

A SELF-RATING SCALE  
FOR THE HIGH SCHOOL DEAN OF GIRLS

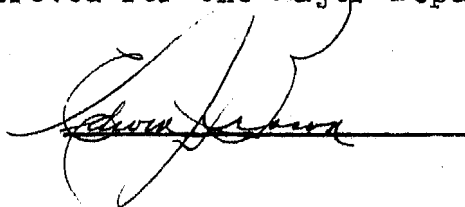
A THESIS  
SUBMITTED TO THE DEPARTMENT  
OF EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE  
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF SCIENCE

By

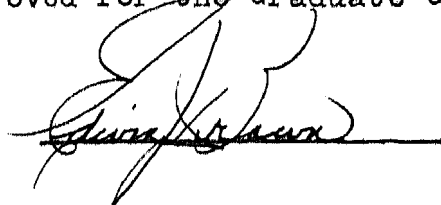
MILDRED EVELYN PEAK  
MAY 1934  
K. S. T. C.  
EMPORIA, KANSAS

RECEIVED IN O. H. DEANER  
MAY 24 1954  
Evelyn Peak. 9.

Approved for the Major Department

A handwritten signature in cursive script, appearing to read "Evelyn Peak", written over a horizontal line.

Approved for the Graduate Council

A handwritten signature in cursive script, appearing to read "Evelyn Peak", written over a horizontal line.

73816

#### ACKNOWLEDGMENT

The writer wishes to express sincere thanks to Dr. Edwin J. Brown, Director of the Graduate School, Kansas State Teachers College, Emporia, for his invaluable counsel, helpful criticisms, and excellent suggestions throughout the study.

## TABLE OF CONTENTS

	Page
Introduction	
The Nature of the Study	1
Previous Studies	1
The Scope of the Study	3
Methods of Procedure	4
Sources of Data	4
Types of Data Collected	5
Definition of Terms	5
Presentation of Data	6
The Scale	
Individual Contacts	7
Group Contacts	12
Contacts with Faculty and Parents	15
Mechanics	16
Personal Qualities	19
Social Qualities	21
Professional Qualities	23
Selection of Items to be Analyzed	25
Selected Bibliography	32

## INTRODUCTION

### The Nature of the Study

The result of this study is a self-rating scale for the high school dean of girls. The purpose of the scale is to secure improvement in the function and personal qualifications of the dean of girls through self-rating. The dean should use this scale as a basis for further self-education. By using the scale at frequent intervals she should be able to determine her improvement.

In this study the writer has made no attempt to standardize either the work or the qualifications of the dean of girls. Certain minimum essentials for the majority of deans there certainly are, and this scale presents those essentials which the leaders in the field feel are most desirable for an efficient dean of girls.

### Previous Studies

As far as the writer was able to ascertain, only one other self-rating scale for deans is in existence. "A Self-Rating Score Card and Analysis Blank for Deans of Women and Girls" (16)\* was formulated in 1928 by the Research Committee of the National Association of Deans of Women. The committee consisted of Elsie

---

\*In this thesis numbers in parentheses refer to corresponding numbers in the bibliography. This is done to avoid multiplying footnotes. Direct quotations only are footnoted.

M. Smithies, chairman; Esther Allen Gaw; and Sarah M. Sturtevant. It contains an outline of the personal equipment of the dean, the dean at work, and the tests of success.

Only a few systematic studies have been made of the dean's qualifications and duties. Probably the most notable of those which deal with qualifications is the study made by Acheson (1) of the personal and professional characteristics of a group of fifty selected deans of women. She found the main contributory factors to be the following:

1. A "successful" dean of women keeps abreast with the changing world and seems to understand the modern student.
2. She either possesses or acquires a sympathy and understanding which inspires student confidences and leads students to come to her with problems. She also possesses skill and technique in counseling.
3. The "successful" dean has emotional poise and stability. . . .
4. She shows a personal interest in each student. . . .
5. She rarely dominates a situation or an organization. . . .
6. She is socially adaptable in any group. . . .
7. The "successful" dean tries to create a friendly atmosphere in her office. . . .
8. She utilizes student government and opinion as much as possible.
9. She is consistent and fair in her dealings. . . .
10. In disciplinary situations she acts as arbitrator and not avenger and prosecutor.<sup>1</sup>

Sturtevant and Strang (46) made a study of one hundred se-

---

<sup>1</sup>Eunice Mae Acheson. The Effective Dean of Women. Chicago:

lected deans of girls in high schools. The deans answered questions relating to the function and status of the dean of girls.

According to the study, the title most frequently used is that of "Dean of Girls". There is evidence that there is an even chance that the salary of a given dean will fall between \$2,218 and \$3,200. Four years of college, teaching experience, administrative experience, graduate study, incidental advisory experience, and travel constituted the experience and training of the deans. The duties seemed to be those of a leader in education.

#### The Scope of the Study

This rating scale is intended chiefly for the secondary school dean. After making this study, however, the writer believes that most of those who study the field agree that the personal, social, and professional characteristics of the secondary school dean and the dean of the institution of higher learning are practically identical. The duties of the dean of girls and the dean of women are somewhat more divergent. Usually the dean of women must face the housing problem, and frequently she must face the sorority and fraternity problem. Since these problems are seldom present in the secondary school, they have been entirely disregarded in this study.

Actual classroom teaching is frequently an additional duty of both the dean of women and the dean of girls. Since several adequate scales for classroom teachers have already been formu-

lated, this phase of the dean's work has also been ignored in this study.

This study contains an analysis of the main personal, social, and professional qualities of the dean of girls, and an analysis of the major duties which secondary school deans perform with the exception of the duty already mentioned.

### Methods of Procedure

An analysis was first made of the material which has been written in the field. The qualifications and duties upon which the writers in general agree were then compiled. The list was largely abstract for, according to Acheson, who has made a thorough study of the field,

. . . the few existent systematic investigations of the dean's qualifications emphasize general traits which are undefined and idealistic, and do not offer concrete examples gained from a more or less objective and systematic study of deans at work.<sup>2</sup>

Working from this list and from all of the concrete material available, the writer analyzed each item into specific characteristics and activities. Every effort was made to gain objectivity throughout the scale.

### Sources of Data

The data used in this study came from books, research studies, magazine articles, year books of the National Education Association and of the National Association of Deans of Women,

---

<sup>2</sup>Ibid. p. 3.



bulletins, and interviews with deans and educators.

### Types of Data Collected

The data collected fall into two general classes: 1. the dean in her relationships with others and 2. the dean, herself.

Under the first classification the following types of data were collected: data relating to individual contacts, data relating to group contacts, data relating to contacts with faculty and parents, and data relating to the mechanics of the position.

Under the second classification the following types of data were collected: data relating to personal qualifications, data relating to social qualifications, and data relating to professional qualifications.

### Definition of Terms

The term individual contacts as used in this study refers to those duties which the dean performs in relation to individual students. Group contacts as used in this study are those duties which the dean performs in relation to groups of girls. Contacts with faculty and parents refers to those activities which the dean performs in relation to the faculty of the school and the parents of the pupils. The term mechanics refers to the purely routine duties which the position of dean of girls necessitates.

The personal characteristics of the dean are those traits which she, as an individual, should possess. The social character-

istics are those traits which enable the dean to get along with people. The professional characteristics are those traits which the dean must have to hold her place in her profession.

Necessarily the data included under these various topics are rather arbitrarily placed and in many instances might have been included under any one of several headings. This only goes to show how intimately related are the various essentials of the dean's activities and abilities.

#### Presentation of Data

The main part of the data collected is included in question form in the self-rating scale. At the conclusion of the scale, the writer has validated the points by referring to the authorities who advocate the activities and qualifications and by explaining how the writer arrived at the various points.



interview which to me seems unimportant?

7. Have I consciously developed an acquaintance with every girl in school?

B. I give intelligent educational guidance.

1. Do I always arrange interviews with girls who are failing in academic work?
2. Do I check and if necessary adjust the girls' academic programs during the year?
3. Do I always assist girls who are shown by my records to be problem cases in choosing courses which best meet their needs and aptitudes?
4. Do I aid in adjusting the relations of the girls to their teachers where friction or other trouble has arisen?
5. Do I offer in usable form suggestions as to time budgeting?
6. Do I give instruction in effective study habits to girls who are low in academic work?

C. I am skilled in vocational guidance.

1. Do I have a broad knowledge of what is

required in the various vocations?

2. Do I make available to each girl who is undecided as to her future work detailed information regarding various occupations?
3. Do I assist each girl who is undecided as to her future work to choose an occupation?
4. Do I give the girls a chance to observe various occupations in which they believe themselves interested?

D. I give health advice.

1. Do I report all girls to the proper officials who by my records are shown to be in poor physical condition?
2. Do I always arrange interviews with girls who have health problems?
3. Do I assist girls who are in poor physical condition to apply to their own lives the principles of health and hygiene?
4. Am I consistently able to recognize the girls who are in need of improved mental hygiene?
5. Do I help these girls to devise a constructive plan for remedying their

disorders?

E. I give economic advisement.

1. Do I assist girls who are in need to find employment?
2. Do I recommend deserving girls for loans and scholarships?
3. Do I advise girls who are financially inefficient when this weakness is called to my attention?
4. Am I instrumental in aiding all girls to have sufficient clothing and supplies to meet their school needs?

F. I give advice on social problems.

1. Do I discover cases of social maladjustments and follow the cases to satisfactory solutions?
2. Do I help certain girls to rid themselves of habit or personality handicaps?
3. Do I assist girls who come to me with personal relation problems?
4. Do I assist new girls to become acquainted?

G. I am effective in dealing with misdemeanors.

1. Am I able to put myself in the girls' places and see the problems from their view points?
2. Do I always listen to both sides of the case?
3. Do I avoid making hasty decisions?
4. Do I punish the individual instead of the offense?
5. In inflicting punishments, am I always governed by the principle that "punishments do not teach"?
6. Do I always attempt to shift the pupil's energies from the things which are repulsive to society to those things which are approved by society, rather than making mere repression my end?
7. Do I give offenders a second chance?
8. In forming my judgements, am I absolutely uninfluenced by family prestige?
9. After full consideration of the circumstances, am I firm in the action that I find to be advisable?

H. I check on attendance cases.

1. Am I acquainted with the primary causes of non-attendance?

2. In each case of non-attendance, do I attempt to analyze the cause and do all in my power to correct it?
3. Do I check with the home when a girl is absent?
4. Do I enlist the aid of the proper officials in extreme cases?
5. Do I investigate the school situation as a possible cause of absences?

## II. Group Contacts

To what extent am I successful because:

### A. I develop a unified social program and extra-curricular program.

1. Do I plan the social program so that every girl is given social pleasures and opportunities during the year?
2. Do I check to see that none of the girls are overburdened?
3. At every social function, do I make a definite effort to draw the girls who are needful of social contacts into the group?
4. Do I succeed in keeping the social functions free from "cliques"?
5. Am I able to develop the feeling of



responsibility on the part of every individual in the group?

6. Do I take well-defined steps to build ideals of fine social relationships between the sexes?
7. Have I clearly formulated the objectives of my social program?
8. Have I definite proof that my social program is sufficiently varied in scope and content to meet the changing interests and needs of the pupils?
9. Do I provide some social functions for girls alone, some for boys alone, and some for both?
10. Do I develop the group spirit to such an extent that the individual girls are willing to sacrifice their personal pleasures to those of the group?
11. Do I make sure that every girl in school has an opportunity to develop her powers of leadership?
12. Is every girl in school able to assume some measure of responsibility and carry this responsibility through to a conclusion?

B. I teach pleasing social habits.

1. Do I teach the girls how to develop their best powers of conversation?
2. Do I constantly emphasize both by example and precept the desirability of developing pleasing well-modulated voices?
3. Do I teach the girls correct manners for all occasions?
4. Do I teach the girls how to dress suitably and becomingly?
5. Do I teach the proper use of cosmetics?
6. Do I teach the girls those personality habits which make for social success?
7. Am I always a living example of courtesy, manners, clothes, and appearance?

C. I give leisure time instruction.

1. Do I guide the girls in the selection of books for recreational reading?
2. Do I assist them to select worthwhile movies and plays?
3. Do I stimulate interest in hobbies by displays and programs?
4. Am I making every effort to further interest in sports and other outdoor

activities?

### III. Contacts with Faculty and Parents

To what extent am I successful because:

A. I am an integral part of the school's administration.

1. Is my assistance freely given to those who are officially responsible for health maintenance work?
2. Do I always confer with the classroom teachers concerned before attempting to give educational advisement?
3. Does my vocational guidance program correlate with all of the regular classroom instruction which the school offers?
4. Have I a plan which gives each teacher the opportunity to assist with some school social function and that protects any teacher from being imposed upon?
5. Do I always secure the principal's approval of my plans?
6. Do I utilize the suggestions, whenever at all applicable, which are made by other members of the faculty?

7. Do I act promptly on all questions of policy and report immediately to other teachers and to the administrators when requested to do so?

B. I cooperate with the parents.

1. Do I communicate either by letter, telephone, or by personal conference with parents of children who are problem cases?
2. Do I take an active interest in the paren-teachers' association and the mothers' club (if they are a part of the school)?
3. Am I doing everything in my power to stimulate friendly relations between the parents and the school?

IV. Mechanics

To what extent am I successful because:

A. I keep adequate records.

1. Do I make available to all pupils a schedule of all social functions and club meetings?
2. Do I keep a complete record of all organizations?

3. Have I a personal and academic record of each girl?
4. Have I a record of the extra-curricular activities participated in by each pupil?
5. Have I a usable record of the results of all of the intelligence, achievement, and aptitude tests which have been given in the school?
6. Do I keep efficient case records of problem cases to aid my thinking on future problems?

B. I do my office work efficiently.

1. Do I have special forms and an organized system of filing for my numerous records?
2. Are all of my records easy of access?
3. Are all of my files up to date?
4. Is it possible to add to my files with a minimum of effort?
5. Do I clean out my files regularly?
6. Do I answer my letters promptly and keep a record of all my correspondence?
7. Whenever possible, do I utilize a form letter to save time?

8. Do I keep regular office hours?
9. Do I follow a daily schedule for my work?
10. Do I keep my office in good order?
11. When desirable, is it possible for me to secure privacy?

--	--	--	--	--	--

## Part II.

## The Dean, Herself

## I. Personal Qualities

To what extent am I successful because:

A. I have the ability to lead.

1. Am I able to give workable suggestions as to possible modes of attack on all problems which require my assistance?
2. Am I clear and definite in the instructions which I give as evidenced by the fact that I seldom have to repeat them?
3. Do I always express my appreciation of work well done?
4. Do I create pupil confidence in myself by being emotionally stable in trying situations?
5. Do I have clearly formulated plans for all of my work?
6. Am I able to turn my attention with ease from one task to another?
7. Do I always guide indirectly instead of dominating?

B. I am approachable.

1. Am I patient with the pupils who make mistakes?
2. Do I avoid saying those things to others which would serve only to hurt them?
3. Do I make a conscious effort to make necessary criticisms tactfully?
4. Am I optimistic in my outlook on life?
5. Do I appreciate the good points of others before I am critical of the bad?
6. Do I have a sense of humor?
7. Do I greet every pupil whom I meet in a friendly and cordial way?
8. Do I make all of the girls feel that I consider any of their problems worthy of consideration?
9. Am I so genuinely interested in the welfare of each girl that I welcome an interview with any girl in school?
10. Do the girls and the faculty come voluntarily to me with their problems?
11. Do I have a personality which inspires confidence as evidenced by the fact that many girls confide freely in me?
12. Am I always able to understand and



appreciate any motives which the girls may have even though I thoroughly disapprove of them?

13. Do I continually strive to make others comfortable in my presence?
14. Do I apparently have ample time for any interview no matter how insignificant?
15. Does my office have such a friendly atmosphere that the girls feel free to drop into it to meet their friends?

C. I am willing to serve.

1. Do I work willingly overtime?
2. Am I ready and willing to participate in any activity that pupils or teachers are carrying on where my participation might be helpful?
3. Due to my good health, am I always on the job?

II. Social Qualities

To what extent am I successful because:

A. I am socially adaptable.

1. Do I have a genuine interest in

- people in general?
2. Am I able to carry on an interesting conversation?
  3. Do I participate enthusiastically in the activities which are being carried on by the group in which I find myself?
  4. Do I have many personal friends among the boys in school as well as among the girls?
  5. Do I display a lively interest in athletics and am I able to talk intelligently about the games?
  6. Am I well informed on current events and able to discuss them intelligently?
  7. Am I well versed on current books and dramas?
  8. Am I a gracious hostess?

B. I have pleasing social habits.

1. Do I speak correct English?
2. Do I speak in a well-modulated and distinct voice?
3. Do I avoid laughing too often or too loudly?
4. Do I observe the rules of etiquette without being formal?

## III. Professional Qualities

To what extent am I successful because:

A. I have scholastic preparation.

1. Do I have a through knowledge of psychology?
2. Do I have a knowledge of sociology including methods of case work and guidance?
3. Do I have a knowledge of health in its physical, social, and mental aspects?
4. Do I have a knowledge of the technique of research?
5. Am I familiar with the various philosophies of education?
6. Am I well grounded in the fundamentals of biology?
7. Do I know the fundamentals of economics?
8. Am I familiar with the world's great literature?
9. Am I able to interpret the scores obtained on the various types of standardized tests?
10. Am I an authority on etiquette?
11. Am I thoroughly grounded in the fundamentals of religion?

B. I avail myself of broadening influences.

1. Am I a member of a professional organization?
2. Am I familiar with recent professional literature?
3. Do I engage in specific research?
4. Do I avail myself of the broadening influence of travel whenever it is at all possible?
5. Do I acquaint myself with current educational questions and trends?

## SELECTION OF ITEMS TO BE ANALYZED

A large amount of the dean's time should be spent in personal advisement. (38) (51). Necessarily this is true as it was for the purpose of securing the personal element in education that the office of the dean of girls was created.

In order to advise efficiently the dean must possess skill and technique in counseling. (1) (46) This embodies certain important methods and principles which the writer has stated in question form. The principles of counseling were obtained from the following listed sources: (1) (2) (8) (9) (15) (23) (29) (39) (50).

"She must become an expert on the education of women."<sup>1</sup> Since the school's principal function is to administer to the scholastic needs of the pupils, educational guidance certainly is a duty of major importance. By her intimate contacts with the girls, the dean has opportunity to aid in overcoming a few of the most urgent difficulties resulting from mass education. A discussion of some of the various phases of educational guidance is found in each of the following sources: (21) (32) (39) (46).

The dean as a personal counselor should become more intimately acquainted with large numbers of girls than any other member of the faculty. She should, therefore, be prepared to

---

<sup>1</sup>Elsie M. Smithies. "Qualities Essential to a Dean of Girls", SCHOOL REVIEW. V. 32. p. 206. (March, 1924).

give the personal advice which the choosing of a life occupation necessitates. That this duty is an integral part of the dean's work is recognized and discussed in the following contributions in the field: (1) (21) (28) (32) (37).

According to Cofer (12) the dean of girls has two relationships with the health program of the school: first, as coordinator and second, as counselor. Some of the various phases of this duty are discussed in the articles designated in the bibliography by the numbers: (12) (23) (32) (46).

One of the most important of the many personal problems of high school girls has to do with financial difficulties. At no other age is it more necessary that every girl be able to dress like the others of her group. The dean, as personal adviser, should do everything in her power to aid the girls in solving their financial difficulties. The dean's place in giving economic advisement is discussed in the following references: (21) (32) (46).

"One other important function of the dean of girls has to do with the personal adjustment of girls by the intelligent diagnosis of special problems."<sup>2</sup> A great deal of unhappiness among high school girls results from various kinds of social maladjustments. These problems must be solved individually. The analysis of this duty of the dean was made with reference to the principles set forth in the following sources: (5) (32) (34) (46) (48).

---

<sup>2</sup>Sarah M. Sturtevant. "The Dean of Girls in the Secondary School". SCHOOL AND SOCIETY. V. 27. p. 65. (January 21, 1928).

The traditional dean was primarily a disciplinarian. While the importance of this duty has been reduced in late years, discipline is still a recognized function of the dean. The writers in the field recognize the importance of this duty and in the following references discuss the methods of carrying on the duty successfully: (1) (33) (42) (50). An especially good discussion of ways of dealing with misdemeanors is set forth in Chapter VII of Brown, Problems in Classroom Management (7).

Frequently the duty of dealing with attendance is delegated to the dean of girls. In recognition of this fact, the writer has analyzed the underlying methods for dealing with attendance by referring to the principles set forth in the following sources: (7) (45).

The major burden of providing an adequate program of social education in the school falls upon the dean. It is her duty to develop and supervise a unified social program. (38) In addition to supervising the purely social functions, the dean should direct the extra-curricular activities. In these informal contacts the dean has opportunity to do some of her most effective teaching. It is here that leadership is developed, character is formed, and the spirit of true fellowship stimulated. Some methods of procedure are suggested in the following references: (1) (5) (15) (24) (30) (32) (34) (45) (48) (52).

It is during the adolescent period that girls develop the social habits which they will keep with few alterations throughout life. It is of utmost importance for this impressionable age that the dean teach both by precept and example those social

habits which society accepts. This function of the dean is recognized and discussed in the references numbered: (15) (32).

That the school should give definite instruction in the use of leisure time is coming to be recognized more and more by leaders both in industry and education. No longer is it sufficient for a worker to be trained to carry on his trade. He must also have provided for him some method of employing his numerous leisure hours. Until some other office in the school is organized for this specific task, the duty falls to the dean. The best discussion of the principles involved in carrying on this duty will be found in the bibliography reference numbered: (32).

To be able to carry on her work with any degree of efficiency the dean must have the whole-hearted cooperation of the other members of the faculty. In order to secure their help she must help them. The relation of the dean to the other members of the faculty was analyzed with reference to the following sources: (21) (25) (45) (46).

Quite as important to the dean as the cooperation of the faculty is the cooperation of the parents of the pupils. The relation of the dean to the parents is discussed in the following articles: (21) (32) (45) (54).

Usable records are necessary to an efficient dean of girls. Questions concerning the kinds of records which she should have were formulated by referring to the following contributions in the field: (32) (34) (41) (44) (45) (54).

It is evident from the preceding discussion of the duties of the dean of girls that the dean must carry on her routine



work with the utmost economy of time and effort so that she may have time for her many other duties. Some of the principles of efficient office procedure were obtained from the discussions found in the following sources: (1) (32) (39) (45) (53).

Smithies in discussing the qualities essential to a dean of girls says, "The position calls for executive ability combined with constructive methods of administration."<sup>3</sup> That leadership is an indispensable quality to the dean is also recognized by the writers of the following articles: (1) (5) (35) (47) (55). The writer has analyzed this necessary quality by referring to the references numbered: (1) (20) (21) (22) (42) (45).

"To all she is easy of approach and most easy to the perplexed in spirit."<sup>4</sup> The very intimate nature of the dean's work requires that pupils feel free to come to her with their problems. If they fear her or feel embarrassed in her presence, the purpose of the interview is defeated before the interview begins. Questions referring to the essentials of being approachable were formulated by considering the discussions found in the following references: (1) (3) (5) (28) (35) (36) (40) (42)

---

<sup>3</sup> Elsie M. Smithies. "The Qualities Essential to a Dean of Girls". SCHOOL REVIEW. V. 32. p. 206. (March, 1924).

<sup>4</sup> Katherine S. Alvord. "A Forward Outlook at the Profession of the Dean of Women". Eighteenth Yearbook of the National Association of Deans of Women, 1931. p. 95.

(45) (48).

Amos realizes the necessity of the general quality of service to the dean when she says, "She must be willing to lay down her life in infinite sacrifices of time, energy, and rewards that youth may find the abundant life."<sup>5</sup> An analysis of some of the specific qualities involved in the more general quality of service was made with reference to the following sources: (1) (5) (32).

To command respect and set an example the dean must cultivate desirable personal habits. Suggestions for questions found in this section of the scale were obtained in the main from Brown, "A Self-Rating Scale for Supervisors, Supervisory-Principals, and Helping-Teachers". (6)

The dean, as a social person, is required to mingle with widely varying groups of people. She must be able to make social contacts with groups of parents, with groups of faculty members, and with groups of students. To be successful in this function she must be socially adaptable. (1) The writer obtained suggestions for the analysis of this quality by reading the following articles: (1) (38) (46) (55).

The efficient dean possesses culture and tact. (1) The social habits which the dean possesses are probably the most outstanding indication of her culture. The writer has defined these habits by reference to the following contributions in the

---

<sup>5</sup>Thyrza W. Amos. "What Can Rightfully be Expected of a Program of Character Guidance?" Addresses and Proceedings of the National Education Association, 1927. p. 812.

field: (1) (5) (32) (42).

While to a large extent the success of a dean depends upon her duties, yet she must have scholastic background to command the respect of her co-workers and insure her true efficiency. The subjects which should constitute her scholastic preparation are discussed in the bibliography references numbered: (1) (5) (22) (42) (44) (47) (50).

That it is essential for a dean of girls to have a broad background of experience to bring to her aid in solving her problems is certainly evident. The progressive dean should avail herself of every opportunity to gain this background. Suggestions as to ways of gaining these influences are made in the following articles: (1) (32) (42) (46) (48).

## SELECTED BIBLIOGRAPHY

1. Acheson, Eunice Mae. The Effective Dean of Women. Chicago: The University of Chicago Press, 1932. 211 pp.

A study of the personal and professional characteristics of a selected group of deans of women.

2. Alltucker, Margaret M. "The High School Dean--Her Varied Opportunity for Service". Addresses and Proceedings of the National Education Association, 1927. pp. 443-7.

Title of article indicates nature of work included.

3. Alvord, Katharine S. "A Forward Outlook at the Profession of the Dean of Women". Eighteenth Yearbook of the National Association of Deans of Women, 1931. pp. 92-5.

A view of the profession.

4. AMERICAN ASSOCIATION OF UNIVERSITY WOMEN JOURNAL. "The Dean of the Future". V. 23. pp. 65-6. (January, 1930).

The status of the dean of the future as predicted by six college presidents.

5. Amos, Thyrsa W. "What Can Rightfully Be Expected of a Program of Character Guidance?" Addresses and Proceedings of the National Education Association, 1927. pp. 808-17.

Title of the article indicates the nature of the work included.

6. Brown, Edwin J. "A Self-Rating Scale for Supervisors, Supervisory-Principals, and Helping-Teachers". Bruce Publishing Company, 1929.

Title of the article indicates the nature of the work included.

7. . . . Problems in Classroom Management. Boston: Houghton Mifflin Company, 1933. 306 pp.

Contains excellent help on the problems of discipline and attendance.

8. Brown, Marion. "The Student Interview, An Analysis". Sixteenth Yearbook of the National Association of Deans of Women, 1929. pp. 163-4.

Title of the article indicates the nature of the work included.

9. Brown, B. Frank. "Student Counseling". Addresses and Proceedings of the National Education Association, 1927. pp. 634-7.

A discussion of the value of vocational guidance.

10. Carr, Lucy Church. "The Work of a Woman Assistant Principal in a Six-Year High School". SCHOOL REVIEW. V. 38. pp. 700-6. (November, 1930).

A summary of the time devoted to various duties by the dean in a Cleveland six-year high school.

11. Ghase, Ethel. "Some Concrete Problems Facing the Dean". Sixteenth Yearbook of the National Association of Deans of Women, 1929. pp. 106-14.

A discussion of prevalent problems which the dean must face.

12. Cofer, Bernice G. "The Relation of the Dean of Girls to the Health Program of the High School". HIGH SCHOOL. V. 9. pp. 173-6. (April, 1932).

Title of the article indicates the nature of the work included.

13. Crawford, Nelson Antrim. "Lady Cops in Cap and Gown". AMERICAN MERCURY. V. 30. pp. 228-35. (October, 1933).

Title of the article indicates the nature of the work included.

14. Cressman, L. S. and Bess Templeton, "Some Phases of the Work of Girls' Adviser in the High Schools of Oregon and Washington High Schools". HIGH SCHOOL. V. 9. pp. 155-61. (April, 1932).

Points out the outstanding need for an intelligent definition of the objectives of the dean's function.

15. Ellis, Conah Mae. "The Dean of Girls and Her Work". HIGH SCHOOL. V. 9. pp. 168-72. (April, 1932).

A description of the activities of a Girls' League in North Central High School at Spokane, Washington.

16. Fifteenth Yearbook of the National Association of Deans of Women, 1928. "A Self-Rating Score Card and Analysis Blank for Deans of Women and Girls". pp. 45-8.

Title of the article indicates the nature of the work included.

17. Gillard, Kathleen I. "A Study of the Problems of Discipline Which the Deans of Women in Teacher Training Institutions are Handling". Sixteenth Yearbook of the National Association of Deans of Women, 1929. pp. 143-7.

A discussion of discipline based on the situation of the State Teachers College, Cape Girardeau, Missouri.

18. Harriman, Philip L. "The Dean of Women". JOURNAL OF HIGHER EDUCATION. V. 4. pp. 367-9. (October, 1933).

The duties and qualifications of the dean of women in the New Social Order.

19. Hawkes, Herbert E. "Dean to Dean". Addresses and Proceedings of the National Education Association, 1927. pp. 447-53.

A discussion of methods of handling student counseling.

20. Hull, Grace H. "The Organization of the High School Dean's Office". Fourteenth Yearbook of the National Association of Deans of Women, 1927. pp. 73-6.

A summary of the main duties of the high school dean of girls.

21. Johnson, Mary Hooker. The Dean in the High School. New York: Professional and Technical Press, 1929. 366 pp.

A discussion of the duties of the dean of girls.

22. Jones, Jane Louise. A Personnel Study of Women Deans in Colleges and Universities. New York: Bureau of Publications, Teachers College, Columbia University, 1928. 155pp.

Title of the book indicates the nature of the work included.

23. Kelling, Mary Lee. "The Dean Considers Mental Health". HIGH SCHOOL. V. 9. pp. 177-80. (April, 1932).

Title of the article indicates the nature of the work included.

24. Kingsland, Gertrude S. "Extra-Curricula Activities". Addresses and Proceedings of the National Education Association, 1922. pp. 778-83.

A discussion of what are desirable extra-curricula activities.

25. Lovejoy, Sara C. "The Cooperation of the Faculty with the Dean". Sixteenth Yearbook of the National Association of Deans of Women, 1929. pp. 124-8.

Title of the article indicates the nature of the work included.

26. McCarney, Margaret. "Dean of Girls in Secondary Schools". SCHOOL EXECUTIVES MAGAZINE. V. 50. pp. 175-6. (December, 1930).

A description of the evolution of the office of dean of girls and the duties of the dean of girls in Seattle, Washington.

27. Mathews, Lois Kimball. The Dean of Women. Boston: Houghton Mifflin Company, 1915. 275 pp.

A discussion of the duties of the dean of women and her qualifications.

28. Mitchell, Elene M. "Life Career Motives and the Dean of Girls". SCHOOL AND SOCIETY V. 20. pp. 70-4. (July 19, 1924).

An argument for vocational guidance as the basis of the work of a dean of girls.

29. Noon, Theodore W. "Aspects of Vocational Guidance". EDUCATION. V. 46. pp. 46-50. (September, 1925).

An analysis of the duty of the vocational counselor.

30. Oakes, Elizabeth B. "The Social Room as a Laboratory for the Dean of Girls". SCHOOL REVIEW V. 38. pp. 760-4. (December, 1930).

A plan for a school social room with reference to the office of the dean of girls.

31. Pendleton, Ellen F. "Address". Addresses and Proceedings of National Education Association, 1927. pp. 412-13.

A discussion of the qualities necessary to the dean of women.

32. Pierce, Anna Eloise. Deans and Advisers of Women and Girls. New York: Professional and Technical Press, 1928. 636 pp.

A discussion of the duties and qualifications of deans and advisers of women and girls.

33. Potter, Mary Ross. "What the Dean Lives By". Addresses and Proceedings of the National Education Association, 1929. pp. 376-9.

An analysis of the things which make the dean's life worth living.

34. Power, Caroline. "The Social Program for the Unsocial Girl". SCHOOL REVIEW. V. 32. pp. 773-8. (December, 1924).

A method of drawing the unsocial girl into group activities.

35. Sawyer, Mary Webster, "The Dean of Girls in High Schools". NATIONAL EDUCATION ASSOCIATION JOURNAL. V. 18. pp. 44-5. (February, 1929).



A discussion of the value of a dean of girls to the high school.

36. SCHOOL AND SOCIETY. "Dean of Girls for High Schools". V. 20. pp. 241-2. (August, 23, 1924).

A summary of resolutions passed by members of a conference course for deans of women in secondary schools at New York University summer school in August, 1924.

37. SCHOOL REVIEW. "A Program of Pupil-Counseling". V.36. pp. 7410. (January, 1928).

A description of a vocational guidance system in use in the Cleveland, Ohio schools.

38. SCHOOL REVIEW. "Duties of the Dean of Girls". V. 36. pp. 167-8. (March, 1928).

A statement of the duties of the dean of girls found in the School Bulletin of the Department of Education of the city of St. Paul, Minnesota.

39. SCHOOL REVIEW. "The High-School Counselor in Los Angeles". V. 34. pp. 10-13. (January, 1926).

A study of the duties of the High-School Counselor in the Los Angeles schools.

40. Schwering, Hazel Prutsman. "The Relationship of the Dean of Girls to Sex Instruction in the High School". HIGH SCHOOL. V. 9. pp. 183-6. (April, 1932).

A discussion of the need of sex instruction by the dean of girls.

41. Slowe, Lucy D. "The Dean of Women and Her Relation to the Personnel Office". Eighteenth Yearbook of the National Association of Deans of Women, 1931. pp. 111-12.

Questions as to the personnel records of the dean of women.

42. Smithies, Elsie M. "The Qualities Essential to A Dean of Girls". SCHOOL REVIEW. V. 32. pp. 206-8. (March, 1924).

An analysis of the qualities necessary to a dean based on a questionnaire sent to some five hundred individuals of different ages and interests who at some time have been in personal contact with a dean of girls.

43. Stimson, Dorothy. "Women Deans". AMERICAN ASSOCIATION OF UNIVERSITY WOMEN JOURNAL. V. 23. pp. 60-4. (January, 1930).

A discussion of the deanships open to women.

44. Strang, Ruth M. "Relation of the Dean of Women to Research". TEACHERS COLLEGE RECORD. V. 31. pp. 44-9. (October, 1929).

The value of the research attitude to the dean of women.

45. Sturtevant, Sarah M. and Harriet Hayes, eds. Deans at Work. New York: Harper and Brothers, 1930. 295 pp.

Discussions by eight women deans of various phases of their work.

46. Sturtevant, Sarah M. and Ruth Strang. A Personnel Study of Deans of Girls in High Schools. New York: Bureau of Publications Teachers College, Columbia University, 1929. 150 pp.

An analysis of the duties of the dean of girls based on the study of 100 selected deans.

47. Sturtevant, Sarah M. "Pressing Needs in the Field of the Dean of Girls". Addresses and Proceedings of the National Education Association, 1925. pp. 434-40.

The needs which will affect the development of the dean of girls' profession.

48. . . . "The Dean of Girls in the Secondary School". SCHOOL AND SOCIETY. V. 27. pp. 62-7. (January 21, 1928).

A discussion of the development of the office of dean of girls and an analysis of her present position.

49. . . . "The Qualifications and Preparation of Deans of Women"  
TEACHERS COLLEGE RECORD. V. 25. pp. 179-87. (May,  
1924).

The necessity of spiritual leadership for the dean of women.

- 50.. . . "What is a Professional Course for Deans of Women?"  
SCHOOL AND SOCIETY. V. 28. pp. 259-62. (September,  
1928).

The duties of a dean of women in relation to her professional training.

51. Tannahill, Anna L. "How May the Dean Best Apportion Her Time?" Addresses and Proceedings of the National Education Association, 1922. pp. 775-6.

A discussion of the proper amount of time to be spent on various duties by the dean.

52. Warren, Laura Yarnall. "The Program of a Dean of High School Girls". SCHOOL AND SOCIETY. V. 17. pp. 693-4. (June 23, 1923).

A program used by the dean of girls in El Paso High School.

53. Weckel, Ada L. "Report of the Question Box in the High School Section". Sixteenth Yearbook of the National Association of Deans of Women, 1929. pp. 166-9.

Pertinent questions answered by leading deans of girls.

54. Wirt, Helen Lucile. "The Office of the Dean of Girls in the Senior High Schools of California". CALIFORNIA QUARTERLY OF SECONDARY EDUCATION. V. 7. pp. 199-217. (January, 1932).

A review of a masters thesis presented at the University of California in 1930.

55. Yost, Mary. "The Extra-Mural Activities of a Dean of Women". Addresses and Proceedings of the National Education Association, 1923. pp. 631-2.

A summary of an address dealing with the extra-mural activities of a dean.

56. Zorbaugh, Grace S. "Student Economic Problems and the Counselor--with Special Reference to Women Students". Addresses and Proceedings of the National Education Association, 1933. pp. 366-72.

A discussion of the economic phases of student counseling.

A