

T H E S I S

on

**A STUDY OF DEANS OF GIRLS
IN THE
PUBLIC HIGH SCHOOLS OF OREGON**

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CHAPTER I

INTRODUCTION

INTRODUCTION

The purpose of this study of deans of girls in the public high schools of Oregon (1) is to discover the extent to which provision is being made in the secondary schools of Oregon for organized guidance of girls, (2) to point out the need in these schools for a more nearly standardized procedure for such guidance, (3) to suggest a general program for the extension and betterment of guidance for girls in the high schools of Oregon.

The writer does not pretend to set up a plan for the guidance of high school girls which will serve as a panacea for the problems of educational, social, and vocational guidance which arise in every school. The idea is to discover what steps have already been taken in the field, and to suggest the manner and direction of the next steps. Because of the differences in the size of the schools, the types of administration, resources, and community attitudes, no definite rules can be set up for the organization and administration of such guidance. However, the survey should reveal the lines along which such supervision might be directed.

In view of the tendencies of modern education to provide for social adjustment, it is hardly necessary

to point out the need in the schools of today for the guidance and supervision of girls. Not that "flaming youth" is getting out of hand, or that girls of today are rushing headlong to destruction; but in light of the well-known facts of the increasing complexity of modern social and industrial life, the breaking down of many social barriers, and the inadequacy of the home and the church to deal with the problems, the modern school has been forced to accept the burden of the adjustment of the individual to a degree that its administration has not been able to assimilate adequately.

Consequently, it is hoped that this investigation may be the means of pointing out the lines along which development should be attempted and by a study of what is now being done in Oregon to solve the problem, to suggest practical lines which may be followed to make the guidance of adolescent girls more effective.

Chapter II

STATEMENT OF THE PROBLEM

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STATEMENT OF THE PROBLEM

This study considers a number of phases of the situation in Oregon:

1. To what extent is the position of dean of girls recognized in the secondary schools of Oregon?
2. What is the experience and training of these deans?
3. What salaries do deans of girls in Oregon high schools receive?
4. What duties do they perform?
5. What are the relationships of deans of girls to other people?
6. What are the characteristics of a typical situation?
7. What are the professional satisfactions and problems of the position of dean of girls?
8. What may be a general evaluation of the work of the dean of girls?

The investigation is divided into six parts. Chapter I is the Introduction. Chapter II gives a brief history of the origin and development of the position of dean of girls in this country. Chapter III lists the questions upon which the inquiry attempts to throw some light. Chapter IV gives the methods and

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procedures by which answers to these questions have been secured. Chapter V takes up definitely each problem listed in Chapter III and presents the data that have been collected. Chapter VI combines a brief summary with an evaluation of some of the most significant findings of the investigation. Complete copies of the questionnaires used will be found in the Appendix.

It is hoped that this study will be helpful to administrators contemplating the establishment of the office of dean of girls in their schools or wishing to improve the status of the position as it already exists, to teachers and sponsors interested in knowing what has been done and may be done for high school girls, to deans whose position is already established but who wish to know the status and function of deans in other schools, to instructors giving professional courses for deans in Oregon and other states, and to all educators who are interested in the broad problem of guidance in the secondary school.

HISTORY OF THE MOVEMENT

It is very difficult to write a logical and complete history of the development of the position of dean of women and deans of girls in this country. A history of its origin and development has not yet been published. The office of dean of women in the college and university is without doubt the mother of the similar office of dean or adviser of girls in the secondary school. The early development of the position of the dean of women in the higher institutions of learning is of interest in this field to that extent only.

For this study, however, no summary of the movement is complete without a mention of those outstanding women whose vision and persistent efforts brought about a realization of the need of an adviser or dean and a recognition of the office. To Dr. Romiett Stevens of Teachers College, Columbia University, "the Dean of Deans", belongs much honor as a leader in the field of guidance. Her devoted pupil and worthy successor, Dr. Sarah M. Sturtevant, said well of her: "I would that some worthy biographer might rescue something of her personality from oblivion, but whether

or not such a one arises, her immortality is assured in the love and gratitude of her friends, and in the better womanhood of the future which will surely come as a direct result of the inspiration of her personality."¹

The earliest record which could be found of the actual establishment of the position of dean of girls was that effected in the city of Chicago in February, 1913, by Mrs. Ella Flagg Young, who was then Superintendent of Schools. Mrs. Young chose eighteen teachers to become deans of girls in the high schools of Chicago. In her report to the Board of Education, Mrs. Young said, "The choice has been made with great care, and largely based on the personality of the deans. Their aim will be to guide and direct the girls in manners, bearing, and courtesy, acting for them as social mentors."²

Official recognition of the position of dean of girls in the high school was brought about by the United States Bureau of Education. On October 15, 1919.

1 Sturtevant, Sarah M. A Tribute to Dr. Romiett Stevens. Tenth Yearbook National Association of Deans of Women pp. 57 1928.

2 Smith, Elsie May. Chicago correspondence. Eighteen are Chosen As Deans of Girls. Journal of Education Vol. 77 April 17, 1913 p 433.

Commissioner F. P. Claxton, of the Bureau of Education of the Department of the Interior at Washington, D. C., wrote as follows to the principals of the high schools of the country:

"The excellent results that have followed the appointment of deans of women in the universities and normal schools have led to an extension 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 by the following questionnaire?"

Dr. Stevens had published in the Teachers College Record for September, 1919, the results of a questionnaire which was sent to ninety-two schools selected by her for study. Dr. Claxton wished a similar study made of all the high schools in the United States, but it never was completed. Dr. Stevens' report had shown:

1. That the need of an adviser or dean was felt in many schools.

2. That the position needed standardization in scholarship, duties, title, salary, and time allotment free of teaching.

3. That the work of an adviser or dean was being done to a greater or less extent in many high schools.

Dr. Stevens, who organized and taught the first course for deans in the country, recommended that teachers doing the work of advisers in the high schools use the title of dean, if possible, to assist in standardizing the duties and the position.

In a report to the conference of high school deans in Chicago in February, 1922, Dr. Stevens summarized the data upon which her report was based. Briefly reviewed, her survey revealed the following facts:

1. In view of the replies to her questionnaire, she estimated that about 400 high schools had deans at that time.

2. The salaries paid ranged from \$1000 to \$3700. In 62 per cent of the schools, the dean or adviser was paid more than the highest-paid teacher; in 17 per cent of the schools the same salary; in 20 per cent a lower salary.

3 Stevens, Romiett. The Adviser of Girls in the High School. Teachers College Record Vol. 20 No. 4, September, 1919.

Chapter III

HISTORY OF THE MOVEMENT

3. In some schools, the dean did no teaching, in others she taught a full program, but in most schools, she was partially relieved from teaching.

4. A third of the advisers reported having served only one year, and only a twelfth more than four years, indicating that at that time the position had not existed long in most schools.

In 1920, the year following Dr. Claxton's request for a survey of the situation, the National Association of Deans of Women, made up of deans in universities, colleges, and normal schools, voted to extend membership to deans and advisers in high schools. The high school section, which met with an attendance of sixty in 1921-its first meeting-is now the largest division of the association.

This first meeting passed the following resolutions:

Whereas the present development of socializing aims in education shows the increasing necessity of supervision and advisory contact with the students and the necessity of organizing the extra-curricular activities of the school, and

Whereas many high schools of the country have with benefit to the schools and community recognized

the work of deans or advisers by an allowance of time, or of salary, or of both,

Therefore Be It Resolved that this section express its belief that such work should be officially recognized in every high school in the country.

The next definite recognition of the position in the high schools came in 1921, when, at the annual meeting of the Association of Secondary School Principals in Atlantic City, the principals voted to ask their school authorities that deans of girls and deans of boys be appointed in the high schools throughout the country.

High school teachers themselves expressed their belief in the need of such advisory work. In 1924, the Committee on Character Education, composed of teachers in the high schools of Greater New York, presented a report in which one of the most important recommendations read as follows:

That to help carry out this program of training in character the positions of dean of girls and of dean of boys be established, so that in every high school there may be a teacher whose energies shall be primarily devoted to the work of directing character

education, and who shall be given sufficient time allowance for this work to make it effective.

It is interesting to note that in many communities, impetus has been given the movement by women's organizations of various sorts. Such influence may be noted in the resolution passed unanimously by the sixty-second convention of the New York City Federation of Woman's Clubs, on October 26, 1923. This convention was attended by 1118 delegates and alternates, representing 333 women's clubs and 100,000 women. The resolution follows:

1. Whereas the high school girl is at a most plastic age and in need of counsel and moral guidance as well as of mental and physical training,

2. Whereas there should be kept in every high school records of every pupil's traits, such as dependability, punctuality, truthfulness, obedience, and personality, as well as her destination after leave school,

3. Whereas an intimate relationship should be maintained between home and school through some competent supervisor,

4. Whereas the high school girl would benefit by the personal interest of a woman of high rank in the school,

5. Whereas the high school girl may be in need of a confidante, an adviser, a censor, a social arbiter, a vocational guide--in short, a woman of tact and insight into girls' problems,

6 Whereas all these needs as they arise, can be supplied by a competent, thoroughly trained, and scholarly woman known as a dean of girls,

7. Whereas in those high schools where women have been performing the duties of deans of girls-----at the request of the principal and with the consent of the board of superintendents, highly beneficial results have been attained,

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 all high schools which girls attend, and to provide that the position of dean of girls shall be one of exceptional dignity and importance. ⁴

No definite history of the movement peculiar to Oregon could be traced. In a few schools, chiefly those in Portland, the position of dean has official recognition and a salary grade. In most cases,

⁴ Johnson, Mary Hooker. The Dean in the High School
New York: Professional and Technical Press
pp 21 and 22

Chapter IV

METHODS AND PROCEDURE

however, the work is an assignment by the principal, who has felt the need of the assistance of a mature woman to help solve the problems of the guidance of adolescent girls. So, as the most available response for this felt need, he chose from his faculty a woman, usually a successful teacher, with judgment, tact, enthusiasm, and an understanding of girls, to undertake the work. Wherever possible he has reduced her teaching load to secure time for her new duties, and in a few rare instances, has been able to increase her salary to some degree.

A less satisfactory plan of securing an adviser of girls is in vogue in others of the Oregon high schools. It is that of allowing the girls' league to choose, usually without direction, a faculty member to become sponsor to the organization. This is better than having no adviser at all, but in some instances has forced a teacher without experience or other desirable qualifications to take over a burden for which she realizes herself unfitted. And in at least one unfortunate case, the adviser is one who not only has taken over the work unwillingly, but thoroughly dislikes her task.

Methods and Procedure

The chief difficulty in making such a survey as was planned lay in the lack of understanding among administrations, teachers, and even deans themselves as to exactly what the position implies. Sometimes the sponsor of the Girls' Club is given the title, or it is accepted by a Girl Reserve Club leader, or frequently a physical education instructor or some other official who has no definite function in the guidance field.

Another difficulty lay in the fact that the title of dean of girls has not been standardized in the Oregon schools. Persons performing similar duties are variously known as "dean of girls", "adviser of girls", "girls' club sponsor", "girls' counselor", and several others. Accordingly, schools which in fact have women performing the duties of a dean of girls might not be listed as having a dean if a different title were in use. This confusion in nomenclature and the consequent unreliability of data has tended to make the findings a little obscure in some instances.

It is gratifying to discover, however, that many principals of schools having no deans expressed an interest in the inquiry and a desire to know what

might be done in their schools to provide some sort of guidance for their girls. A principal of a high school enrolling 250 pupils, 135 of them girls, writes, "Schools the size of ours, and smaller, would, I am sure, be glad to receive any helpful literature, material, etc., that you would send them. In fact, they are badly in need of it." Another principal reports, "We have no dean--none elected for the position nor especially qualified to fill it. Miss B., the physical education teacher, serves many of the purposes of a dean. No money is as yet allotted to the employment of a dean. Please do let me know the result of your investigations." And a third writes, "We do not have either a dean of boys or of girls.--- I am very much interested and wish to know more about the work."

After a careful study of the relative sizes of the high schools of Oregon, the types of schools, and the work offered, it was decided to include in the investigation only schools employing seven or more full-time faculty members. In schools with a smaller number of teachers, the problem of guidance, if it is attempted at all, is usually handled through the principal's office where no formal system of administrative organization is necessary.

A combination of four methods was used in obtaining the data for this study: the questionnaire, the time schedule, observation, and case study. As far as possible the methods used by Miss Sturtevant and Dr. Strang of Teachers College, Columbia University in making their studies of A Personnel Study of Deans of Girls in High Schools was used.⁵

The first questionnaire⁶ was sent to principals of all high schools in Oregon employing seven or more full-time teachers. It called for information concerning the title, training, age, salary, qualifications, and values of a dean of girls. The questionnaire was, therefore, an effort to find out to what extent the need of such organization and supervision was recognized, what sort of person was serving in the capacity of dean of girls, and how valuable her office was considered to be in the institution in which she served.

The second questionnaire was sent to the person named by the principal as acting in the capacity of dean of girls. This questionnaire was long and detailed, thirteen pages in length. This questionnaire⁷ was

5 Sturtevant, Sarah M. and Strang, Ruth. A Personnel Study of Deans of Girls in High Schools. Teachers College, Columbia University, Contributions to Education. Number 393 1929

6 See Appendix

7 See Appendix

the same one used by Miss Sturtevant and Dr. Strang in making their study, so that the writer was certain that it had been carefully tested and criticized and ambiguous questions eliminated. While many deans felt that the questions went into detail to such an extent that it did not apply to the position as simply conceived as it is in many small Oregon high schools, still many teachers in advisory positions felt that they had a much better idea of the scope of the field after reading through the duties listed in the questionnaire.

No. of questionnaires sent	To Principals 65	To Deans 51 ¹
No. questionnaires returned		
Reporting dean of girls	52	38 ²
Reporting no dean of girls	12	2
No. of questionnaires not returned	$\frac{1}{65}$	$\frac{1}{51}$

1 One principal's questionnaire was returned too late to get dean's reply.

2 Two teachers named by principals denied that they held this position.

Three deans cooperated generously with the writer in keeping a daily record of their activities over a three-day period of time. Ideally, schedules should

be kept over a much longer time, but as these schedules were made by deans who seemed to be doing typical girls' guidance work, and as the time shown was the middle of a semester and not the period of a special activity, it was felt that they were indicative of the manner in which the time of many deans is spent.

Visits were made to six schools, in which the dean permitted the observer to sit in her office or classroom for a day, to observe and record her activities, and to interview her when she was not busy with other people. The observation threw much intimate light on the problems and activities of the deans, which was not possible in a simple tabulation of duties.

In order to get the reaction of high school girls themselves, brief questionnaires were filled out by seventy-eight girls, representing three high schools in which the position of dean of girls was fairly well established. The deans in these three schools gave out and collected the questionnaires, which were returned unsigned. The girls expressed their opinions concerning ways in which a dean might help high school girls, personal qualities of a dean which they considered most desirable, and some topics of discussion of most interest to high school girls.

Finally, a rather intensive study was made of

one school in order to give a clear and vivid picture of a dean at work in a practical situation.

The Results of the Inquiry

1. To what extent is the position of dean of girls recognized in the secondary schools of Oregon?

TITLE

As previously has been pointed out, there is still considerable confusion concerning the name to be applied to the position. In several cases, no official title of any kind is used. This of course is true only when the advisory duties receive a much smaller per cent of time than do teaching duties. The title that is most frequently used, that of "Dean of Girls", is the one which is sanctioned by the National Association of Deans of Women. However, five other titles have been reported in the Oregon survey. The frequency of the titles reported is as follows:

<u>Title</u>	<u>Frequency</u>
Dean of Girls	28
Adviser of Girls' League (or club)	9
Adviser of Girls	1
Girls' Health and Social Adviser	1
Girls' Counselor	1

Of the twenty-eight women called "Dean of Girls", only nineteen expressed satisfaction with it. Of the nine who were not entirely satisfied with the title,

Chapter V

THE RESULTS OF THE INQUIRY

four suggested "Adviser of Girls" as being more desirable to them. No reasons for the dissatisfaction were stated, with the exception of one dean, who said that the title was "perhaps too pretentious--adviser would be equally satisfactory." One dean, who expressed herself as "not entirely satisfied" with her title, made no suggestion for a better.

All women reporting the title "Adviser of Girls' League" were satisfied with the title, probably because in these cases, the advisory work is being done as an extra-curricular activity. In one case, where the complete title reported was "Adviser of Girls, Vice-Principal, and Head of the English Department", the title of "Dean" was suggested as being more satisfactory, "as we have advisers of classes and clubs."

It is difficult to determine whether or not a faculty member carrying a full time teaching load, and girls' guidance as an extra-curricular activity would feel herself justified in assuming the title "Dean of Girls". In the case of the smaller schools, the administrative aspects of the position are very small, and the work is being carried on in such an informal way that no clearly-defined title seems necessary. Miss Sturtevant and Dr. Strang feel that this

uncertainty is mainly due to a lack of standardization of the position. To quote: "Such a combination of titles would be unnecessary if the dean's combined functions were clearly defined. The position of dean of girls would then be recognized in the educational world as at least equivalent in rank to that of assistant principal, but carrying major social and personal as well as administrative duties."⁸

In conclusion, the resolution of a joint committee of deans, school superintendents, and principals on "Selection and Qualifications of Deans of Girls, meeting in Cleveland, February, 1929," should be noted: "The term Dean of Girls should denote that person who is officially appointed in a given school to coordinate the interests and promote the general welfare of the girls, with special reference to the development of character and personality--both as individuals and as members of society."

⁸ Sturtevant, Sarah M. and Strong, Ruth. A Personnel Study of Deans of Girls in High School. Teachers College, Columbia University, Contributions to Education. Number 393 1929 p. 15

RANK EQUIVALENT TO THAT OF DEAN OF GIRLS

The value of attempting to locate the rank of the position of dean of girls in a high school system is that it shows the relative importance given her work in relationship to that given to assistant principal, head of department or teacher. The fact that this part of the questionnaire was left entirely blank by five deans, and completely filled out by only nine, seems to indicate a decided lack of certainty on the part of the dean herself as to what her real status in the school is. This confusion can hardly be attributed to lack of interest on the part of the dean, although one dean reports, "I have no idea what the maximum salaries here are." It is hard to realize a teacher being so uncertain of her teaching status. Table I shows in detail the number of deans reporting who hold ranks equivalent to those of assistant principal, department head, or teacher, and the relative position of dean in the salary scale.

Table I
Showing Rank in School Equivalent
to that of
Dean of Girls

Rank in School	Rank Equivalent to that of Dean	Salary Maximums in the School		
		Below that of Dean	Equal that of Dean	Above that of Dean
Assistant Principal	12		4	6
Department Head	5	4	3	1
Teacher	16	7	7	
Nurse		4		1
Secretary		8		

Of the thirty-three deans reporting their relative rank in the school, the largest number, fifteen, designated their rank as equal to that of a teacher. Of the twelve reporting their rank as equal to that of assistant principal, seven were deans in Portland schools. These facts would tend to show that only in the larger schools in Oregon is the dean regarded as an administrative officer. In the majority of cases

she seems to have the status of a teacher who has given "deaning" as an extra-curricular activity.

These facts are useful in understanding the deans official position in the high schools. As this position tends to become more standardized, it is to be hoped that a much larger number will be given the administrative recognition which the responsibility of the work demands.

METHOD OF APPOINTMENT OF DEANS OF GIRLS

The method by which these teachers are chosen to become dean of girls is a matter which greatly concerns those who are considering becoming deans and principals who are considering employing them. The question simply is whether the dean should be chosen from the faculty or whether she should be called from the outside for the position, her election to depend upon her special training and aptitude for the work.

Approximately three-fourths of the deans in the Oregon survey were chosen by the principals to become dean of girls. Of the remaining one fourth, two were elected by the girls themselves, and four were selected from outside the faculty because of their experience and training for the position. Three deans did not state the reasons for their being selected.

There is much to be said on both sides of the question of whether or not a teacher should be chosen from the faculty and promoted to the position of dean. The outstanding advantage is the one summed up by one principal who writes, "She has had long residence in the community, knows all family histories, circumstances, etc. She is thoroughly familiar with the school. She has the confidence of the faculty, the girls, and the community." The chief disadvantages to this plan are the lack of training and experience in the field of deans work, and the danger of jealousy on the part of her co-workers. To overcome this disadvantage, some principals, realizing the problem, have chosen an outstanding woman from the faculty, and have given her opportunity to train in summer courses for her added responsibilities.

Some principals have felt the need of a dean of girls, but have not been able to find the woman to supply the need. One, a principal of a school enrolling nearly five hundred students, says, "I do not have anyone qualified to be a dean of girls here. I favor a dean of girls and a boy's adviser in every high school over 250 enrollment." A city superintendent writes, "We are obliged to employ an untrained and in-

experienced person for this work, because no other persons with training and experience were available."

What are the qualities which a principal looks for in selecting a dean? Table II shows the characteristics which the administrators themselves listed as desirable in a dean.

Table II
Qualifications Determining Selection
of
Deans of Girls
(As listed by principals)

Qualification	Number Reporting	Per cent
Pine Womanhood	39	78
Sympathy and Understanding	35	70
Tact	35	70
Social Experience	31	68
Appearance	29	59
Age	18	35
Special training	14	29
Total number reporting	51	
Not reporting	11	
Total	64	

A few other characteristics were added to the list by the principals themselves. One listed "gumption"; another, "culture." One principal added "good judgment," and one completed his list of qualifications by writing, "She has three children of her own."

The small part which special training has had in determining the selection of deans may be due to the fact that so few have had such training. It seems that good human social qualities are those determining the selection of a dean. Scholarship was not mentioned.

It may be of interest to compare these qualities as listed by principals of Oregon schools with those listed by Miss Elsie Smithies of Chicago. Miss Smithies sent out a questionnaire asking, "What do you think are the qualities essential to a dean of girls?" to five hundred individuals of different ages and interests who had at some time or another come into personal contact with deans of girls. These persons included high school and college administrators, deans, teachers, students, doctors, mothers, etc. Miss Smithies reports her findings in the following list of qualities, which are listed in the order of frequency of mention:⁹

⁹ Smithies, Elsie M. The Qualities Essential to

a Dean of Girls. School Review Vol. 32
pp. 207-208

1. Basic understanding of girls and young women.
2. Magnetic personality and happy disposition.
3. Scholarship
4. High ideals and morals
5. Sense of humor
6. Common sense--sane and balanced judgment
7. Executive ability
8. Fair play
9. Social background
10. Good taste in dress
11. Youthful soul

2.-- What is the experience and training of these deans?

A study of Table III will give a general idea of the age and teaching experience of deans in the Oregon high schools. Probably the outstanding fact to be noticed is the comparative immaturity and lack of experience of many teachers who have been obliged to take over the dean's work. This condition may be due to the fact that in the younger teachers is found the enthusiasm for life that makes a leader of youth so attractive. If this enthusiasm can be tempered with sane judgment and together with an abiding interest in girls sound ideals, the "born" dean has probably been found.

Table III

Age and Experience of Deans of Girls
(Principal's Reports)

Age	No.	Per cent
25 years or less	13	23
26-30 years	8	15
31-40 "	15	29
41-50 "	8	15
Over 50 years	5	9
Not reporting	<u>2</u>	<u>3</u>
Total	51	

Teaching Experience	No.	Per cent
Less than 1 year	5	9
1-5 Years	11	21
6-10 "	13	25
11-25 "	17	33
Over 25 years	4	7
Not reporting	<u>1</u>	<u>1.5</u>
Total	51	

Table IV shows the educational attainments of the deans of girls in the Oregon schools. A large per cent have obtained at least one degree, and the introduction of summer school courses in dean of girls work has made possible some specialized training.

Many of these teachers, however, have brought to their positions a wealth of vocational and cultural experience that is not indicated by scholastic attainment. Several indicated rather extensive travel, in Europe, in the Orient, and in their own country. Various vocations have been pursued before reaching the dean's office: bookkeeping, music teaching, and home management. Much valuable practical experience has been gained in certain social fields; for instance, deans have had experience in such capacities as Y.W.C.A. Camp Director, Girls' Reserve Leader, Playground work, Camp Fire Guardian, and Counselor in a Private Girls' Camp.

These vocational histories indicate that the work of dean of girls is of an educational and professional nature, but at the same time has a decided social aspect, and that the standards which demand a high type of education, experience, and professional training are not impractical and theoretical, but rather indicative of the type of preparation that will, in the near future, be demanded of high school deans throughout the country.

Table IV

Training of Deans of Girls
(As reported by the principals)

	<u>No.</u>	<u>Per cent</u>
A. Undergraduate work		
A.B. or B.S. Degree	43	84.31
Special certificate	6	11.76
Not reporting	0	
Total	<u>51</u>	
B. Graduate work		
M.A. or M.S. Degree	8	15.69
Ph.D. Degree	0	0
Work without degree	23	45.10
No graduate work	13	25.49
Not reporting	7	13.73
Total	<u>51</u>	
C. Specialized training		
Advanced study	18	35.29
No special training	24	47.06
Not reporting	7	13.65
Total	<u>51</u>	

3. What salaries do deans of girls in Oregon high schools receive?

Deans, principals, and school board members are naturally much interested in the matter of the salary the dean is to receive for her work. Women considering dean's work as a vocation wish to know what salary they may expect after having completed some training in the work; and having given some months of service to it:

The following chart shows the frequency of salaries received by Oregon deans of girls as reported by the principal. The complete range of salaries reported was from \$1200 to \$2850. The frequency is as follows:

<u>Salary</u>	<u>Frequency</u>
2800-2899	7
\$2000-2099	10
1900-1999	0
1800-1899	1
1700-1799	4
1600-1699	4
1500-1599	4
1400-1499	8
1300-1399	7
1200-1299	11

It is evident that such a scattering of salary frequency must be due to certain factors.

A. In the first place, as has been repeatedly noted, many of the women doing guidance work in Oregon have no official recognition as "dean"; hence the salary is that of any other teacher in the system who has had the same amount of graduate work, training and experience.

B. The location of the school seems to have a direct bearing upon the salaries of deans, as indeed it does upon salaries of all school employees. Portland is the only city in Oregon having a population of more than 100,000, and of course it is true that the entire salary schedule of the Portland Public Schools is higher than it is in any other system in the state. The salary range of deans in the Portland high schools is from \$2700 to \$2850, and no dean in Oregon outside Portland receives as high as \$2700.

C. The size of the school seems to be another factor determining the salary of the dean, although size of school seems to be fairly well associated with size of the city.

D. A study of Table III will reveal that age is another factor effecting the salaries of deans.

This table shows a tendency for the salary of deans to increase with age.

Table V
Salaries of Deans According to Age
(From reports of principals)

Age	No. of Cases	Mean Salary
25 years or less	12	\$1289.60
26-30	8	1575.57
31-40	15	1675.33
41-50	8	2093.12
Above 50	5	2208.00
Total reporting and mean salary	47	1713.92

In no case can a relatively high salary be traced to a single factor, though the combination of factors indicates personal qualities which bear a relation to salary. A woman of experience, training (usually with a Master's degree), and a winning personality, may, if she has worked several years in a fairly large school, expect to approach the maximum in salary.

A comparison of mean salaries of various states is rather illuminating. The mean salaries of deans of girls in Texas is \$2,300

Illinois	4,104
Oregon	1,713

In the study made by Miss Sturtevant and Dr. Strang¹⁰, the mean salary of 100 selected deans in schools enrolling 250 to 499 pupils is \$2008.67. The mean salary of deans in Oregon with the same enrollment is \$1428.55.

In conclusion, it may be said that the deans in the high schools are sadly underpaid. Before much improvement can be looked for, two things must be accomplished:

1. A general raising of the salary scale in the Oregon schools.
2. A definite recognition of the position of dean of girls in the high schools.

10 Sturtevant, Sarah M. and Strang, Ruth. A Personal Study of Deans of Girls in High Schools. Teachers college, Columbia University. Contributions to Education. Number 393 1929 p. 32.

4. What are the duties performed by deans of girls in Oregon?

Probably the most important question pertaining to the whole matter of high school deans is the one concerning the duties connected with the office. It is also the most difficult question to answer. In the first place, the position in Oregon is so poorly defined that it is difficult to make a standardized list of duties. In the second place, there seems to be a more or less definite distinction between those duties which the dean performs as part of her office, and those which she performs personally. One is inclined to believe that the bulk of girls' guidance in Oregon is done in the informal manner suggested by the second classification.

The grouping of duties in this section of the inquiry should be of interest to school boards and principals, who may, perhaps, wonder what use a dean may be in a school, to newly appointed and untrained deans who wish to know the exact nature of the responsibilities that have been thrust upon her; to deans in service who are interested in knowing the duties which deans in other schools perform; and to high school

teachers, nurses, and other officials from whom the dean has the right to expect the greatest cooperation if her own work is to be effective.

In the attempt to discover what were the duties of deans, the principal was asked to list the duties for which he held his dean responsible; and the dean was asked to answer definite questions regarding her teaching load, her executive and administrative duties, and the nature of her personal contacts with students.

- A. What is the teaching load of deans in the Oregon high schools?
- B. What duties do principals expect of deans?
- C. What specific duties are performed by the majority of these deans?
- D. What duties require the largest amount of the dean's time?
- E. What night work is done by deans?
- F. What duties do they think deans could and should perform?

A-The Teaching Load of Deans

The report on teaching duties of the dean shows that every dean in Oregon teaches at least eight hours a week. Figures on teaching load in other states are not available; however, in 1924, Miss Sturtevant reported that 17.9 per cent of deans in the secondary schools of California did no teaching.

Table VI
Teaching Loads of Deans of Girls
 (As reported by deans)

No. of Class Periods per week	Number	Per cent
None	0	0
1-10	8	20
11-25	22	55
More than 25	7	17
Not reporting	<u>3</u>	7
Total	40	

Twenty-seven per cent of Oregon deans of girls carry what may be termed a full teaching load, that is, twenty-five periods a week. Seven deans reported teaching as many as thirty periods a week. One wonders when they are deans.

The question which is constantly asked by the deans themselves is to what extent a person can carry out a dean's program with no time allotment for its

duties. Everyone will agree that an English teacher would not deserve that title unless she had some time for teaching, but many so-called deans are expected to carry on the whole social and guidance program of the school with no time allotment for it at all, or at least, so little that the work cannot be adequately handled.

It is true that many deans will hesitate to give up entirely the classroom contacts. Many of them like to teach. Many feel that it is the only contact they have with the boys in the school. Most of these teachers realize that few Oregon schools can afford to employ a full-time dean and would be entirely satisfied if the teaching load could be lightened to an extent to equal the weight of the added duties that the dean's office brings.

However, in the larger schools, it seems that the dean should be entirely relieved of her teaching load. This is especially true in the Portland schools, where no dean can teach two hours a day without either the teaching or the dean's duties suffering.

B-Duties of Deans Assigned by Principals

In listing the duties expected of the deans, the high school principals did not go into detail. Fourteen

principals required only that the dean direct the work of the Girls' League or the Girls' Club.

Fourteen principals stated that they placed the whole social program of the school in the hands of the dean. Eight asked that the dean direct all girls' activities. Only five held the dean wholly responsible for the conduct of the girls; this problem is usually handled in cooperation with the principal's office.

In comparison with the duties as listed by the deans themselves (see section C), many discrepancies are found. The difference in the manner of asking the question, together with the uncertainty of vocabulary, accounts for the apparent difference. However, the writer is convinced that few principals have such conception of the numbers of personal duties that crowd up the dean's time.

An interesting corollary to the principals' list of deans duties was found in response to the question asked of the principals, "What additional duties would you like to assign?" Many principals did not reply, probably realizing that the burden was already heavy enough. Of those who did suggest other duties, the majority wished that the dean could entirely take over the matter of girls' absences and tardiness. Several felt the desirability of the dean's office

taking over the complete social program. Eight felt that all cases of discipline of girls should go to the dean. A few regretted that the dean had no time for vocational guidance. One wanted to put her in charge of the school annual.

Q-What specific duties are performed by the Deans?

The deans themselves were asked to check their specific duties under seven general heads:

- I Personal advisement
- II Group activities
- III Control of physical environment
- IV Control of intellectual environment
- V Personal development of dean
- VI Management of dean's office
- VII Miscellaneous marginal duties

Arranged in order of frequency, the following specific duties are performed by at least two-thirds of the deans reporting them:

<u>DUTY</u>	<u>FREQUENCY</u>
1. Interview girls who come voluntarily with personal problems of all kinds	34
2. Extend influence with girls through informal contact	29
3. Supervise health equipment (rest room, first aid, etc.)	27

	<u>43</u>
4. Read recent articles on personnel work	27
5. Personally chaperone school affairs	25
6. Interview parents	24
7. Confer with officers and committees of girls organisations	24
8. Assist committees of girls in planning social events	24
9. Handle emergency cases of illness	23
10. Attend faculty meetings	23
11. Extend influence with faculty through informal contact	22
12. Talk or arrange to have others talk to girls on various subjects	22
13. Attend assembly periods	22
14. Acquaint freshmen and new girls through group meetings with the buildings, regulations, and opportunities of the school.	21
15. Read and answer dean's correspondence	21
16. Inspect sanitary conditions of the school building, and refer unsatisfactory conditions to proper authorities.	20
17. Help girls make programs (unofficially)	20
18. Arrange to have freshmen and new girls become acquainted with faculty and fellow students	20
19. Initiate new activities	20
20. Interview girls referred by others of school	20
21. Prepare reports from time to time	20

A study of these more commonly performed duties will reveal that a great deal of the dean's work is accomplished through informal contacts with teachers, parent, and pupils. Many of these duties are performed in coordination with the principal, physical training instructor, nurse, or class and group advisers. However, probably no principal or dean would feel that any of them could be omitted from the school's personnel program.

D. What duties outside of teaching take the largest amount of the dean's time?

In answer to the above question, the deans listed the types of work which consume the greatest amount of their time, using the seven divisions suggested in the first part of this section. The three types most frequently mentioned, in the order of their frequency, were as follows:

1. Personal advisement
2. Management of dean's office
3. Group activities

All deans, without reference to the size of the school in which they worked, reported that most of their time, outside of teaching, was spent on personal advisement. Individual interviews comprise the bulk of this work.

In the larger schools, a great deal of time is spent in duties relating to the office itself. These include signing excuses, making out rest room slips, etc. Where a matter of routine is so time-consuming as it is in the Portland schools, for instance, the dean should be given an assistant, or at least a secretary, who could relieve her of this burden. She would then have more time to give more vital matters.

The supervision of group activities is an accepted part of the dean's work, and one to which much time must be given in any school. Deans accept this burden cheerfully, feeling its importance, and ask only that some allotment of time be made for it.

E. What night work is done by deans?

Concerning night work, nine deans made no answer. Seven said definitely that the position demanded no night work. The remaining twenty-five reported that from one to eight hours of night work were required, with a mean of almost four hours. The required night work is of two kinds: attending school functions, often in the capacity of chaperone, and preparing for the next day's work. The types of preparation required were about as follows:

preparing lessons, correcting papers, reading professional magazines and books, home visitation, telephoning, preparing dean's talks, and some case work. The size of the school seemed to have no bearing upon the amount of evening work required.

F. What duties do you think deans could and should perform?

In answer to this question concerning the extension of the dean's work, seven deans made no reply. Nearly all deans said nothing more could be attempted, no matter how great the need was, unless the teaching load could be lightened. "I have more than I can do now", is the typical reply. However, some deans listed types of work that they should like to undertake if the time allotment for it could be made. An orientation course for freshmen was mentioned several times. Many felt the need of vocational guidance. Two desired time to improve scholarship in the school, and to investigate causes of failure. A few desired to extend social opportunities to boys as well as girls. Discussion groups for girls were mentioned twice.

These incomplete answers again point to the same conclusion. Deans have a desire for service and a vision of their work; limitations of time bar the way to progress and expansion.

Summary

The following conclusions may be drawn from this general study of the duties of the dean of girls in Oregon:

The duties taking the largest amount of their time are (1) teaching duties, (2) personal advisement, (3) routine matters, (4) direction of group activities.

The five main phases of work listed with the frequency with which each is performed are (1) interviewing girls who come voluntarily with problems of all kinds, (2) extending influence with girls through informal contact, (3) supervising rest room, (4) professional upkeep, and (5) chaperoning school affairs.

Some night work is required of nearly all deans. It falls into two classes: (1) attending and chaperoning school functions and (2) preparing the next day's work.

Nearly all deans have a broad idea of what they wish to accomplish. In all cases the heavy teaching load of deans makes realization impossible.

5. What are the relationships of deans of girls to other people?

In listing the specific duties which they performed, deans stated again and again that the particular duty was not performed alone. Cooperation with the principal, with class and group advisers, with other teachers, with health officers, and with police matrons was constantly indicated. Outside agencies were frequently recognized as helpful factors. It is evident, then, that coordination with others is necessary to success in the deans field. This section will point out the most important relationships which the dean utilizes. The following will be discussed.

- A. Relationship with the principal
- B. Relationships with other faculty members
- C. Relationships with boys
- D. Relationships with outside organizations
- E. Relationships with parents
- F. Committee work of deans

A. Relationships with principal.

As may be expected, the closest cooperation exists between the principal and the dean. In many cases, the principal and dean have only informal relationship. In the larger schools, however, where the dean is more of an administrator, this informality tends to disappear,

and the dean herself, having more authority, works more independently. Thirty-nine of the forty deans reporting stated that they talked over questions with the principal about which they wanted advice. In twenty-five cases, and perhaps this is really more generally true, the dean must have the principal's approval of final decisions. Twenty-two deans consult the principal frequently about matters of all kinds; thirteen consult him only on important matters of policy. Nine consult him frequently about many minor matters. In only six cases is the dean's decision final and the principal not consulted except in very unusual cases.

Comments made by the deans show the closest sort of cooperation between principal and dean: "I always report what I have done in disciplinary matters and it has always been approved;" "I keep the principal informed as to the progress of cases that I have worked on;" "We plan the social calendar. He cooperates in all problems, seeks my advice and I seek his at all times, but I do not make my own decisions;" "The principal is my professional confidant, co-worker, and adviser."

B. Relationships with other faculty members.

As with the principal, the relationships of the dean with other teachers, class advisers, and club sponsors are informal. The majority of deans indicate an informal social relationship with teachers and unofficial helpers, and most deans confer with them informally concerning their advisory work. Nine deans reported that they confer with advisers and sponsors regularly and officially concerning their advisory work. Here again, it is evident that as the school grows larger, these relationships tend to become more formal.

Generally, the relationships here may be summed up in the words of one dean who says, "We all work together for the good of the school. I have called meetings of our counselors. I work with the presidents and advisers of all organizations."

G. Relationships with boys.

In reply to the question, "Do you perform the same duties with the boys?" five deans replied. "No," the rest said, "partly," or "To some extent." All deans in Oregon, being teachers, listed class-room contacts. Many grew to know the boys through the school's social program. Two deans had the responsibility of caring for

sick boys; and several said that the boys came to her voluntarily, as did the girls, with their personal problems. In small schools, the social contact is so close that the dean knows every student in school personally. Occasionally, the Girls' League sponsors parties or dances to which the boys are invited.

The following comments of deans are interesting:

"I come in contact with the boys (1) in my regular Math classes, (2) in carrying out the social program, both boys and girls are interested, (3) when morals and manners demand it, (4) school games;" "On the student body cabinet, the newspaper, the class publication, student dance committees, Red Cross Drives, boys in my classes, Lost and Found department;" "Boys are often sent to me. They also come voluntarily. I am the adviser of a boys' club. I help backward boys when I can."

D. Relationships with outside organizations.

No modern school can exist without making contacts with the organizations in the community in which it exists. A wise dean will make use of these contacts in every way possible to aid her in the proper adjustment to life of the young people in her charge. They may both seek and give aid in these organizations. To the question, "With

What agencies and individuals outside of school do you cooperate and to what extent?" twenty-two, more than half of the total number of deans did not answer.

It is to be hoped that the lack of reply in these twenty-two cases did not indicate a lack of cooperation with these most valuable organizations.

The Parent-Teachers' Association was the agency most frequently listed. Deans indicated that they work with such social agencies as churches, Girl Scouts, and Y.W.C.A. They also have relationships with such civic and professional organizations as the Red Cross, Women's Clubs, Kiwanis and Rotary, A.A.U.W., and the Eastern Star. In solution of more serious difficulties, the dean had the aid of the Police Matron, the County Nurse, and the Welfare Bureau. One dean listed the Public Library, and one of the newspapers, an aid which should not be neglected. Business houses were often mentioned, particularly in placement problems. Of course, the larger the community, the more numerous are the agencies with which the dean may cooperate.

E. Relationships with parents.

Interviews with parents have already been listed as an important duty of deans. Nearly all deans reported that they conferred frequently with individual

parents. Parents are met either at Parent-Teacher Association meetings, in the school, or through home visitation. Many Oregon high schools, however, do not have a Parent-Teacher Association. The Girls' League in many schools arranges a Mothers' tea, or a series of them, a Mothers'-and-Daughters' banquet, or a Father-and-Daughters' banquet. Some deans make the necessary home contacts by personal visitation.

F. Committee Work of Deans

The group relationships of a dean's office show up very plainly in the committee work which the dean cooperates in doing. Ten deans did not answer the question referring to committee work, and five said they did none. Of those five, two said that a dean should not be asked to serve on committees, while one reported that she had no time. Nearly all deans stated that they were ex-officio members of all Girls' Club committees.

Committees were divided into three groups, those within the school, those of professional organizations outside the school, and those of civic organizations outside the school. Twenty-five deans reported belonging to at least one committee. Types of committee work reported were as follows:

Committees within the school.

1. All Girls' League Committees
2. Committee on Social Life
3. Scholarship Committee
4. Scholarship Loan Committee
5. Student Assembly Committee
6. Committee on Awards
7. Faculty Reading Circle Committee
8. Mother-daughter Banquet Committee

Professional Organizations Outside the school

1. Committees of State Association of Deans
2. Officer of Local Teachers' Association
3. Committees of Teachers' Association
4. Scholarship Committee of A.A.U.W.
5. Professional Women's League Committee
6. Portland Council of Social Workers
7. Committee of Welfare Bureau
8. Committee on Religious Education
9. Secretary Inland Empire Association of Deans
10. Committees of County O.S.F.A.

Civic Organizations Outside the school.

1. County Health Association
2. Library Board
3. Greater Medford Club
4. Business and Professional Women's Club

5. Eastern Star
6. Daughters of the Nile
7. International Friendship Committee of Council of Churches
8. O.S.C. Club
9. Girls' work committee of church
10. Red Cross committee

Summary

From this part of the investigation, it may be seen that the dean does not stand alone in her work. However, restricted her time and duties may be, the efficient adviser must maintain friendly, if informal relations with her principal, faculty members, parents, teachers, and outside organizations if she is to make the most of the agencies at her command.

6. What are the characteristics of a typical situation?

It has been thought that a fairly detailed study of the office of dean of girls in a single school would add concreteness to the investigation. A school was chosen in which the office was fairly well developed but was still experimenting in many lines. It is a school in which principals, teachers, and students have united in giving sincere and unsolicited praise to the advisory work. It is a school which seems to combine the problems of both the large and small schools.

The Situation

The high school used for this study is the only public high school in a town of 28,000 population. There are two junior high schools, so students enter the senior high school as sophomores.

The school has an enrollment of 825 pupils--450 girls and 375 boys. There are thirty-five faculty members. The superintendent, the principal, the dean of girls, and a full-time trained secretary make up the administrative force. There is no boys' vice-principal, or dean of boys.

There is no outstanding foreign element in the school, but a very small per cent of Filipino students-- none of them girls. The community is made up of a substantial middle class, in which there are extremes of neither poverty nor wealth. A few girls live in the country but work for their room and board while attending high school. The presence in the community of an institution of higher learning makes both students and their parents interested in advanced education. There is no night school.

The dean has a small but pleasant office, opening off the hall, the principal's office, and the general office. Her office is used much too frequently as a passage way from the hall to the principal's office. The dean has a desk and some filing facilities, but needs a telephone badly. Her only office help is made up of untrained student assistants. The home-room teachers, of whom the dean is one, the class advisers, and the school nurse act in cooperation with the dean at all times.

Besides having charge of a home room, the dean teaches ten hours a week. However as she teaches biology, laboratory periods must be cared for.

Duties

I. Personal advisement of pupils.

The dean devotes more than half of her time to individual conference work. She not only interviews girls who come voluntarily with personal problems of all kinds (and the girls come very freely), but she is constantly interviewing girls who have been referred to her by others. She deals with all cases of academic failure among girls, with cases of health, and with such cases of absence and tardiness which the principal refers to her. Previous to this year, she handled all cases of girls' absence and tardiness, a duty which she relinquished with regret when it became necessary for her to take over a home room.

A line of work in which the principal feels that the dean is especially valuable is in discovering and following up cases of maladjustment. This work includes cases of superior girls, dull girls, unsociable and over-sociable girls, girls having trouble at home, girls below par in health, etc.

Some work in vocational and educational guidance is being undertaken, especially for senior girls. The dean arranges attractive materials on vocational information in her office, and the girls come in freely to consult it, and to talk their occupational problems over with her. This is a field which she hopes to see

greatly developed. This dean also devotes several days at the beginning of the school year in the placement of girls, and occasionally calls some in for girls throughout the whole year.

Much time and energy has been spent in this school in developing higher standards of scholarship. With the aid of the home-room teachers, all girls engaged in a friendly rivalry in these rooms for scholarship rank. As a result of the dean's influence, a Girls' Scholarship Loving Cup has been purchased by the Girls' League. The cup is kept in the school trophy case, and each year the girls ranking highest in each class have their names engraved upon the cup. The dean also sees to it that only students of a certain scholarship average take part in extra-curricular activities.

The dean handles emergency cases of illness, but the city nurse and the girls' physical education instructor are ready to assist her upon call. Cases of serious illness and contagious disease, are handled by the nurse.

In cases of discipline, the dean first thoroughly investigates the matter, and then reports her findings to the principal. Together they decide the course to

be taken, but penalties are imposed by the principal alone. Both the dean and the principal consider this to be the best method, as the principal is the person who is responsible for the conduct of the school.

II Group Activities

The dean has entire charge of the social program of the school, including both boys' and girls' activities. She has entire charge of the social calendar, and all events, whether for the daily activity period or outside of school hours, must be scheduled in the dean's office.

The dean is a member of the student council, and attends its meetings, although she has no vote. She is a member, ex-officio, of all Girls' League committees. She attends all extra-curricular activities, often in the capacity of chaperone.

Twice each semester, the dean confers regularly and officially with all extra-curricular advisers and sponsors. Informal conferences are held frequently. She finds the faculty cooperation splendid; in fact, says the principal, "It was upon faculty demand that the position was created here."

Under the dean's direction, the Girls' League has engaged outside speakers, has held teas for mothers, has arranged assemblies, has instituted a Big Sister

Movement, has held a weekly faculty tea, has held monthly parties or dances of its own, has entertained Girls' Leagues of neighboring schools, has met the ninth grade girls of the local junior high schools, has done Red Cross and much other charity work, and has furthered a multitude of other useful activities too numerous to mention.

Again, through the Girls' League, the dean is responsible for the girls' rest room and all the girls' lavatories, all of which she inspects every day.

The activity which the dean feels that the school is most in need of is discussion groups for girls, through which she feels much good may be accomplished. However, lack of time makes this plan utterly impossible at the present time.

The dean of this school was generous enough to keep a three-day schedule of her activities, and no summary can give as concrete a picture of a typical day as the following program:

First Day

- 7:50-8:00 Conference with committee regarding dance
- 8:00-8:10 " with chairman of teas
- 8:10-8:20 Wrote out announcements for day.
- 8:20-8:25 Wrote out excuses for girls working on Bulletin Board
- 8:25-8:35 Conference with teacher regarding a girl that was wanting to drop out of school
- 8:35-9:40 Class in biology
- 9:40-10:00 Made out slips for girls to be sent to Dean's office
- 10:00-10:15 Wrote to a girl that was dropping out of school
- 10:15-11:15 Interviewed girls regarding flunk in six weeks grade, failure to attend gym, or cuts from classes.
- 11:00-11:50 Took 213 S. Hall for teacher--during which time I had conference with Girls' League President regarding material going into the Girls' League Edition of the news.
- 11:50-12:15 Lunch
- 12:25-12:35 Signing students for hostess to teas and tables for the Bowery Party
- 12:35-1:00 Conference with two girls regarding refreshments for party.
- 12:40 Telephone conversation with a mother
- 1:00-1:10 Conference with girl regarding her grades in Spanish
- 1:10-1:15 Conference with teacher regarding program for Pay Assembly.

1:15-1:20 Conference with girl regarding decorations for tea

1:20-2:15 Class in biology

2:15-2:35 Recorded days absentees for girls

2:35-3:15 Sterilized dishes and test tubes

3:15-3:30 Conference with girls regarding faculty tea

3:30-4:00 Faculty meeting

4:00-4:30 Placed Lab questions on board for class in biology

4:30-4:40 Complaint from girls regarding a boy that had been bothering them in halls.

4:40-4:50 Called principal at home to tell what happened--during which time we made arrangements to expell the boy next day

5:00 Wrote out announcements for next day.

Second Day

8:00-8:15 Conference with father

8:15-8:20 Assigned locker to new boy

8:20-8:30 Helped girl with flowers--invitations

8:30-8:35 Interviewed girl

8:40-9:40 Class in biology

9:40-10:00 Sent slips to girls calling them to office

10:00-10:30 Interviewed ten girls regarding the boy who had molested them

10:30-10:45 Checked an announcement--interviewed girls regarding program for teas and party--signed excuses

10:45-11:15 Conference with Principal

11:15-11:30 Conference with Girls' League President regarding society news for downtown paper.

11:30-11:45 Conference with Principal

11:45-1200 Lunch

12:00-12:25 Interviewed students--signed excuses

12:35-1:15 Conducted assembly for the Principal

1:15-2:15 Class in biology

2:15-2:30 O.K'd slips

2:30-3:00 Girls' interviewed me for news story

3:00:3:20 Checked on Rest room permits--and rest room--recorded absentees

3:20-4:00 Faculty Tea

4:00-4:30 Graded tests in biology

Third Day

8:00-8:15 Conference with girl regarding news story

8:15-8:30 Signed excuse slips--o.K'd announcements signed students for dance and party.

8:30-9:00 Helped with nominations for May queen

9:00-9:40 Class in biology

9:40-10:00 Telephone conversation with Society Editor of local paper--conference with League president--conference with two advisers regarding Senior Day.

10:00-10:10 Observed rest room

10:10-11:50 Made lists of students attending the evenings dance

11:50-12:15 Lunch

12:15-12:30 Girls' League Council meeting

12:30-12:40 Signed students for dances O.K.'d excuse slips

12:40-1:15 (Act Period) Girls' League Finance Committee meeting

1:15-1:20 Signed students for dance--Conferred with chairman of social committee

1:20-2:30 Class biology

2:20-3:50 Completed the dance list for the evening

3:40-5:15 Recorded day's absentees

8:00-11:30 Dance in H.S. Gym (checked on students attending)

7. What are the professional satisfactions and problems of the dean of girls?

A study of the duties of a dean of girls as listed in question four will reveal many of the problems and rewards of advisory work, but a definite statement by the deans themselves of the satisfactions and difficulties of the position should be of interest.

Professional Satisfactions

The question was asked, "What do you think are the main professional satisfactions of the position of dean of girls?" Thirteen deans made no reply. One dean answered bluntly, "None." Only one mentioned salary, but it is a satisfaction worthy of consideration.

The satisfactions as listed by the other deans may generally be grouped into three classes. The first, and most frequently mentioned reward was the feeling of giving service. It was stated in a variety of ways: "opportunities for service;" "feeling that you may accomplish some good;" "finding solutions for difficulties," "ability to really help;" "feeling of personal service."

The majority of the younger deans expressed the satisfaction they received from contacts with young people. They listed such items as these: "contacts with

girls and activities," "better understanding of human nature," "friendship," "informal associations with girls," "better understanding of girls."

Many deans seemed to find pleasure in the position itself--in what they themselves have learned from it. "I am experiencing a growth in my understanding of adolescence", said one. Another rejoices in her "power to introduce changes and to improve girls' activities". Still another realizes many "benefits to herself as well as to the girls."

A good summary of these professional satisfactions may be found in the words of one dean who wrote, "My satisfaction lies in seeing girls gain a finer set of controls and establishing a more valid set of values, thus growing into happier and richer womanhood."

Problems of the Position

Realizing that any position worth while must give a certain amount of satisfaction, no one must be blind to its corresponding, but not overpowering difficulties. A clear statement by the dean of her greatest problems is the first step toward finding a solution of them.

In the first place, many deans felt that the duties of their position were not clearly enough defined. One said that the position was not well established, another that the "position was not understood by school boards and patrons," and a third that there was "no organized material on the position." This general problem was listed by half the deans reporting. A study by administrators and deans alike of the duties listed in problem four of this thesis should help clarify the duties of any given position.

Lack of time for both teaching and "deaning" was reported by practically every dean. This matter has been discussed several times previously in this report. "Too many burdens," sighs one dean, and another begs for "Time." And a soul impervious to the blues." Under the same general heading of organization may be placed the pleas for more assistants, especially clerical help, though the need of a nurse, visiting teacher, and the services of a psychiatrist was voiced by several.

A number of deans felt the lack of home response and in a very few cases lack of cooperation in the school, particularly on the part of athletic coaches. Under this heading, too, might come the question asked by one dean, "How shall we treat persistent rumors in

the community concerning our students and our work?"

A fourth group feel the need of more training for the work. Several expressed dissatisfaction with the practicability of the summer school courses being offered for deans of girls at the colleges and universities. A need of special techniques or knowledges was listed by many, such as how to deal with the delinquent girl, technique of the interview, and methods of vocational guidance. A majority of deans mentioned lack of specific knowledge.

One dean mentioned inadequate salary, and meager equipment was stressed by all deans who had any time allotment for the work.

Out of these acutely or vaguely felt needs emerge a few definite problems in the field which deserve much more thorough study than a general survey of the situation can hope to solve. Some problems suggested for research are the following:

1. A "job analysis" of each of the six groupings of duties listed in section four.
2. What provision may be made in the smaller schools for lightening the teaching load of the dean who is teaching full time?
3. What should be the relationships of the dean of girls in the secondary schools to the

elementary or intermediate schools or to the colleges?

4. What would constitute standard equipment for dean's work in schools of various sizes?
5. What should be the content of a summer course in dean of girls' work?
6. How may the idea of deans of girls be "sold" to administrators, school boards, and patrons?

8. What may be a general evaluation of the work of dean of girls?

That a general evaluation of the work of the dean in the Oregon schools might be reached, an attempt was made to get an appraisal of her work from several different sources. In the questionnaire to principals, the question was asked, "What is your frank estimate of the work of the dean in your school?" In the second place, two questions were asked of the deans themselves: (a) "In what phases of your work do you think you have accomplished most?" and (b) "In what phases of your work do you think you have accomplished least?" Third, the deans answered two other questions that should show the reactions of their co-workers to the position: (a) "What specific parts of your work have been, as far as you know commented on especially favorably by students or faculty?" and (b) "Do you think of any specific activities of the dean which have been commented on unfavorably by students or faculty?" A final interesting bit of estimate was that placed upon the position by high school girls who answered upon unsigned questionnaires this question: "State in the order of their importance to you three ways in which a dean may help the girls of a public high school."

The Principal's Estimate of the Deanship

Answers to the question, "What is your frank estimate of the value of the dean in your school?" brought most enthusiastic replies from nearly all the principals. Five of the fifty-one principals did not answer, and seven said that the work was so new in their schools that a fair estimate could not yet be made. Only two principals did not seem to be satisfied. One replied, "Not very satisfactory," and the other said, "Unsuccessful as yet." Many principals commented on the fact that lack of time gave the dean no chance to show what she could do. The replies most commonly given were, "Very good," "Very worth while," and "Very valuable." Some principals voiced their appreciation most emphatically: "I am heartily in sympathy with the work of the dean. Her work is very valuable. I should not want even to consider getting along without the dean of girls," "I would not be without her services," "Although this is the first year for this position, we are finding it an indispensable one."

Thus it appears that principals, while realizing the teaching burden under which the deans work, feel that the position has thoroughly justified itself.

The Deans' Own Evaluation of Their Work

In judging what they themselves have accomplished in the position, most deans made replies which could be grouped under two phases of the work, first, personal advisement, and second, supervision of the social program.

Eleven deans answered the question, "In what phases of your work do you think you have accomplished most?" by stating simply, "Individual conference." Others gave the same phase more concretely: "Being a friend to girls and gaining their confidence," "Prevention of discipline cases," "Making girls feel that some one cares for them, trusts, and has faith in them," "For the girl who has not had a square deal in life," and "In setting girls with no parents or guardians in financial security." Deans often replied that they had accomplished much through individual work with boys.

About half the deans reported that they had improved social conditions in the school. In Girls' League work, through the social calendar, and in general direction of girls' activities, the general tone of the school had been improved. This was evidenced, according to the deans, in such ways as "improving attitudes of girls," "character training," "in promoting democratic

conditions in the school," and "integration of the spirit of the girls."

Four deans felt they had been especially successful in vocational guidance. One felt that most had been accomplished through her courses in orientation for freshmen girls.

In answer to the question, "In what phases of your work do you think you have accomplished least?" three deans replied that it was in the matter of personal advisement, because they had no time for individual conference. Two felt lack of success in a health program, two in arousing interest of other teachers in the girls, and two in keeping records of cases. Three mentioned the field of vocational and educational guidance. Several spoke the "problem" girl. One dean felt that she had not curbed stealing or "a gift for lying."

It seems to the writer that these felt lacks can hardly be criticisms of the individual deans or of the position itself. The listings of the ways in which they fall short simply shows the dean's vision and ambitions for the position, and give an idea of what might be accomplished with more training and specific knowledges, more equipment, and time.

Other Comments on the Dean's Work

The deans were asked to list phases of their work which had been commented upon favorably or unfavorably by faculty members or students. Of course, too much weight cannot be given to these comments, because they often represent chance remarks, and are not made in a spirit of calm judgment. It may be, too, that the most valuable criticisms do not come to the deans' ears. In many cases, especially of unfavorable comments, the lack of appreciation of the dean's problem is evidenced. However, as "straws in the wind", they may be worth noting.

The phase of the dean's work which was most frequently commented upon favorably was that of social organization. Three deans established a Girl's League where no such organization had existed. Faculty members and students alike reacted favorably to the dean's ability to organize the social program, and through it to improve school spirit. Commendation was frequently given for the improved girls' club parties, and the general work accomplished by advising social activities.

Again, appreciation was expressed of what had been accomplished through individual, personal guidance. This included work with boys and girls both,

and faculty members felt that much prevention of maladjustment had resulted.

Among the minor accomplishments which had been commented upon favorably were the following: "improvement in dress standards," "abolished cutting of classes," "employment for girls," "bridging clique gaps," "health", "motherliness."

Not many unfavorable comments were listed by the deans, probably because this sort of criticism does not reach them so frequently. Three-fourths of the deans reporting did not answer this question at all.

Most of the unfavorable comments seemed to come from students. Some of the girls have resented advice upon conduct or dress; in fact, girls generally chafe under dress restrictions imposed by another. Again, students objected to "too much supervision." However, in the case of one school which the writer visited, any supervision was "too much", for until the present dean took over her work, no supervision of social life had existed.

The other type of unfavorable comment seems to be made by teacher, and seems to involve lack of faculty cooperation, often due, probably to lack of understanding. Some teachers resented matters of discipline being turned over to the dean. Others felt

that the dean was too sympathetic with the girls, and that the result was weak discipline. One teacher, perhaps with good reason, resented the dean's frequent "interfering with study hall."

A typical situation where there is lack of understanding between the dean and the other teachers is portrayed by one dean thus: "Faculty is not especially fond of having dean settle troubles with them and girls, as the dean must be loyal to the teacher, yet sympathetically try to set girl right. A very hard situation."

It is almost impossible to draw general conclusions from these unfavorable comments. In a few cases, the personality of the dean may make cooperation difficult; in the great majority of instances, however, the duties and authority of the dean's position are so poorly defined that adjustment is difficult.

The evaluation of the dean's position by high school girls themselves is interesting, for these comments point to the needs of high school girls as they see them, however lacking in discrimination these girls may be. The satisfaction that girls find in knowing that there is some one who takes an active, personal, and impartial interest in their problems is the one listed most often. Second in frequency is the

value placed by girls in having some one in the school who will direct their activities and cooperate in carrying them out. "She makes activities interesting and gives every girl a chance to do something she likes to do," is the tribute of one high school girl. The third value in the office which is appreciated by girls is the social training which the dean makes possible for them. "She educates us in etiquette and shows us how to dress," is a common comment of the girls.

In conclusion, it may be seen that the value of the position, in whatever stage of development it may be in a particular school, is highly appreciated by practically everyone who has an opportunity to see the dean at work.

Chapter VI

SUMMARY AND CONCLUSIONS

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SUMMARY AND CONCLUSIONS

This chapter is divided into three parts:

(1) Summary of the investigation, (2) Conclusions drawn from the study, and (3) recommendations concerning improvement of the position of dean of girls in the secondary schools of Oregon.

Summary of the Investigation

The purpose of the investigation was to determine the present status and characteristics of the position of dean of girls in the secondary schools of Oregon. It was carried on by the means of questionnaires which were filled out by high school principals and by those teachers who were designated as deans of girls. The questionnaire method was supplemented by wide reading in the field, and by personal visits to seven high schools. A more detailed study was made of the situation in one school, and the dean in that school gave much valuable information and material concerning it, particularly in keeping a three-day schedule of her activities. The general method used was the one followed by Miss Sarah M. Sturtevant and Dr. Ruth Strang of Teachers College, Columbia University in preparing their

"Personnel Study of Deans of Girls in High Schools", which was based upon a study of one hundred selected deans. The questionnaire sent to the deans named by the principals was the same one used by Miss Sturtevant and Dr. Strang.

The writer realized that in many of the Oregon schools, the girls' adviser is a teacher who has taken over the girls' advisory work as an extra-curricular activity, and in many cases she objected to the title "dean". However, the study was made of all teachers doing girls' advisory work in the Oregon high schools.

Conclusions

Eight aspects of the whole problem were outlined in Chapter III, and discussed in detail in Chapter V. The general conclusion drawn from an investigation of these eight points were as follows.

1. The extent to which the position is recognized in Oregon.

In Oregon, the guidance of girls is in the hands of a teacher, who is in the majority of cases a teacher, first and a dean after. There is no agreement as to her title as adviser or as to the status of her position. In about three-fourths of the high schools of Oregon, a

person is appointed to take over the girls' work, but in most of these schools the position is that of teacher or teacher-adviser. There is no "full-fledged" dean in the state of Oregon.

2. Experience and training of deans.

In an appallingly large per cent of the Oregon schools, "deaning" is being done by young teachers just out of college who are doing their first year's teaching. With the older deans, teaching experience is more common, but specialized training in preparation for the work is found in less than fifty-per cent of Oregon deans.

3. Salaries

In only ten schools in Oregon does the dean receive her salary for special work. In the other 41 cases, the salary is the regular teaching apportionment. The mean salary received by Oregon deans is approximately \$600 under the mean salary for deans in the Sturtevant-Strang survey.

4. Duties

There is no agreement as to the duties of the dean. Neither principals, faculty, nor deans themselves are clear as to the exact nature of the duties of the position. This vagueness leads to much dis-

satisfaction and often lack of harmony in a school situation. There is, however, no aspect of the whole problem concerning which principals and deans so eagerly seek information.

5. Relationships to other people

The part which the teacher-dean must play as coordinator between principal, faculty, and student; and between the school and the community is one which varies as widely as the individual situations do. Most deans would like to cement relationships and when their spheres of influence were their teaching loads not so heavy.

6. A Typical Situation

The procedure of the work of the dean in a school where a comparatively successful situation exists should serve as a measuring rod to gauge other situations.

7. Professional satisfactions and problems

Most deans find their professional satisfactions in a position which gives them an opportunity for service, and feel that their problems grow out of such handicaps as hinder their scope for service. These handicaps may be those of time, training, or equipment.

8. Evaluation of the dean's work

To most principals and faculties the dean seems a valuable asset, without which it would be difficult to run a school. When once a school, however small, has had a dean, they find the office indispensable.

Recommendations

The writer wishes to make the following recommendations concerning the position of dean in the Oregon high schools:

1. That in all schools enrolling 150 students or more, one individual be officially appointed and recognized to take over the work of girls' advisement.
2. That her title be the one standardized by the National Association of Deans of Women, i.e. "Dean of Girls."
3. That in schools enrolling 800 or more students, the dean be entirely relieved of teaching duties. This is an arbitrary division, and serves only to divide the "large" from the "small" school.
4. That in schools enrolling from 250-800 students, the dean's teaching load be not more than half of that carried by full-time teachers.
5. That a minimum of three year's teaching ex-

perience be required of prospective deans, and that the equivalent of one term's special study of the problems of the dean of girls be the minimum of special training.

6. That a job analysis of the duties of the dean of girls under the eight phases of work listed in Chapter V be made in order to standardize the duties of the position. This analysis might well be made a project of the section of Deans of Women and Girls of the Oregon State Teachers' Association, who could then take definite steps towards standardizations of the training, duties, and salaries of deans of girls in the secondary schools of Oregon.

7. That salaries be commensurate with those of a position demanding administrative duties, successful experience and training.

8. That the principal or superintendent should "sell" the idea of the dean of girls to each community in order to secure its cooperation with the office.

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(Copy of letter sent to high school principals)

Mr. B. H. Jonkle,
High School Principal,
Medford, Oregon.

My dear Mr. Jonkle:

For some years the School of Vocational Education of Oregon State College has been specializing in the various fields of Educational and Vocational Guidance. One part of that field in which we have made special efforts has been that of training deans of girls. Miss Ross Lewis, a graduate student in our department, is now attempting to make a survey for us of the status and responsibilities of deans of girls in the high schools of this state, and we hope to obtain information of such an objective nature that we may draw some definite conclusions from it.

May we ask your assistance in this matter, at least to the extent of giving us that material called for on the enclosed inquiry sheet? We shall treat this information as confidential. We shall greatly appreciate your kindness in filling out this blank and returning it to us, and we hope, later, to be able to give you the results of our study.

Very sincerely yours,

(signed)

J.R. Jewell, Dean,
School of Vocational Education

JRJ::FC

(Copy of questionnaire sent to high school principals)

Inquiry Concerning Dean of Girls or Girls'
Adviser

(To be filled in by the principal)

Name of school _____ Enrollment _____ No. of girls

A-Please give the following information concerning your
girls' adviser:

1. Name
2. Official title
3. Academic training
(e.g. University of Oregon A.B. 1925)
4. Graduate work in education
 - a. School attended
 - b. Time spent
5. Special training for deanship
 - a. School attended
 - b. Time spent (Give dates)
 - c. Courses taken
6. Number of years teaching experience
7. Age (approximately)
8. Salary
 - a. Amount
 - b. What portion of salary is accredited to teaching?
 - c. What portion of salary is accredited to overhead expenses?
9. Qualifications which determined her selection as dean of girls. (check those applied and add any others)

Age _____ Appearance _____ Social Experience _____

Attractive personality _____ Fine Womanhood _____

- Sympathy with and understanding of young people _____

Tact _____ Special training _____

B. For what special social activities do you hold the dean responsible?

What other duties do you like to assign?

C. What is your frank estimate of the work of the dean of your school?

D. Do you have a dean of boys, or a boys' vice-principal?

If so, for what duties do you hold him specially responsible?

E. Do the rest of your faculty cooperate well with the dean?

If not, why not?

F. Comments

Signature _____

Miss Delphie M. Taylor
Lebanon High School
Lebanon, Oregon

XIV-XVIII not used
in pagination.

My dear Miss Taylor:

A few weeks ago, the principal of your school filled out and returned to the Vocational Education Department of Oregon State College a questionnaire, giving some information concerning girls' advisory work in the high schools of Oregon. Your name was given us as the person in charge of this work. May we ask you to give us further assistance by filling out carefully and returning the enclosed questionnaire?

This blank, prepared by the department of Deans of Girls and Women at Columbia University Teachers' College may seem very ponderous to you, but we are using it in order to make uniform the investigations which are being carried on in different states. Many advisers and deans have found the blank helpful to themselves in aiding them in defining their own duties.

The results of this investigation concerning the Oregon schools will probably be available before the close of the school year. We shall greatly appreciate your assisting us in this work.

Sincerely,

J. R. Jewell, Dean
School of Vocational Education

XX

(Copy of questionnaire filled out by high school girls)

Name of School _____

- A. State in the order of their importance to you three ways in which a dean may help the girls of a public high school.
- B. What personal qualities in a dean do you think are most helpful to girls?
- C. Suggest several topics of discussion of most interest at present to high school girls.

Questionnaire to Deans or Advisers in High Schools

I Name and location of school _____ Name of Dean _____

II Number of pupils ___ Boys ___ Girls ___ Number of teachers _____

III Number of years (including 1929) you have been in this school
as a teacher _____; as an officially appointed adviser or dean _____

IV Official title _____

Is this satisfactory to you? _____ If not, what name do you
suggest? _____

V

Check the rank in school equivalent to yours	Check the salary maxi- mums in the school
	Below yours Equal to yours Above yours

Asst. Principal

Department head

Teacher

Nurse

Secretary

If none of the above, what is your status? _____

VI What is your yearly salary? _____

Were you selected from the faculty to become the dean or ad-
viser? _____

Was your salary increased to parallel the new responsibilities?

By how much? _____

VII What degrees and diplomas do you hold? _____

VIII Teaching: How many hours per week do you teach? _____
What is the AVERAGE number of hours taught by other teachers of similar subject? _____

IX Office Hours

Do you have stated office hours? _____

If so, what are they? _____ What three kinds of work take the major part of your office hour time?

1. _____

2. _____

3. _____

Is night work necessary? _____ If so, approximately how many hours a week? _____ Kinds of night work? _____

X Office Equipment and location (Check the items which you have)

Office near the principal's _____ Office far from

Principal's _____

Private office or conference room _____; Files _____

Telephone _____ Typewriter _____ Attractive furnishings _____

Other Equipment which you have _____

If you have no office, where do you meet pupils? _____

What kinds of equipment would you like to have? _____

XI The Dean's Staff

Check in proper column	Full Time	Part time	Trained	Untrained
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Assistant Dean

Assistant to the Dean

Secretary

Specially appointed counselors

Student help

If you have assistants, what duties do each perform?

XII Relationships

A. Of the following check as many as describe your relation to the principal:

1. Consult him frequently about many minor matters.
2. Consult him frequently about matters of all kinds.
3. Consult him only on important questions of policy.
4. Must have his approval of all decisions concerning conduct and scholarship.
5. Must have his approval of final decisions.
6. Talk over questions with him about which you want advice.
7. Yours decision is final and the principal is not consulted except in very unusual cases.
8. Other relations.

B. Indicate by the appropriate numbers your relation with home room teachers _____, Class advisers _____, club sponsors _____, other unofficial helpers _____.

1. No relationship
2. Informal social relationship
3. Confer with them informally concerning their advisory work.
4. Confer with them regularly and officially concerning their advisory work.
5. Hold a systematic training course for home room teachers, class advisers, club sponsors.
6. Frequently visit to observe their work.
7. Other relationships.

C. With which agencies and individuals outside of school do you co-operate and to what extent?

XIII Beginning with your first year as a student in high school list CONSECUTIVELY your training and experience including your present position. Please do not leave a gap in years. If a year or two were spent at home or in foreign travel, include this also. Please indicate summer session study or significant experience.

From	To	Dates	Type of institution, e.i., high school, normal school, etc.	Exact title in each institution i.e. Student, teacher, principal, head of English department, asst. dean, critic teacher, etc.	If a teacher what subjects did you teach?	Other function such as registrar, faculty adviser, club leader, etc. which you performed in addition to main position.

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XIV The distribution of duties in high schools varies greatly, some of the duties listed below are performed by practically all deans. Some are performed by only a few. Please indicate in the appropriate column whether you as a dean perform the following duties, who else performs each duty, and whether you think the duty should be performed by the dean. A check (X) indicates "yes", a zero (0) "no." Please pass judgment (X or 0) in each space.

If you perform a duty in cooperation with someone else, put an X in column 2 and the name of the person with whom you work in column 3.

Please check general headings as well as specific items.

Duties:

Is this duty performed by the in the school?	Per- formed by the dean?	Perform* ed by some- one else? State whom	Do you think it should be performed by the dean alone In co- opera- tion with others
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A. PERSONAL ADVISEMENT OF
GIRLS

In this
duty
performed
in the school?

Per-
formed
by the
dean?

Per-
formed
by
some-
one
Else?
State
by
whom

Do you
think it
should be
performed
by the
dean?
Alone
in
co-
opera-
tion
with
others

1. Interview every fresh-
man and other girls
new in the school early
in the year.

2. Interview girls who come
voluntarily with per-
sonal problems of all
kinds.

a. study

b. health

c. financial
difficulties

d. home
difficulties

e. personal social
problems

f. Employment

g. others

3. Interview girls refer-
red to dean by others
of the school.

a. for failure in
academic work

b. for health problems

c. for absence or tardiness

1 in practically
all cases

2 in exceptional
cases only

d. for financial
difficulties

e. for home
difficulties

Is this duty performed in the school?	Per- formed by the dean?	Perform- ed by someone else? State by whom	Do you think it should be performed by dean? Alone In co- opera- tion with others
<hr/>			

f. for misconduct

- 1 in practically all cases.
- 2 in exceptional cases only.

4. Discover cases of maladjustment.

- a. Superior girls doing average or inferior work.
- b. dull girls unable to do high school work.
- c. Unsociable girls.
- d. over-sociable girls.
- e. girls having trouble at home
- f. girls below par in health
- g. others.

5. Follow up cases of maladjustment and make case studies.

- a. Superior girls doing average or inferior work.
- b. dull girls unable to do high school work.
- c. unsociable girls.
- d. over-sociable girls.
- e. girls having trouble at home.
- f. girls below par in health
- g. others.

6. Investigate opportunities

for employment for girls who used to earn money.

Is this duty performed in the school?	Per- formed by the dean?	Perfor- ed by someone else? State by whom	Do you think it should be performed by dean? Alone In co- opera- tion with others
---	-----------------------------------	--	---

8. Approve conditions under which girls work.
 9. Give vocational guidance
 10. Give educational guidance
 11. Assist in placement of girls after graduation.
 12. Administer loans and scholarships
 13. Handle emergency cases of illness.
 14. Follow up cases of illness
 15. Supervise girls boarding away from home.
- B. Group Activities of Girls.**
1. Acquaint freshmen and new girls through group meetings with the buildings, regulations and opportunities of the school
 2. Arrange to have freshmen girls become acquainted with faculty and fellow pupils.
 3. Direct the social life and extra-classroom activities of the girls
 - a. attend meetings of many extra-curriculum activities.
 - b. assist committees of girls in planning social events

Is this duty performed in the school?	Per- formed by the dean?	Perform- ed by someone else? State by whom	Do you think it should be performed by dean? Alone In co- opera- tion with others
---	-----------------------------------	---	---

- c. initiate new activities _____
 - d. regulate girls' participation in extra-classroom activities. _____
 - e. have charge of social calendar. _____
 - f. confer with officers and committees of girls' organizations _____
 - g. confer with sponsors of girls' organizations. _____
 - h. personally chaperone school affairs. _____
 - i. personally supervise student government. _____
 - k. supervise financial aspects of girls' organizations. _____
 - j. personally supervise the "All girls" organization. _____
 - l. entertain girls. _____
4. Address, or secure speakers to address groups of girls. _____
 5. Arrange opportunities for girls to engage in social service. _____
 6. Keep in touch with alumnae
 - a. systematically. _____
 - b. incidentally _____
 7. Other duties relating to group activities of girls. _____

Is this duty performed in the school?	Per- formed by the dean?	Perform- ed by someone else? State by whom.	Do you think it should be performed by dean? Alone In co- opera- tion with others
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8. Are there sororities in your school? If so, what is your relationship to them? _____

C. Control of the school environment

1. Inspect sanitary condition of the school building and refer unsatisfactory conditions to the proper authorities. _____
2. Supervise social aspects of the environment such as loitering in the halls, conduct in the cafeteria, etc. _____
3. Supervise health equipment (rest room, first aid material) etc. _____
4. Other duties relating to the control of the physical environment. _____

D. Control of intellectual environment of girls

1. Assist principal and faculty in policy making regarding entrance requirements, curriculum, discipline, and pupil's program, methods of instruction, etc. _____
2. Talk or arrange to have others talk on intellectual growth should make while in high school. _____
3. Confer with principal concerning the selection of faculty. _____

Is this duty performed in the school	Per- formed by the dean?	Perform- ed by someone else? State by whom.	Do you think it should be performed by dean? Aimee in co- opera- tion with others
<hr/>			

4. Make easily available for leisure reading worthwhile magazines and books. _____
5. Confer with principal and academic teachers concerning academic work of girls. _____
6. Check and change programs during the year. _____
7. See that pupils are taught how to study. _____
8. Other duties relating to academic work of girls. _____

B. Miscellaneous marginal duties

1. Extend influence with girls through informal contact. _____
 2. Extend influence with faculty through informal contact. _____
 3. Represent girls of school on occasion. _____
 4. Visit homes of students. _____
 5. Interview parents. _____
 6. Conduct, organize, or attend Parent-Teachers' Ass'n, mtgs. _____
 7. Entertain school visitors. _____
 8. Organize social life among the faculty. _____
 9. Others _____
7. See that a positive health program is in effective operation. _____

Is this duty performed in the school?	Per- formed by the dean?	Perfor- med by someone else?	Do you think it should be perform- ed by dean?
		State by when	Alone In co- opera- tion with others

G. Have charge of home room. _____

H. Talk or arrange to have others
talk to girls on various
subjects. _____

I. Attend assembly periods. _____

J. Attend faculty meetings. _____

K. Duties relating to the
office itself. _____

1. Read and answer
correspondence. _____

2. Check absence and
tardiness _____

a. All _____

b. Special cases _____

3. Organize work of
assistants. _____

4. Perform miscellaneous
office duties such as
answering telephone,
filing. _____

5. Prepare reports from
time to time _____

6. Confer with assistants. _____

7. Others. _____

L. Maintain contact with the
dean's field. _____

1. visit other schools. _____

2. attend conferences of
professional people _____

3. take a professional
course for deans. _____

4. read recent articles
on personnel work _____

5. others _____

M. Committee work of dean during
past year. _____

Performed by the dean? Do you think
it should be
performed by
dean?

List committees on which
you serve, and indicate
those on which you are
chairman.

1 Committees within the school _____

2 Committees of professional
organisations outside of
school. _____

3 Committees of civic organiza-
tions outside of school. _____

I. Please re-read this list of duties and put a (X) in front
of the three detailed duties which take the largest part
of your time.

J. Please list in order the three TYPES of work that take the
largest amount of your time.

1.

2.

3.

K. Do you perform the same duties with boys?—If not, what
contacts, if any, do you have with the boys in the school?

IV. Knowledge Needed in the Dean's Work

A. Have you ever taken a professional course in advisory
work? If so, where?

B. Which parts of your academic and professional training and professional experience and other life experience have helped you most in your work as dean?

C. Have you ever in your work felt the need of some specific knowledge or techniques? If so, please list them.

XVI Other Aspects

A. In what phases of your work do you think you have accomplished most?

B. With what phases of your work do you think you have accomplished least?

C. What specific parts of your work have been, as far as you know, commented on especially favorably by students or faculty?

- 1.
- 2.
- 3.
- 4.
- 5.

D. Do you think of any specific activities of the dean which have been commented on unfavorably by students or faculty?

E. Will you give us an idea of any work which you feel you should and could handle, but which you do not have charge of at present?

F. What do you think are the main professional satisfactions of the position of advisor of girls?

G. What do you think are the main difficulties and problems of the position?