THE TRAINING AND DUTIES OF THE DEANS OF WOMEN OF TEXAS COLLEGES

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by

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CHAPTER I

INTRODUCTION

This study purports to investigate, to present systematically, and to arrive at some conclusions about the training and duties of the deans of women of Texas colleges.

Definition of Terms. In this study the word "training" is used as meaning not only professional or academic study, but includes also travel, experience in teaching or in any other occupation, or any other life experience which might in some way fit one for service in the capacity of dean.

"Duties" have been divided into three general groups: academic, administrative, and social.[1] As one may expect, the duties of the deans vary with the institutions studied, but there are certain common activities of all deans which make this selected division practicable. Under academic duties are grouped the actual teaching work which the dean may do and any duty which might be performed by other faculty members as teachers. Administrative duties are those duties concerned with the material and mental problems and questions of the students.

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1. Mathews, Lois Kimball, The Dean of Women, p. 35.

Social duties are those connected with extra-curricular activities. Mathews says, "Her social duties are limited by her strength and the hours in the day".[2]

Studies of the qualifications and duties of the deans of women have been made of American Colleges and Universities,[3] of Teachers Colleges and Normal Schools,[4] and of High Schools,[5] but no record has been found of such a study of Texas Colleges.[6] A study of the deans of Texas Colleges should be of especial value in Texas because it takes into account a definite territory and investigates the conditions existing therein and gives the deans of the state an opportunity to see how their position compares with that of the deans of women on other campuses.

Procedure. The directory used by the American Association of Registrars being used as a guide, letters and questionnaires were sent to the deans of all colleges therein recorded, except A. and M. College, St. Edwards

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2. Mathews, Lois Kimball, op. cit., p. 37.
3. Jones, Jane Louise, A Personnel Study of Deans of Women in Colleges and Universities.
4. Sturtevant and Strang, A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools.
5. Sturtevant and Strang, A Personnel Study of Deans of Girls in High Schools.
6. Catalog of Literature for Advisers of Young Women and Girls, Second Edition, compiled by Anna Eloise Pierce, Catalog of Literature for Advisers of Young Women and Girls, Supplement, compiled by Anna Eloise Pierce, Bibliographies in National Association of Deans of Women, Yearbooks, 1927-1933, inclusive.

University, Schreiner Institute, and Texas Military College, which are all men's colleges.[7] This list includes all the sixty-seven colleges of Texas: the State University, First Class Senior and Junior Colleges, and one Second Class Junior College.[8]

Of the 63 deans thus addressed, twenty-nine answered. Six of the twenty-nine colleges answering have no person appointed to perform the duties of dean. This study is based upon data returned by the remaining twenty-three schools.[9] Of the twenty-three colleges studied, eighteen are first class senior colleges: the State University, eight state supported schools, eight church supported schools, and one privately endowed school.[10] There are five first class junior colleges: one state supported school, three municipally supported schools, and one church supported school.[11] This group of twenty-three schools may be said, then, to be a representative group of schools in the state, including as it does at least one school from every classification.

The answers to the twenty-three questionnaires received have been tabulated and studied. From this

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7. Report to the American Association of Collegiate Registrars on the accrediting of Educational Institutions prepared by the Committee on Educational Research, Texas Colleges, Revised, 1930.
8. Appendix.
9. Appendix.
10. Appendix.
11. Appendix.

tabulation, a study has been made of the various divisions of the questionnaire. The material has been rearranged and reorganized in such a way as to study it under two divisions: (1) the training of the deans of women, and (2) the duties of the deans of women.

Chapter II deals with the training of the deans of women in the twenty-three colleges of Texas upon which this study is based. The academic training of these deans has been studied and compared with that of the deans of women from the Colleges and Universities and the Teachers Colleges and Normal Schools studied by Miss Jones, and Misses Sturtevant and Strang.[5] Professional training, academic honors, and travel have also been considered as a part of the training of the deans of women.

The present status of the deans has been considered as well as the length of time they have spent in previous positions and in their present positions.

Chapter III deals with the duties of the deans of women in Texas colleges. This chapter begins with a statement of the qualifications which might be required of one who is to perform the academic, administrative,

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5. Jones, Jane Louise, A Personnel Study of Deans of Women of Colleges and Universities; Sturtevant and Strang, A Personnel Study of Deans of Women of Teachers Colleges and Normal Schools.

and social duties which are discussed under divisions A, B, and C of this chapter. Division D of Chapter III is a study of those duties of the deans which take the greater part of the time of the deans and of their assistants.

Chapter IV contains the general conclusions which have been arrived at through the study of the training and duties of the deans of women of Texas Colleges.

CHAPTER II

THE TRAINING OF THE DEANS OF WOMEN

The training of the dean of women of Texas Colleges has been varied and along many lines of interest. "Training" has been used to mean both academic and professional training, together with academic honors, the position of the dean of women in comparison with other members of the faculty as shown by her academic rank or title, and the previous experience she has had which might fit her for such a position as she has by virtue of serving as dean of women.

Academic Training. Since it is more tangible, and therefore more easily measured, academic study shall be the first consideration in the study of the training of Texas deans of women. There seem to have been no particular academic requirements held by those who have selected the deans for their positions.

The degrees earned are many and show varied lines of study. Two deans serving in Senior Colleges hold no degrees. None of the deans of Texas Colleges holds the Ph. D. degree. All those in the Junior Colleges have at least a Bachelor's degree, and three of the five have received Master's degrees.

TABLE I

DEGREES HELD

Degree Held	Five Junior Colleges Frequency	Eighteen Senior Colleges Frequency	Twenty-three Total Frequency
None		2	2
Bachelor's			
A.B.	4	16	20
B.S.	1	1	2
B.O.	0	1	1
Master's			
M.A.	2	14	16
M.R.E.	1	0	1
M.E.L.	0	1	1
Doctor's			
D. Paed.*	0	1	1

Table II shows that the percentage of Texas deans holding degrees is higher than it is either in the colleges and universities, or in teachers colleges and normal schools. Eight per cent of the Texas deans studied do not hold degrees while Table II shows that 9% of those in colleges and universities do not have degrees and 12% of those in Teachers colleges do not have degrees. Likewise the percentage of those hold-

* Doctor of Pedagogy.

ing Master's degrees in Texas is higher than it is in either of the other groups studied.

TABLE II

COMPARATIVE PERCENTAGES OF DEGREES HELD

Texas Colleges (23 studied)

Degree held	%
None	8.69
Bachelor's	91.30
Master's	69.56
Doctor of Pedagogy	4.34

Colleges and Universities (263 studied)[12]

Degree held	%
None	9.
Bachelor's	90.
Master's	57.
Ph. D.	0.

Teachers Colleges and Normal Schools (124 studied)[13]

Degree held	%
None	12.90
Bachelor's	86.3
Master's	41.10
Ph. D.	0.

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12. Jones, Jane Louise, A Personnel Study of Deans of Women in Colleges and Universities, p. 22.

13. Sturtevant and Strang, A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools, p. 17.

ing Master's degrees in Texas is higher than it is in either of the other groups studied.

Academic Honors. Academic honors which have been received by the deans are as varied as the degrees held by them. Three have been elected to Phi Beta Kappa and one is a member of the Scholarship Society of the South. One has received a Latin Fellowship, one a General Educational Fellowship, and one the Southwest Central Fellowship of America. There was one scholarship awarded for study in the Columbia University School of Library Science, one received the Studley Scholarship for study in Boston University, and the Romiette Stevens Scholarship, Columbia University, was granted to one dean. Two are members of Delta Kappa Gamma, one of Kappa Delta Pi, and two are members of Pi Gamma Mu.

Travel. Travel is an important means of obtaining the cultural background which is a need of the dean.[14] The data show that the deans of Texas colleges have taken advantage of travel as a means of securing improvement. Most of them have traveled extensively in the United States and several have traveled in foreign countries.

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14. Jones, Jane Louise, A Personnel Study of the Deans of Women of Colleges and Universities, p. 19.

Of the twenty-three studied, five have traveled in Mexico and seven in European countries. These tours have lasted from three months to one and one-half years. There has been some study connected with this travel. Two have studied in England, one in Spain, and one in Paris.

Professional Training. It is plausible to expect that professional training in this specific field might be a requirement for eligibility to a deanship, but this study shows that it is not required and that only 30.4% of the deans in these Texas colleges have had professional courses related to their work. Six

TABLE III

PROFESSIONAL TRAINING OF THE DEANS

School	Dates
Boston University	1930 (S.S.)
Columbia University	1923-24; 1928(S.S.)
Teachers College, Columbia	1919 (S.S.); 1923(S.S.)
University of Denver	
Columbia University	1917 (S.S.)
Teachers College, Columbia	1928-29
" " "	1928(S.S.); 1930-31
" " "	1927(S.S.); 1928(S.S.)

have had courses in Teachers College Columbia University,

one of the six has also had a course in the University of Denver, and one has had a course in Boston University.

Professional training will not make a successful dean, but with the other academic traning it will be of some advantage in helping her to keep up with the new theories and projects.

> A professional course is one which seeks to provide the knowledge, skills and techniques which are necessary to the practice of the profession in question. Its puppose is to shorten the way to an end by offering the opportunity for study under competent leadership, for survey of such materials as are available, and for knowledge of the whole field as well as of specific problems. Its value as a course will depend on what the person is and knows to begin with, and what use he can make of his training.
>
> In my opinion, the continuance of the professional statues of the work of the dean depends upon the rapid development of the specific information and skills and techniques which comprise professional subject-matter. There is more and more demand for those who have learned to use expertly the tools of service in the field of personnel, in the field of housing, in administration.[15]

Professional training would be valuable to a dean in comparing her work with that being done elsewhere and with the work that is being discussed in the courses which she takes.

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15. National Association of Deans of Women, 1928 Year-Book, p. 91, "What is Professional Course for Deans of Women?", Sarah M. Sturtevant.

Academic Ranking of Deans of Women in Texas. The relation of the dean of women to other members of the faculty is significant. An academic rating which definitely gives her a place of recognition among the faculty is of value to the dean. The dean's stepping aside from her administrative duties and assuming, by performing other duties, regular or more normal faculty functions is important. It gives her an equal rating with and the recognition of the faculty. A study of the academic ranking of the deans of women of Texas shows that the majority of the deans have some academic title.

TABLE IV

ACADEMIC RANKING OF TEXAS DEANS OF WOMEN

Academic title	Frequency
Instructor	1
Assistant Professor	1
Associate Professor	6
Professor	8
Director of Expression Department	1
Registrar	1
Assistant Librarian	1
No Ranking	4
Total	23

It is interesting to note that five of these deans who are listed as having an academic title are also

acting as heads of departments. The titles of Professor and Associate Professor far outrank the others in the number of times they occur. Only four of the deans of Texas do not have an academic title and in one of these cases the dean stated on her questionnaire that the faculty members of her school were not ranked. It seems, then, that the conclusion may be that she would receive equal rating with the other members of the faculty in that particular school if academic ranking were to be applied there.

This study of the academic ranking of the deans of women in Texas colleges shows that in all except three instances the dean has an academic title and in eight cases the deans have the title of "Professor," in six cases that of "Associate Professor," and five of these deans act as heads of departments. The general conclusion is, then, that the deans of women of the twenty-three Texas Colleges studied are in most cases, ranked equal with the other members of the faculty.

Titles. The titles of those serving as deans are many, and in several instances show something of the duties the dean performs aside from serving as dean.

As will be seen from Table V, the title "Dean of Women" appears more times than any other. All except two of the deans actually have the words "Dean of Women" in their title though eight of these have something

additional to their title. The term "Adviser to Women" is used only one time.

TABLE V

TITLES OF DEANS OF WOMEN IN TEXAS

Title	Frequency
Dean of Women	13
Dean of Women and Professor of English	2
Dean of Women and Professor of Spanish	2
Dean of Women and Associate Professor of Classical Languages	1
Dean of Women and Registrar	1
Dean of Women and Head of Religious Education Department	1
Dean of Women and Head of Department of History	1
Adviser to Women	1
Title not given	1
Total	23

Previous Experience of the Deans. The time the deans studied have been in their present position varies from two to fifteen years. One has just been elected and is to resume her duties in the fall of this year. The average time the deans have spent in their present position is seven and six-tenths years.

A study of previous training of the deans shows that there were in schools or in the business world twenty-four (24)different types of experience by which these deans earned a livelihood for at least a year at a time. Three have had previous experience as deans in colleges with an average of three and two-thirds years' experience. One has been a dean in an academy for four years and one a dean in a Junior College for six years. One has been an Associate Dean for three years and three have had experience as assistants to deans. One served as academic dean in a junior college for three years. These ten are the only ones to have had any experience as dean or in a dean's office prior to appointment to their present position.

All except two deans have had some experience in teaching before going into the office as dean of women, one had spent five years in the commercial field and two years as a member of the Board of Religious Education of the Methodist Protestant Church, and the other had been secretary for an oil company for two years and a clerk in a bank for two years. Eighteen deans were selected from college faculties, and four were selected from positions in the public schools (two had had teaching experience only in the grade schools). Since all

TABLE VI

PREVIOUS EXPERIENCE OF DEANS

Position	Years of experience
Dean in College	2, 4, 5
Dean in Academy	4
Dean in Junior College	6
Associate Dean of Women	3
Assistant to Dean	1½, ½, 7
Academic Dean in Junior College	3
Social Director	1
Assistant Principal in High School	8
Teacher in Public School	26, 3, 1, 4, 5, 12, 6, 1, 2, 3, 5, 11, 1
Teacher in Private School	2
Academy Principal	4
College Professor	1, 6, 6, 2
College Instructor	3, 4, 1
Secretary to Oil Company	2
Clerk in Bank	2
Associate Librarian	11
Teaching and Director of Training School	14
County and Home Demonstration Agent	6
Commercial	5
Board of Religious Education of Methodist Protestant Church	2
Assistant Principal and Teacher of English	8
Secretary to Extension Department and Instructor of English, Extension Department	7

deans except two had been employed as teachers previous to their appointment as deans, it might be said that possibly the road to the deanship leads through experience in colleges and public schools as a teacher.

Summary. The training of the deans of women of Texas colleges has been varied and along many lines of interest. While only 30% of the deans have had a professional course related to the work of the deans, the academic training shows that a greater percentage of Texas deans hold degrees than do the deans of the Colleges and Universities and of the Normal Schools and Teachers Colleges of the United States.

The academic titles of the deans of women of Texas Colleges show that the deans are ranked equal with the other members of the faculties.

The average time the deans have spent in their present positions is seven and six-tenths (7.6) years. Previous to their appointment to their present positions, their experience shows that there were in schools or in the business world twenty-four different types of experience. Only two deans had had no experience in teaching.

From this study it would appear that there is no particular set outline which might be followed for the study and training which might be required of a

dean of women. The training and preparation of the twenty-three deans studied would not give any definite plan to follow in fitting oneself for the position of dean.

CHAPTER III

THE DUTIES OF THE DEAN OF WOMEN

A resumé of the variety and scope of training needed by a dean to prepare her for the performance of her grave responsibilities and varied duties has been admirably set forth by Ada L. Weckel.[16]

> A dean's job is just as big as she is. Her opportunities are limited only by herself, and consequently the broader her training and the more varied her experiences, the greater and better will be the service which she can render. Personally, I believe a dean is largely the result of her inheritance and early training. Much as professional training, which must necessarily come in the later years of her educational processes, may assist her, in itself it can not make a dean. Many of the qualities which make a good dean are acquired during her early formative years: tolerance, human understanding, broad sympathies, refinement, resourcefulness, judgment, an interest in girls as individuals, executive ability, and familiarity with customs of polite society. If to such a person is given broad general education, some professional training, some teaching experience, and as many varied life experiences as are consistent with her profession, then she should be prepared for the responsibilities which come to a dean..... A dean must be alert and awake to the needs of the individual before her."

A dean's training should give her information, materials, and methods which will help her to solve the

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16. Ada L. Weckel, "Professional Training of the Dean of Girls", National Association of Deans of Women, 1928, p. 86.

varied and perplexing problems which she will meet. The training should give her a broad outlook on life so that she may have some constructive policy for carrying on her three-fold duty.

A. ACADEMIC DUTIES

Academic duties of the deans of women include, according to Sturtevant and Hayes, teaching, programs for individual students, and making academic adjustments.[1]

Teaching. Among academic duites, teaching is an important function of a large percentage of the deans of women in Texas. Seventeen are actually engaged in classroom work. Ten subjects are represented. History, English, and Education lead the list with three each; Mathematics and Spanish rank second with two each; Expression, Home Economics, Bible, Religious Education, and Physical Education have one each.

Of the six deans of Texas who do not teach, one is Registrar and another is Assistant Librarian. This leaves four who act only in the capacity of Dean of Women. Of these, two have no degrees and two have M. A. degrees. All four of these are in first class Senior Colleges.

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1. Sturtevant and Hayes, Deans at Work, p. 2.

The average time for teaching is nine hours for the fall semester, nine hours for the spring semester, and nine hours for the summer school, with only twelve of the seventeen deans teaching in summer school. This average is slightly higher than that of the colleges and universities studied by Miss Jones. She found that the average was slightly over six hours per week.[2]

The dean should take an active part in teaching, thereby giving herself a chance to show that she is on an academic plane with the other members of the faculty and is their equal so far as scholarly equipment for teaching is concerned.[3] Moreover, she is thus furnished an opportunity to give her scholarly opinion in departmental matters and to show her love for learning in the classroom. Teaching also gives the dean an excellent contact with students, one she would not otherwise have. By serving as a teacher, the dean is somewhat relieved from her office work as well as receives some valuable contacts with faculty and students. It is well also for her to receive the additional academic and administrative viewpoint.

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2. Jones, Jane Louise, A Personnel Study of Deans of Women of Colleges and Universities, p. 37.
3. Sturtevant and Hayes, Deans at Work, pp. 233 and 234.

Though the dean should do some teaching, she should not do so much that it will be a burden and will keep her from performing her other duties and preparing the assignments for her classes.

Student Interviews. Sixteen deans interview students with regard to academic questions, six make academic adjustments for students who fail courses, and six have responsibility for discipline on academic matters.

Individual case study of those students who may be considered problems is an important and valuable part of the dean's work. She is very often able to assist the student in such a way as to make it possible for him to go on with his work and even to make a success of his undertakings.

> Numerous records are on file where a high school or college student's grade jumped from failure or just passing to that of excellent within a semester, simply because some understanding teacher, sponsor, or dean took time to help that student analyze himself and his problem.[4]

Seven deans have no academic duties; two of these are in junior colleges. This shows that 60% of the deans in junior colleges in Texas have academic duties, and that 72% of the deans in senior colleges in Texas have academic duties.

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4. Germane and Germane, Character Education, p. 110.

B. ADMINISTRATIVE DUTIES

The administrative duties of the deans of women include the following activities: granting excuses for absences, inspecting and approving the housing conditions of women students, supervising the health of the women students, approving and securing loans, caring for part-time employment, guiding the policy for curriculum making handling of disciplinary questions, interviewing students, faculty, and patrons, and keeping office records.

Granting excuses for absences. The handling of class absences may be considered an academic or an administrative duty. Only nineteen of the schools answered the question pertaining to granting excuses for class absences. In five instances, the duty is performed by some person other than the dean. Eight deans report that they give excuses for all absences, five report that they give excuses for special cases, and one reports that this is left to one of her assistants. This shows that fourteen out of the nineteen Texas deans (73%) answering this particular question handle the matter of giving excuses for absences. Forty-three and 9-tenths per cent of the deans of the colleges and universities treated in Miss Jones' study

have this responsibility.[1]

Inspecting and Approving the Housing Conditions of Women Students. A clean and pleasant environment is necessary in order that students may accomplish the work that is required of them in college. The surroundings of the women students are subject to the approval of the dean in many ways. Thirteen deans and four assistants to the deans of colleges in Texas inspect and approve the off-campus lodging houses of women students. In one school this is a duty of the president of the institution. Five deans, all of the smaller colleges, reply that this question does not arise on their campuses. This comes about because most of the students in these colleges are residing with their parents in the town in which the school is located. This study shows that 56% of the deans of Texas colleges have the duty of approving and inspecting off-campus homes for students while Miss Jones found that only 41% of the deans she studied in the colleges and universities have that duty.[2]

Five deans supervise housekeeping and seven assistants to the dean also supervise housekeeping.

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1. Jones, Jane Louise, A Personnel Study of the Deans of Women of Colleges and Universities, p. 172.
2. Ibid. p. 73.

In one school this duty is performed by the Home Economics Department. Three deans and three assistants supervise food provided by the college.

Two deans select the dormitory staffs, eight approve plans for dormitories for women, six approve purchase of equipment for dormitories for women, and one approves purchases for equipment of the social buildings. These duties are not so common to the deans of women as are many of the other duties investigated.

Supervising the Health of Women Students. The deans of women have many duties in connection with the health of women students and their physical surroundings.

> There is the constant connection between the dean of women and the health department whether that means college doctors, nurses, and clinical staff, or whether the department consists only of the physical education department and the college nurse.[3]

The actual supervision of the health of students and of health programs in schools is left almost entirely to the school physician, hospital, nurse, or physical education department; but in many instances the dean has general supervision of the whole health program of

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3. National Association of Deans of Women, 1931 Yearbook, p. 94.

the college students. In seven cases the deans of women give talks on health to students, and in four schools the dean secures speakers on health for the school. Six of the deans studied are members of a committee on health and two are unofficial advisers to the committee.

> Fortunately the subject of health is receiving much attention in our schools and colleges today. A generation ago virtually nothing was done to develop or to maintain desirable health habits. Today one of the seven cardinal objectives of education of education is physical efficiency. The whole education program from the kindergarten through the university keeps good health in mind. ..... Perhaps the most important contribution which has been made up to the present moment is the standardization of certain health requirements.[4]

Approving and Securing Loans. The question of loans is an important one in all schools. There are always students who have worked hard and who have made successful records in college, but who are unable, financially, to complete the work for the term or the year. These students are often worth helping both from the standpoint of the college and of the student. The dean seems to be the individual who would come into contact with the women students and be in a position both to know who

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4. Werner, Oscar Helmuth, Every College Student's Problems, p. 112.

deserves help and to negotiate the means of aid.

> There ought always to be in the hands of the dean of women certain money available for loan funds.[5]

There are eight Texas College which have committees on loan funds. In four cases, or 50%, the dean is a member of the committee and in one an ex-officio member, and in two cases she is chairman of a loan fund committee. In comparing this with the study made of college and universities by Miss Jones, it was found that a greater percentage of Texas deans serve on the committee for loans in those schools where there is a standing committee than in the colleges studied by Miss Jones.[6] There are only 28 per cent of them on the committees, whereas there are 50% of the Texas deans studied on the financial committees. Sturtevant and Hayes found in their study that 47% of the deans in teachers colleges serve on loan fund committees and that 36% of those in normal schools serve on these committees.[7]

Caring for Part-Time Employment. The question of part-time employment for those students who need some financial assistance to allow them to stay in school is an important one for the dean of women. Twelve deans of the twenty-three Texas deans studied (47.8%)

5. Mathews, Lois Kimball, The Dean of Women, p. 97.
6. Jones, Jane Louise, op. cit., p. 65.
7. Sturtevant and Hayes, op. cit., p. 34.

supervise the securing of employment, and the assignment of positions to students. This takes a great deal of understanding and knowledge of the economic situation and of the qualifications needed for individuals to fit into certain positions. The dean must be able to select the students who she feels may be able to take care of certain types of work, and who she feels will fit into the general scheme of that work. There is the employer to be considered and he must be satisfied. When the employer or the student is not satisfied with the work that is being turned out, the dean is often called upon to adjust the matter. Very often there is the question of how much work might be expected for the remuneration which the student receives. All of these questions certainly are to be settled and if the dean is to settle them, she must have full knowledge of the situation as well as an understanding of psychology.

Guiding the Policy of Curriculum Making. The study of the deans of Texas shows that only three deans (13%) are members of the curriculum committees. In most instances, this duty is left to the academic dean of the college, the registrar, and the president. Miss Jones' study shows that 24.3% of the deans of the colleges and universities she studied assist in guiding the policy of curriculum making.[8]

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8. Jones, Jane Louise, op. cit., p. 71

In view of the various contacts the dean of women has with the women students on the campus, it seems that she would be in a position to know about the curriculum which would fit into the needs of the women students.

> A voice in the making of the curriculum must be given the dean since she has a clearer vision of the adaptation to women of a curriculum in a co-educational institution.[9]

The study of the deans of Texas, as well as Miss Jones' study of colleges and universities, shows that the dean of women should, then, be given more power in regard to the curriculum making for women students.

Handling of Disciplinary Questions. Disciplinary questions concerning students are taken care of by the dean in more than half the schools studied. Seventeen deans have charge of this duty and thirteen deans are members of the disciplinary committee in those schools where there is such a committee. Six deans failed to answer this question. But even with those omissions, the percentage of deans in Texas who have charge of disciplinary matters for non-academic misdemeanors is 74%. Miss Jones found that 81% of the deans she studied are responsible for the discipline in non-academic

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9. National Association of Deans of Women, 1931 Yearbook, p. 93.

matters.

Interviewing Students, Faculty, and Patrons. The deans of women have many conferences with individual students, faculty members, and patrons.

> Reports from faculty on the work of a student is the surest way of checking on the student who is wasting time, who is overdoing, and who is making a brilliant success.[10]

The dean spends a great deal of her time on interviews. The data collected on the Texas deans show that she estimates her time spent on interviews as follows:

TABLE VI

TIME SPENT ON INTERVIEWS BY TEXAS DEANS

Deans Replying	AVERAGE TIME SPENT ON INTERVIEWS PER WEEK WITH			
	Students	Faculty	Landladies	Others
18	14 hours			
15		2hrs. 40 m.		
9			4hrs. 30 m.	
10				4 hrs. 5 m.

These conferences concern questions on academic matters, all the problems concerned with the administrative duties of the dean of women, and the social duties

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10. National Association of Deans of Women, 1931 Yearbook, p. 95.

of the dean. In fact, the conferences may be concerned with any question which an individual may care to take to the dean or any question which the dean may wish to discuss with groups, committees, or individuals.

Keeping of Office Records. The records kept in the office of the dean or in other offices accessible to the dean are listed below.

TABLE VII

VARIETIES OF OFFICE RECORDS KEPT BY TEXAS DEANS

Types of Records	For every women student in Dean's office	Special cases in Dean's office	In other offices accessible to Dean
Information about parents	16	4	7
Secondary school record	3	2	10
College residence	15	2	4
College honors	7	1	7
Score on mental tests	4	2	7
Scholarships	7	1	1
Loans	5	3	9
College health record	4	2	9
Times disciplined	12	2	2
Scholastic standing	11	2	7
College activities	13	1	4
Vocational interest	5	2	3
Employment during college	13	2	6
Employment after college			3

One dean stated that she did not keep any records in her office and two deans failed to answer the question.

Sixteen deans keep in their offices the information concerning the parents of the individual students. More deans keep this record than any other type of record which is kept in their offices. It also ranks highest in the case of special records being kept in the office of the dean of women.

Secondary school records are kept in offices accessible to the dean in ten instances while in only three cases is this record kept in the dean's office for all women students.

In two cases, the dean keeps the college residence of women only in special cases while she keeps this record on all women in fifteen school cases. In four other instances the record is kept in offices accessible to the dean.

The records for college activities of women and for employment of women while they are in college is kept by thirteen deans. The number of times disciplined and the scholastic standing of the women students are kept in the offices of twelve and eleven deans respectively.

The secondary school records are kept in other offices accessible to the dean more times than in any other cases, while it is kept in the office of the dean in only three cases.

Of the twenty-one deans answering the questions concerning the keeping of office records, twenty keep some records

on various phases of a student's college life. Of the Texas deans answering the questions pertaining to college records, 95.2% keep in their offices some record of the college students.

C. SOCIAL DUTIES

The social duties of the deans include supervision of extra-curricular activities and of the social calendar, approving the chaperons and acting as chaperons for social affairs, and personal contacts with students, faculty, parents, and community.

A dean of women has a very broad field to cover in the performance of the social duties she acquires upon her selection as dean. It is, therefore, very important that the dean be prepared to meet groups and individuals in the many problems which she will have to face. Her training as a member of society and her ability to meet people in such a way as to make them feel in her kindness, sympathy, wide information, and genuine interest in humanity and the well-being of her fellowman will give her a place of recognition in any group of which she is a member. The dean is looked to for guidance and for example by both students and faculty, and consequently, must have a charm of manner which will be worthy of recognition. More than that, she should be an individual whose interests are varied in

scope and content in such a way as to meet the needs of the students. This requires a social program which will guide the student life just enough that the students may carry on their own educational program. This educational program may have many aims and these aims may be carried out through the extra-curricular activities of the school. A plan based upon the following general conceptions recognizes the purpose and place of the extra-curricular program as an organic part of the schools.

1. It endeavors to promote those activities which are fundamentally educational in so far as they help the student to achieve personality and social progress.
2. The activities are those in which the student chooses to participate because of his interest in the affairs of a student world.
3. The activities are such as will meet the varied and changing interests of boys and girls; therefore, the program is varied as to content, flexible as to organization, and permits growth of individuals and of groups in meeting social situations.
4. Since activities are educational, they should be available to all students who are interested and who desire to participate. The degree of participation for any individual is a matter of guidance for that particular person.
5. Since they should be universal in value and appeal, they require time and place in the school program and the adequate guidance of interested and trained teachers.
6. Teaching in the social program is in itself a skill and an art; the "fine art of human relationships" requires teaching technique quite as much as does the best classroom procedure.

7. Objectives, purposes, and plans are as essential in the social program as in the academic curriculum.[1]

This plan for supervision may be carried on through campus organizations. First, there are those large open organizations which serve for the interest of the student group and the welfare of the college; second, there are those social groups whose interest are primarily for sponsoring the social life of those within the group; and third, there are other groups which may include any club or society on the campus.

Student Associations. The Student Government Associations and the Association of Women Students are the first groups to be considered. These groups include as their members all students registered on the campus. The data collected for this study of the deans of Texas show that eleven deans work intimately with student Government Associations, that in three instances the work is a duty of the deans' assistants, that in one case, the president and the dean perform the duty, that two other deans serve as unofficial advisers, and that in two cases there is no Student Government Association on the campus. Five deans did not answer the question. This survey then shows that majority of the deans from the twenty-three studied have an important place in

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1. Sturtevant and Hayes, Deans at Work, p. 127.

student affairs through the direction of the Student Government Associations.

The data compiled on the Association of Women Students show that there are fifteen deans who work intimately with the associations; that in two cases the work is done by the deans' assistants; and that on two campuses, they do not have an Association of Women Students. Thus, we see that from the nineteen answers to this question, seventeen deans work with the association.

The dean directs the second group of campus organizations through the inter-club councils, or Panhellenic. Of the sixteen deans who answered the question regarding social clubs, five stated there were no organizations on their campuses. Eight of the deans direct the activities through the councils, one through the councils and club sponsors, one through an assistant in her office, and in one instance, the social clubs are guided by a faculty committee of which the dean of women is chairman.

> The sponsors of student activities form a group of the faculty that works with the dean in developping a fine program of extra-curricular activities.[2]

In a study of the general extra-curricular organizations the third group, eighteen deans (81%) stated that they supervise these organizations. Miss Jones found that two-thirds of the deans she studied in

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2. Johnson, Mary Hooker, The Dean in the High School, p. 24.

Colleges and Universities supervise the extra-curricular organizations.[3] In four instances of the deans studied in Texas colleges, the duty falls to another member of the faculty. Sixteen schools have a standing faculty committee for student activities. In nine instances the dean is a member, and three times she serves as chairman. Again the conclusion is that the dean of women guides the social activities of the campus.

Social Calendar. The supervision of the social calendar is another social function performed by the dean of women. Twenty-one Texas deans are responsible for the calendar; in one school it becomes the registrar's duty; and in one other the duty of the Associate Dean.

Chaperoning Social Affairs. Approval of chaperons for social affairs is the duty of the deans in twenty schools and the duty of an assistant in three schools. In thirteen schools (or 56%) the dean personally chaperons these social affairs. Miss Jones found in her study of deans of colleges and universities that 53% of the deans performed the duty of chaperoning.[4] Mrs. Mathews said, "She must be present when possible at student functions - but as a guest of honor, not as a chaperon."[5]

The study of the deans of Texas and the study made

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3. Jones, Jane Louise, A Personnel Study of the Deans of Colleges and Universities, p. 65.
4. Ibid., p. 79.
5. Mathews, Lois Kimball, The Dean of Women, p. 37.

by Miss Jones on colleges and universities show definitely that in more than one-half the cases, the dean serves as a chaperon rather than as a guest of honor, as Mrs. Mathews would have her.

Personal Contacts. Personal contacts with students, faculty, parents, and community make up a social duty performed by at least fifteen of the twenty-three deans. All of the deans interview students about their individual problems. Interviews are more fully discussed on page 30, under the head of administrative duties.

D. PROPORTION OF TIME

The answers from the questions, "Which three duties take the greatest proportion of your time?" and "Which three duties take the greatest proportion of the time of your assistants?" are tabulated in Table VIII.

Only one dean has indicated that serving as hostess of a dormitory is one of the three duties which takes the greatest proportion of her time, and it is listed only once for an assistant. Supervision of the school calendar is the only other duty which is listed only once as taking a great proportion of the time of a dean. It was not at all listed for the assistants to the dean.

Disciplinary duties, supervision of extra-curricular activities, and office work are listed as appearing twice each as duties of the dean. In one instance the

assistant to the dean spends a great deal of her time in supervision of extra-curricular activities, but none of the assistants spend as much time on the calendar as on other duties. Three assistants have "office work" listed as one of the three duties which take the greatest amount of their time.

TABLE VIII

PROPORTION OF TIME SPENT ON VARIOUS DUTIES

Duties	Frequency	
	DEAN	ASSISTANT
Interviews	15	6
College socials - directing and attending	12	6
Supervision of boarding houses	7	2
Teaching	6	2
Committee work	3	1
Religious program	3	1
Discipline	2	1
Extra-curricular activities	2	1
Office work	2	3
Calendar	1	
Hostess of dormitory	1	1
Employment		2
Health		1

Three deans have listed "supervision of religious program" and "committee" as duties which take a great amount of their time. Each of these duties has received one mention from the assistants of the dean.

Six deans and two assistants state that "teaching" is one of the duties of the dean which require the greatest amount of their time. Seven deans state that "supervision of housing" is one of the three duties which require the greatest proportion of their time. In two cases the deans state that "teaching" is one of the duties which require the greatest ratio of the time of their assistants.

The matter of directing and attending college socials has been mentioned by twelve deans as requiring a great deal of their time. This also is listed as one of the three duties of the assistants which take a great deal of the time of six of the assistants.

"Interviews" heads the list as being one of the duties which take the greatest proportion of fifteen deans and of six assistants to the deans.

Summary. The duties of the dean of women are threefold: academic, administrative, and social.

Teaching is possibly the most important academic duty performed by the dean. At least, it is the one duty performed by her which requires more time than her other duties. There are only six deans of Texas who

do not teach. Of these one acts as registrar and one as assistant librarian. The average teaching time is nine hours per week which is higher by three hours per week than the time spent in teaching by the deans of the colleges and universities, as recorded by Miss Jones. Another important academic duty is that of interviewing individuals with regard to academic questions. There are only seven deans of the twenty-three studied who have no academic duties.

The dean has as one of her administrative duties the task of seeing that the physical and social surroundings of the students are such that they will make for the best work of which the student is capable. The dean assists the students in solving their problems whether they are economic, academic, or any other which a college student may have.

The social duties of the dean include all those questions which arise with regard to the extra-curricular activities on a college campus.

A study of the proportion of time spent on the various duties of the deans of women of Texas colleges shows that interviews, directing and attending social affirs, and supervising the boarding houses of women students require more time than any other of their duties.

CHAPTER IV

FINDINGS

1. The training of the deans of women of Texas Colleges has been varied, including the earning of degrees, the acquiring of academic honors, travel, and previous academic and industrial experience.

2. The percentage of degrees earned by the deans of women in Texas Colleges is higher by 1% than that of the deans of women in the Colleges and Universities of the United States, and 4% higher than that of the deans in the Teachers Colleges and Normal Schools in the United States.

3. Nineteen of the deans studied have academic rank, ranging from that of instructor to that of progessor; and four of them have no academic ranking. Fourteen of the deans are ranked as associate professor and professor; five of them are acting as heads of departments.

4. The deans duties cover a wide field and demand from her much training, personality, and resourcefulness. These duties are classified as academic, administrative, and social.

5. The academic duties include teaching, programs for individual students and academic adjustments.

6. Among the dean's administrative duties are granting of excuses for absences, superintending housing for

women students, supervising health of women students, and assisting students to solve their problems whether economic, academic, or any other, carrying on relations with the faculty, and keeping office records.

7. The social duties of the deans of women include the supervision of all extra-curricular activities.

8. The dean spends more time on interviews than on any other part of her work; directing and attending social affairs rank second.

9. A theoretically perfect dean must have a working knowledge of all problems of college girls:

(a) She must know human nature.

(b) She must know customs in etiquette.

(c) She must know something of sociology and economics.

(d) She must understand the academic and administrative problems of college in general.

(e) She must be tactful.

(f) She must have sympathy so that knowledge plus sympathy will give her judgment in rendering just decidions.

10. Any knowledge whether acquired by training or experience will prove useful in solving the problems of the dean.

Lubbock, Texas
May 12, 1933

To the Deans of Women of Texas Colleges:

In collecting material for my Master's thesis- The Training and Duties of the Deans of Women of Texas Colleges- I find my self dependent upon your kindness for furnishing me with the information I need. I am asking that you fill in the questionnaire which is inclosed and return it to me. I have tried to arrange it so that your part will be merely a matter of checking.

I shall very much appreciate any cooperation or assistance you may give me in this project.

Cordially yours,

Sylva Wilson

R. W. Evans

Supervisor of Investigation

APPENDIX A

Upon this page and the following five pages will be found copies of the letter and questionnaire sent to the deans of all Texas colleges.

Name of Institution_____ Location _____

Name of Dean _____ Exact Title_____

I. Degrees: (underline) A.B. , A.M., Ph.D., Any Other?_____

II. Academic Honors: (Underline) Phi Beta Kappa, Sigma Xi,
Name any Fellowships -
Name any Scholarships -
Name any other honorary degrees -

III. Professional Training:
Did you ever take a professional course preparing for the work of dean? _____ Where?_____ When? _____

IV. Travel: What foreign travel have you had?

V. Teaching:
a. Do you teach in addition to acting as dean? _____ If so, what subject? _____ How many hours a week?
First semester_____
Second Semester_____
In the summer_____

b. If you teach, underline your official academic rank:
Instructor, Assistant Professor, Associate Professor, Professor.

If any other, please indicate.

VI. Do you, in addition to acting as dean, perform any other important function, as that of Librarian, Registrar, Head of Placement,

Head of a Department, or some other?_____

VII. Experience:
a. How many years have you held your present position in the institution where you now are?_____
b. How many years before taking your present position were you
Dean of Women in College _____ Normal _____ High School____

Assistant Dean in College _____ Normal _____ High School____

Assistant to Dean in College _____ Normal _____ High School___

c. In what occupations (if teaching, tell type) prior to becomming a Dean of Women, did you earn your living for at least a year at a time?

Kind of work	Time
_____	_____
_____	_____
_____	_____

VIII. Standing Faculty Committees:

Committee	Is there one?	Are you a member?	Ex-officio member?	Chairman	Unofficial adviser?
1. Academic					
2. Admissions					
3. Curriculum					
4. Degrees.....					
5. Discipline.....					
6. Finance or budget.....					
7. Health.....					
8. Housing of students....					
9. Loans.....					
10. Scholarships.....					
11. Student Activities.....					
12. Others					

IX. Public Speaking? Estimate as best you can the average number of speeches per week including formal and informal, off-campus and on-campus, that you make during the college year, as 1 a week, 5 a week.

X. Interviews: Estimate as best you can the average number of hours per week given by you and your office assistants to interviews: With Students_____ With Faculty_____ With Landladies _____. With Others_____.

XI. Duties:

Duties in connection with health	Do you as dean?	Does one of your assistants?	If not, who does?
1. Supervise food provided by the college.....			
2. Supervise housekeeping.....			
3. Supervise the infirmary.....			
4. Give talks on health.....			
5. Secure speakers on health.....			
6. Initiate health projects			
7. Inspect and approve off-campus lodging houses.....			

ge 3. (Duties continued)

Social duties	Do you as dean?	Does one of your assistants?	If not, who does?
1. Work intimately with student government.....			
2. Work intimately with Association of Women Students.....			
3. Advise with Panhellenic or other councils for social clubs.			
4. Supervise in general extra-curricular activities.....			
5. Supervise the social calendar...			
6. Approve chaperons for parties...			
7. Personally chaperon parties.....			
8. Have charge of discipline in regard to non-academic matters..			
9. Interview students in regard to their individual problems.....			
10. Entertain many college visitors.			
11. Entertain many students.....			
Academic Duties			
1. Determine admissions.....			
2. Have chief responsibility in regard to entrance examinations..			
3. Guide policy in regard to curriculum.....			
4. Supervise catalogue.....			
5. Make academic adjustments for students who fail courses.....			
6. Have interviews with students on academic questions.....			
6. Administer student loans.....			
7. Have responsibility for discipline on academic matters.....			
8. Give excuses for absences - all. special....			

(Duties continued)

Duties in connection with vocational guidance	Do you as dean?	Does one of your assistants?	If not, who does?
1. Give vocational information.....			
2. Secure persons who give vocational information.....			
3. Systematically advise students in regard to vocations.....			
4. Have charge of part-time employment.....			
5. Have charge of permanent employment.....			
Administrative Duties			
1. Select members of college staff..			
2. Approve selection of staff like registrar, librarian, etc.....			
3. Selection of members of faculty..			
4. Approve selection of faculty.....			
5. Conduct faculty meetings.....			
6. Approve plans for dormitories for women.....			
7. Approve purchase of equipment for dormitories for women.....			
8. Approve purchases of equipment for other buildings of college.....			
9. Meet regularly with the trustees of the college.....			
10. Interview the faculty on educational policies.....			
11. Raise money for the college.....			
Duties in connection with religion			
1. Plan chapel exercises.....			
2. Regularly lead chapel exercises..			
3. Regularly attend chapel.....			
4. supervise religious activities...			

Office Records	For every woman student in Dean's Office	Special cases in Dean's Office	In other offices accessible to the Dean
1. Information about parents.			
2. Secondary school record.			
3. College residence.			
4. College honors.			
5. Score on mental tests.			
6. Scholarships.			
7. Loans.			
8. College health record.			
9. Times disciplined.			
10. Scholastic standing.			
11. College activities.			
12. Vocational interest.			
13. Employment during college.			
14. Employment after college.			

15. What other records do you keep in your office?

XII. Kindly list below other important duties you perform which have not been included in this information sheet.

a. From all the duties listed, which three take the greatest proportion of your time?

b. Which three duties take the greatest proportion of the time of your assistants?

TEXAS TECHNOLOGICAL COLLEGE LIBRARY
LUBBOCK, TEXAS

APPENDIX B

A complete list of all Texas colleges as given by the directory of the American Association of Registrars.

Senior Colleges

First Class

Abilene Christian College, Abilene

A & M College, College Station

Austin College, Sherman

Baylor College, Belton

Baylor University, Waco

College of Industrial Arts, Denton

Daniel Baker College, Brownwood

East Texas State Teachers College, Commerce

Howard Payne College, Brownwood

Incarnate Word College, San Antonio

McMurry College, Abilene

North Texas State Teachers College, Denton

Our Lady of the Lake College, San Antonio

Rice Institute, Houston

St. Edwards University, Austin

St. Mary's University, San Antonio

Sam Houston State Teachers College, Huntsville

Simmons University, Abilene

South Texas State Teachers College, Kingsville

Southern Methodist University, Dallas

Southwest Texas State Teachers College, San Marcos

Southwestern University, Georgetown

Stephen F. Austin State Teachers College, Nacogdoches

Sul Ross State Teachers College, Alpine

Texas Christian University, Fort Worth

Texas Technological College, Lubbock

Texas Woman's College, Fort Worth

Trinity University, Waxahachie

West Texas State Teachers College, Canyon

Junior Colleges

First Class

Amarillo Junior College, Amarillo

Blinn Memorial College, Brenham

Brownsville Junior College, Brownsville

Burleson College, Greenville

Clarendon Junior College, Clarendon

Clifton College, Clifton

College of Marshall, Marshall

Decatur Baptist College, Decatur

Edinburg Junior College, Edinburg

Gainesville Junior College, Gainesville

Hillsboro Junior College, Hillsboro

Houston Junior College, Houston

Jacksonville College, Jacksonville

John Tarleton Agricultural College, Stephenville

Kidd-Key College and Conservatory, Sherman

Lon Morris College, Jacksonville

Lutheran Junior College, Seguin

North Texas Agricultural College, Arlington

Paris Junior College, Paris

Randolph College, Cisco

San Angelo Junior College, San Angelo

San Antonio Junior College, San Antonio

Schreiner Institute, Kerrville

South Park Junior College, Beaumont

Temple Junior College, Temple

Texarkana Junior College, Texarkana

Texas Militayy College, Terrell

Thorp Spring Christian College, Terrell

Tyler Junior College, Tyler

Victoria Junior College, Victoria

Wayland College, Plainview

Weatherford College, Weatherford

Wesley College, Greenville

Westminster College, Tehuacana

Westmoorland College, San Antonio

Wichita Falls Junior College, Wichita Falls

Junior Colleges

Second Class

Ranger Junior College, Ranger

APPENDIX C

CLASSIFICATION OF THE COLLEGES STUDIED

State University (1)

University of Texas, Austin

Senior Colleges - First Class

State Supported (9)

College of Industrial Arts, Denton

East Texas State Teachers College, Commerce

North Texas State Teachers College, Denton

Sam Houston State Teachers College, Huntsville

Southwest TexasState Teachers College, San Marcos

Stephen F. Austin State Teachers College, Nacogdoches

Sul Ross State Teachers College, Alpine

Texas Technological College, Lubbock

West Texas State Teachers College, Canyon

Church Supported (7)

Abilene Christian College, Abilene

Baylor College, Belton

Incarnate Word College, San Antonio

McMurry College, Abilene

Southwestern University, Georgetown

Texas Christian University, Fort Worth

Trinity University, Waxahachie

Privately Endowed (1)

Rice Institute

Junior Colleges - First Class

State Supported (1)

North Texas Agricultural College, Arlington

Municipally Supported (3)

Houston Junior College, Houston

Tyler Junior College, Tyler

Weatherford Junior College, Weatherford

Church Supported (1)

Westminister Junior College, Tehuacana

APPENDIX D

A list of all the colleges answering, together with the names of their deans of women.

College	Dean
Abilene Christian College	Elizabeth Nelson
Baylor College	Marion E. Grant
College of Industrial Arts	Estrella G. Hefley
East Texas State Teachers College	Julia B. Hubbell
Houston Junior College	Pearl C. Bender
Incarnate Word College	Sister Mary
McMurry College	Mrs. A. B. Estes
North Texas Agricultural College	Ima Lipscomb
North Texas State Teachers College	Edith L. Clark
Rice Institute	Sarah L. Lane
Sam Houston State Teachers College	Jessie Newell
Southwest Texas State Teachers College	Mary C. Brogdon
Southwestern University	Laura Kuykendall
Stephen F. Austin State Teachers College	Ruth Mays
Sul Ross State Teachers College	Alice E. Cowan
Texas Christian University	Mrs. Sadie T. Beckham
Texas Technological College	Mary W. Doak
Texas University	Ruby R. Terrill
Trinity University	Mrs. Maude B. Davis
Tyler Junior College	Mary Henderson
Weatherford Junior College	Martha S. Bridges
Westminister Junior College	Bettie S. Brittingham
West Texas State Teachers College	Mrs. Geraldine Green

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