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A STUDY OF DEANS OF GIRLS IN SECONDARY SCHOOLS

by

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B. A., Montana State University, 1951

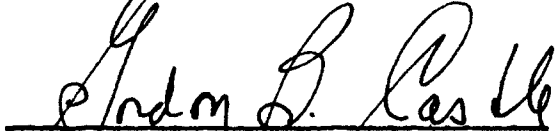
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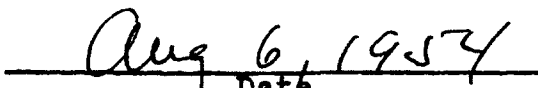
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## CHAPTER I

### INTRODUCTION

Statement of the problem. The position of dean of women in colleges and universities appears to be well enough established and defined so that to learn about it is not a difficult task. The same can hardly be said about the position of dean of girls in high schools. Since this position has been in existence only for a relatively short time, published material concerning it is scarce. The intent of this paper, then, is to bring together the available literature, to report the situation of the dean of girls in Montana high schools, and to present a detailed study of the position as it exists in one Montana high school.

Purpose of the study. What does a dean of girls in a high school do? What kind of a degree should she hold? What sort of a person should she be? What are her chances for employment? Do Montana high schools have deans? This paper will attempt to answer these and similar questions.

Importance of the study. With the changing position of women in our society, as well as the increasing complexity of life, there is more and more need for counseling and vocational guidance for girls at the high school level. As Blanche Wellons writes:



The American high school is committed to a program of individual development of our youth in body, mind, and spirit. Although practice lags far behind theory, progress is being made in this commitment. The good teacher, of course, has always given more than academic instruction. When high school enrolment and the curriculum were limited and when the work of the teacher was consequently less complex, the teaching staff could more readily carry the responsibilities for the all-around development of their students.

Today, however, without a planned program of guidance, individual counseling can be only incidental. Thus, it is very likely that many girls in our high schools are now receiving little or no help in their personal difficulties unless a dean of girls and a program for individual aid are provided.<sup>1</sup>

There seems to be a growing need for a dean of girls in each high school. With the delinquency rate rising and enrollment increasing, many administrators and teachers, who would like to spend more time on guidance problems, are already overburdened. Where such conditions exist, there should be a particular need for a dean. Also today's stress on every pupil being an individual requires someone with special training to direct activities. As Johnson points out, "A dean is needed to coordinate and supplement existing work and to organize and direct new lines."<sup>2</sup>

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<sup>1</sup>Blanche Wellons, "A Classroom Teacher Evaluates the Dean," The Dean of Girls in the High School, a Symposium, (Washington 6, D. C.: National Association of Deans of Women, October, 1952) p. 21.

<sup>2</sup>Mary Hooker Johnson, The Dean in the High School (New York: Professional & Technical Press, 1929), p. 5.

A better understanding and knowledge of the position by administrators, teachers, students, parents, public, and the deans themselves, should contribute much to the success and growth of a dean's work.

#### RESEARCH TECHNIQUES USED

Library survey. A survey of library material was made, particularly for information concerning the general nature of a dean's work. Also, in this connection, letters requesting information regarding recent publications, or any pertinent material, were written to the National Association of Deans of Women, the Northwest Association of Deans of Women, and the Bureau of Publications, Teachers College, Columbia University. Similar letters were written to a number of colleges, high schools, deans, and administrators in the hope that they might be able to suggest a fuller bibliography, or some articles or theses, published or unpublished. As stated by Sturtevant, Strang, and McKim, "The available information about the position of dean of women and dean of girls is not extensive."<sup>3</sup>

Review of records. Information for Chapter III of this paper was secured primarily from a review of the records at the offices of the High School Supervisor and the State

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<sup>3</sup>Sarah M. Sturtevant, Ruth Strang, Margaret McKim, Trends in Student Personnel Work (New York: Bureau of Publications, Teachers College, Columbia University, 1940), p. 2.

Supervisor of Guidance Service, Vocational Educational Division, State Department of Public Instruction, Helena, Montana.

Interviews and observations. Several deans or former deans were interviewed and observed. The writer of this paper also had the good fortune to do approximately fifty hours of practice counseling at Missoula County High School and was thus able to learn first-hand the situation of the dean of girls in that school.

Definition of the term "dean." The word "dean" is intended to include any woman officially appointed to supervise the various phases of school life among the girls. She may be called a Girls' Adviser, Counselor, Assistant Principal, Student Adviser, Administrative Assistant, Director of Extra-Curricular Activities, or have some other title.

## CHAPTER II

### THE GENERAL DESCRIPTION OF A DEAN

History and growth of the position. The position of dean of girls in secondary schools is a relatively new one and, as yet, not too prevalent. Sturtevant, Strang, and McKim state that:

In high school the position of dean of girls is certainly not so widespread as that of dean of women in institutions of higher learning. Only about 50 per cent of the larger and better high schools and a much lower percentage of the smaller schools, it is estimated, have such personnel offices, and of these a relatively large number were established in the decade from 1926 to 1936.<sup>1</sup>

As early as 1919, the Commissioner of the Bureau of Education of the Department of the Interior at Washington, D. C. wrote:

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.<sup>2</sup>

This demand appears to have started a series of questionnaires with a subsequent recognition of the position. A conference of high school deans was held in Chicago in 1922,

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<sup>1</sup>Sarah M. Sturtevant, Ruth Strang, and Margaret McKim, Trends in Student Personnel Work (New York: Bureau of Publications, Teachers College, Columbia University, 1940), p. 91.

<sup>2</sup>Mary Hooker Johnson, The Dean in the High School (New York: Professional & Technical Press, 1929), p. 18.

at which time about 400 schools reported having deans. Of these deans, a third reported serving only one year, and only a twelfth more than four years, indicating that in most schools the position had not existed long.<sup>3</sup>

The apparent lack of current publications prohibits stating to what extent the number of deans has grown. That it has grown seems likely in view of the growth of the National Association of Deans of Women, in which membership was extended to high school deans in 1920, and the general growth of the guidance movement.

Title. "The title which is most frequently used, which is preferred by deans, and which is sanctioned by the National Association of Deans of Women is that of 'Dean of Girls.'<sup>4</sup> The title next used in frequency appears to be that of "Adviser of Girls." Other titles are mentioned in this paper under the definition of dean. A combination of titles may also be found.

Some feel the title of "adviser" connotes an officiousness not in keeping with a job designed primarily to provide a physical, social, and academic environment in which a pupil can develop to her maximum capacity. Others feel the title of "dean" implies a disciplinary aspect which

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<sup>3</sup>Ibid., p. 19.

<sup>4</sup>Sarah M. Sturtevant and Ruth Strang, A Personnel Study of Deans of Girls in High Schools (New York City: Bureau of Publications, Teachers College, Columbia University, 1929), p. 14.

might rule out the seeking of voluntary counseling. However, as long as there are no clear-cut duties and responsibilities, there will probably be a number of titles, each carrying a different connotation and with it a different rank or relationship with the school organization as a whole.

Rank or status. The rank or status of the dean seems to be determined in a large part by her training and experience, her personality, the delegated duties, and the size of the school. In schools enrolling approximately 1,300 students, she is more than likely ranked as an assistant principal. However, the size of the student body does not necessarily preclude a similar ranking. If she is to assume authority, an administrative standing seems desirable for, according to Sturtevant and Hayes, "If the dean is to be in a position to make her judgment effective, then she must have recognition and status."<sup>5</sup> With the creation of any new position, much depends on the individual circumstance; and rank is determined by success and need.

Method of appointment. In a study made by Sturtevant and Strang, three fourths of the deans were selected from the faculty.<sup>6</sup> This plan is advantageous in that the dean has intimate knowledge of pupils, teachers, community, and

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<sup>5</sup>Sarah M. Sturtevant and Harriet Hayes, Deans at Work (New York and London: Harper & Brothers Publishers, 1930), p. 139.

<sup>6</sup>Sturtevant and Strang, op. cit., p. 17.

school customs and policies. The administration has further been able to judge first-hand the relationship of a teacher, so promoted, to the students and faculty. With the proper selection, the jealousy often felt by other members of the faculty may be minimized. This selection should also assure a friendly relationship with students.

A big disadvantage is that too often such a teacher has had no specific training or experience in a dean's work. To eliminate this she may be given a year's leave of absence to prepare for the position, thus combining native ability and professional training.

Some superintendents may prefer to appoint a dean new to the system. Such an appointment should assure the proper qualifications and bring with it the fresh ideas and prestige which follows from specialized training.

Salary. The lack of current material prohibits a meaningful discussion of salary. The fluctuation of salaries in general during recent years makes a trend in dean's salaries alone difficult to determine. The great diversification in training, responsibility, years of service, size and location of school, and other pertinent factors, add to the difficulty. That a dean receives more money only because of her position is questionable. There does, however, appear to be a trend, especially in the larger schools and where the dean has an administrative status, toward a dean's salary being higher than that of a teacher in the same system.

As stated by Sturtevant, Strang, and McKim, "Salary should be a by-product of service. As everyone knows, however, the salary of many persons is not commensurate with the service they render."<sup>7</sup>

Relationship with school personnel, parents, and outside organisations. Cooperation with all members of the school and community is essential to success. The dean cannot hope to cope with all problems alone; and, particularly as enrollment increases, she must more and more rely on the help others can give her.

Regarding the dean's relationship with her principal, Sturtevant and Strang say, "The relationship between dean and principal in the smaller schools seems to differ from that in the larger schools in the degree of authority which the dean possesses."<sup>8</sup> One dean may consult the principal in only major matters, handling all others with final decision, while others may be required or wish to consult him about matters of all kinds. The principal may frequently call upon the dean to work out important matters of policy. Generally, her position is one of subordination to the principal although he may delegate to her duties for which he alone is responsible to the superintendent. A mutual understanding of purpose and a common working toward that goal is to be desired.

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<sup>7</sup>Sturtevant, Strang, and McKim, op. cit., p. 55.

<sup>8</sup>Sturtevant and Strang, op. cit., p. 74.



Her relations with teachers, class advisers, sponsors, and other personnel may be in an advisory capacity. Teachers or advisers are frequently the first to discover some difficulty a girl may be having, and they should be able to go to the dean for assistance in diagnosing the case and following through to a solution most helpful to the student. An informal, cheerful, friendly relationship should do much to help teacher and dean combine their talents for the betterment of all. When a dean is to direct homeroom activities or be placed "in charge" of the teachers, caution and tact are obviously essential for smooth working conditions. As one principal suggested, a dean should be "on tap," not "on top." While larger schools may require a more systematic contact with teachers and sponsors, the value of informal conferences and social relationships should not be lost. As Rothney and Roens point out, "A successful guidance program requires that there be willing, active, and intelligent participation of all members of a school staff."<sup>9</sup>

Further quoting Rothney and Roens, "The need for parental understanding and cooperation was recognized from the outset as essential to the effectiveness of the guidance program. . . ."<sup>10</sup> Close contact with parents is brought

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<sup>9</sup>John W. M. Rothney and Bert A. Roens, Guidance of American Youth, an Experimental Study (Cambridge, Mass.: Harvard University Press, 1950), p. 151.

<sup>10</sup>Ibid., p. 186.

about through parent-teacher associations and other social groups, home visits, and visits to the school. Where personal contact is difficult, telephone conversations add much to an understanding between dean and parents. Ordinarily both parents and dean are seeking the best for a student, which could put the dean in the position of adviser. There are cases, however, where the parents may be more at fault for a child's shortcomings than the child herself. Such situations, of course, require unlimited tact on the part of the dean. The dean may have more contacts with parents than any other school employee and, as Johnson states:

The dean everywhere has the opportunity to be a friend to the parent as well as a friend to every boy and girl. Relations can usually be kept friendly if the dean is sincere, frank, fair, and kind in her handling of the facts that require the interview with the parents. She must be both open to conviction, when new facts give a fresh aspect to the situation, and firm, when she knows, on sufficient evidence, that the child and the school require firmness.<sup>11</sup>

Some of the outside organizations with which the dean has contact are various churches, Campfire and Girl Scout groups, welfare agencies, juvenile courts, health clinics, employment agencies, business establishments, various schools, the press, and numerous civic and professional clubs. As a representative of her school, the impression she creates could affect the relationship between the public and her institution. She may be called upon to become a member of

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<sup>11</sup>Johnson, op. cit., p. 132.

some of these organizations. She frequently serves on committees, gives speeches, and otherwise assists in directing programs.

Experience and training. "Deans are to some extent born, not made, and accordingly their selection from among the natural leaders of educational institutions is greatly to be desired."<sup>12</sup> This probably accounts for the reason the position of dean is frequently approached via teaching. Certification often requires some teaching experience, and mentions experience in administrative and advisory work as helpful. Other experiences such as extensive travel, marriage, the rearing of children, secretarial work, welfare work, and the like, are considered assets to candidates for the position.

There appears to be no particular pattern for training. Degrees held give some indication. A study reported by Sturtevant, Strang, and McKim shows that practically all deans in their representation held the bachelor's degree with only one per cent having no degree. More than half held the master's degree; and, in 1936, two deans held doctor's degrees. A marked increase in graduate study from 1926 to 1936 was also noted. No mention was made of the field in which the degrees were held.<sup>13</sup> To assume that more specialized training is now in order is in keeping with the general

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<sup>12</sup>Sturtevant, Strang, and McKim, op. cit., p. 92.

<sup>13</sup>Ibid., p. 25.

trend toward higher standards for any high school position. For more specific information on training to become a dean, the reader is referred to most any current college catalog. Of interest is that some schools, notably Michigan schools, give graduate credit for actual work experience in the personnel divisions of large business firms.

Certification. Certification varies with each state with some states having no specific requirements at all. The scope of this paper prohibits listing all state laws or requirements concerning certification of deans. Specific information may be secured from the Department of Public Instruction of any state.

Personal qualifications. "Competency depends first on personal qualifications. . ." <sup>14</sup> Some of the words describing a good dean are perceptive, sympathetic, friendly, fair, impartial, understanding, open-minded, interested, patient, trustworthy, humorous, wholesome, adjustable, intellectual, kind, sincere, tactful, poised, and confident. She should have respect for and belief in people, the ability to accept them as they are, and a genuine love for all. She should have a well-balanced personality, an exemplary character, self respect, the ability to inspire confidence and to analyze, evaluate, and arrange ideals. She should have a mature philosophy of life and education and be

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<sup>14</sup>Ibid., p. 18.

emotionally stable. She must also be human so she can better understand the failings of others.

Variety of duties. Duties appear to differ with variations in theory of administration and the dean's ability to assume or delegate responsibility. Other factors are the size of the school and the number and training of personnel in the divisions of vocational and educational guidance, health, and clerical work. The interests and abilities of the teachers as counselors, the needs of the students, the dean's own experience and training, the time she is allotted, and the effectiveness of outside organizations also combine to alter the list of duties. In general, duties having the greatest frequency appear to be those of counseling, social guidance, vocational guidance, and educational guidance for high school curriculum and college planning. Duties may not include any of the above but might cover attendance only, or some disciplinary or clerical phase. A more detailed and specific listing of duties, appearing in the following chapters of this paper, further shows the scope of duties assigned to deans.

#### PROBLEMS OF THE POSITION

Problems are as complex and as individual as each school, dean, or situation. Some of the more common ones are presented herewith.

The situation of discipline. Whether or not counseling and discipline can or should be combined is a major issue. Deans seem to agree that they should not be disciplinarians, but where the break occurs is questionable without knowing the philosophy of discipline held by the school administration. If discipline means fitting appropriate penalties to offenses, it probably should not be a part of the dean's work for a student may think twice before "confessing" to some infraction. When definite offenses require specified penalties, a dean could run into many difficulties if she were to "overlook" some incident, whereas this "overlooking" may be exactly what would most benefit the student in the long run. On the other hand, if discipline means helping a girl correct her faults, it can be included in her duties without too much difficulty. There are those professional leaders who, feeling that discipline is the art of placing before a girl the highest possible motive for good behavior, are of the opinion that they accomplish more when discipline cases are referred to them rather than to an outside person. Others feel the handling of discipline by the dean discourages students from "telling all," thus hampering proper counseling. Furthermore, the dean's office should not be thought of as the place a girl is sent when she has done something wrong.

Whichever solution is correct, deans at present do seem to handle a good share of the discipline problems although there appears to be a slight tendency toward dropping

this phase from her functions.

Teaching or not teaching. Are classroom contacts good? Some deans feel they lose prestige as an administrator if they teach; others feel they keep better in touch with the problems of the classroom teacher if they conduct a regularly scheduled class. The time element is, of course, of primary consideration in this problem. The trend, especially in the larger schools, seems to be away from any teaching.

Lack of time. The cry of "not enough time" is certainly not confined to the dean's office. It is so general that a discussion seems unnecessary. However, in connection with a dean's work, the complaint seems to be in the direction of being bogged down with so many detailed and clerical duties that her real job of counseling, of necessity, becomes secondary. Her plea is for efficient office help or relief from tasks that could be handled by most anyone. The indefinite and unbounded scope of her work literally "scares away" a number of women who do not care for the lengthy hours that such a scope demands. If there is personal gratification, such as is found in counseling, the hours spent become unimportant. But if a dean must waste her valuable time and training on too many routine tasks, the chores would tend to become irksome, with dissatisfaction resulting.

Discrimination. While discrimination does not necessarily concern women already occupying a position of

dean, it can become a problem for those thinking of entering the profession. Cassidy, Kozman, and Mead state:

As they have taken their places in industrial life, women have been discriminated against in three ways: they have commonly received lower wages than men even for the same work; they have been restricted in the number of fields open to them; and they have been the victims of prejudices against women in managerial and administrative positions in the fields they were permitted to enter.<sup>15</sup>

While this quotation speaks of "industrial" life, the same appears to apply to the professions.

That a woman should, and usually does, fill the position of dean of girls is natural. The difficulty comes, however, from the apparent reluctance of school authorities to create the position; or, if they do, to delegate to it the responsibility and recognition it should have to function properly.

Cassidy, Kozman, and Mead further state: "Logically, educating girls for the professions should be premised by full acceptance of women in practicing those professions."<sup>16</sup> A woman who has trained for guidance work may find that there are not too many openings for her, especially of an administrative nature. However, the picture is far from black for,

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<sup>15</sup>Rosalind Cassidy, Hilda Clute Kozman, and Margaret Mead, Counseling Girls in a Changing Society (New York: McGraw-Hill Book Company, Inc., 1947), p. 42.

<sup>16</sup>Ibid., p. 45.



according to Sturtevant, Strang, and McKim, in the decade from 1926 to 1936, almost half as many new positions were created as had been established in 1926, and in no instance was the position reported discontinued.<sup>17</sup>

An informal report, received from a dean of girls concerning an Oregon survey on administrative and supervisory salaries in selected Oregon schools in 1953-54, listed all levels of principals, vice principals, and personnel in art, school lunch, special education, music, etc. but eliminated the dean of girls. Two questions were raised by this dean: "Where do we fall down in worth not to be mentioned with the above?" and "How can we improve our status?" The answers obviously would require a great deal of research.

Lack of understanding of the position. Just what a dean is supposed to be or do is not very well understood by some parents, administrators, the general public, and even by some deans themselves. This follows naturally when duties are diversified, qualifications and training are indefinite, titles are numerous, and rank and status is undetermined. Such a problem will, no doubt, remain for some time and any solution probably will have to be on an individual basis.

Miscellaneous. Other problems include endless demands, constant interruption, difficulty of securing cooperation, overcoming the feeling on the part of some that

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<sup>17</sup>Sturtevant, Strang, and McKim, op. cit., p. 16.

the work is unimportant, securing adequate preparation and training, measuring results, lack of equipment, inadequate salary, and lack of organization.

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## CHAPTER III

### DEANS OF GIRLS IN MONTANA SECONDARY SCHOOLS

Generally, Montana's guidance program is relatively new and is in a process of development. Too many schools have a "half-hearted" program, if any at all. The State Department is well aware of this and is taking steps to correct the situation. The next few years should show a marked change with the consequent opening of more positions in the guidance field. With this should come a better opportunity for women to be employed as deans.

Number. At the present time there are only 23 deans employed in Montana's 178 public high schools. Five are employed in County high schools, 5 in first-class high schools, 9 in second-class high schools, and 4 in third-class high schools.

Time allowed. Only two schools employ a dean on a full-time basis. One is Missoula County High School; the other, Great Falls High School. Sidney High School has a dean who spends all of her school time at a dean's duties with the exception of one period of an 8-period day.

Of the remaining deans reporting to the State Supervisor of Guidance Service, 8 act as deans for one period a day, 2 for one and a half periods a day, 7 for two periods a day, and one for five periods a day.

Qualifications. At the present time the State office is in the process of gathering information as to the qualifications of deans and will not have all the facts until approximately the fall of 1954. Sending a duplicate questionnaire to hasten the securing of this information was not thought advisable. When this information is compiled it may be secured from the Guidance Services Office of the Montana State Department of Public Instruction, Helena.

Status. The status of a dean appears to be clearly determined in only one school, that of Missoula County High School where she is ranked next in line with the vice principal. Great Falls High School and Sidney High School give their deans varying authority depending on the situation and the dean. Otherwise the position appears to be subordinated to the rank of teacher-counselor, adviser to the principal, or some other such capacity, with her status depending more on the individual person and situation rather than on the position.

Training. Information concerning training in the field of guidance and counseling was available for 18 deans. The number of quarter hours spent in this area of study ranged from none to 79 with the mean being 17.2 quarter hours. The subjects studied are decidedly varied in content as well as in title. A detailed listing would not be of great value, and there appears to be no particular pattern. Most any subject pertaining to Guidance, Counseling,

Measurement, Testing, Philosophy, Psychology, Personality Adjustment, Practice in Counseling, Community Relationships, and other related fields, has been accepted as pertinent.

Certification. No special certificate is required by the State to permit one to act as dean. A bulletin, Definition of Standard #24, Form #1, a copy of which may be found in the Appendix of this paper, was recently issued by the State Supervisor of Guidance Service. This bulletin, although it does not pertain in whole to any person who is now successfully employed as a dean, shows plans are in progress for certification. A dean who is now successfully employed as such may be certified, when it is required, with the continuance of her career and a satisfactory rating made in the manner later set forth in this chapter.

The State Department gives the secondary schools three years to put in a guidance program such as outlined in the above-mentioned bulletin. If these points are not reached by that time, accreditation of the school will be seriously affected.

Definition of Standard #24, Form #1, states:

All secondary schools, to receive accreditation, shall provide continuing guidance and counseling facilities for the pupils. Teachers employed for this procedure shall be required to have adequate preparation for such work. Adequate time shall be scheduled to allow teacher time for counseling.

1. DEFINITION: "Shall provide continuing guidance and counseling facilities for the pupils" means provide the services listed as minimum on the self evaluation sheet.<sup>1</sup>

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<sup>1</sup>Appendix A.

This self evaluation sheet will be filled out by an immediate superior; for example, the superintendent when guidance is handled by the principal, the principal when guidance is handled by one appointed to a definite position such as a dean, or by a college professor in the case of a student just starting in the field.

Definition of Standard #24, Form #1, further states:

2. DEFINITION: "Shall be required to have adequate preparation for such work" means counselor will have the following:

- a. Personal factors necessary for success in counseling such as emotional maturity, adjusted personality, responsibility, patience, tact and a genuine interest in working with students.
- b. Skill in the techniques and methods of counseling as provided in workshops, professional meetings, readings, and formal course work. (a, b to be determined by local guidance committee.)<sup>2</sup>

This local guidance committee will eliminate a great deal of formal work which otherwise would fall on the State office. Evaluation will also then be done by those close to the situation.

General duties. The duties of Montana deans are as varied as their qualifications, training, status, and time allowed to perform their duties. There is, in general, no clear cut pattern, no rule. In the larger schools the trend is toward the handling of attendance, problem cases, referrals, disciplinary problems, routine administrative duties, and record keeping. All too often, these duties consume too much

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<sup>2</sup>Appendix A.

of a dean's time, leaving very little for counseling, seeking out those who need help, follow-up studies, visitations, and other similar and necessary activities.

In schools where a dean acts in that capacity for only one or two periods a day, she may spend most of her time in actual counseling. Again, particularly at the start of a school year or between semesters, a dean may spend approximately 75 per cent of her allotted time in orientation and advising of new pupils. Educational and vocational guidance also may occupy her hours at that time. During the year, she may spend many hours in helping students to improve scholarship. This may come as a result of referral by a teacher or direct appeal by a student. Other duties are concerned with testing programs, parent interviews, problems of social and personal adjustment, supervision of girls' activities and, as one dean put it, "acting as a clearing house for anyone's troubles."

General problems. Two problems seem to receive almost unanimous recognition and weight. They are "not enough time to do the things we should" and "it is very difficult to combine counseling and discipline." These complaints are certainly not confined to Montana's situation and discussion of them appears in Chapter II of this paper.

Another difficulty concerns record keeping. Caring for clerical duties is a two-fold complaint. Some deans, either through lack of time or dislike of the task, pay

little attention to this detail with a resultant loss of valuable information; others become so engrossed in "their beautiful files" and routine tasks that counseling becomes a side line. State department officials, in inquiring about a school's guidance program, are shown these latter files with great pride; and rightfully so, if there is not a corresponding loss of time left for counseling as so frequently happens in this situation.

This small listing of problems does not deny existence of many others. Some are of an individual nature and others, considered in Chapter II, are similar to those of any dean.

Observation and interviews reveal that women employed in Montana's professions and industry may suffer more from discrimination than, in particular, do her sisters in the eastern and far western states. While the purpose of this paper was not to discuss the controversial issue of "women's role," this trend should be mentioned for the benefit of those who seek counseling or administrative positions in the guidance field. Of a total of 219 people listed by the State Department as guidance-counselors in 1953-1954, only 23 are women. Part of this condition may be accounted for by the fact that a number of principals, particularly in small schools, handle the guidance problems in conjunction with their other duties.

The State Supervisor of Guidance Service and the High School Supervisor are working hard at improving Montana's



guidance program. They are making numerous visitations and gathering information regularly in order to get a more complete understanding of the conditions. A definite program seems to be in the making, and the next three years should show a marked improvement.

## CHAPTER IV

### A STUDY OF THE OFFICE OF DEAN OF GIRLS AT MISSOULA COUNTY HIGH SCHOOL

Title. Missoula County High School has a dean of girls employed on a full-time basis under the title of Girls' Adviser.

Size of institution. This four-year institution, employing from 58 to 62 teachers, had a total enrollment of approximately 1,400 students at the end of the second semester, 1954, with girls numbering almost half of the registration total. Ninety girls and 116 boys withdrew during the school year. Attendance maintained a yearly average of 95.06 per cent.

Student body. Most all students are American born and with a middle-class background. Quite a high percentage of parents have a college background and from one third to one half of the students go on to college. The influence of Montana State University, also located in Missoula, is reflected in the school through the parents of students, through cooperation with the University in cadet teaching and observation, through teacher training, and through the good effect higher education has on the community in general.

Administrative staff. The immediate administrative staff is composed of a principal, assistant principal, and the dean of girls. A full-time secretary is employed and at least one paid student, with more as the need arises.

Dean's relation to the organization. The dean is directly responsible to the assistant principal and is in authority in the absence of the principal and assistant principal. She may deal directly with all teachers of the system and does suggest and confer with the forty five homeroom teachers. She works in close cooperation with the boys' adviser in giving tests, planning Vocational Day, and in other activities that involve the entire student body. The school nurse, employed by the County, spends four hours daily at the school. The dean works closely with her and in her absence takes over her duties. The girls of the student body are directly responsible to the dean and, although the boys are referred to the boys' adviser or the assistant principal, she still maintains a position of authority over them.

Office help. The dean has neither trained assistant nor secretary. She does have student assistants for every period of the day. The volume of clerical work must be done by them, an office practice class, or the dean herself.

#### DUTIES

A "Summary Report of Girls' Adviser's Activity for 1952-53," presented in the Appendix, was made by a former dean. This report gives a comprehensive, over-all picture, and shows the diversity of duties of the dean's office.

Changes in personnel and duties. After reading the report referred to above, little imagination is required to

see that the job was becoming too big for one person to continue to handle satisfactorily. Either a trained assistant had to be hired or corners had to be cut. This past year, with the employment of the former dean by a college, has seen the position capably filled by one teacher from the system for the first semester and another for the second semester. This change was made necessary by a switch in another department. Although neither teacher had had any particular training in the field of guidance, the major duties have been successfully carried out and are hereafter discussed. The administration and the teachers are to be complimented on the manner in which they have carried on, and an experienced woman has been employed for the coming year.

Attendance. A consistent duty which consumes a large part of the dean's day is that of attendance. Each girl, on her return to school after any absence, must secure an admit slip from the dean. These slips are marked "excused" only if a parent or guardian has called or sent a note informing the dean of the reason for the absence. If a parent or guardian has not contacted the dean, an absence is considered "unexcused" until contact can be made. An admit slip is also required in case of tardiness. Advance excuse blanks may be secured from the dean when a student knows she is to be absent. These blanks must be signed and approved by the student's teachers and returned to the dean's office two days before the absence is to occur. Pink slips are required when a student requests

permission to be someplace in or out of the building other than her assigned place. All of these slips must be tallied.

Having these slips come through the dean's office has its good and bad points. This policy necessitates the dean's spending a great share of her time on detailed and clerical duties which could be handled by a secretary. On the other hand, it gives her an opportunity to talk with parents, know first-hand those students who are chronic absentees, and find out readily those who may be suspected of truancy, which is also her responsibility. The dean also handles transfer slips. At the end of each quarter she tabulates the totals of all slips, figures percentages, and gets out a daily attendance account.

Withdrawals. Any time a girl contemplates withdrawing from school, the dean tries to find the reasons and then acts accordingly. Before she will issue a withdrawal slip she arranges conferences with the students and parents, and otherwise exhausts all possible avenues to allow the girl to finish school. This may involve, among other solutions, re-arranging the student's program, enrolling her for a half day, finding her an after-school job, talking to her teachers, or just convincing her she has no valid reason for withdrawing.

Orientation and advising of new pupils. The dean is very active in orientation and advising of new pupils. She registers all new girls with the exception of the freshmen from the City schools who are registered by their grade

teachers. In mid-year, or as soon as possible, she arranges conferences with all freshman girls, attempting to make them feel welcome and at home in their new school. During the year she meets many prospective students, shows them around the building, introduces them to students and faculty, and generally makes them feel wanted.

Educational and vocational guidance. An attempt is made to have an interview with every senior girl regarding her educational or vocational plans. Numerous catalogs from various types of schools are available to assist the student in making a choice. There is also a fair range of materials on vocations. Time does not permit the dean to keep these files as current and as complete as she would prefer. They are, nevertheless, of value in this phase of her counseling. She may, at this time, give college entrance tests, pertinent aptitude tests, or additional interest tests. These, plus the student's school record, previous tests, and all other available information, combine to help student and dean arrive at a decision concerning the student's future action.

Improvement in scholarship. The need for scholarship improvement is brought to the dean's attention through poor-work slips periodically issued by the teachers. A conference is held with each student who has received such a slip. The interview may reveal the necessity for more parent cooperation, a better teacher-pupil relationship, a pupil's lack of school aptitude, some physical weakness, an emotional problem, or

the student's not knowing how to study. The dean must then follow up on her discoveries and take appropriate means to correct the situation.

Health. The duties of the school nurse, who as previously stated, spends only four hours a day in the building, must be carried on by the dean in her absence. The nurse's office, as well as a room provided with cots and other equipment, is located next to the dean's office which facilitates supervision. Besides carrying for the usual and unusual ailments that come up during a school day, the dean has on occasions provided means of getting a student home or to the hospital.

Employment. This past year the dean, through lack of time, has been able to do very little about placing girls in positions other than to refer them to a baby sitting job or one of similar nature. She has, however, written numerous letters of recommendation and otherwise helped girls in gaining employment. A survey of available positions, listing of girls who want employment, and other desirable services, have had to be sacrificed for more pressing duties.

Scholarships and loans. The dean assists and recommends in choosing girls for scholarships. She gives any requested tests in this connection and has conferences with those awarding scholarships as well as with the students. Regarding loans, the Missoula County High School Girls' Club attempted a program which for a number of reasons was not very successful. Help is rendered, however, through the collection of clothes, etc.

Personal problems. The dean seeks to create an atmosphere that will attract students voluntarily to discuss any personal problems. The present physical plant does not provide the desired, attractive room where dean and student may be secluded. There is, however, a store room adjacent to the dean's office which at least allows some privacy. Here are discussed problems concerning health, boy friends, home life, dreams, to mention only a few. The dean's friendly, casual manner is conducive to this type of interview and, with a proper setting and time to devote to this phase, she could accomplish much more.

Cases of maladjustment. Lack of time again prohibits the dean from discovering and following up cases of maladjustment. Only the more glaring ones can be handled, which leaves much to be desired. In a school the size of Missoula County High School there are, of course, many students who need help and will not seek it. Teachers and dean cooperate to do the best they can to keep these problems at a minimum.

Files. The dean has rightfully cut corners in the maintenance of her files on each student. Recognizing the desirability of more complete files, she has, nonetheless, sacrificed some of her record keeping for counseling. The permanent record cards of all students are located in the business office just across the hall. They show a student's I. Q. score, results of other tests, marks, attendance, teachers' notations, a character profile, activities, attitudes,



and other information helpful in an interview. When these cards are so easily secured, a duplication of this information seems unnecessary in a time-pressed schedule.

Discipline. Discipline problems, not handled by the teachers, are referred to the dean in all but the most severe cases. These are referred to the assistant principal or the principal. Not only is she called upon concerning school discipline but also upon matters concerning a girl's activity out of school. Such things may involve drinking, pregnancy, stealing, running away from home, eloping, fighting, or disturbing the peace. She works closely with law enforcement officers, welfare agencies, and the like.

#### GROUP ACTIVITIES

General. Supervision of group activities takes a large share of the dean's time. She meets with a teachers' committee to work out rules and regulations for study halls. She may, also, supervise the study halls personally. She periodically checks on students' behavior in the lunch room and, if necessary, stays in the building during the entire lunch period. She checks on the girls' lavatories for cleanliness, loitering, etc. Although the time between classes, when girls drop in for many requests, is usually a busy one for the dean, she tries to help in hall supervision.

Girls' Club. The most demanding group activity is that of Girls' Club. This club, of which every Missoula

County High School girl automatically becomes a member, meets monthly. The eight committees of the club also have monthly meetings and numerous special meetings. Their activities are concerned with such things as student welfare, parties, dinners, dances, serving at these functions, conducting a big-little sister plan, advertising, and publishing, every two years, a students' handbook.

"How-to-Study" Class. After school hours, the dean may conduct a "How-to-Study" class, particularly for those students who are having scholastic difficulty. Besides giving general aids in studying habits and how to take examinations, she has been known to help students in individual subjects.

Homeroom adviser. The dean acts as coordinator for homeroom activities. While each teacher may conduct her homeroom as she sees fit, the dean notifies each teacher of any activity affecting all students. She may also suggest activities beneficial to the entire student body.

Testing. A large share of the group testing is done by the dean. All students must take an I. Q. test, an English test, and a Kuder Preference test. Various special aptitude tests may also be given in groups. The dean is also responsible for scoring and recording these tests.

Faculty meetings. General faculty meetings consume at least two hours a week. A regular meeting of the whole faculty is held every Tuesday. There are also regular departmental meetings, any one of which the dean may attend.

## HOURS

Regular office hours are from 8:00 a.m. to 11:45 a.m. and from 12:25 p.m. to 5:00 p.m. daily, Monday through Friday. Meetings are frequently held during the noon hour and after five in the afternoon. Evenings often find the dean supervising some school activity or making a speech at some meeting. She has been called at her home on occasions, late at night or early in the morning. In addition to the hours she spends at work during the regular school term, she reports two weeks earlier in the fall helping in registration and advising of students. She also stays two weeks after the regular closing of school in the spring. This time is spent on such tasks as making out master lists, completing files, figuring average attendance, and other various clerical duties.

## A TYPICAL DAILY SCHEDULE

To give a more vivid picture of the dean at work, a typical daily schedule of her activities is presented. To keep from being too detailed, all phone calls or requests for slips are not entered. The reader may picture the following schedule interspersed with an average of 40 admit slips to be signed and 10 phone calls to be answered just from 8:00 to 8:30. The admit slips fall off during the day but the phone calls probably increase.

- 8:00 - Open office, answer phone concerning an absence.
- 8:02 - Get daily bulletin and mail from office.
- 8:10 - Girl comes in for pink slip to go down town for a dentist appointment.
- 8:12 - Three girls for admit slips, one for a needle and thread, four telephone calls.
- 8:20 - Requests for key for Lost and Found box, more admit slips and pink slips.
- 8:25 - Teacher requests dean to talk to pupil regarding her attitude in class.
- 8:27 - Girl wants an anacin and an alka seltzer. Dean questions her night's activity!
- 8:30 - Bell rings and there is a general rush for admit slips. Parents have not called concerning two girls. Dean tries to contact them.
- 8:45 - Sort duplicate copies of admit slips and start to check them off against written excuses and phone calls from parents.
- 9:00 - Sort excuse slips from teachers.
- 9:10 - Record duplicate admit slips on bulletin.
- 9:12 - Requests for tardy slips, make and receive more phone calls regarding absences and tardiness. Try to complete sorting and recording of slips.
- 9:50 - Take slips to main office and check homeroom lists.
- 10:00 - Pull slips for students reported absent but who were not. Correct records.
- 10:20 - Check on study halls. Find girls to carry lunches.
- 10:45 - Conference with girl who wants to withdraw.
- 11:05 - Call above girl's mother and make an appointment.
- 11:09 - Conference with teacher regarding a poor-work slip. Send for girl and confer with her.
- 11:30 - To lunch room to check on trays for noon meeting. Also check on those eating early in the lunch room.

- 11:45 - Bell rings. Have lunch with Girls' Club committee and discuss arrangements for a dance.
- 12:25 - Open office. Another rush for admit slips, pink slips, and more phone calls.
- 12:45 - Bell rings. Send for two girls accused of stealing from lockers.
- 1:05 - To office to try to answer some correspondence.
- 1:20 - Girl sick. Put her to bed and call parents.
- 1:25 - Have conference with student and parents concerning truancy.
- 2:05 - To office to check on record of a graduate. Write letter of recommendation.
- 2:20 - Several students in office waiting for pink slips.
- 2:30 - Conference with a juvenile officer over a run-away girl.
- 3:00 - Conference with boys' adviser to set up a testing program.
- 3:20 - Girl sent to office for disciplinary reasons.
- 3:30 - Called to office to talk about behavior of certain couples in halls between classes.
- 3:45 - Bell rings. Call Mental Hygiene Clinic regarding a case referred to them.
- 3:50 - Sign notices for tomorrow's bulletin. Type a report.
- 4:00 - Faculty meeting.
- 4:45 - Conference with a mother concerning her daughter's vocational plans.
- 5:10 - Finish day's correspondence.
- 5:30 - Close office.
- 8:00 - Attend school play.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study is an attempt to present a general picture of the position of a dean of girls in high schools; next, to view the situation in Montana schools; and finally, to present a particular study of a dean of girls in action; namely, that of Missoula County High School, Missoula, Montana.

#### DEANS IN GENERAL

Generally, the movement toward employing deans of girls in high schools appears to be growing. The title of "dean" seems to be preferred even though many other titles are recognized. A more general use of an acceptable title is desirable if only for the purpose of better surveying the prevalence and growth of the position. A generally used title might also aid in establishing the rank or status of the position which is, at the moment, anywhere between that of a classroom teacher to a top-ranking administrator.

Many deans are appointed from the faculty on which they served as teachers. Such deans may later take the specialized training often required to fill the position successfully. Many administrators, however, prefer to appoint someone new to the system and who has trained specifically for the work.

Salaries depend upon many factors. The appointment does not guarantee a salary increase although the trend seems to be in that direction.

Cooperation is the keynote for a dean's successful relationship with school personnel, parents, and outside organizations. To what extent she assumes leadership depends upon her status in the system, her training and experience, her personality, and various other factors.

A dean's experience and training are varied. Different schools set up different programs. Similarly, each state may have different standards for certification or require no special certificate at all. A teaching certificate, however, seems to be a more or less general requirement.

Having the proper personal qualifications seems to be even more important than having the proper training. No few words can sum up what these qualifications should be. All of those traits that make a good counselor, friend, disciplinarian, leader, and administrator should be a part of a dean's personality.

Duties of a dean vary with her ability to assume leadership and with the school's theory of administration. A dean may attend only to some clerical phase, such as attendance, or she may be in charge of the school in the absence of her immediate superior. Such a variety in itself calls for unlimited adjustability.

Some of the problems of the position are concerned with the varying conditions of discipline, teaching, time available, discrimination, and faulty understanding of the position. Of course, there are many more, both of a group and individual nature.

Some recommendations for changes in the position of dean of girls are aptly put by Jean Larson and Helen Williams.<sup>1</sup>

First, we should like a different attitude toward discipline. Too often teachers send to the dean minor discipline problems that could more easily be treated by the teacher, if only he were willing to spend the time on these problems.

Second, we should like to be relieved of the constant responsibility for chaperoning.

Third, we should like to put more emphasis on the moral and spiritual values.

Fourth, we should like to be able to handle the problem of early marriages among girls more effectively.

Fifth, we should like to know more about the resources in our community for guidance--state employment offices, the youth serving agencies, churches, wholesome recreational facilities that exist or might be developed; also, individuals who might have contributions to make, such as retired artists, writers, travelers and others.

Sixth, we should appreciate having parents take more responsibility for children's behavior at evening social events, such as proms.

Seventh, since many of the dean's problems stem from an unsuitable curriculum, we should like to have a part in the modification of the curriculum, as we see the need for it in our work with individuals and with groups.

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<sup>1</sup>Jean Larson and Helen Williams, "Changes in our Position We'd Like to Make," The Dean of Girls in the High School, a Symposium, (Washington 6, D. C.: National Association of Deans of Women, October, 1952) pp. 37-38.



The success and growth of the work of a dean of girls depends, in large measure, upon the deans themselves, both present and future. They must have the respect of students, faculty, administrators, and public; the need for a dean's contribution to school and society must be felt by all. Institutions of higher learning should develop a better curriculum for training women specifically for a dean's work. The deans should avail themselves of such a curriculum and otherwise raise their qualifications by attending conferences, meetings, and workshops.

A clarification of status and the recognition of common goals and purposes would help greatly in developing the understanding of the position that is necessary for a continued and gradual growth. Sturtevant, Strang, and McKim state:

A successful program is not achieved by superimposing an ideal plan upon an imperfect educational organization. Success will be attained by recognizing limitations, beginning with faculty and students as they are, and progressing no faster than their understanding and enthusiasm permits.<sup>2</sup>

#### MONTANA DEANS

At the present time, there are only 23 deans in Montana's 178 public high schools with only two of these deans acting as such on a full-time basis. Qualifications, status, and training are decidedly varied. Certification

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<sup>2</sup>Sarah M. Sturtevant, Ruth Strang, and Margaret McKim, Trends in Student Personnel Work (New York: Bureau of Publications, Teachers College, Columbia University, 1940), p. 94.

for deans is expected to be a requirement within three years. State officials have given notice that adequate guidance and counseling programs must be set up within these years, and continue to be maintained, or accreditation will be seriously affected.

The duties of Montana deans follow no clear-cut pattern. Too much time appears to be spent on "record keeping" and routine clerical work rather than on counseling. Where the fault lies could be an individual problem.

The position of dean of girls in Montana high schools has been in existence only a relatively short time. Where the position does exist, it appears to be fairly well established. Increased enrollment in Montana schools and the present emphasis on guidance and counseling should see the creation of more positions and a widening of the field.

Montana deans appear to lack organization. Meetings to help clarify their positions, to discuss problems, and to set goals and purposes would be beneficial. Montana State University a year ago held a workshop for deans in secondary schools. Similar workshops are to be desired. School administrators, teachers, students, and public must be made aware of the contributions that deans have to offer. Even though evaluation of a dean's work is difficult, certain phases can be brought to attention through the publication of articles in newspapers, educational journals, and particularly, Montana's Guidance Newsletter, a recent endeavor

which warrants continuation.

The State Supervisor of Guidance Service and the State High School Supervisor, through visits and questionnaires, are in the process of gathering information regarding the status of guidance in Montana's schools. Their records will soon be much more complete, and a paper written on the situation at that time would be very informative. Within three or four years a great change should be noted, and a comparison study would be very helpful in determining trends, strong and weak points, and other interesting phases.

#### DEAN OF GIRLS AT MISSOULA COUNTY HIGH SCHOOL

Missoula County High School is one of the two Montana schools employing a dean of girls on a full-time basis. She is ranked as an administrator and is in charge of the school in the absence of the principal and assistant principal.

Many of the dean's duties are clerical and she has no secretary to aid in carrying them out. She does have student help for each period of the day.

Mainly, the dean is concerned with the girls' attendance and all the records and reports pertaining to that attendance. Withdrawals, orientation and advising of new pupils, educational and vocational guidance, improvement in scholarship, health, employment, scholarships and loans, personal problems, cases of maladjustment, keeping up files,

and discipline are some of her other duties. She also has numerous group activities, some of which are Girls' Club, a "How-to-Study" class, adviser for homerooms, testing, and faculty meetings.

Her hours for each school day are generally from eight to five o'clock. Numerous special problems, meetings, and such, often require additional work on weekends or at night. One dean felt she put in on an average of fourteen hours daily. The dean also reports two weeks before the fall school term opens and stays two weeks after the closing of school in the spring.

The present dean has found it necessary to cut corners and eliminate some of the work previously carried out by her office. Lack of trained help, increased enrollment, and other factors, have added to her duties to such an extent that some division is necessary. The administration is well aware of this situation and has several plans in mind. One is to hire a qualified woman counselor to spend at least half of her day as an assistant to the dean.

Another plan concerns the hiring of another assistant principal. Recently, a bond issue was voted on successfully for the construction of a new high school building. The building program, which will start immediately, will occupy a great share of the principal's time, thus throwing more work on the assistant principal. This new assistant principal would take over some of the duties of the dean of girls as well as

a part of the work of the present assistant principal. If funds are available, both an assistant dean and another assistant principal may be hired. The probability of a two-building system makes this desirable, so that the personnel so hired can have a period of training before assuming full responsibility in one of the buildings.

At this writing no definite decision has been reached. That the dean will be relieved of some of her duties seems assured. If she is to spend the desired time on more intangible activities, such as seeking out students who are maladjusted or who need help, relief from some of her more pressing duties is a necessity.

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## **APPENDIX**



## DEFINITION OF STANDARD #24

STANDARD #24 for Accreditation states: All secondary schools, to receive accreditation, shall provide continuing guidance and counseling facilities for the pupils. Teachers employed for this procedure shall be required to have adequate preparation for such work. Adequate time shall be scheduled to allow teacher time for counseling.

1. DEFINITION: "Shall provide continuing guidance and counseling facilities for the pupils" means provide the services listed as minimum on the self evaluation sheet.
2. DEFINITION: "Shall be required to have adequate preparation for such work" means counselor will have the following:
  - ( ) a. Personal factors necessary for success in counseling such as emotional maturity, adjusted personality, responsibility, patience, tact and a genuine interest in working with students.
  - ( ) b. Skill in the techniques and methods of counseling as provided in workshops, professional meetings, readings, and formal course work. (a,b to be determined by local guidance committee)
  - ( ) c. Educational plans such that a minor in Guidance will be obtained within three years of first counseling assignment. Minor to include "Analysis of the individual", "Techniques of Counseling", "Supervised Practice in Counseling" and appropriate work in "Philosophy and Principles of Guidance Activities" and Administrative and Community Relationships of the Guidance Program"
3. DEFINITION: "Adequate time to be scheduled to allow teacher time for counseling" means that time which is scheduled on following requirement is to be counseling and guidance time; time spent carrying out the self evaluation items. Time spent doing administrative work, attendance work, study hall supervision, or teaching preparation is not to be included as "time for counseling".

(Check the plan to be followed in your school)

- ( ) Plan A for larger schools

Enrolment	Teacher Counselor Time	Director Time	Total
200-400	1½ hours	1 hour	2½
401-600	2 hours	2 hours	4
601-800	3 hours	3 hours	6
801-1000	4 hours	4 hours	8
1001-1200	5 hours	4 hours	9
1201-1400	6 hours	4 hours	10
1401-1700	7 hours	Full time	
each additional 300	add 1 hour	—	

- ( ) Plan B for middle sized schools (Director and Counselor same person but not administrator)

0-100	1 hour or period
101-230	2 hours
231-400	3 hours
401-600	4 hours

- ( ) Plan C for small sized schools (Director and counselor same person, may be administrator)

0-150	1 hour or period	(Staff meets in planned guidance activities)
151-400	2 hours	¾ hour twice a month
		1 hour twice a month

- ( ) Plan D any alternative if determined effective by state advisory committee

**SUMMARY REPORT OF GIRLS' ADVISER'S ACTIVITY FOR 1952-53**

Activity	Hours devoted to
<b>I. Attendance</b>	
Daily checking	269
Daily bookkeeping	87
Monthly report	13
Quarterly attendance report	98
Conferences with truants	
The students themselves	47
With the parents	39
<b>Total</b>	<b>553</b>
<b>II. Individual counseling</b>	
Scheduled conferences with freshmen	89
"                    "                    "	126
"                    "                    "	54
Requested interviews by seniors	61
"                    "                    " juniors	27
"                    "                    " sophomores	31
With teacher referrals	91
With "poor work slips" students	147
With parents of above students	31
Concerning scholarships	29
Concerning part-time work and baby sitting	66
With teachers about individuals	56
Referrals to mental health clinic	29
<b>Total</b>	<b>837</b>
<b>III. Group counseling</b>	
Case conferences	36
Assistance to Social Studies Department	27
Girls' Honor Council	41
Girls' Club	
With Executive Board and President	49
With cabinet	8
With planning groups	37
With membership committee	121
With special projects committee	31
In supervision of over-all work	101
<b>Total</b>	<b>451</b>
<b>IV. Testing</b>	
Giving tests (exclusive of pre-school testing day)	67

	Correcting above tests	29
	Recording test scores	31
	<b>Total</b>	<b>127</b>
<b>V.</b>	<b>Supervision</b>	
	Of nurse's office in her absence	97
	Rest rooms, etc. daily	57
	Study halls (including substitution, meetings, maintaining supplies, etc.)	71
	Other	29
	<b>Total</b>	<b>254</b>
<b>VI.</b>	<b>Routine office and clerical work</b>	
	Before and after the regular school year	88
	Assistance with registration (exclusive of above)	46
	Letters	
	To parents with 2 or more poor work slips	18
	To parents of girls with poor attendance	17
	Concerning scholarships	24
	For job recommendations	17
	Filling out job recommendation forms	36
	Preparing records for referrals to mental health clinic	27
	American Field Service Activities	28
	Writing transfers	61
	Telephone calls and conferences with juvenile officer	21
	Miscellaneous	43
	<b>Total</b>	<b>426</b>
<b>VII.</b>	<b>Miscellaneous</b>	
	Looking in on dances	8
	Hall supervision	58
	Philosophy Club	53
	Faculty meetings, MEA, etc.	42
	Adminis. and/or Guid. staff meetings	29
	Athletic contests      No record kept	
	Informal help to teachers      "	
	Informal help to students      "	
	<b>Total</b>	<b>190 plus</b>
	<b>GRAND TOTAL HOURS</b>	<b>2838</b>
	<b>Contract called for 38 weeks or 190 days</b>	
	<b>Average hours of work per day - 14 plus</b>	