Girls. Journal of Education, Vol. 77, April 17, 1913, p. 433.

The dean of girls is that member of the administrative staff in a school who represents officially the girls of the school, coordinating their various academic and social interests; acting as their spokesman and leader; supplying the constant factor in the changing group; and serving as counselor to groups and to individuals. She is the general personnel officer of the girls.¹

In May of the same year the position received recognition in the far West. Miss Margaret McCarney, of Franklin High School, Seattle, Washington, was the first pioneer dean. She gives the following account of her appointment.

The physical, emotional, and religious needs of our high school girls made my principal realize he ought to have a woman assistant who could study those problems and who could also help with the adjustments of home and school relationships. In May, 1913, at the request of teachers and patrons, the school board officially recognized this position by appointing a Dean of Girls in the largest high school. Later the other high schools were provided with deans, and now there is not only an adviser for girls but one for boys in each school.²

In the twenty-five years since these appointments the position of dean of girls has become increasingly important in the high schools. Created, experimentally, to meet the growing needs of girls arising from the

¹ National Association of Deans of Women. Report of Committee Appointed to Study Methods of Selection, Qualification, and Duties of High School Deans. Seventeenth Yearbook 1930, p. 177.

² McCarney, Margaret. Dean of Girls - Adviser, Friend, Administrator, National Association of Deans of Women. Fifteenth Yearbook 1928, p. 151

economic and social complexity of modern society, it has become an accepted fact. Today it is considered an essential part of the school. Some of these changing conditions, the writer believes, are worthy of discussion. Among them is the rapid growth of the high school population.

Increased Enrollment of Schools

The popularization of the public high school since 1890 and its corresponding increase in enrollment has been nothing short of astounding. What are some of the factors that have contributed to this movement? Koos points out that increased population, greater prosperity, drift toward urban life, and improvement in means of transportation have, undoubtedly, had much influence.¹ With increased wealth and the spread of American ideals of democracy came the growing desire on the part of all parents, foreign-born and native alike, to give their children the cultural and economic benefits of a better education. And, when surveys of schools made during and immediately after the World War indicated that American youth was below par both educationally and physically, more education was considered the panacea for those ills. So compulsory school laws were

¹ Koos, Leonard V. *The American Secondary School*, p.p. 13-14.

passed, education became the watchword, and, as a result, the enrollment of the public high schools grew by leaps and bounds.

Jeanette McDonald, describing this rapid growth, says,

For every girl in the high school of United States ten years ago, there are three today; for every one twenty years ago, there are four today; and for every one thirty years ago, there are ten today. Thus increase in high school attendance is to be attributed mainly to two causes - the growing belief that a high school education is a distinct business asset and the compulsory education laws which in many states require school attendance of every child under sixteen. In Nebraska, high school enrollment has increased 2539% in thirty years.¹

According to Koos and Kefauver the percentage of children in the high schools between the ages of 14-17 years was 3.8 in 1890; 24.0 in 1920; and by 1930 it had mounted to 46.6.²

Williamson and Darley bear out this statement by citing data compiled by Judd to the effect that in 1930 fifty per cent of all children of high school age were enrolled in school showing an increase of 752% since 1900.³

¹ McDonald, Jeanette. The Needs of High School Students and How These Needs are Met by a Dean of Girls. National Association of Deans of Women, Eleventh Yearbook, 1924, p. 184.

² Koos, Leonard V., and Kefauver, Grayson N. Guidance in the Secondary Schools, p.p. 1-2.

³ Williamson, E. G. and Darley, J. W. Student Personnel Work, p. 3.

The conclusion is, then, that whereas to attend high school in 1890 was the privilege of the few, by 1930 it was the typical way of spending the adolescent years.

Change in Personnel of High Schools

A change in the personnel of the high school population naturally accompanied the increased enrollment. In 1890 the student body of the high school was very select. As McDonald has said, the students, for the most part, came from cultured homes. The shifting of responsibility of the conduct of the student from the school to the home was the logical procedure and was adequately taken care of. The school rightly felt that its obligations were met when the parents were notified.

Such conditions no longer exist. McDonald has further pointed out that the percentage of high school students coming from well-equipped homes today is "shockingly less." Most of the parents have had little formal education. While they are hard-working, honest, and ambitious for their children, they are quite unable to understand the need of furnishing the child with the right environment.¹

¹ McDonald, Jeanette. The Needs of High School Students and How These Needs are Met by a Dean of Girls. National Association of Deans of Women. Eleventh Yearbook. 1924, p.p. 184-185.

The modern high school has been aptly styled "the people's college" and is a very different type of institution. Johnson says,

It is not a selected group of boys or girls, or both, drawn from a social or intellectual aristocracy; nor does it aim to train only those who are intellectually and morally superior and eliminate the rest. The pupils of a modern high school, especially in large cities, constitute a cross section of the community, representing, in some cases, almost all races, all social classes, and all degrees of mentality, from morons to geniuses.¹

Curricular and Extra-curricular Expansion

The expansion of the school curriculum is regarded by some writers almost as significant as the increase in school population. It became apparent that the great influx of high school students had created new problems. Representing, as they did, every group in the community, rich and poor, brilliant and dull, foreign-born and native American, these students differed widely in needs, interests, and abilities. An attempt was made to meet these new demands by broadening the curriculum. New and different courses were given a place on the program of studies, and the term "enriched curriculum" became a veritable slogan.

¹ Johnson, Mary Hooker. The Dean of Girls in the High School, p. 2.

In 1890, according to Williamson and Darley "nine course headings were sufficient to cover the curricular offerings of public secondary schools. By 1928 forty-seven such headings were necessary to cover the expanded course offerings."¹

Not only did many new courses appear in the curriculum, but there was a decided shift in the proportion of pupils enrolled in each subject or group of subjects. No longer did Latin and Greek, mathematics and science, grammar and literature predominate in the courses of study. Koos found that in the decade between 1910-1920 English and science barely held their own, while foreign languages and mathematics suffered an actual decrease in enrollment. On the other hand, social studies, particularly civics, economics and sociology made appreciable gains, and the practical arts including homemaking, agriculture, and commercial subjects showed remarkable increase.² He further points out that physical education did not make its appearance until 1915, but is well established in the schools today.³ And everyone is aware that, in recent years, the complexity of the business world has placed a definite emphasis upon the need for vocational subjects.

¹ Williamson, E. G. and Darley, J. G. op. cit., p. 5

² Koos, Leonard V. op. cit., p. 360

³ Ibid. p. 364

Extra-curricular activities have come into being and clamor loudly for recognition. Dramatics, athletics, music, subject-matter clubs, and hobbies are all represented. Writers on the subject are numerous. They demand, for them, a place and time on the school program and emphasize the need of proper supervision.

With these changes has come specialization among faculty members. Each one, absorbed in his own subject, is interested only in a narrow field. He often fails to see the school in perspective and loses sight of the student as an individual.

Increased Teacher Load

The high pressure brought upon the school by such rapid changes has tended to place an increased load upon faculty members. The teachers are over-worked with large classes, long hours, and ever increasing responsibilities for extra-curricular activities. They have not the time, opportunity, nor physical energy to know their pupils as individuals and help them solve their personal problems. Mary Webster Sawyer puts it this way:

The pressure upon the school multiplied ten-fold the duties of the classroom teacher and lessened to a corresponding degree the time for conference with individual pupil. The day of specialization had arrived and high school boys and girls went rapidly from one teacher to another, usually coming in touch with six a day, each one of whom could see but

one side of the pupil.¹

These conditions, resulting in increasing neglect of the individual and widespread maladjustment, have emphasized the need of a dean - some one who has the time and desire to know students as individuals, listen to their troubles, help them set right standards of conduct, and show a better way toward more joyous living.

Need Expressed by Principals,
Parents, Teachers, and Students

Principals, parents, teachers, and students have expressed their need for a dean of girls. Some of their statements are both enlightening and interesting.

Principals feel a definite need for a capable woman to whom they can assign the "problems of girls" - the runaway girl, the academic failure, the socially unadjusted, and the girl from the broken home. Every day there arise questions pertaining to health, conduct, and personality that cannot be satisfactorily discussed with a man.

The principal's need for a dean is presented by Johnson from another angle. "To busy principals the dean is an assistant to receive visitors, parents, teachers, students, and all those whose requests to see the princi-

¹ Sawyer, Mary Webster. The Dean of Girls in High Schools. Journal of National Education Association Vol. 18, 1929, p. 43

pal can be met by a qualified assistant."¹

Rynearson has expressed still another need.

Educators are coming to value the so-called extra-curriculum social activities as a means of socializing the high school... These activities must be self-directed but guided by an understanding person. This supervision of social activities should go to the dean of girls. Since our girls are the warp and woof of the social texture of the high school, the dean is the necessary weaver. Her value is inestimable.²

"Parents, too, usually prefer a woman with whom they can confidentially discuss the 'special needs' of their daughters. Mothers and fathers generally prefer to discuss their daughters' failings; indiscretions, and health problems with a sympathetic woman... It is the personal touch that counts."³

Mrs. Henry Gratton Doyle, expressing the need for a dean from the parents' viewpoint, stated that the dean's influence on the school was felt in innumerable ways - setting standards of scholarship and conduct; guiding and stimulating participation in activities; bringing about better boy-girl relationships. Her concluding remark was this.

¹ Johnson, Mary Hooker, op. cit. p. 6

² Rynearson, Edward. Value of the Dean in High School, National Association of Deans of Women. Fifteenth Yearbook, 1928, p. 171

³ Purdue, Janet M. Deaning in a Public High School. National Education Association Addresses and Proceedings. Department of Deans of Women, Vol. 56, 1918, p. 404

We are all - deans, mothers, and fathers - striving to put into the hands of our girls the tools, into their minds the power, and into their souls the spirit to enable them to lead lives of usefulness, of intellectual honesty, and spiritual significance.¹

Students have expressed a need of someone at school with whom they can "talk things over." "The dean helps us with parties and dances," "She will explain why you shouldn't take Latin this term," "The dean will help you find part-time work," "The dean can get you an early dismissal" are typical remarks made by students.

Teachers, also, feel the need for a dean. "They think of such an official as a person whose business it is to straighten out the school tangles so that the threads of the day's routine weave more smoothly."² To her they can send the girls with unsatisfactory schedules; the girls with too much cosmetics and inappropriate dress; the girl with health problems; and the girl with social difficulties. These personal problems, while unsuited to the main office, call for solution and need a specially appointed official whose specific function is to study such individual problems and lessen the possibilities of permanent harm to the girl.

¹ Doyle, Mrs. Henry Gratton. The Dean's Work from the Parents' Viewpoint. National Association of Deans of Women. Vol. 10, 1932, p. 176

² Johnson, Mary Hooker, op. cit. p. 6

Need Expressed by Deans, Themselves

Deans, themselves, recognize that such an advisory officer is important.

"A dean is needed," says Johnson, "to coordinate and supplement existing work and to organize and direct new lines. A dean is needed also to consider the problems of individuals and to think through with each one to decisions that will bring better conditions into troubled lives."¹

Sawyer, too, stresses the need for a dean.

An adviser is needed who is a member of the school faculty and familiar with the resources and standards of the school; one who is accessible and is in a sufficiently central location to know the whole girl; one who has time to consult with the girl herself, her family, her teachers, and who has time to investigate the vocational and educational opportunities toward which the girl is tending.²

Recognition of the Position

The first formal recognition of the position of the dean of girls in the high school came from the United States Bureau of Education in 1919. Commissioner P. P. Claxton wrote to the principals throughout the country thus:

The excellent results that have followed the appointments of women in the universities and normal schools have led to an extension

¹ Johnson, Mary Hooker. op. cit., p. 5

² Sawyer, Mary Webster. The Dean of Girls in High Schools. Journal of National Education Association, 18:43, February, 1929

of the plan to the high schools, and to a demand for fuller information on the subject.

I have, therefore, asked Professor Romiett Stevens of Teachers' College, Columbia University, to prepare a report on the subject for publication by the Bureau of Education. As a contribution to that report, will you kindly furnish the information indicated in the following questionnaire.

The results of Dr. Stevens' questionnaire had been published in the September issue of the Teachers' College Record, 1919. The report showed:

1. That a need for an adviser or dean was felt in many schools.
2. That the position needed standardization in scholarship, duties, title, salary, and time allotment free from teaching.
3. That the work of an adviser or dean was being done in greater or less extent in many high schools.¹

In 1920 the National Association of Deans of Women, made up of deans in universities, colleges and normal schools, extended membership to deans and advisers in high schools. The first meeting of the high school section in 1921 reported an attendance of sixty. At present the high school section is the largest division of the association.

¹ Stevens, Romiett. Advisers of Girls in High Schools. Teachers' College Record, 20:301-323, September, 1919

The Association of Secondary School Principals at their annual meeting in Atlantic City in February, 1921, voted to ask their school authorities that deans of girls be appointed in high schools throughout the country.

In 1924 the teachers of Greater New York, through their committee on Character Education, presented a report expressing their belief in the need for a dean. They asked that a teacher be appointed in every high school to do this advisory work with sufficient time to make it effective.

Women's clubs have sponsored the movements in many communities. The resolution concerning the position of dean that was passed by the sixty-second convention of the New York City of Federation of Women's Clubs in October, 1923, is one of such noteworthy efforts. This convention represented thirty-three clubs and one hundred thousand women. The resolution read in part:

"Be it resolved that the New York Federation of Women's clubs respectfully urge the New York City Board of Education to establish the position of dean of girls in the high schools which girls attend and to provide that the position of dean of girls shall be one of exceptional dignity and importance."¹

In 1935 Grace Morrison Poole, speaking to deans for the general Federation of Women's clubs, Washington, D. C. said, in part.

¹ Johnson, Mary Hooker. op. cit., p.p. 21-22

.....We are particularly interested in the work that is dear to the hearts of every one of you. In 1930, in our convention in Denver, we passed a resolution particularly emphasizing the need of deans of girls in our public schools. But 1930 was a critical year in our development...and so...we did not stress the work as we hoped to do, or start a vigorous campaign throughout the country. But I believe the time is now come when we can go out vigorously for deans of girls in our particular schools...¹

Prevalence of the Position

Twenty-five years ago, the first dean of girls was appointed in the Chicago schools. The first formal recognition of the position came in 1919. How prevalent is the position in the schools throughout the country today?

Sturtevant and Strang estimate that from a sampling of seven states from one-fourth to one-third of the high schools with an enrollment of more than one hundred and fifty students employ a supervisory teacher known as dean of girls.²

Koos and Kefauver found in their study of three hundred and thirty-six schools that deans of girls were employed in somewhat less than one-third of the small schools (less than 200 students) in about one-half of the

¹ Poole, Grace Morrison. The Need of Deans in Public Schools, National Association of Deans of Women, Vol. 13, 1935, p.p. 102-103

² Sturtevant, Sarah M. and Strang, Ruth. A Personnel Study of Deans of Girls in High Schools, p. 1

next group (200-999) and in practically all of the large schools (over 1000).¹

In 1928 the National Association of Deans of Women² reported a membership of more than one thousand for the High School Section.

Confusion in nomenclature and lack of reliable data have prevented obtaining a complete list of those holding the office. It would be safe to conclude that there are thousands of others, not registered, who are doing this work with or without recognition.

Objectives and Aims of the Dean

If the dean is recognized as that person who is to act as adviser of girls in every way in which girls seek advisement, she must have definite objectives and aims to make her services effective.

Most educators name character education as the chief aim of the dean. Mary Ross Potter expresses this opinion by saying that the dean is "a unit on the education staff with her field the field of character building and her laboratory is the daily life of the student... By the contributions made to character... she judges everything from the conduct of examinations to the candy

¹ Hoos, Leonard V. and Kefauver, Grayson H. op. cit. p. 515

² National Association of Deans of Women. Report of Committee on Membership. Fifteenth Yearbook, 1928, p. 52.

table that fills the coffers of the Y. W. C. A..."¹

Margaret Kiely would add another aim - that of being a friend to every girl. She made this statement before a meeting of Secondary School Principals in Cleveland in 1923:

'The basis of our work is the individual touch, but the test of our work is the quality of the group.' Being a friend to girls and boys of many kinds and great numbers is a large contract. It means aiming to see that there is equal "justice for all" in the opportunities of school life, and it means lending a sympathetic ear, an understanding heart, and a firm will to those who are in real or imagined trouble.²

Koos holds that the function of the dean of girls is the general supervision of the school life of girls both in individuals and groups with the aim of "producing by the sum total of her contacts a finer type of girl and woman than would otherwise be possible."³

Marion A. Brown places the emphasis upon "social values, character, training for the art of living, and individual guidance" as the dean's objectives.⁴

¹ Potter, Mary Ross. What the Dean Lives By. National Association of Deans of Women. Sixteenth Yearbook 1929, p. 129

² Kiely, Margaret. The Significance of the Dean to the High School Girl. National Association of Deans of Women. Tenth Yearbook, 1923, p. 51

³ Koos, Leonard V. Op. cit., p. 617

⁴ Brown, Marion A. Organization of the Dean's Work in Sturtevant, Sarah M. and Hayes, Harriet. Deans at Work. New York: Harper and Brothers Company, 1930, p. 96

Likewise Mary Webster Sawyer regards the aim of the dean to be social - "to educate the whole girl to be a pleasant person to live with, a benefit to herself, and of value as a good citizen."¹

Sarah Sturtevant, an outstanding authority in the field, has perhaps given the most comprehensive view of what the dean of girls should strive for.

"The dean should remember that her job is the girl. She should coordinate all factors of the school in terms of the girl. She should survey her situation in order to determine the greatest need and the opportunities to meet that need."²

These statements, made by women who are successful in the field, bear evidence that deans feel the need of clarifying their aims. While the manner of expression varies with each dean, the basic idea of each is essentially the same. Personal and social development of the girl through a well balanced socialized program is their aim.

¹ Sawyer, Mary Webster. The Dean of Girls in High Schools. Journal of National Education Association, Vol. 18, February, 1929, p. 44

² Weckel, Ada. Report of the Question Box in High School. National Association of Deans of Women. Sixteenth Yearbook, 1929, p. 167

Scope of the Dean's Work

Reports of Successful Deans

The scope of the dean's work is both wide and varied. It includes everything that touches the life of a girl. As for the specific functions, there is perhaps no position where they are less clearly defined, and where there is greater need for constructive education. However, in one sense, at least, this lack of clarity is to the dean's advantage, for since no two schools call for the same emphasis, the dean is free to do what seems best for her own school. The duties will vary everywhere, according to the size of the school, the organization of each school program, and the ability of the dean in charge. Reports of successful deans concerning their work manifest this lack of standardization. Janet Purdue has described her work as follows:

I may say that, as I have studied this position, its duties run a gamut of all known relations which an older woman bears toward young men and women from the sympathetic counselor and friend under all conditions to that of leadership in things educational; the adjustment of courses of study to fit the individual's ability and future needs; vocational information and advice; vocational lectures; oversight of the social life, both in and out of school; inspirational and ethical talks; the subject of manners and dress; personal hygiene; disciplinary cases; attendance; punctuality; scholarship aid;...

conferences with parents; and study of home conditions.¹

Miss Eulalia W. Deaton, once dean in the Austin High School, Chicago, has been quoted as saying:

We teach, assist in the general administration of the school, act as the connecting link between school and community and supervise the organized clubs and social life of the school. I have been all in a single day - an employment bureau, vocational adviser, self-appointed expert on colleges, a distributing agent, a social worker, a teacher and a buffer between mother and daughter and between mother, daughter and principal.

Whatever concerns...girls and boys concerns me, for I am the dean of girls. Our province is all the unchartered land outside the recitation... It has to do with classroom, corridor and social hour.²

Johnson stresses the fact that the chief function of the dean is the all-round development of the girl. As an assistant to the principal, the dean is needed to aid him in the direction of those activities of the school that center in the welfare of the school as a whole and each individual in it.

Some of their duties are administrative and supervisory; some of them are concerned with the guidance of individuals in their scholastic, vocational, social, physical and

¹ Purdue, Janet. Deaning in the Public Schools. National Education Association Addresses and Proceedings. Department of Deans of Women, 56:400, July, 1918

² Gethman, C. W. Value of the Dean of Girls to the High School Principal. National Education Association. Department of Secondary School Principals. Seventh Yearbook 1923, p. 110

moral needs. Their work does not supplant or make superfluous any work in socialization that the teachers of subjects are able to do, but does add and unify many activities for which teachers have no time.¹

Some writers have attempted to classify the duties of the dean into separate major headings. O'Connor would make these divisions:

1. Academic - if she teaches any classes
2. Social - in that she has supervision of the social calendar and is responsible for encouraging social contacts among teachers, students and parents.
3. Administrative - in so far as she is in control of the extra-curricular activities.

"Here is her greatest field of work," says O'Connor, "for from her connections with Student Council, girls' advisory committees, athletic boards, vocational guidance projects, employment and honorary advisorship to various clubs, she is able to establish those personal contacts with girls and boys which are so vital to her work."²

To Brown of Oakland, California the work of the dean is three-fold.

1. To provide adequate guidance and adjustment

¹ Johnson, Mary Hooker. Op. cit., p. 8

² O'Connor, Ethel. Social and Extra-Class Problems in High School. Point of View of Adviser of Girls. National Association of Deans of Women. Eleventh Yearbook 1924, p. 155

to individual girls.

2. To build a social or extra-curricular program which will help to meet the needs of the boys and girls.
3. To represent, on the administrative staff, the needs of the girls and of the social program as policies are formulated and as plans are made for carrying on the many-sided life of the school.¹

Sturtevant and Strang conducted a Personnel Study of one hundred deans in thirty-two states. They divided the duties of the dean into seven major divisions and studied each in detail. An abbreviated summary of their study for each division follows:

I. Personal Advisement of Girls - including the prevention and treatment of all kinds of maladjustments. The dean's part in this program is five-fold.

1. To interview freshmen early in the year.
2. To interview girls who come voluntarily with problems.
 - a. Personal - emotional
 - b. Health
 - c. Finance
 - d. Study difficulties

¹ Brown, Marion A. Op. cit., p. 96

- e. Vocational problems
- f. Home difficulties
- 3. To interview girls referred by other members of the school
 - a. Girls failing in academic subjects
 - b. Attendance problems
 - c. Discipline
- 4. Discovery and follow-up of cases of maladjustments
 - a. Dull girls unable to do high school work
 - b. Superior girls doing average or inferior work
 - c. Girls with family difficulties
 - d. Girls whose general health is below par
- 5. Giving systematic educational and vocational guidance

II. Group Activities of Girls

- 1. Orientation of freshmen
- 2. Directing extra-curricular and social activities
 - a. Attending meeting and social events of extra-curricular activities
 - b. Initiating new activities
 - c. Conferring with sponsors of girls' organizations

d. Conferring with committees of pupils and club officers

e. Addressing and securing outside speaker to address groups of girls

III. Control of School Environment

1. General supervision of physical and social aspects of the environment

IV. Control of Intellectual Environment

1. Classroom instruction

2. Share in formulating school policies

3. Provision of worthwhile books and magazines

4. Planning and attending assemblies

5. General supervision of health program

V. Miscellaneous and Marginal Duties

1. Extension of influence through informal contacts with students, teachers, parents, and visitors

2. Service on committees

VI. Duties Relating to the Office Itself

1. Correspondence

2. Organizing work of assistants

3. Preparing reports

VII. Duties Relating to the Dean's Professional Growth

1. Reading professional literature

2. Attending conferences
3. Attending professional courses in various phases of the work
4. Visiting other schools.¹

In her study, The Dean of Girls in Secondary Schools, Bragdon sets forth the idea that the dean's work should be considered more than a mere aggregation of duties "systematically pigeon-holed" as administrative advisory and social. Rather it should be regarded as a vocation - in which its service to society is viewed in relation to the other parts of a given background.² Such a conception would be based upon educational objectives formulated from:

1. A survey of joint needs of society and the individual
2. The interconnection...and integration of these objectives for the individual
3. Cooperation of all individuals and agencies concerned in creating these inter-connections
4. The guidance of the individual that he may take his rightful place in society.³

¹ Sturtevant, Sarah M. and Strang, Ruth. Op. cit. p.p. 49-73

² Bragdon, Helen D. The Dean of Girls in Secondary Schools in Merrill, Ruth A. and Bragdon, Helen D. The Vocation of Dean, p. 35

³ Ibid., p. 38

The dean would then become:

1. A coordinator.....between the various fields concerned in creating these interconnections
2. A cooperater and promoter of all right guidance already at work in the classroom, vocational guidance bureaus, community recreation, etc.
3. An educator and stimulator - regarding human relation: (a) to student, (b) to those groups in contact with students (parents, teachers, etc.) who do not understand guidance or the individual to be guided.
4. A general counselor through talks and occasional conferences and contacts to as many individuals as possible.
5. A special counselor or case-worker in those instances where careful study, extensive consultation and follow-up work is necessary.¹

Report of Research Committee

The report of the Research Committee, National Association of Deans of Women, represents the most recent viewpoint concerning the scope of the dean's work in relation to the entire guidance program. According to the

¹ Ibid. p. 39

report the functions of guidance are classified as follows:

1. To study the individual in order to ascertain his needs, abilities and interests.
2. To mobilize all resources of school, home and community for the benefit of the student.
3. To assist the individual student to make choices and evaluate his experiences and progress.

The part the dean would play in such a program of guidance would vary with the individual school, but some of the specific duties delegated to her would include the following:

1. Academic or educational guidance. It involves helping students become acquainted with course offerings, with fast changing policies and requirements of colleges, and it involves helping them make choices in the light of their own ability, interests and goals.

2. Social guidance. In this field the dean recognizes the importance to adolescents of having satisfactory relations with other persons and with groups. It involves working with the group life of the school, especially in extra-class activities. The dean supervises the activities of the social program through which individuals gain social experiences.

3. Spiritual and esthetic guidance. Many people are afraid to mention the spiritual needs of the high

school boy and girl because they feel that the school has no concern in this area. There is, however, a need felt by students for contact with music, poetry, art and examples of noble character, together with a workable religion which will give them something to "tie up to" - a chart and compass by which to steer their lives. This is a generally recognized adolescent need that the dean may help to meet.

4. Vocational guidance. It is confined chiefly to helping students explore vocational possibilities in the light of opportunities offered and of personal fitness. In this work the dean employs all of her understanding of the individual and her knowledge of resources available in the school and community. She helps the individual to think through his own vocational problem in the light of his assets and liabilities. She is not a source of information about all vocations, but she directs the student to those persons and experiences from which he can gain information.

5. Personal guidance. It involves questions of physical well-being, mental health, intellectual abilities, family problems, relations with people and the effect of early experiences upon personality and behavior. These problems are evidenced in the school situation and need to be considered as factors in the adjustment of

the student. The school health program, psychological service, placement and attendance all fall within the program of guidance in so far as they contribute to the understanding of the services for individuals.

6. Curriculum planning. If the curriculum is the major strategy for guidance, the dean should contribute her point of view to the curriculum committees of the school. Often some slight change in curriculum is needed if the best interests of the students are to be met. This implies administrative flexibility as well as curricular reconstruction. If the dean cooperates in making such adjustments, the educational guidance program will be greatly facilitated.

7. In-service training of teachers. The effectiveness of guidance depends largely upon the understanding and cooperation of teachers. The dean has a responsibility to share with teachers her understanding of student needs and whatever information she has found to be useful in working with students.

8. Coordination. It is a major responsibility of the dean as a director of guidance. She will coordinate her program in two ways; first, in terms of the individual student. Second, she will coordinate the program in relation to the school as a whole.

Moreover, the dean's influence extends beyond the

school to the community. Her contact with parents is essential. She must likewise work with the school agencies in the community. Cooperation with these agencies is necessary not only to avoid duplication of effort and conflict of purpose, but also to encourage students to participate in various community activities.¹

Is Discipline a Duty of the Dean

Should discipline be a duty of the dean? Administrators and deans are not entirely agreed upon the subject. Some deans protest against it, others accept it as part of the job; and a few farsseeing women have been able to think the question through and view it in its proper perspective in relation to the rest of the program.

In the opinion of Anna E. Pierce, the dean should definitely be relieved of such duty. She points out that, too often, the student has the impression that a call to the dean's office implies discipline and the natural reaction is to respond in a spirit of worry and fearfulness which is quite the contrary effect for which the dean is striving. So long as this attitude obtains, it is almost impossible for the dean to establish that relationship of confidence and cooperation between the

¹ Research Committee. The Dean of Girls in the High School. National Association of Deans of Women, 1938, p.p. 4-9

girl and herself that is considered the prime essential for success.¹

McGinnis voices a similar protest with this worthwhile comment:

If the dean is known as a disciplinarian, she will never be known as the guide, philosopher, and friend of every girl. If girls are sent to the dean for discipline, they will not voluntarily go to her with their personal problems. And these personal problems are more important to them, to the school and to the society than any principle of discipline.²

The opposite viewpoint is taken by Rheta Clark, Dean of Girls, Lyman Hall High School, Wallingford, Connecticut. She answers the question by asking another.

Who is better qualified than the dean to handle discipline cases in a school with an enrollment of 800 or less? She understands the whole picture: the teacher - her temperament and standards of work which she requires; the pupil - her disposition, aptitudes, and in-aptitudes, the results of her standardized tests; her family background and the present condition of her home.³

Sara T. Baker of Peckskill, New York, would have the dean handle discipline cases because to her they offer valuable opportunity for guidance. And for mere "prankishness" she feels that the "light touch and the penalty

¹ Pierce, Anna E. Deans and Advisers of Women and Girls, p. 72

² McGinnis, C. W. The Dean of Girls Burdened with Details; Conflict in Duties. The Clearing House, 13:47-48, September 1938

³ Weeks, Zoraida. Secondary School Exchange. Journal of National Association of Deans of Women, Vol. 2, #2, January 1929, p. 86

that fits" are readily accepted by the girl as just and the feeling of goodwill between the girl and herself is in no way impaired.¹

Even these statements, for and against, indicate that the differences of opinion depend largely upon whether discipline is thought of as merely administering penalties for small misdemeanors or as a process of character education.

A great many deans are in accord with the idea expressed by Ruth L. Sanderson, Syracuse, New York, and Rose Glass of Seattle, Washington. They are aware that most cases of discipline are but danger signals of real trouble. Usually they involve maladjustment somewhere and should be of vital importance to the dean. They require study, investigation, and counseling, and if the dean is the first to begin the adjustment, she has a better opportunity to gain support and settle the difficulty satisfactorily. Unquestionably in such cases the dean should be responsible but as an officer called in to mete out reprimands and penalties for petty offenses - never!²

"The school," says Miss Sanderson, "that 'has no manifestation of discipline - yet no lack of it,' has created the right atmosphere. The dean assists in making this possible.

¹ Loc. cit. p. 86

² Loc. cit. p. 86

She helps individuals face their problems. In this sense only is she a disciplinarian. As the word discipline comes from the Latin word meaning "to learn," the student and the dean can learn together."¹

Relations with Others

It is axiomatic that the purposes and goals of the dean's work cannot be achieved by the dean alone. She must work in close cooperation with the girls, teachers, principal and other members of the guidance program within the school. Out of school she must secure the confidence and support of the home and community at large.

Girls. One of the most important phases of the dean's work is personal advisement. Her success largely depends upon her ability to establish satisfactory relations with the girls.

Brown is convinced that in one sense, at least, "the ability to realize whatever ideals the dean may set for herself in her work depends upon her reputation with the girls."² Obviously, then, she points out, the dean will use every opportunity to make good will contacts. If she has met the girl many times on a friendly basis and gained her confidence, conference arising from a crisis, need not be "uncomfortable, questioning or hesitant."

Brown further believes that one of the greatest

¹ Loc. cit. p. 86

² Brown, Marion A. Op. cit., p. 97

factors in creating the right atmospheric conditions in the dean's office is the presence of girls that are school leaders who drop in to visit and discuss school affairs, and who are there because they regard the office as the girls' headquarters.

While each dean must use her own technique to secure the confidence of her girls, stressing the helpful side of her work will make it easier to establish that "invaluable first impression that she is a person with a dynamic interest in the well-being of girls rather than that she fills an authoritative, disapproving role in student life."¹

Faculty. Understanding and appreciation of the dean's work on the part of the faculty is absolutely necessary. If it is true, as Ethel O'Connor says, that "the dean's prestige with the students is largely determined by her prestige with her co-workers,"² then it is more than ever essential that the dean build up a confidence and friendliness between herself and the teachers. This can only be done by mutual cooperation. The dean will lend her influence and aid to promote the projects sponsored by her colleagues and they, in turn, will give her

¹ Ibid. p. 98-100

² O'Connor, Ethel. Social and Extra-class Problems in the High School Point of View of Adviser of Girls. National Association of Deans of Women. Eleventh Yearbook 1924, p. 154

their support in her larger social program.

Brown regards the members of the faculty as the dean's aids, guides and often her best sources of data. She finds the cooperation of the teacher indispensable in the adequate study of the needs of students. Occasionally she makes use of joint conferences of teachers and dean, but more often the individual consultation between dean and teacher proves more effective.¹

Johnson recognizes that the confidence and the support of the teachers is invaluable to the dean's success. She says, "Teachers and deans need to work together with hearty friendliness and good will, with sympathy and understanding of each for the other's contribution to the accomplishment of good results, which can only be attained through team work of the entire faculty."²

Principal. The dean, everywhere, should realize that, in the last analysis, it is the principal who is responsible for the school, and that without his approval and support her work cannot go forward to any marked degree. According to Margaret Kiely, the dean's significance to the girl is no greater than her significance to the principal. She must have his support and approval to succeed.

¹ Brown, Marion A. Op. cit., p. 111

² Johnson, Mary Hooker. Op. cit., p. 26

He is her professional confidante, co-worker, and adviser. She will look to him for suggestions and approval of her social policy....and will expect his support in pursuance of that policy. She will expect him to keep sacred the confidence involving her girls and in frequently recurring "delicate situations" she will need his sympathetic understanding and wise counsel. It is for the principal to see, as far as he can, that nothing in the conduct of the school is contrary to the dean's policy.¹

In Johnson's opinion, too, the dean's work is of little value without support from the principal. She says that the principal and the dean must work together with mutual trust, respect, firmness, loyalty, fairness and courage. She believes the dean should expect the assistance of the principal in many ways:

He strengthens her work when he attends dances, parties, plays and field days, and shows by his presence and interest his approval of the activities and his support of her supervision. He should always be ready to give her the advice she seeks... Without the whole-hearted support of her principal a dean can accomplish little; with it, her finest visions may become realities.²

Other members. Most writers agree that to the other members of the guidance program the dean acts as a cooperator and coordinator. To doctor, nurse, supervisor, counselor and psychiatrist she gives her hearty support and cooperation. She refers to the girls who

¹ Kiely, Margaret. The Significance of the Dean to the High School Girl. National Association of Deans of Women. Tenth Yearbook, 1923, p. 53

² Johnson, Mary Hooker. Op. cit., p. 23

need their special kind of help; she furnishes them with all available data; she accepts their recommendations; and marshals all the resources of the school necessary in carrying out the treatment prescribed.

"Her office," says Brown, "may be considered a clearing house - a center for study and guidance in counseling; again a coordinator."¹

Home and community. The dean's influence extends beyond the school to home and community. Writers point out that close cooperation between home and school is necessary for the best interests of the pupils. The dean should encourage conferences with parents in regard to the special needs of their daughters and make them feel that they are welcome visitors at school. Most educators are of the opinion that through parent-teachers' organizations and study clubs for mothers, the dean strengthens her influence, and by means of social contacts - teas, dinners and parties - she is able to establish a feeling of good will and friendliness between the home and the school.

Contacts with the community at large will prove mutually beneficial to the dean and the school. Bristol suggests that the dean needs the "interplay of thought" upon her ideas that can be furnished by the leaders

¹ Brown, Marion A. Op. cit., p. 112

in the community. She also needs community assistance not only for material help, but also for social ideals.¹

The report of a Seminar for Public Relations for Student Deans brings out the idea that proper community contacts may be of double value to the dean. First, they will help her to understand the community and the agencies it has to offer for the development of the girl. And second, it helps the community to understand and appreciate the work of the dean and will help to create good will toward her work and the school.²

Brown, too, sees the value of capitalizing on community contacts. Through them she comes in close contact with valuable facilities for handling individual problems. And through cooperation with them, the danger of overlapping, counteracting or undermining the work of either the school or the agency can be avoided.³

Time Allotment for Duties

Should the dean do any classroom teaching? The answer will depend much upon the local situation. The

¹ Bristol, Edith. How Can the Dean Promote Closer Relationship Between School and Community. National Association of Deans of Women. Eleventh Yearbook, 1924, p. 41

² National Association of Deans of Women. Seminar of Public Relations, Vol. 14, 1936, p. 147

³ Brown, Marion A. Op. cit., p. 113

allotment of time provided for the dean's work, as reported in the general literature varies with the individual schools just as the duties of the position vary. Each school must solve the problem in the light of its own particular needs and facilities. In small schools, it is of course inevitable that the dean will share in the classroom work. Many deans in larger schools have stated that they prefer to teach some classes. It enables them to keep the teacher's point of view and is often their only close contact with boys of the school. However, as Johnson points out, in spite of these advantages it is often better for the dean to leave her classroom and devote her energies and time to her new field of work. This is especially true in large schools. After all, the position was planned to provide some one to do those things that the regular teacher has neither time, training nor opportunity to do.¹

The concensus of opinion upon this subject is probably best expressed in the report of the committee appointed in 1930 by the National Association of Deans of Women to study the question and report its findings. The following conclusions were reached:

1. There should be a dean of girls for every
50 girls

¹ Johnson, Mary Hooker. Op. cit., p. 30

2. In schools of 50-100 girls the dean should be relieved of one of the teaching periods regularly assigned
3. In schools of 100-250 girls the dean should be relieved of two periods
4. In schools of 250-500 girls the dean should teach no more than two periods
5. In schools of 500 or more girls, the dean should be relieved of all academic work.¹

Selection of a Dean

Qualifications

What sort of person should be chosen for dean of girls?

In view of the broad scope of the dean's work and recognition of the fact that her success depends upon cooperation with so many other persons, this question becomes significant. What should be the qualifications of the dean - this person whom someone once described as a cross between a careful gardener, a stiff drill sergeant, an artist in love with her work, and an all-round genius. Does it require a paragon of virtues? Theoretically, this

¹ National Association of Deans of Women. Report of Committee Appointed to Study Methods of Selection, Qualifications and Duties of the Deans. Seventeenth Yearbook, 1930, p.p. 176-182

would appear so, but fortunately in practice many a dean with much less has accomplished remarkable results because she had a sympathetic understanding of youth, had faith in its superb possibilities and discovered a way to surmount the difficulties in her path and achieve her aim.

The qualifications of a dean may be considered under two headings: (1) her academic and professional training and (2) those traits and characteristics which make up the term personality.

Academic and Professional Training. According to the standards set by the National Association of Deans of Women, the academic training of a dean should be a liberal arts education with at least a bachelor's degree from an accredited college or university. In addition she should have training necessary for a teacher and professional training for a dean. The professional courses should be interpreted to mean those courses which apply to the principles of the following subjects:

- a. Philosophy of education.
- b. Sociology including methods of case work and guidance in all of its phases.
- c. Health in its physical, social and mental aspects.
- d. Psychology including the techniques of

research.¹

She should thoroughly understand the basic principles underlying curriculum construction, administration and evaluation of educational procedures. Finally, she will have had an overview course which relates each aspect of the work with every other aspect and with the program as a whole.

The increasing demand for specialized training for the work has brought about the development of courses leading to an advanced degree in the field of student personnel. At present University of Boston, Columbia University Teachers' College, Ohio University, Syracuse University and New York University School of Education offer such course work on a master's degree level. In some cases practical work shares equally with the academic training. Innumerable other institutions throughout the country offer some course work in student personnel. Since the master's degree is becoming more common, it seems probable that in the near future it may be a requirement for the dean's work.

Broad contacts outside and apart from school often increase the effectiveness of the dean's work. Writers

¹ National Association of Deans of Women. Report of the Committee Appointed to Study the Methods of Selection, Qualifications and Duties of High School Deans. Seventeenth Yearbook 1930, pp. 177-178

stress business, social service and travel because they make for tolerance, understanding and sympathy. Knowledge of books, art and music are of cultural value. Acquaintance with literature on her work, attendance at conferences and association with leaders in the field of guidance are suggested to insure continuous professional growth.

Personal Qualities. The list for personal qualities deemed essential is practically endless. Elsie Smithies once gathered five thousand opinions on the subject from students, parents, teachers and business and professional people. McKnoun reports the following summary of the traits most often included:

She (the dean) must have a broad understanding, well-developed sensitiveness to youthful emotions, impulses, whims, temptations and weaknesses. Her ideals and morals must be exemplary. She must have scholarship, a sense of humor, a magnetic and optimistic personality. She must be youthful - if not in years at least in spirits. She must have sound common sense and a sane, balanced judgment. She should have good health, no nerves, pep and good sportsmanship.¹

One no longer wonders at the frequent mention of a "superwoman."

A composite picture of desired traits drawn up by the committee on Selection and Qualifications of Deans includes the following:

¹ McKnoun, H. C. Extra Curricular Activities.
p.p. 596-597

- a. Physical strength and attractiveness
- b. Intellectual achievement
- c. Emotional poise
- d. Creative and receptive imagination
- e. Aesthetic appreciation
- f. Social interests - likes people, trusts people,
inspires confidence
- g. Sense of humor
- h. Able leadership
- i. Common sense
- j. Spiritual experience.¹

Social graces and charm are usually listed as necessary qualities. According to Johnson they are assets, of course, but not nearly so important as one might think. While students may be attracted at first by the external appearance and charm of the teacher, their respect and confidence go permanently to those whose intelligence, good judgment and kindly interest are found dependable. She makes this very pertinent statement:

The work of the dean requires every hour of the day the finest qualities that have been achieved in human personality. Since this is true, the dean's weaknesses and limitations are her greatest handicaps. She must recognize

1

National Association of Deans of Women. Report of Committee Appointed to Study Methods of Selections, Qualifications and Duties of High School Deans. Seventeenth Yearbook 1930, p. 178

them, face them, handle them as well as she can in order that they may do as little harm as possible to her work. Unless she does this, her service will suffer seriously.¹

Rank

The status of the office of dean of girls has received more attention in recent years. The position is often defined in terms of other positions in the school. In some schools the dean performs the work in addition to her regular teaching load, yet has no recognized status. In other schools her rank is equal to head of department, supervisor or vice-principal.

Results of a study made by Good and Good in 1927 indicate that in forty-two per cent of the 104 schools studied, the dean of girls was given the rank of vice-principal.² In 1929 Sturtevant and Strang found that three-fourths of the 100 selected deans throughout the country held the rank of vice-principal and that the same status was accorded to two-thirds of the deans in New York State.³ A similar study made in 1930 revealed that in Oregon this was true of large schools, particularly

¹ Johnson, Mary Hooker. Op. cit., p. 41

² Good, Virginia and Good, Carter V. A Study of Deans of Girls in High School. Educational Administration and Supervision, Vol. 13, December 1927, p.p. 559-610

³ Sturtevant, Sarah W. and Strang, Ruth. Op. cit., 15, 117

Portland.¹

The National Association of Deans of Women recommend "that the dean's position carry with it rank, authority and salary equal that of a vice-principal."² Educators generally have found that the dean is not in a position to make her judgment effective unless she is given the status of a vice-principal.

Method of Appointment. The most common method of selection of a dean of girls is to promote a faculty member to the position. The principal chooses the teacher whom he thinks is best fitted for the work and who has earned the trust and confidence of her students and co-workers. However, a few progressive superintendents prefer to appoint a specially trained person from the outside.

Each method has its advantages and disadvantages as Sturtevant and Strang point out. The dean chosen from the faculty has the advantage of intimate knowledge of students, teachers and community and is familiar with customs and policies of the school. The chief disadvantages include lack of specific training and the

¹ Lewis, Bess Ophelia. A Study of Deans of Girls in Public Schools of Oregon. Unpublished Master's Thesis. Oregon State College 1930, p. 24

² National Association of Deans of Women. Report of the Committee Appointed to Study the Methods of Selection, Qualifications and Duties of High School Deans. Seventeenth Yearbook 1930, p. 181

possible handicap of being "a prophet without honor" in her own country. To overcome these disadvantages, the chosen person may be given a leave of absence in which to prepare for the position.

The advantages of the other method include the new viewpoints which a person familiar with other schools brings with her and the prestige which her additional training carries.¹

The Committee for the National Association of Deans reported in favor of choosing the dean from within the faculty but added that in cases of existing difficulties an outsider might better find a solution. This report also suggested that where more formal methods of selection, adopted by some cities, are used both a written examination and a personal interview should be required.²

Salary

The wide range of salaries listed for deans shows as much lack of standardization as was found for title, rank and qualifications. The range for the 100 selected deans studied by Sturtevant and Strang was found to be

¹ Sturtevant, Sarah M. and Strang, Ruth. Op. cit., p. 17

² National Association of Deans of Women. Report of Committee Appointed to Study the Methods of Selection, Qualifications and Duties of High School Deans. Seventeenth Yearbook 1930, p. 187

from \$1480 (in small schools) to \$5,688 (large schools) with a median salary of \$2,538.¹

The customary procedure is to increase the dean's salary on appointment to office, but the mean increase according to the same study showed an equally wide range - from \$200-300 according to the size of the school.² This study further points out that contrary to general expectations, the dean's salary is not always commensurate with the training and experience required. The salaries vary widely in this respect even in schools of approximately the same size. Such factors as size of city and school, general salary schedule, length of service in the school, and rank in the school have a definite influence on the salary in individual cases. A lack of understanding of the nature of the work and its necessary qualifications may be, in part at least, responsible for these conditions.³

The National Association of Deans make this suggestion which is worthy of consideration in an attempt to set salary standards.

"There should be a definite salary schedule for deans in accordance with the dignity and importance of the position a suggested salary distribution is principal

¹ Sturtevant, Sarah M. and Strang, Ruth
Op. cit., p. 31

² Sturtevant, Sarah M. and Strang, Ruth
Op. cit., p. 27

³ Ibid. p. 108

100%; dean 75%; teacher 60%.¹

In summary it can be said that the current trend is to invest the dean of girls with the rank and authority equal to a vice-principal, a policy already adopted by practically all large schools.

While the most common method of selection of a dean is to promote a faculty member to the position, some superintendents prefer to appoint their deans from the outside.

Generally speaking, the salary of a dean is increased to correspond to the added responsibilities but the amount of increase is as yet far from uniform. In many cases the dean's salary is not commensurate with the training and experience required.

Organization of the Dean's Office

Equipment of the Dean

Granted that there is a recognized need for a dean, that she has been given the status of vice-principal, and that she enjoys the support of her colleagues - what equipment is necessary effectively to carry out the dean's program?

Physical setting. The physical setting of the

¹ National Association of Deans of Women. Report of Committee Appointed to Study the Methods, Selection and Qualifications of High School Deans. Seventeenth Year Book, 1930, p. 181

dean's work plays an important part in the accomplishment of her aims. Yet until recently it received but scant attention. In the past, high school buildings were planned before the dean's position was established, and consequently, there was rarely any suitable equipment provided. However, in recent years, newer buildings have been planned with some consideration and more adequate provision of the work.

Ideally, the dean's equipment should be planned with the duties and program of the dean in mind. This would necessitate a suite including offices and rooms for social purposes.

Marion A. Brown says,

The two phases of the work demand entirely different equipment. For personnel work one needs privacy, quiet freedom from interruption; files and records need to be kept locked. As headquarters for student activities, the office should be open to all, inviting to group conferences, with files available to all interested... Ideally, the dean would work in a suite of rooms if she is to meet adequately all phases of her work. A girl's rest room should be near; a club room for boys and girls should be on one side of the office and have direct communication with it.¹

The setup of the Englewood High School of Chicago is described by Mary Hooker Johnson as typical of an ideal group of rooms for the dean's work.

¹ Brown, Marion A. Op. cit., p. 141

There is a good-sized, attractively equipped waiting room in charge of two senior girls every period, who serve during study period. Inside this room is a smaller office, similarly furnished. Adjoining these rooms is a very large social room. One end is furnished with a piano, rug, library table, library chairs and lamps, to correspond with the furnishing of the dean's offices. Around the room are bench boxes containing one hundred camp chairs which can be used for student meetings. There are several small tables and a few chairs in the room, so that tea can be served when desired for committees, small parties and similar occasions. The floor space is adequate for sixty persons to dance. This suite of rooms is at the entire disposal of the dean, for the work which she directs.¹

For most deans such an ideal situation seems far in the future, more like some Utopian dream.

Anna Eloise Pierce has compiled a list of items which she considers satisfactory equipment for the dean's work. From this rather extensive array, the following items might be selected as indispensable to every dean - even in small schools:

1. A well-lighted office which is artistically decorated and arranged to suit the dean's taste. It should be strictly private and should have two doors - one by which students may enter and one by which they may leave without meeting others on the way out.
2. An outer office for visitors to wait in.
3. A private wash room, toilet, locker and mirror.

¹ Johnson, Mary Hooker. Op. cit., p. 42

4. A desk which can be locked, the usual desk equipment including a vase of flowers.
5. Chairs for the dean and visitors.
6. A table for display of literature - depositing mimeograph material, such as leaflets, pamphlets and rules and regulations.
7. A file or cabinet which can be locked and which contains
 - a. A complete list of students with home addresses, their parents' names and addresses and occupations; students' schedules, and other necessary personal data.
 - b. Classified reference material, clippings, etc.
 - c. Chronological file of student extra-curricular and social events.
 - d. Records of attendance, punctuality and early dismissals.
8. Bookcase for the dean's private library and books to lend to the girls.
9. A couch for temporary rest.
10. Inspiration pictures.¹

¹ Pierce, Anna Eloise. Op. cit., p.p. 401-404

However much ideal conditions might be desired, they are seldom found, and deans are forced to do with much less. Miss Brown names an inner and outer office as the minimum essential. "The outer office," she explains, "can serve as a waiting room and as the students' activities room.... The inner office can house the private files and serve as conference room for guidance problems."¹

Writers generally agree that the dean should be provided with clerical assistance.

"Without at least the minimum equipment and help her work cannot be done with sufficient satisfaction to herself, her employer and her charges to justify the attempt."²

Office Assistance. In large schools the dean can expect a full time or part time secretary. In other schools the principal's secretary is at her disposal for the necessary typing, filing and mimeographing. However, in small schools the dean is apt to be dependent upon untrained student help.

And, as has been stated before, for other phases of her work, the dean may, at any time, ask for assistance from her colleagues and other members of the guidance program.

¹ Brown, Marion O. Op. cit., p. 14

² Pierce, Anna. Op. cit., p. 338

Records

Certain records and files are considered a necessary part of the dean's equipment. They are indispensable if the dean is to maintain a scholarly attitude toward her work and place it on a scientific basis.

Brown has this to say about the value of records:

Official and permanent records are a source of information which are of particular value because they tend to state objective facts over a period of time, and because they place responsibility for interpretation upon the person who uses them.¹

It has been recommended that records should develop from small beginnings. For the entering girl they should be meager, growing and accumulating as she remains in school. Likewise, it is recommended that new and beginning deans start with minimum essentials.

The records needed by the dean will vary:

1. With the size of the school
2. With the work the dean does
3. With the location of the dean's office
4. With the system of record keeping in the main office of her particular school.

Records may be classified as:

1. Temporary
2. Semi-permanent

¹ Brown, Marion A. Op. cit., p. 103

3. Permanent.

Records should be kept in a way that will insure their most effective use by:

1. The dean, her staff and their successors
2. Other authorized persons such as members of the faculty and (in many non-confidential types) records of the students.¹

The question as to just what records a dean should have for every girl has been answered by the committee on Necessary and Usable Records for the High School Dean. Its recommendations are as follows:

1. Name, age, I. Q. and test results
2. Social and economic background
3. School history
4. Present course of study
5. Health records
6. Interests and activities in and out of school
7. Educational and vocational expectations
8. A record of persons or organizations interested in the girl.

As a director of the social program of the school, the dean should have the following additional records:

1. Calendar of events

¹ National Education Association Addresses and Proceedings. Department of Deans of Women. Institute. Necessary and Usable Records for the High School Dean. 68:329-330, June, 1930

2. Record of clubs and their activities
3. Records in connection with joint system as it concerns girls
4. A record of all employed girls
5. Records of loans and scholarships
6. Records of honors
7. Records of home rooms and other social programs.¹

Records must not be allowed to become an end in themselves; they must be used with judgment and discretion. Many writers sound a warning note in this respect. Deans, they say, must not become too statistically minded; records should be used as the physician uses instruments. Toward this end many deans prefer to gather their records toward a usable case history folder for every girl. Williamson and Darley advocate this plan as being the most valuable means of bringing together significant information in preparation for counseling. They say of the plan:

Such information will serve to describe the student in terms of identifying information, social-economic background, education background, occupational experiences and goals and general self-ratings on selected traits. If to these are added the counselor's own recorded judgments about the individual, we have at hand a rather complete picture of the qualitative

¹ National Education Association. Addresses and Proceeding, Department of Deans of Women, Institute Necessary and Usable Records for the High School Dean. 68:330, June, 1930

aspects of the individual with whom we are working.¹

They also recommend a case file which includes, in addition, "a record of all interviews and all case work done with the student, and represents the progress made and the services rendered by the counseling agency."²

In some schools the records pertaining to the girls are all kept in the dean's office. It has been found more convenient in some schools to centralize the records in the main office. With this method the dean uses the central files for data that should be available to all teachers and administrators, but keeps a private file for data of the confidential type which will be accessible to no one except herself.

Either method is considered satisfactory since the principle of both is the same - the dean must have records of every girl - records that are accurate, complete and easily available - to insure effective personnel work.

Future Trends of the Position

Only in recent years has the professional status of the dean of girls been given any serious attention. It was not until general interest was aroused in student welfare that it has been considered at all.

¹ Williamson, E. G. and Darley, J. G. Op. cit., p. 111
² Ibid. p. 112

By reason of the number of deans engaged in the work, the increasing demands for more specialized training for the position, and the praise of their work as reported by administrators, the writer believes it is reasonable to conclude that the dean is satisfying a felt need. Both the school as a whole and the individual student are said to be definitely benefited by their services, yet in no respects is their work considered to usurp the functions of the classroom teacher or class advisers.

What, then, are the future trends and implications of the position? Some one has said the future success of the dean depends upon her foresight, her resourcefulness and her professional growth. The job is as big as the dean can make it - her own weaknesses are its limitations.

Zirbes says the dean has two outstanding needs for her future success - to look at her job from the point of view of other people and to clarify the direction and philosophy of education. In accordance with these trends, she will be concerned with three elements.

1. The concept of education, not as an isolated activity but as an aspect of all living.
2. New notions of homogeneity and heterogeneity.
Expansion of personality often comes from contacts with people of varied backgrounds,

interests and abilities. Therefore, heterogeneous groups offer more opportunity for service.

3. The aspect of new philosophy in the attitude of flexible adjustment. The age of the specialist is over. Educators must create new situations for social expression. Flexibility means new ways of social advance.

Zirbes also stresses the point that deans are in key positions for these integrated functions. It is their challenge to help people emerge from their niches and come together for cooperative action.¹

At a panel discussion on the subject of the future development of the dean's work led by Sturtevant, the following conclusions were reached:

The office of the dean will stand or fall on its merits as a guidance agency. This, in turn, will depend to a large extent on the visions of the National Association of Deans of Women in encouraging the setting of standards as to professional qualifications of deans and their work; its vision of finding expression of the ideals for which deans have always strived; and the professional far-sightedness of the deans themselves in continuous study of their task and the principles of individual development.²

¹ Zirbes, Laura. Implications of a New Educational Philosophy for Work of the Dean. National Association of Deans of Women. 1936 Yearbook, p.p. 117-119

² National Association of Deans of Women. Panel Discussion. Functions of the Dean of Girls in the Total Guidance Program. 1936 Yearbook, p. 121

In a discussion presented before the High School Section of the National Association of Deans of Women in 1936, several questions were raised in relation to the dean's function in the entire guidance program. These questions concerning the affective combination of administrative and counseling function have a definite bearing on the future of the dean's job. The writer believes that the following questions considered in the discussion are worthy of careful consideration by all deans who are interested in the future of their position.

1. Do separate guidance program, one for girls, and one for boys, headed by two different individuals really constitute a most desirable setup? In how far would the coordination of the two programs be possible and desirable? Are the two fields of deans of girls and deans of boys merging? Is dean of students or director of guidance a more desirable term than dean of girls?
2. Are deans as resourceful as they should be in drawing upon the community aids in carrying out their programs?
3. Is religious education receiving generally an emphasis commensurate with its relative

importance as a phase of guidance?¹

Summary

The position of dean of girls in the high school was created to meet the growing needs of girls arising from the economic and social complexity of modern society. It is no longer considered an experiment, but is an essential part of the school.

With increased wealth and the spread of American ideals came the desire on the part of parents to give their children the benefits of a better education. And, when surveys of schools made after the World War indicated that American Youth did not measure up either educationally or physically, more education was considered the remedy. Compulsory school laws were passed and education became the watchword. The public high school, once highly select, opened its doors to the children of practically every race, social class and degree of mentality from the moron to the genius, and became, indeed, the "people's college."

To meet the new demands created by these "individual differences," courses of study were expanded and enriched; extra-curricular activities came into being;

¹ National Association of Deans of Women. Panel Discussion Functions of the Dean of Girls in the Total Guidance Program. 1936 Yearbook, p. 121

instruction became more highly specialized; and teaching loads were increased. Such rapid changes resulted in neglect of the student as an individual and in widespread maladjustment.

The need for a school officer who could unify the interests of the girls, coordinate existing activities, initiate new programs and give individual counsel became imperative. Problem cases could no longer be handled by compulsion, the curriculum failed to hold and attract students and there was a definite need for a social program.

In response to these needs the position of dean of girls was created in 1913 by Mrs. Ella Flagg Young of Chicago. It received formal recognition by the Bureau of Education in 1919 and has since been accepted by educators, students and school patrons. The National Association of Deans of Women extended membership to high school deans in 1921. Today the high school section is the largest division of the association.

The exact number of deans throughout the country is not known. Reports of studies made indicate that approximately all large high schools, one-half of the middle group, and about one-third of the small schools employ deans of girls. Confusion of title and lack of reliable data have prevented obtaining a complete list,

but it would seem safe to conclude that there are thousands of women in the schools who are doing the work with or without recognition.

Deans in general feel the need of clarifying their ideas concerning their work. The attempts to express clearly their aims and objectives have varied in many respects but the basic idea of each is essentially the same. Their chief aim is the all-round personal and social development of the girls expressed through the medium of a well-balanced socialized program.

The scope of the dean's work is broad and varies with the individual school. The program is so diversified that it admits of no monotony and constantly challenges the ingenuity of the dean. It involves minute details, yet requires broad planning; it is concerned both with individual needs and group activities; and it demands constant cooperation. It matters little whether the duties are listed as administrative, advisory and social, or whether the dean is known as a coordinator, co-operator and counselor, but it is of tremendous importance that she can provide a constructive program that will aid in the personal and social development of her girls. Her work is primarily, in the field of individual guidance, but she is interested in curriculum building, a social program and connecting social agencies in so far as they

assist her in giving service to the girls entrusted to her care.

Until the duties of the dean are more definitely limited and clarified, the training and qualifications cannot be completely compiled. However, there are certain requirements that are essential in any case. The dean should have academic and professional training befitting the status of the position. She should be endowed with those administrative and executive abilities necessary for her to plan and carry through to completion her program of work. And she should be possessed of enough of those desirable qualities of personality to secure for herself the respect and confidence of her students. Above all she should be blessed with youthful spirits, a sincere interest in young people and a keen desire to serve them.

The current tendency is to invest the dean with rank and authority equal to that of a vice-principal. This policy has been adopted by practically all large schools and is becoming more prevalent in smaller schools.

The most common method of selecting a dean is to promote a faculty member to the position, but some superintends prefer to appoint a person with special training from the outside.

Generally speaking, the salary of the dean is increased to correspond to the added responsibilities.

However, due to the influence of so many other factors, the salary in many cases is not commensurate with the training and experience required for the position.

The physical setting for the dean's work and the equipment provided for her use are important adjuncts to effective counseling. The dean's office should be attractive, expressive of the finer interests of life and open and inviting to all. Ideally, the dean should have a suite of rooms at her disposal. However, the minimum essential - an inner office for conferences and an outer office for visitors and students' headquarters - is the common arrangement.

It is desirable that the dean be provided with full-time or part-time paid secretarial assistance, but in smaller schools, where that is impossible, students may be trained to give clerical service. Whenever necessary, the dean should feel free to call to her assistance teachers, advisers and other members of the guidance program.

The work of the dean is recognized as satisfying a definitely felt need. It is of significant value to the school as a whole and to the individual girl. The status of the position has received considerable attention in recent years.

The future development of the position depends

largely upon deans themselves - their resourcefulness and farsightedness. It will be concerned with the setting of new standards of the qualifications of the dean and her work; and the extent to which deans can find expression for their ideals and will continue their individual professional growth. It will mean accepting that wider concept of education which regards it, not as an isolated activity, but as an aspect of all living. The type of guidance program which deans can provide in accordance with this concept will be the ultimate measure of their success.

Questions are now being raised in relation to the dean's function in the total guidance program. They have a definite bearing on the future of the dean's position and are worthy of careful consideration.

CHAPTER III

A CASE STUDY OF THE DEAN'S WORK
IN AN OREGON HIGH SCHOOL

Background

While the survey of literature in the previous chapter is valuable in disclosing the status and standards for the position of dean of girls in the high school, it fails to give an adequate picture of the dean at work. A case study giving a detailed description of a typical situation will show the dean in action with students, colleagues, other school officers, and outside agencies.

To this end a case study is here presented of the work of the dean of girls in a typical Oregon high school -- an account of the work as it is done now with suggested recommendations for the future. That the reader may have a better understanding of the situation a description of the community and a short history of the school has been sketched.

The Community

This community, with a population of nearly 10,000, is located about eighty-five miles south of Portland in the heart of the Willamette Valley. It is the center of a rich agricultural district consisting of general farming,

dairying, fruit and truck gardening. Industries are represented by lumber, planing and flour mills, brick and tile works, hatcheries and canneries. The city is also an educational center for it is the home of the Oregon State College with a student population drawn from Oregon and surrounding states.

The city has paved streets, attractive residences, good churches and schools, and a public library. Recreational facilities include motion picture houses, a municipal park and a golf course. Nearby ocean resorts are made easily accessible by modern highways.

There is very little foreign element in the community and there are no great extremes of wealth and poverty. Due, perhaps, to the influence of the college, the people generally are interested in education. The community as a whole might be considered above the average in culture and refinement.

History of the High School

The history of the high school might well be divided into three distinct periods of growth, each marked by the erection of a new school building. The first period dates back to 1909 when a four year course was offered for the first time. A new building was erected to meet the increased needs and was first occupied in February, 1910.

The first annual yearbook, published in 1911, reported a total enrollment of 208 students and eight teachers. The first graduating class, fifteen in number, included twelve girls and three boys.¹ Besides the regular academic subjects, courses in "domestic science," commerce, physical science and manual training were provided. There was already a need for more room, particularly for an assembly room, gymnasium and library.

Within the year many new activities were initiated. Class officers were elected, a student body government was organized, and a glee club for girls marked the beginning of music instruction. An athletic association, debating society, and literary clubs came into being to meet the extra-curricular needs. The annual yearbook was published for the second time. It was called Chintimini, the Indian name for Mary's Peak. The first alumni association meeting was held in April, 1912, with nine of the fifteen graduates present.²

The school grew rapidly. By 1917 the enrollment had increased to 430 students and the graduates numbered 100.³ Y. W. C. A. and Y. M. C. A. clubs had been established and five literary societies flourished. Music was well

¹ Corvallis High School Annual, 1911

² Corvallis High School Annual, 1912

³ Corvallis High School Annual, 1917

represented by glee clubs, orchestra, and band. Athletics for boys included football, basketball, baseball and track. There was no athletic program for girls, but a basketball team had been organized each year, first under the direction of the boys' coach and later supervised by a woman teacher. Forensic clubs were active, and the Thalian Dramatic Club had made the school play an annual event.

The school had definitely outgrown its housing quarters, so in 1917-18 the old building was remodeled and added to. There were twenty-two laboratory and classrooms, making more adequate provision for commerce, "domestic science," and a library. An auditorium was included which served for both assembly room and gymnasium. This made possible the production of dramatics at the school building and also a program of indoor athletics.

New activities were added each year. An athletic club for "letter" men was organized, a weekly school paper was published, and girls were given awards in recognition of their basketball achievements.

For a brief period beginning with 1925 the junior high school, consisting of eighth and ninth grades, was made a part of the senior high school. It had a representative in the Student Council and organized clubs and societies to correspond with those of the high school.

In 1928 a new administration brought about sweeping changes in the school. The junior high school was housed in a separate building and the senior high school was re-organized. The many old literary and social societies with their Greek and Indian names had outlived their purposes. They were replaced by more modern interest clubs such as art, travel and radio which often met on school time. There was yet no physical education program for girls but an athletic association was organized to partially meet their needs. The Girls' League came into being, and a dean of girls was appointed to sponsor it.

The present principal took office in 1930, and the school has steadily advanced under his supervision. Again there was a crying need for more room, more equipment and more play space. In response to this need the present high school building was erected. It was ready for use in 1935.

Present Building

The present high school building, located on a twenty-acre site, is a modern three story structure. It has a present capacity for 750 students and is made up of classrooms, laboratories, gymnasium, auditorium and offices.

There are three main divisions in the building -- a classroom section, an auditorium section and a gymnasium section. The building is further divided, for convenience,

into a boys' side and a girls' side by means of two locker corridors built completely around the auditorium. This arrangement makes both auditorium and gymnasium easily accessible to students and visitors, cuts down the congestion in the main classroom section and eliminates waste of space for locker rooms.

The classrooms are built on a functional basis -- each for its own particular purpose. The Departments of Home Economics, Agriculture, Industrial Arts and Commerce all have modern classroom and laboratory equipment. The cafeteria is well-equipped and can seat 350 students.

The Physical Education Department for both boys and girls is modern. The gymnasium seats 650 and the balcony can take care of 400 more. There are locker and shower rooms; a basket system for the care of clothing; team rooms; towel rooms; and foot-baths. All equipment provided is up-to-date.

For the English Department there are special rooms for public speaking, debate and journalism. The small auditorium which seats 250 is not only available for dramatics and visual education, but also for club meetings, teas and small parties.

The library is large enough to accommodate the number of students usually sent to a study hall. Besides a well-designed charging desk, there is a large workroom

provided with storage space and equipment for repairing books. The library is considered the heart of the building around which all study takes place.

Each of the nineteen classrooms has been equipped for the type of school work scheduled in it. Slate blackboards, bulletin boards and display space are provided, and each classroom has its own special classroom library.

The auditorium, opening off the white paneled lobby, is the most imposing room in the building. A color scheme of ivory, henna and gold, effectively carried out in the furnishings, adds to the beauty of its modern classic style. The main floor seats 900 and the balcony across the rear seats 300. A complete motion picture booth is located on this balcony. The stage equipment is adequate for a professional troupe.

On display in the building are tangible evidences of the success of the high school students in many lines. The contents of the trophy case tell the story of their victories in athletics, declamatory work and debate. The large clock in the library was a gift of the Kiwanis club. On its plate is inscribed each year the names of the boy and girl who most nearly exemplify the ideals of the club. A sportsmanship plaque, presented by the city, is an incentive to clean play and team service in basketball. The name of the most outstanding member of the team for each year is

written on the plaque.

In 1935 the Girls' League purchased a plaque to honor one of its members. Each year the name of the senior girl who has done most to further the ideals of the club is engraved on the plaque, and she is given a small individual cup.

From the paneled lobby to the busy little offices where student affairs are managed, the school is more than an aggregation of rooms. A real attempt has been made to make it a beautiful and inspiring place in which to live and work.¹

Organization of the School

The school is organized to accommodate grades ten to twelve inclusive. It has an enrollment of 665 students -- 329 girls and 324 boys. A faculty of twenty full-time and five half-time teachers is employed. All teachers have at least a bachelor's degree and are assigned work in either their major or minor fields. The administrative force of the school includes the principal, the dean of girls, and a full-time trained secretary.

To a great extent the program of studies is elective. In order that there may be some sequence in the work, a

¹ Corvallis Public Schools. Annual Report of Superintendent 1935-36. pp. 36-37.

system of majors (three years in one subject field) and minors (two years in one subject field) have been adopted as a basis for graduation. In the tenth grade English and physical education are the only required subjects. English, American history and physical education are required in the eleventh grade, and in the twelfth grade, the required subjects are English and social economic problems. Since sixteen units (thirty-two credits in a four-year course) are necessary for graduation, electives have a prominent place in the program of studies.

The system of grading used here is the uniform system adopted by the Oregon High School Principals' Association. The symbols are 1, 2, 3, 4, 5. The highest mark is 1. The other passing marks are 2, 3 and 4; 5 is considered a failing mark.

The Honor Roll is published each semester and includes the names of students who have earned a total of 18 points, 8 or more from grades, and at least 6 from service and activities. A student must average a "2" in full credit subjects to be on the Honor Roll.

Student Council

The Student Council, responsible to the student body at large, is the main governing body of the school, and in such a capacity, it passes upon all proposed student body

legislation. It also acts as the coordinating agency for all high school activities, supervising the policies, finances and conduct of all organizations.

The Council is a representative body composed of the four executive officers -- president, vice-president, secretary and treasurer; and the legislative council made up of the presidents of the three classes and the presidents of the Girls' League and the Boys' Club. It is a member of the Oregon Association of Student Officers and is also a member of the National Association of Student Officers.

A second legislative body was organized this past year. It is known as the Advisory Council and is composed of representatives from each home room. Its responsibility is to deal with student conduct and welfare and the social life of the school. It makes recommendations to the Council and is responsible to the Council in matters of constitutional authority.

Group Guidance Program

Teacher responsibility for counseling is emphasized through the group program of guidance. The teachers, with the dean as an advisory member of the group, study the objectives and the work to be accomplished. A central committee composed of selected faculty members and the dean make general plans for a year's program subject to the

approval of the principal. While these plans act as guides and prevent duplication on different grade levels, they are flexible and may be adapted by each adviser to meet the needs and interests of her particular group.¹

The program is carried out through home rooms or orientation groups that meet once a week. They are scheduled according to classes -- senior, junior and sophomore groups. Teachers are assigned as advisers on the basis of ability and interest. Thus teachers of senior subjects are assigned to senior groups since they will be more interested in students whom they meet daily in the classroom, and they will have a greater opportunity to know and understand their groups as individuals.

Advisers of each class or grade meet together as sub-committees to plan their projects and further coordinate their work. Discussion groups, outside speakers, demonstrations, panels and forums are among the methods used to present the various units and maintain interest. Sometimes two or more groups meet together for joint discussions or special assemblies. Vocational information is made available by means of posters, pamphlets, monographs, and the school paper.

This program is further supplemented by the guidance which each individual teacher does through his classroom

¹ See appendix.

instruction in his own particular subject.

Extra-Curricular Program

The extra-curricular program offers a varied range of activities. According to the principal,

School clubs are organized with the idea of giving pupils an opportunity to participate in fields of interest and to develop qualities of leadership and dependability. They furnish the laboratories where boys and girls can learn to work together. All clubs and organizations have been selected upon the basis of student interest and teacher ability to sponsor, and the general objective of integrating school activities with the curriculum.¹

Many of these clubs are permanent organizations that take in their new members in the spring of the year.

Several national clubs are represented at the school including Home Economics, Future Farmers of America and Hi-Y. The Pep Club, Girls' League, and the Boys' Club hold a prominent place on the program.

There are three honor organizations, as follows:

Torch is chapter 1071 of the National Honor Society, organized at Corvallis in 1930. Members are chosen on the basis of scholarship, leadership, character and service. A faculty committee of five recommends the names of advanced juniors and of seniors from the honor roll, and the entire faculty votes on these names.

¹ Corvallis Public Schools. Annual Report of the Superintendent 1935-36. p. 37.

Quill and Scroll, organized in 1930, is a national society for high school journalism. Its purpose is to encourage individual work. New members are taken in twice a year.

Thalian is a local honor dramatic group responsible for the school play each year. Qualifications for the membership are thirty points in each of two divisions. The first includes voice, interpretation and physical appearance; the second includes scholarship, character, personality, cooperation and attendance at rehearsals. Members are selected from junior and senior class plays.

The school has two major publications. The High-O-Scope, a weekly paper, is edited by the journalism class. The Chintimini, the school annual, gives an accurate and colorful record of school life. The handbook is published from time to time. Its purpose is to make known to the students the traditions, organizations and songs of the school.

The Girls' Athletic Association sponsors sports for girls. Its Athletic Council includes managers of each sport. Letters are awarded according to the Oregon Point System.

Athletics for boys is represented by two clubs:

The Blue "C" club was organized to promote interest in school athletics and further the spirit of sportsmanship.

Membership is attained by earning the block "C" letter in any major sport -- football, basketball, baseball, or track.

The Circle "C" was founded in 1951 and is composed of boys who have won their letters in minor sports such as golf and tennis.

The music department is well represented by glee clubs, orchestra, band, and a capella choir. Each year it sponsors an operetta.

The Fire Squad is an important school organization. Throughout the year it conducts and supervises fire drills to insure rapid evacuation of the building in case of fire.

The Ushers' committee has charge of ushering at all school events. About 130 students participated this past year.

The Noon Committee supervises the noon hour recreational program organized for the benefit of those who remain at the building for lunch. Ping-pong, horseshoes, shuffleboard, volley ball, wrestling, and floor checkers are the activities offered. Tournaments are arranged for classes, home rooms and individuals. Weekly social dances are held during the rainy weather.

The Office Club is made up of students receiving office practice in typing, mimeographing, filing and counter work.

Besides these permanent organizations, numerous

interest clubs growing out of the curriculum are organized each year. By means of questionnaires, students register their first, second and third choices. These clubs vary from year to year as the interests of the students vary.

This past year the following were chosen:

Sewing club for girls not taking clothing classes

Camp-cookery for boys -- juniors and seniors

Golf club for beginning players. Both boys and girls welcome

Social dancing for beginners. Students should register in couples

Speech and debate club

Drama club

Science: Photography

Hand book club. Journalism students edited a new book.

Shop Club

Archery

Tumbling

Fly-casting

Library -- free reading period

Study hall - for students desiring extra study periods

Students are allowed to change clubs at the mid-year.

Additional clubs may be added upon request.

Activity Period

"If clubs are to accomplish the purposes claimed for them, they are entitled to a place on the school program." In accordance with this idea the first period in the afternoon is given over to the club program. Not only does this give recognition and dignity to the activities which cannot be obtained otherwise, but it also prevents interference with after-school plans of parents, teachers and employers. It also provides an opportunity for the bus students to participate in the extra-curricular program.

All clubs and organizations are definitely scheduled for this period, and as far as possible conflicts are avoided. The schedule is as follows:

Monday--meeting of all orientation groups. All students belong.

Tuesday--1st week - class meetings
 2nd week - Torch, Home Ec., G.A.A., special committees
 3rd week - Boys' League, Home Ec and G.A.A. Councils
 4th week - Girls' League, Blue "C", Fire Squad, Future Farmers
 5th - special committees
 Those not having club meetings report to home rooms

Wednesday--club meetings

Thursday---Assembly

Friday-----club meetings

The Assembly is regarded as a part of the extra-curricular program and is considered a vital force in the

life of the student body. It helps to develop class spirit, fosters loyalty, and acts as a unifying influence throughout the school.

Responsibility for assemblies rests upon a student-faculty committee composed of the presidents of the Student Council, Girls' League and Boys' Club, and three faculty members. The dean of girls acts as chairman. The committee makes use of local talent, students and outside speakers in planning the programs for an assembly once a week. It attempts to make them varied, educational and entertaining. The first week of every month is given over to student body affairs in charge of the student body president.

While the program of extra-curricular activities is not perfect either in setup or practice, the administration feels that it is a step in the right direction. Overcrowded conditions, overloaded teachers, and a dearth of proper leadership are some of the problems that must be solved.

Health Program

Only since 1935 has the school had facilities for an adequate physical education and health program. Physical education activities and regular health classes are required of sophomores and juniors and may be elected by seniors.

Physical examinations are given at the beginning of the school year to all incoming sophomores, to all students

entering the school for the first time, and to any other students whom the physical education teachers have reason to believe should be given one. As a result of these examinations students are classified into unlimited, restricted, or no activities; corrective or rest. Through work in the health classes, letters sent home to parents, and conferences with both students and parents a careful follow-up check is made of all cases needing attention. Health credit is given when the desirable corrections are made.

A local physician, engaged by the school board, makes the examinations and recommendations. The county school nurse cooperates with the physical education teachers in the follow-up work, especially in cases needing financial assistance. The dean of girls also cooperates when her help is needed. This procedure has resulted in the correction of many physical impairments such as defects in vision and hearing, defective tonsils, skin diseases and hernia. The report of the physical education director of the city shows that approximately 550 students were examined or rechecked in the past year in both junior and senior high schools, 883 impairments of various types were discovered and a correction percentage of 56 was obtained.¹

¹Corvallis High Schools. Annual Report of Superintendent. 1938-39. p. 22.

The Dean and Her Office

How does the work of the dean fit itself into such a background? The position has been established in the school for some ten years, yet the work might be considered still in the experimental stage. A lack of a clear conception of the requirements of the position and frequent changes in the personnel of deans has undoubtedly retarded the progress to some extent. However, the advisory work is accepted as important, and both principal and teachers have given it cooperation and support.

Training and Experience

The present dean has met the standards of requirements of training and experience as outlined by the National Association of Deans of Women. She is a graduate of the Oregon Normal School and she holds a bachelor's degree from the Oregon State College. She has attended professional courses at the University of Washington and is working toward a higher degree in the field of guidance and personnel.

Her many years of teaching experience in the public schools have been marked by steady advancement in the profession. She has been, in turn, a classroom teacher, an elementary school principal, and, at the time of the present appointment, she was Adviser of Girls at the Junior High

School.

Such varied experience has given her numerous contacts which have proved of immeasurable value in her present position as dean. Not only is she well acquainted with individual students, but she also knows their parents, is familiar with their home environment and understands the conditions in the community. On the other hand, the fact that she has grown up and been educated in the city robs her of the "glamour and prestige" usually accorded a stranger in a new situation.

Personal Qualifications

The dean's outstanding qualifications, according to the principal of the school, include a sympathetic understanding of the "problems of girls," tact in meeting difficult situations, patience, tolerance, a sense of humor, cheerful cooperation and the ability to plan and carry through to completion projects which require both broad planning and the care of details.

The writer, from her contact with the dean, would add friendliness, a desire to learn, and a sincere enthusiasm for her work.

Status

The dean has recently been given the status of vice-principal. This promotion is in accord with the current trends and is recommended by the National Association of Deans of Women. It makes it possible for the dean to have a greater share in the administrative policy of the school and places her in a position to make her judgment more effective.

Unfortunately, her salary was not increased to correspond to the added responsibilities. It has been found that salaries of deans are influenced by many factors, but that training, experience and rank in the school are usually given some consideration. Since the dean has met the standards of training set for the position and has been given rank in the school second to the principal, it would seem a just expectation that her salary would be correspondingly increased.

Equipment and Staff

The dean's office, small yet attractive, is located at the end of the hall from the main office. It is furnished with a studio couch, work table, chairs, an open bookcase, and a desk with the usual equipment. There is a telephone with a house extension and a typewriter, but

there is no filing cabinet. Well-chosen draperies, a few good pictures and flowers tastefully arranged add a note of comfort that makes it inviting to all.

Since the office must also serve as headquarters for the Girls' League, it is unfortunate that the dean does not have a small inner office for private conferences with students, teachers and visitors. Such conferences should not have to be held in a corner of the public office open to interruptions by students wishing permission to have a party, teachers dropping in to chat or visitors desiring information. A girl who is telling the dean she must leave school because of financial troubles or is on the point of reluctantly admitting that her difficulty with a certain teacher is perhaps due to her own fault, is not encouraged to proceed with her confidences under such circumstances.

Having neither a trained assistant nor a secretary, the dean is largely dependent upon students for her office help. She provides work for certain students through facilities offered by the National Youth Administration, and a varying number of other students also assist. While this arrangement, of necessity, requires considerable time to train the students, it has some advantages. The dean is of the opinion that the work is of educational value to the girls and, at the same time, it gives her an opportunity to become better acquainted with a larger number of girls than

would otherwise be possible. In addition to this student office help, the dean has the ready cooperation of the "social faculty" made up of class advisers, orientation group leaders and club sponsors. The school nurse lends her assistance in the health program, and the principal is ever ready to give advice and counsel.

Aims and Objectives of the Dean

The dean's main purpose, as she has expressed it, is to help create within the school that friendly and democratic spirit that will give every girl an opportunity to develop her individual personality and to have a share in cooperative service to the school. Her definite objectives are:

1. To be a friend to every girl.
 - (a) To guide her in her general development.
 - (b) To help her discover her finest possibilities and give her opportunity for their development and expression.
 - (c) To help her make the best possible adjustments to teachers, friends, school and community.
 - (d) To give counsel concerning personal problems she may care to bring in for discussion.

(e) To help her discover any qualities of leadership that she may have, and to provide situations for practice of such qualities.

2. To serve the administration, faculty, school and community kindly and generously.¹

She attempts to achieve these objectives through group work, individual counseling and active cooperation with all school officers and members of the guidance program.

Duties of the Dean

Studies of the duties of the dean in the previous chapter indicate that there is no uniform method of classifying them. They may be grouped in many ways. In this case, the writer has chosen to describe the dean's duties according to the outline used by Sturtevant and Strang² since such an outline lends vividness to the picture of the dean at work.

Personal Advisement of Students

Orientation of New Students. The program of orientation in this high school consists in acquainting each

¹ Personal interview with Mrs. Mamie Rounds, March 8, 1939

² Sturtevant, Sarah M. and Strang, Ruth. A Personal Study of Deans of Girls in High Schools. pp. 83-111.

incoming student with the program of studies, the school traditions and school activities; in assigning new students to orientation groups, providing advisers with all necessary information concerning the student, and in helping the student become adjusted to the new school as soon as possible.

The dean's part in this program is to share with the principal in supervising the work and to take care of her own orientation group. The dean visits the junior high school in the spring to meet prospective students in group conferences and to assist them in their registration for high school. She makes informal good will contacts by attending, as their special guest, their parties and picnics.

She assists in assigning students to orientation groups and helps advisers make the necessary adjustments to meet individual needs. She meets with advisers and student committees to plan for orientation to the social environment. "The Big Sister" party given by the sophomore section of the Girls' League, which is sponsored by the dean, is one of these events.

The dean also receives from the junior high school a list containing the names of those incoming students who need special attention or who have superior abilities. Such information is valuable to the dean in assisting new students to make desirable adjustments to the school.

Educational and Vocational Guidance. The group guidance and counseling service, through which the educational and vocational guidance is given has already been described in full. The dean is chairman of the Central Guidance Committee and is adviser of the student group representing the home rooms. She supervises the entire program and she herself is leader of one of the orientation groups.

While the advisers are directly responsible for the continuous education of their groups, they often consult the dean about their problems and refer to her cases that need special attention.

Improvement in Scholarship. The dean's relations to the academic work of the girls is chiefly advisory in nature. Girls needing special help are referred to her for counseling. She interviews the girls lagging behind or failing in their work. She helps them analyze their difficulties and gives constructive aid for improvement. If necessary she interviews teachers, advisers, and parents in order to better understand the situation. She also advises with girls of superior abilities who are not working up to capacity. With the home room adviser she devises means for improvement of the unsatisfactory work.

Each classroom teacher is expected to teach "how-to-study methods" in connection with his own subject. One

unit of the sophomore guidance work is devoted to the subject of study habits. The dean is always ready to assist teachers and advisers in planning ways to improve scholarship.

Health. The dean keeps in close touch with the health program which is under the direct responsibility of the physical education department. She cooperates with the school nurse and the physical education teacher in regard to follow-up of health cases, and they, in turn, keep her informed of their progress.

A girls' rest room, provided by the Girls' League, is available for emergency cases of illness and for girls needing rest during the day. Under the dean's direction, student attendants are in charge. Since the room is so much nearer the physical education teacher's office, it should, perhaps, come under her direct supervision. The dean would then receive a report at the end of the day.

Attendance. Checking attendance is one of the dean's duties. The first period in the morning is given over to this work. She is assisted by a student who makes telephone calls to the homes of absentees and reports the results as soon as possible. Cases of irregular attendance of girls are noted by the dean. Those which seem to involve maladjustment are checked for special consideration and are referred to her office for counseling.

Employment. The dean keeps a list of all girls wishing part-time work and also a list of people who have registered a desire for part-time help. Housework and the care of children are the most common types of work called for. The dean realizes that this phase of her work needs constructive revision and she plans to give it more attention. Reference to her files indicates that about thirty girls have been partially self-supporting during the past year.

Loan Fund. The Girls' League maintains a small student loan fund. The dean, as sponsor of the league, is in direct charge of it. Small amounts, usually not more than five dollars, are available for needy students.

One boy borrowed money at Christmas time to buy materials for a candy sale. Within two days he was able to return it and had made a small profit besides. However, only three people have availed themselves of this privilege during the past year. Some method should be devised to make it serve more people.

Personal Social Problems. The dean uses every opportunity to make good will contacts with her girls. She seeks to have the atmosphere of her office such that girls will come freely to discuss their personal social problems. She has not kept accurate records of her interviews, but she is of the opinion that the voluntary conferences outnumber the

referred ones. The dean assists teachers and leaders of orientation groups in their work along this line whenever her help is desired.

Discovery and Follow-up of Cases of Maladjustment.

In the discovery of cases of maladjustment the dean is assisted by practically every agency in the school. Teachers, advisers, club sponsors, health department, attendance department and even students all cooperate in the work. Such cases include dull girls doing failing work, superior girls doing average or inferior work, unsocial and oversocial girls, girls who are problem cases and girls below par in general health. Upon discovery they are referred to the dean's office for counseling. These agencies are likewise ready to assist the dean in carrying out her recommendations for follow-up work.

An example of what was accomplished in the case of an unsocial girl may further clarify the work.

Betty needed help. She came voluntarily to the dean after a discussion on personality in her sophomore orientation group. She was a small girl, self-conscious and so painfully shy that she was unhappy at school. She did very good written work, but avoided participation in class discussions and took no part in school activities. She had gone through junior high school without even so much as having served on a single committee.

After a discussion with the dean, Betty agreed that since "one learns to do by doing," she must try to overcome her shyness and take part in classes. The orientation group, led by the dean, was chosen as the starting place. At first Betty took part only when called upon, later she was able to volunteer.

Each time Betty participated in class or in activities, she recorded it in the little "black book" kept in the dean's office for that purpose. On Fridays she and the dean counted the number of participations and noted the improvement. Cooperation of teachers and interested students was enlisted. Betty was given small responsibilities and generously praised for each successful effort. She served on class committees, the usher's committee, and helped plan a Girls' League party. On the day the writer visited this orientation group, Betty contributed her share to the discussion of evaluating the year's work and freely made suggestions for a new program.

In the spring she asked to be chosen as one of the hostesses at the "Big Sister Party" for the incoming students. She confided to the dean that she wanted her junior high school friends to see that she really could "do things" at the senior high school.

Discipline. The dean is not required to act as a disciplinary officer in academic matters. She is agreed

with the principal that such an assignment would retard her advisory work. Teachers, advisers and, when necessary, the principal handle the disciplinary problems. Only serious cases in which maladjustments are involved are referred to the dean.

Group Activities

Supervision of the social curriculum is one of the dean's major responsibilities. In this phase of her work she makes contacts with boys as well as girls.

Student Council and Home Rooms. The principal and the dean of girls work with the student government. The dean assists in the advisory work and is directly responsible for some activities. She is adviser of the Student Advisory Council that is responsible for the conduct, welfare and social life of the school. In this connection she meets with the representatives from the home rooms and works out with them details of the plans proposed by the central faculty committee.

The dean assists in planning the social life of the school. She has indirect supervision of the program that is worked out under the direct charge of faculty advisers. She is a guest of social affairs which include teas, matinee dances, the school circus, special programs, banquets and evening parties.

When there is a definite need for new activities the dean recommends them and is instrumental in their initiation. She seeks to draw the unsocial students into the school life and guide others in keeping a balance between social activities and studies.

The dean supervises and assists in the welfare program sponsored by the Girls' League, Boys' Club and home rooms. This work is carried on in cooperation with the Red Cross and receives the support of the entire school. Concentrated drives are made at Thanksgiving and Christmas time.

Club Program. The dean assists the principal in the supervision of the school club program. She helps to formulate regulations for existing activities and surveys the need for new ones. A copy of each club's semester program is filed in her office. She attends occasional club meetings, confers with club sponsors and is often invited as a special guest to club socials.

The Usher's Club is under the dean's direct supervision. Its purpose is to provide ushers for all school affairs. Definite training is given for the work and each member serves from one to three times during the year.

The dean is sponsor for the Girls' League, an organization open to all girls of the school. A detailed report of its activities is given later. Since the Pep Club and

Girls' Athletic Association are federated with the League, the dean works in cooperation with them and with their sponsors. Next year the dean will act as advisor to the Pep Club.

The Social Calendar. The dean is in charge of the social calendar. Each event must be registered in her office at least one week before it takes place. The registration includes the names of the sponsors, the committee chairmen and the patrons. General plans for the event must be given as well as the approximate amount of expense involved.

Assemblies. School assemblies are regarded as part of the club program and as such come under the dean's supervision. She is chairman of the student-faculty committee that has charge of all assemblies. In addition she gives individual assistance to student committees planning special assemblies such as the Christmas Welfare Program, the Pep Club Assembly and the installation service for the Girls' League.

Control of Physical Environment

The dean acts only in an advisory capacity in this phase of the work. She is only directly concerned with the first aid equipment and the care of the Girls' Rest Room. Student committees with faculty advisers supervise the

conduct in the cafeteria and the halls. The Noon Committee is in charge of the building during the lunch hour. The dean gives advice when it is solicited. If she discovers matters needing attention, she reports them to the proper authorities.

Control of Intellectual Environment

The dean and the principal discuss together matters concerning curriculum, methods of instruction, discipline, programs of students and administrative policies. The dean confers with teachers and advisers concerning girls who are below par in their academic work. Advisers consult with her in matters of making changes in the study and extra-curricular programs for girls. She guides girls in their participation of club activities and seeks to stimulate better scholarship.

Marginal Duties

The dean seeks to establish friendly and informal relations with students and faculty. Much of the informal contact with the faculty comes from short visits before and after school hours. Faculty socials are also held during the year.

The dean has found time to make few home visits, but she is kept informed of home conditions by reports of such

visits made by the home economics teachers. She has had many formal and informal contacts with parents in her own office.

With the principal the dean entertains school visitors and represents the girls at various functions. This year the Girls' League was hostess to the Northwestern Conference of Deans and Girls held here in April.

Committees. The dean is chairman of the guidance committee which plans the guidance program of the school. She is chairman of the student-teacher assembly committee, and she serves on the Award and Scholarship Committee. Outside her own school, she is chairman of the general guidance committee for all schools and chairman of the committee on teachers' salaries.

Records and Research. A centralized plan of record-keeping is used in the school. Records are made available in the main office to principal, dean, teachers and advisers who wish to make use of them in connection with guidance problems. The following records are kept:

1. An individual folder for each student which contains:
 - a. Mental test records -- given in grades 7 - 9 - 10
 - b. Achievement tests records - especially English and mathematics

- c. Aptitude tests - for seniors
- d. Absence and tardy excuses
- e. Reports of home visits made by teachers and advisers
- f. Personnel card containing personal data and vocational expectations

2. Besides the individual folder, a cumulative record card is kept for each student with the following information:

- a. Identification material
- b. Attendance record
- c. Scholastic record
- d. Health record
- e. Activity record

In her own office the dean keeps a record of club activities, the social calendar, Girls' League activity participation chart and the Girls' League Scrap Book.

No system of follow-up work is reported for checking either on graduates or girls who have dropped out of school. The dean has not kept accurate records of conferences and community contacts. Neither is any research work reported.

Teaching. The dean teaches two English classes a day.

Office Hours and Duties. The dean is usually at school between eight to five o'clock on school days. She

is rarely at the building on Saturdays. She teaches two English classes, leads an orientation group on Mondays and spends the first period in the main office checking attendance. In this respect the dean's time-allotment does not meet the standards set by the National Association of Deans of Women.

A large share of the dean's time is spent with committee meetings and conferences with the principal. The remaining time is given over to conferences with students, classroom teachers, advisers, club sponsors and parents. She makes and files an annual report of her work.

Correspondence, bulletins and materials for the social program are typed and mimeographed in the main office. Pupil assistants serve in the office, telephone homes of absentees, answer the telephone and show courtesies to visitors.

Daily Schedule

The dean kept a record of the actual daily duties she performed for a week. The following schedule gives a concrete picture of a typical day's work.

First Day

8:04 - 8:10 Conference with a boy concerning Reed College.
8:10 - 8:35 Conference with a girl - attendance problem.

- 8:35 - 8:40 Arranged flowers in the office.
- 8:40 - 8:45 Phone call with junior high girl concerning registration.
- 8:45 - 8:55 Conference with attendance secretary on irregular students.
- 8:55 - 9:00 Phone call concerning an ill student.
- 9:00 - 10:05 Checked attendance for previous day in main office.
- 10:10 - 11:00 Conference with the superintendent of schools.
- 11:00 - 11:50 Class in English.
- 11:50 - 12:05 Took care of a girl who had fainted.
- 12:05 - 12:20 Lunch.
- 12:20 - 12:30 Conference with chairman of a committee on an installation ceremony.
- 12:30 - 12:40 Helped a teacher arrange flowers for an assembly and held a conference with her at the same time concerning a problem case.
- 12:40 - 12:50 Roll report for assembly.
- 12:50 - 1:35 Assembly (called out for two phone calls).
- 1:35 - 2:30 English class.
- 2:30 - 2:40 Conference with chairman of Senior Tea.
- 2:40 - 2:45 Conference with a committee on tea.
- 2:45 - 3:15 Worked on league plans for next year with new league president.
- 3:15 - 3:45 Conference with teachers on activity program for 1939-40.
- 3:45 - 4:15 Conference with principal on registration plans for 1939-40.
- 4:15 - 4:40 Prepared bulletins for the next day (Friday).
- 4:40 - 5:00 Checked attendance problems for the day.

Another Day - May 8

- 8:20 - 8:30 Conference with principal.
- 8:30 - 8:40 Conference with attendance secretary.
- 8:40 - 8:57 Conference with head usher in regard to future plans.
- 8:57 - 9:02 Conference with camp cookery leader.
- 9:02 - 9:05 Telephone call.
- 9:05 - 9:10 Checked irregular attendance.
- 9:10 - 9:12 Student reported loss of money.
- 9:12 - 9:17 Tardies checked. Conference with tardy students.
- 9:17 - 9:40 Conference with principal concerning the guidance program.
- 9:40 - 9:55 Conference with the physical education teacher.
- 9:55 - 10:45 Conference with junior high school principal on the subject of follow-up guidance for 1939-40 for sophomores.
- 10:45 - 10:50 Plans discussed with chairman of a committee on Senior Tea.
- 10:50 - 11:50 English class.
- 11:50 - 12:30 Lunch.
- 12:30 - 12:50 Conference with head of commercial department.
- 12:50 - 1:00 Checked attendance for art club. Leader absent.
- 1:00 - 1:05 Conference with treasurer of the Girls' League.
- 1:05 - 1:12 Conference with a teacher concerning dismissal of students from the 5th period.
- 1:12 - 1:15 Telephone call - parent.

- 1:15 - 1:20 Conference with head of English department.
- 1:20 - 1:25 Conference with a girl concerning headaches, and glasses.
- 1:25 - 2:25 English class.
- 2:25 - 2:32 Issued tardy and period slips in main office.
- 2:32 - 2:42 Conference on the keeper of League Scrap Book.
- 2:42 - 2:47 Conference with the coach on a girl problem.
- 2:47 - 2:49 Telephone call.
- 2:49 - 2:59 Tea committee meeting.
- 2:59 - 3:02 Conference with Girls' League President on conflicting dates for social affairs.
- 3:02 - 3:04 Permission slips to leave early for two boys.
- 3:04 - 3:16 Committee meeting on tea.
- 3:16 - 3:20 Received flowers for assembly committee.
- 3:20 - 3:45 Conference with Girls' League President on gift from the league to the school.
- 3:45 - 4:05 Conference with P. E. teacher on her problems.
- 4:05 - 4:30 Conference with a visitor.
- 4:30 - 6:00 Hair shampooed and waved.
- 6:20 - Home Ec. picnic.

Girls' League

Educators and advisers are agreed that the dean's best work is accomplished in the field of socialization -- teaching girls to appreciate and practice the finer and more gracious ways of living.

The dean must necessarily give much of her time and

attention to the needs of maladjusted girls, yet her work is primarily concerned with the prevention rather than cures. Her hope of the future is centered upon the normal, healthy girls who, after all, predominate in any high school. They will become the leaders of tomorrow; they must be taught to accept responsibility, to cooperate with others in both work and play, and to attain their ideals through worthwhile activities.

Many deans feel that their best approach to the normal girl student body is through the girls' league, that all girls' organization where membership depends only upon enrollment.

Brown regards it as one of the best means of building up morale among girls. Activities that mean most in their lives are fostered and promoted. Cooperation is practiced, leaders can be developed, and standards of dress and conduct are established. Those symbols which express strivings, ideals and achievements gain recognition in ceremonies, creeds and song. Good times through parties, picnics, assemblies, the "big sister" organization within the league - all have a lasting influence upon the girls. In many ways the girls' organization is the dean's best approach to the expression of what her program can mean to the girls.¹

¹Brown, Marion A. Organization of the Dean's Work in High School. p. 138.

Ethel Rosenberg uses the league for her "laboratory of character building"¹ and she believes its value to be three fold:

1. To the dean - it offers a means of learning to know a large number of girls.
2. To the girl - the league offers opportunity for creative leadership, personality development, and character training. It gives a sense of belonging and a sense of responsibility.
3. To the school - it provides a powerful means of setting vital standards and increasing the feeling of direct responsibility. The administrator, the faculty and the community recognize the Girls' League as an effective means of achieving any worthwhile project.

Organization of the Girls' League

The dean of this school is convinced that some of her most effective work is accomplished through the Girls' League. It is the all girls' organization of the school and membership is dependent only upon enrollment. Through meetings, programs, planned activities and social events, the

¹ Rosenberg, Ethel: Work and Worth of Girls' Leagues. National Association of Deans of Women. 1931 Yearbook. pp. 173-174.

members of the league seek to achieve their aims - to develop a feeling of friendliness among the girls, encourage participation in activities and provide opportunities for leadership, initiative and service.

Officers. The officers of the league include:

President - selected from the senior class
Vice-president - selected from the junior class
Treasurer - selected from the junior class
Secretary - selected from the incoming sophomore class

These officers working together are known as the cabinet.

The Executive Council is made up of the chairmen of departments appointed by the league adviser and incoming president. They are:

1. Program - arranges all programs
2. Publicity - takes care of publicity in the local paper, school paper, annual and scrap book
3. Finance - ways and means of raising money
4. Charity - drives and campaigns for welfare work
5. Social - plans all social functions

Art and dramatic departments have been added for next year.

Each chairman is directly responsible for the work of her department. She cooperates, when advisable, with other chairmen and she chooses her assistants from the girls at large.

A representative from each home room attends the Council meetings and makes reports to her group. She also collects dues in her room.

Since much of the work of the league is accomplished through small groups, the following ^{four} standing committees are appointed each year:

1. House - to see that the stage, auditorium and all needed equipment are ready for use
2. Hostess - to show every courtesy possible to visitors
3. Recorder - to record all activities of the league and names of those serving in any capacity
4. League Room - admit girls to rest room and make reports to the dean. This committee is often of assistance to the dean in discovering health and personality problems that require further investigation.

Finances. Finances, always a problem, are taken care of in a variety of ways:

1. Dues. Ten cents per semester. Failure to pay does not prevent participation in activities.
2. Proceeds from sales:
 - a. Basketball schedule pencils
 - b. Yarn dolls in high school colors
3. Donations from Silver Tea in December

4. Proceeds from the production of the film, "Jane Eyre," sponsored by the league.

Social Program

By means of a well-balanced social program, the dean hopes to reach all girls, average, inferior and superior. A schedule of the league's activities as recorded in the scrap book serve to show the type of program that is provided.

For the year 1938-39 the theme selected was, "Make a friend; have a friend." The project for the year was assistance to needy families through charity drives. This part of the work was particularly stressed near the Thanksgiving and Christmas holidays.

League meetings for all members were held once a month in the auditorium. The entertainments were provided by the Pep Club, Girls' Athletic Association, and Girls' League members. In addition, three outside speakers talked, in turn, on the subjects of "Friends at School," "The Value of Friendship," and "Boy-Girl Relationships."

The following social activities had a place on the program.

"Hello Day." A "make friends" day was sponsored by the league in September. The entire school participated. At the beginning of the school day each student was given a

booklet with blank pages. He wrote his own name on the outside and then the get-acquainted game began. Each student tried to get as many new students as possible to sign his booklet, thereby making new friends. An assembly was held in the afternoon, after which a "social mixer" took place in the school gymnasium.

Co-ed Ball. Matinee dances were sponsored, in turn, by seniors, juniors and sophomores at intervals during the school year. They were for girls only. Entertainment consisted of dancing and games. Light refreshments such as punch, lollypops or popcorn were served.

Thanksgiving Charity Drive. The charity drive included the entire school. Each home room, under the direction of its Girls' League representative, donated staple foods and clothing. These were packed in boxes and turned over to the Red Cross and Relief officers for proper distribution.

Senior Silver Tea for Mothers. The annual Silver Tea was given in December. The girls designed the invitations and donated, prepared and served the refreshments. They also planned and participated in a program for mothers. The money from the tea went to swell the student loan fund.

White Gift Assembly. The Christmas program was one of the high lights of the year. It was an example of all-school cooperation.

The future farmers brought the Christmas tree, the shop boys helped build the stage, and the home economics girls decorated the altar cloth. The music department furnished the music, the dramatic department offered readers, and the entire school, through the home rooms, provided gifts which later were distributed to both boys and girls. Even the community was represented through the contribution of an electric organ.

Community singing of Christmas carols was a feature of the program. Candlelight, sacred music and colorful tableaux served to heighten the atmosphere of beauty and reverence. After the dramatic reading of the story of the Christ child, came the climax of the assembly. A processional, composed of boys and girls representing each home room, passed up the aisles and laid their offerings at the foot of the altar. On their return the choir members, holding lighted tapers, formed a line in the rear of the room and sang "Holy Night" as the audience filed out. It was, indeed, an expression of the true Christmas spirit.

Mothers-Daughters Banquet. In March a Mothers-daughters banquet was served. "Bringing up Mother" was the theme of the program. Original skits were given with mother as a "behavior problem." They were entitled, "Buying a Formal," "Washing Dishes," and "Having a Date." Tableaux were presented of "Mothers Through the Ages," and a short

talk "On Being A Mother" was given by one of the mothers.

Junior-Senior Tea. In May the junior girls entertained their senior sisters with a tea. It served as an expression of appreciation and a gesture of farewell.

"Big and Little Sister" Party. The last social event of the year was sponsored by the sophomore girls in honor of the incoming girls from the junior high school. Each new student was assigned "a big sister" who tried to show "little sister" that high school life is pleasant.

Through discussion talks the girls were made acquainted with the traditions and regulations of the school; with activities which will be open to them as sophomores and activities to which they may look forward as seniors. A fashion show depicted for them practical high school clothes, suitable for every occasion. A complete tour of the building ended in the small auditorium where they visited while refreshments were served.

Installation of New Officers. The last formal meeting of the league is for installation of new officers. By means of an original candle lighting ceremony, the "torch of service" was passed from the old officers to the new ones. Expressions of appreciation and farewell followed, and the league was ready for a new year.

Last Meeting of Officers. The last meeting of the cabinet and Council was given over to an evaluation of the

year's work and recommendations for the next year. To check the number of girls who had participated in the league program, an "activity chart" was constructed on which appeared the names of all girls. A check was placed by a girl's name for each time she had served the club in any way. It was found that about 130 of the 529 girls had not participated except as an audience.

To improve this situation for next year a new officer was added. She is to be known as the personnel director. Her chief responsibility will be to advise with chairmen of committees and, in so far as possible, make sure that every girl is given an opportunity to serve at least once.

It was suggested that if each organization would do this, a "master chart" might be devised to check all-school participation. It would be a fine contribution to the guidance program and could be of assistance in guiding, stimulating and limiting participation of both under social and over social students.

Other suggested recommendations were:

1. Two league meetings per month - one serious and one for fun
2. Co-ed ball each month for socializing influence
3. All charity contributions to be given through the Red Cross

4. Commissary for supplies - ink, pencils, paper, etc.

5. Dues collected early in the year

Retreat. The new officers went on an all day retreat in the spring and made their tentative plans for next year's program.

Evaluation of the Dean's Work

It is impossible to make an objective evaluation of the dean's work. Comments of both praise and blame are frequently given, but, for the most part, they are biased and unreliable. Too often they represent chance remarks of individuals or the opinion of persons in no position to see or judge the entire situation. However, an attempt to make some sort of an estimate of its value is worthwhile. To this end, the writer attempted to get an appraisal of the work by the dean herself, principal, teachers and students as an indication of its significance to the school.

Dean's Appraisal. The dean, herself, believes that her best work has been done through group activities and the social program. She mentioned particularly the work of the Girls' League through which she is accomplishing the following results:

1. Creating a more democratic and friendly spirit among the girls of the school.

2. Providing opportunity for more girls to participate in activities.
3. Setting standards for dress, conduct and attitude toward work.
4. Gaining the confidence of the girls as evidenced by an increasing number of voluntary conferences.

Orientation of new students, employment service for girls and certain areas of personal advisement were named as phases of the work in which she has accomplished least in the past year.¹

Principal's Appraisal. The principal expressed satisfaction with the dean's work in general - both with individuals and with groups. He credited her with being calm, cheerful and possessed of good judgment. He commended her approach to student problems as being objective yet sympathetic - analogous to the physician's attitude toward his patients. He mentioned the achievements of the Girls' League as outstanding and voiced approval of her supervision of the social program - both evidences of her ability in organization and administration. He concluded by saying in effect, "The dean is well liked by both faculty and students and merits the cooperation which they have generously given her. If I have any criticism to make, it is that she has

¹ Personal Interview with Mrs. Rounds, May 16, 1939.

not made enough community contacts."¹ He qualified this criticism by adding that he realized she had not had adequate time for everything and other problems were more pressing.

Teachers' Appraisal. The dean's work through group activities and the social program were the two phases which received most favorable comment from teachers. "Wider participation," "dissolving cliques," and "higher standards for girls' parties" were specific items mentioned. Praise was given by some teachers for certain phases of personal advisement and the physical education teacher expressed appreciation for the dean's cooperation with the health program.

Students' Appraisal. Students who were interviewed informally naturally expressed their opinions in terms of their personal relationship with the dean. They varied from indifference to real praise. "The dean is too impersonal," "She gives us good ideas for parties," "The dean gives helpful advice," "She has helped with problems of etiquette." These are illustrations of comments made.

From such varied statements it is possible to draw some conclusions as to what girls expect of a dean. They enjoy having someone with whom they can "talk things over,"

¹ Personal interview with Mr. Harry S. Parker, May 8, 1939.

they want to know there is someone actively interested in their plans for parties and ideas for programs; and they appreciate the value of social training which the dean can make possible without "sermonizing."

Unfavorable Comments. As would be expected, unfavorable comments were also expressed, but it is impossible to draw any general conclusions from them. They are often due to conflict of personalities, petty jealousies or, more often, to lack of understanding and appreciation of personnel work.

General Appraisal. From the comments given it is evident that the work attempted by the dean is constructive in nature, yet there is no indication of any objective measurement. Certain aspects of the work such as the number of voluntary conferences for guidance, the number of contacts with boys of the school, the number and types of contacts with the community and improvements in attendance and scholarship can be definitely measured. On the other hand, much of the dean's work is too intangible to measure. Someone has said that the test of the dean's success is the quality of the group of girls who are under her direction. Do they appreciate the value of health, the true worth of courtesy and the joy of hospitality? Are they tolerant of the religious and political convictions of others? Have they acquired the right attitude toward work, leisure time and

proper conduct? Such attitudes and ideals do not lend themselves readily to quantitative measurement, yet in them largely lies the justification for the dean's work.

A true evaluation of the work cannot be made until some method is devised whereby the quantitative and qualitative results can be combined. However, from the favorable comments made by principal, teachers and students, the conclusion may be drawn that the dean's work is appreciated and considered of significant value to the school.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The position of the dean of girls in the high school owes its existence to the rapidly changing economic and social conditions of modern society. The public high school, once for the cultured few, now serves the children of the masses regardless of age, race, intellectual endowment or economic status.

This great increase in school enrollment and corresponding change in personnel erected many new problems and demands. Expanded and enriched curricula were provided, extra-class activities were recognized and social programs were organized in the attempt to meet the many and varying student needs. As a result, in the maze of highly complex organization, administrative routine and specialization of instruction, the student as an individual was neglected.

A definite need was felt for an officer, familiar with school resources and school standards, who could unify the interests of the girls, coordinate existing activities and initiate new programs; some one who could give both group and individual guidance.

In response to this need the position of dean of girls was created in 1913 by Mrs. Ella Flagg Young of

Chicago. It was given formal recognition in 1919 by the Bureau of Education and, since that time, has been accepted by administrators, teachers and school patrons throughout the country.

The National Association of Deans of Women established a high school section of deans in 1921, and it is now the largest division of the association. At the present time deans have been appointed in practically all large high schools, and in smaller schools; the number of such appointments is rapidly increasing.

The part the dean of girls plays in any school depends largely upon the local situation. She represents the needs and interests of the girls, coordinates the guidance services for them, and gives individual counsel.

Her aim is to provide for the personal and social development of the girls. It is evident that the dean who is well-trained and possessed of superior qualities of leadership will have the most desirable effects upon the lives of the girls.

The scope of the dean's work is broad and the duties vary with individual schools. Many large schools employ a guidance staff including a nurse, psychiatrist, doctor, vocational counselor, social director and visiting teacher for the purpose of making desirable contacts between the school and the home. Where such a situation

obtains, the dean's chief responsibility is to coordinate all phases of these services and establish standards for a constructive program in which all such workers have a definite place.

In smaller schools, however, the dean must do much of the work herself. She is chiefly concerned with individual guidance, curriculum building and provision for a social program. The duties are administrative, advisory and social. As an administrator, she shares in formulating educational policies of the school and is interested in the total school environment. As an adviser, she works with small groups and gives individual counsel. The social program is usually one of the dean's major responsibilities. She seeks to provide a worthwhile program of social experiences for boys and girls through a well planned program of extra-curricular activities and recreation for leisure time.

In recent years the status of the dean has received serious attention and her services are generally recognized to be of significant value to the school. There are wide possibilities for expansion and growth in the position. However, such future developments will largely depend upon the abilities of the administrators to recognize the social needs of girls, the success of the deans in service in demonstrating the value of their work, and

upon the ability of leaders in the field to establish standards for the profession that are worthy of the ideals and goals they have set up.

In the particular high school in which this study was made, the position of dean of girls is considered indispensable to the school. The major function of the dean is to coordinate all existing activities, curricular, advisory and social, into a constructive guidance program for the personal and social development of the girls. She recommends new programs of activities as needs arise, and supervises their initiation.

As vice-principal the dean shares in the administrative duties of the school and helps to formulate the policies which relate to the welfare of girls. In faculty discussions, in conferences with the principal and in meetings of the Guidance Committee, of which she is the chairman, she influences school procedures in regard to methods of providing educational and vocational guidance. Through voluntary and referred conferences she gives individual counsel on school and personal problems, and she seeks ways of discovering and following-up cases of maladjustment and of superior abilities of girls. She lends her active support to all phases of school life, and with the assistance of teachers, advisers and the school nurse, she helps students to utilize all the services which the school

offers.

The dean is actively concerned with the curriculum of the school for she is expected to give educational guidance as well as personal counsel to individual girls. Through orientation courses, assembly periods and discussion groups, which she sponsors, she guides girls in the selection of their studies and in their choices of extra-curricular activities to meet their own particular needs and interests. As a classroom teacher, she shares in planning the course of study for the English Department and serves on committees for revision and evaluation of the entire curriculum.

The dean makes her most worthwhile contribution through the social program which is largely under her supervision. She keeps in close touch with extra-curricular activities through her contact with student committees and club advisers. She often attends their meetings and is frequently a special guest at their socials. Through the Girls' League, which she sponsors, she fosters and promotes a spirit of friendliness and service among the girls, sets standards for conduct and dress and develops leadership. Again through the social program she contacts the boys as well as the girls of the school, encourages normal boy-girl relationships and provides recreation for leisure time.

The Dean solicits the cooperation of all school agencies within and without the school that may be of benefit to the girls and keeps the school in touch with the home and community.

She makes every possible opportunity to establish a feeling of friendliness between herself and the girls that she may gain their confidence and be more readily accepted by them as their guide, philosopher and friend.

Recommendations

The following recommendations are offered in order further to develop and make more effective the work of the dean of girls.

1. That the dean be relieved of all but two recitation periods to meet the standards set by the National Association of Deans for time allotment.
2. That the club advisers, with the dean as an advisory member, make a study of the club program as to purposes, objectives and procedures; and that they assemble their findings in a "syllabus of clubs" to be accepted by the principal and faculty. Such a syllabus to contain:

- a. A statement of the objectives and regulations with a suggested plan of organization.
 - b. Suggested methods of procedure for an individual club.
 - c. A model constitution, a sample budget and suggested creeds and ceremonials.
 - d. Criteria for evaluating the club.
3. That such a "syllabus of clubs" be used as a basis of supervision of the club program.
 4. That representative student advisory groups be allowed to share with the guidance and club advisers in formulating plans and programs for their activities.
 5. That provision be made for evaluating the club and guidance programs at least every two years.
 6. That the dean organize her work on a more complete and scientific basis in regard to records and research.
 7. That some method be devised and put into practice for systematic follow-up work of graduates and girls who have dropped out of school.
 8. That some provision be made whereby the dean may have a private office for individual conferences.
 9. That the salary of the dean be made commensurate

with her duties and responsibilities as recommended by the National Association of Deans of Women.

10. That the dean work in closer cooperation with the adviser of girls at the junior high school in order to bring about a better articulation between the two schools.

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APPENDIX

APPENDIX

Program of Studies

Second Semester 1938-1939

Sophomores Required	Juniors Required	Seniors Required
English 4	English 6	English 8
Physical Ed.	American Hist. 2	Social Econ. Prob- lems
Electives	Phys. Ed.	Electives
World History 2	Electives	Journalism 2
Biology 2	Journalism 2	Pu. Sp. I
Algebra 2	Pu. Sp. 2	Pu. Sp. 2
Latin 2	Pu. Sp. 1	Drama
Latin 4	Drama	Typing 4
French 2	Typing 2	Stenography 4
French 4	Stenography 2	Bus. Law
Bkk. 2	Bus. Law	Bkk. 4
Home Mk. 3	Bkk. 4	Solid Geom.
Home Mk. 4	Solid Geom.	Physics 2
*Wd. Wk. 1	Physics 2	Chemistry 2
Wd. Wk. 2	Chemistry 2	Home Mk. 5
*Leath. Craft 1	Home Mk. 2	Home Mk. 6
**Metal Craft	Home Mk. 6	Art 2
Ag. 4	Art 2	Metal Craft
Band	**Metal Craft	Carpentry
Orchestra	***Carpentry	Ag. 8
Glee Club	Ag. 6	Band
	Band	Orchestra
	Orchestra	Glee Club
	Glee Club	A Capella 2
	A Capella 2	Quartette
	Quartette	

* prerequisite Mechanical Drawing

** prerequisite Machine Drawing or
equivalent

*** prerequisite Architectural Drawing

Note: "2" students may substitute Pub. Sp.,
Journalism, or Drama for English 6 or 8.

GUIDANCE

Sophomore

I Educational Problems

- A. How to study
- B. Use of library
- C. School clubs--what they are
- D. Graduation requirements
- E. School Program and Course of Study

II Social Problems

Thrift and Credit (building up a credit rating)

III School and Community Citizenship

- A. Parliamentary Procedure
- B. Flag Studies (Etiquette)
- C. School Government
- D. Respect of Property

IV Safety Education

- A. In the home
- B. In the school
- C. On the highway
- D. In the community

V Leisure Time

- A. School Clubs--Purpose--How they contribute
- B. Companionship of Books and Magazines
- C. Hobbies
- D. Broadening of interests

Junior

I Education Problems (guidance)

- A. School Clubs--what they are (first week)
- B. Scholarship to high institutions

GUIDANCE (Continued)

II Vocational Guidance

- A. General classification of fields
 - 1. occupation in fields
 - 2. opportunities in fields
- B. Vacations in the Communities
- C. Speakers

III Know yourself--Relative to occupations

- A. My philosophy
- B. Strength of my abilities (Scholastic (Vocational)
- C. Personality
- D. Self-Discipline (habits and will power)
- E. Interests

IV. Social Problems

- A. Personal Well-being
 - 1. smoking and drinking
 - 2. sleep (health)
 - 3. boy and girl relationship
- B. Thrift & credit (building up a credit rating)

V School and Community Citizenship

- A. Parliamentary Procedure
- B. Flag studies (etiquette)
- C. School Government
- D. Respect of property

VI Safety Education

- A. In the home
- B. In the school
- C. On the highway
- D. In the community

VII Safety Education

- A. Companionship of books and magazines
- B. Hobbies
- C. Broadening of interest

GUIDANCE (Continued)

Senior

I Educational Problems

- A. Graduation requirements
- B. After high school-What?
- C. Continuation in Higher Education
- D. Scholarships to Higher Institutions
- E. Appreciation of educational opportunities
- F. School clubs

II Vocational Guidance

Speakers on vocations

III Social Problems

- A. How to get along with people
- B. Social customs
 - 1. Courtesy
 - 2. Etiquette
 - c. Invitations
- C. Conversation
- D. Thrift and credit (Building up a credit rating)

IV School and Community Citizenship

- A. Parliamentary Procedure
- B. Flag Studies (etiquette)
- C. School Government
- D. Community Government
- E. Respect of property

V Safety Education

- A. In the home
- B. In the school
- C. On the highway
- D. In the community

VI Leisure Time

- A. Companionship of Books and Magazines
- B. Hobbies
- C. Broadening of Interests

BULLETIN ON SOCIAL EVENTS

To aid you in planning your social events, we have prepared the following bulletin.

- I Each organization may have only one major social event each semester. These may be scheduled only on week end dates.
- II Every social event needs to be registered in the Girls' Advisors' office at least a week before the date of event. This registration blank calls for the names of committee chairman, sponsors, patrons and patronesses, expense and plans in general.

This blank is to be:

1. Filled in by student representing organization requesting date.
2. Signed by faculty sponsor.
3. Returned to Girls' Advisor.
4. Girls' Advisor approves and returns it to faculty sponsor.
5. When event is over, the "Final Report" at bottom of page is filled in and returned to Girls' Advisor.

- III All evening social events should be over by 11 o'clock.
- IV Many times students thoughtlessly neglect invitations to social events. Be sure that you know how long before a social event, the invitation should be given.
- V Patrons and patronesses and faculty sponsors have a place at your parties. What is your relationship and obligation toward them?
- VI The following books are in the building for your use in planning social affairs:

Bulletin on Social Events (Continued)

In the Library: --

Blain, M. E.	Games of all Occasions
DePew, A. M.	Cokesbury Stunt Book
Geister, E.	Getting Together
Harbin, E. O.	Phunology
Lear	The Worlds' Best Book of Games & Parties
Mason & Mitchell	Social Games for Recreations

In Girls' Advisor's Office: --

Geister, Edna	The Fun Book
	Ice Breakers
	and
	The Ice Breaker, Herself

The Girls' League is compiling a collection of songs with music accompaniment for group singing and a collection of party ideas.

TORCH

The Corvallis High School Chapter Number 1071 of the National Honor Society was started in 1930. Students who rate the highest in scholarship, leadership, service and character become members of this society. Members are chosen from the senior class the first semester; the second semester both the junior and senior classes are represented.

HONOR ROLL

The Honor Roll, published once each semester, contains the names of pupils who have earned a total of 18 points, 8 or more from grades (in full credit subjects) and six or more from service or activity points.

The following are not full credit subjects; glee club, quartette, band, orchestra, office practice, library practice and physical education. Subjects that are not full credit receive one-half as many points.

Activity credits are not to be pyramided. For your maximum points in any one activity, you are allowed the rating in the phase that gives you the highest points, and no more. If you are assistant editor of the High-Scope, news editor, and headline writer, allow yourself 6 points; for that is the assignment which receives the

Torch (Continued)

most points in that group.

Points are not awarded when class credit is given.

Failure to fulfill your activity satisfactorily will decrease your points.

Points for the Honor Roll are evaluated according to the following:

A Grades: 3 points for "1", 2 points for "2", 1 point for "3", 0 for "4", minus 1 for "5".

B activities see other page.

Activity Points

Athletic Manager, General 6
 Athletic Managers 4
 Activity Asst. 1-3
 Activity Typist 3-4
 Activity Recorder 1-5
 Basketball
 Varsity 3
 Squad 4
 Baseball
 Varsity 6
 Squad 4
 Book Exchange 3
 Boxing
 Letterman 5
 Squad 3
 Manager 3
 Blue C
 Pres. 2
 Member 1
 Bleacher Club 3
 Boys' Club
 Pres. 5
 Chintimini
 Editor 10
 Asst. Ed. 5
 Senior Ed. 4
 Section Ed. (Jr. & Soph) 3
 Typist 3
 Art Ed. 6
 Asst. Art Ed. 3
 Sport Ed. 3
 Business Mg. 9
 Bus. Asst. 5
 Class Officers-see officers
 Clubs
 Wed. & Fri. Clubs
 Officers 2
 Members 1
 Circle C-No
 Committees
 Standing Chairman 3
 Chairman 2
 Member 1
 See Junior Sales
 Contests
 Stock Judging 2
 Typing 2
 See music
 Debate
 Varsity 8
 Alternate 5
 Manager 5
 Drama-see Plays
 Fire Squad
 Chief 6
 Asst. Ch. 3
 Member 1
 F.F.A.
 Pres. 5
 Other officers 3
 Member 2
 Football
 Varsity 8
 Squad 4
 G.A.A.
 Officers 2
 Member 1
 Letter Winners 2-4
 Gatemmen
 Chairman 5
 Member 3
 Golf
 Letterman 4
 Manager 5
 Girls' League
 Pres. 9
 Other Officers 5
 Dean's Office 1
 Home Room Delegate 2
 Council Members 5
 Room Attend. 2
 HI Y
 Pres. 4
 Sec.-Treas. 3
 Member 2
 Home Ec. Club
 Pres. 5
 Vice Pres. 3

Activity Points (Continued)

Home Ec. Club (Cont.)

Sec. 3
 Treas. 3
 Member 1
 Custodian 3
 Historian 3
 Reporter 2
 Song Leader 2
 Musician 2
 Home Room No.
 Honor Roll 1
 High-O-Scope
 Ed. 12
 Mg. Ed. 6
 Assoc. Ed. 5
 News Ed. 3
 Sports Ed. 6
 Asst. Ed. 1
 News Ed. 8
 Typist 3
 Art Ed. 3
 Asst. Art. Ed. 2
 Feature Ed. 4
 Headline Writer 3
 Reporter from Jour. Class 2
 Business Mg. 9
 Asst. Bus. Mgr. 5
 Ad. Manager 6
 Asst. Ad. Mgr. 3
 Ad. Staff 3
 Circul. Mg. 2
 Asst. Circu. Mg. 1
 Mailing Sec. 2
 Junior Sales
 Committee 2
 Chairman 4
 Library Activity Service 1-3
 Motion Picture Custodian 6
 Motion Picture Asst. Operator 3
 Music
 Contests 1-4
 Solos 1-4
 Public Appearance
 Large groups 1-4
 Small groups 1-4

Instrumental

Pub. App. 1-6
 Small group 1-3
 Noon Hour Committee
 Chairman 5
 Members 3
 Officers
 Senior Class Pres. 8
 Junior Class Pres. 7
 Soph. Class Pres. 6
 Vice Pres. 2
 Treasurer 3
 Secretary 3
 see Student Body
 Operetta
 Leads 4
 Minor parts 2-3
 Property Mgr. 3
 Business Mgr. 3-5
 Business Mgr. Asst. 2
 Chorus 1
 Costume Mgr. 3
 Pep Club
 President 4
 Member 2
 Plays
 Leads 7
 Minor parts 2-5
 General Chairman 6
 Business Chairman 4-5
 See Operetta
 Quill and Scroll
 Member 1
 Serving Committee 1-3
 Sophomore Pres. 6
 Stage Craft
 Mgr. 7
 Asst. Mgr. 5
 Member 2-3
 Student Body Officers
 Pres. 15
 Treasurer 14
 Sec. 8
 Vice-pres. 5
 Asst. Treas. 4

Activity Points (Continued)

Tennis

Letterman 4

Manager 5

Thalian

Member 1

Pres. 4

Ticket Seller 1-3

Torch

Member 2

Pres. 4

Track

Squad 6

Mg. 4

Usher

Head 5

Asst. 3

Member 1

Vice-pres.

see officers

Wrestling

Squad 5

Mg. 3

Yell Leader 5

Asst. Yell Leader 3

Points for activities not
listed may be recommended
by sponsors to Torch adviser

Installation Service for Girls' League

Program chairman presides at opening of meeting. Calls meeting to order.

Welcomes alumni and visitors. Response by an alumni.
Program chairman presents presiding officer, a past president.

Presiding officer-- You are about to witness the installation of Girls' League of Corvallis High School for the school year 1939-1940.

(Some poem or thought)

Presiding officer-- We have two spirits awaiting our wishes. What would you have of us?

Past Spirit-- We ask your permission to present our followers.

Presiding officer-- And who are your followers?

Past Spirit-- This year's Girls' League officers.

Future Spirit-- The officers for Girls' League for the coming year.

Presiding Officer-- We bid you enter.

(Music)

Officers and spirits come to the stage and are seated.

The spirits stand on each side of the stage.

Past Spirit-- (Gives briefly what Girls' League has done this year.)

Installation of officers-- Each outgoing officer makes a speech to the incoming officer. The retiring officers light the candles of the new officers.

Future Spirit-- (Gives briefly what Girls' League expects to accomplish next year.) Presiding officer presents retiring president.

Retiring president presents old council. Gives talk on "Looking Backward"

Presents bouquet to presiding officer and to old officers.

Retiring president presents incoming president and gives her a nosegay.

Incoming president-- Presents new officers and nosegays to them. Gives talk on "Looking Forward." Reads names of new council.

Girls' Adviser-- Presents outgoing president with nosegay. Gives talk. Dismisses the assembly.

CLASS DIAGNOSIS

Junior High School

Date _____

Please insert the names of students who according to your judgment, should be listed under headings below. In case you care to give further information on some cases, there are individual diagnostic sheets for this purpose.

1. Superior scholastic ability

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

2. Executive ability

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

3. Retiring personality

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

4. Superiority personality

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

5. Special attention needed along any line (e.g. speech, reading or personality or social problems, etc.)

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

6. Reliable office worker

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

7. Needs to help work way through school

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

8. Dramatic Ability

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

9. Artistic ability

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

10. Music - voice

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

11. Music - instrumental

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |