A STUDY OF THE DUTIES OF THE DEANS OF WOMEN IN THE
SEVEN STATE TEACHERS COLLEGES OF TEXAS

APPROVED:

Byron L. Newton
Major Professor

James F. Webb
Minor Professor

O.P. Hamby
Dean of the School Business Administration

Jack Johnson
Dean of the Graduate Division
A STUDY OF THE DUTIES OF THE DEANS OF WOMEN IN THE
SEVEN STATE TEACHERS COLLEGES OF TEXAS

THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

Master of Science

By

Nora Jane Greer
149316
Gainesville, Texas
August, 1947
### TABLE OF CONTENTS

**LIST OF TABLES** .................................................. V

**Chapter**

**I. INTRODUCTION** .............................................. 1

- Background
- Statement of the Problem
- Purpose of the Study
- Limitations of the Study
- Sources of Data
- Importance of the Study
- Related Studies
- Method of Procedure

**II. EDUCATIONAL BACKGROUND AND TRAINING OF DEANS OF WOMEN** ................................. 14

- Educational History
- Previous Experiences of the Deans
- Salaries of the Deans of Women
- Summary

**III. PUBLIC RELATIONS WORK OF DEANS OF WOMEN** ................................................ 23

- Organizations
- Speaking Engagements
- Summary

**IV. PERSONNEL AND EQUIPMENT IN THE OFFICES OF DEANS OF WOMEN** ............................ 29

- Personnel
- Offices and Equipment
- Summary

**V. ANALYSIS OF THE DUTIES PERFORMED BY DEANS OF WOMEN** .................................... 34

- Additional Duties of the Dean
- Social Duties of the Dean
- Duties Performed by the Majority of Deans
- Duties Consuming the Largest Amount of the Deans' Total Time

---

III
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. ANALYSIS OF THE DUTIES PERFORMED BY DEANS OF WOMEN</td>
<td>34</td>
</tr>
<tr>
<td>Night Work Done by Deans</td>
<td></td>
</tr>
<tr>
<td>Office Hours and Duties Relating to the Office</td>
<td></td>
</tr>
<tr>
<td>Other Persons' Evaluation of the Dean's Work</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>VI. PROFESSIONAL SATISFACTIONS AND PROBLEMS OF THE POSITION OF DEAN OF WOMEN</td>
<td>61</td>
</tr>
<tr>
<td>Professional Satisfactions</td>
<td></td>
</tr>
<tr>
<td>Problems of the Position</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>VII. SUMMARY</td>
<td>65</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>68</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>94</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Names and Locations of the Seven State Teachers Colleges of Texas</td>
<td>3</td>
</tr>
<tr>
<td>2. Degrees Held by Deans of Women in the Seven State Teachers Colleges of Texas</td>
<td>15</td>
</tr>
<tr>
<td>3. Tenure of Deans of Women in the State Teachers Colleges of Texas</td>
<td>20</td>
</tr>
<tr>
<td>4. Educational Background, Years of Experience of Deans of Women and the Enrollment of Girls for the Teachers Colleges of Texas</td>
<td>22</td>
</tr>
<tr>
<td>5. Organizations in Which Deans of Women of the Teachers Colleges of Texas are Members</td>
<td>24</td>
</tr>
<tr>
<td>6. Office Personnel of the Deans of Women in the Teachers Colleges of Texas</td>
<td>30</td>
</tr>
<tr>
<td>7. Office Space and Equipment of the Deans of Women in the Teachers Colleges of Texas</td>
<td>31</td>
</tr>
<tr>
<td>8. Subjects Taught by Deans of Women and the Number of Clock Hours of Teaching 1946-47</td>
<td>36</td>
</tr>
<tr>
<td>9. Dormitory Duties of Deans of Women</td>
<td>40</td>
</tr>
<tr>
<td>10. General Social Duties of Deans of Women</td>
<td>43</td>
</tr>
<tr>
<td>11. Duties Performed by Deans of Women</td>
<td>47</td>
</tr>
<tr>
<td>12. Duties Consuming the Largest Amount of the Deans Total Time</td>
<td>49</td>
</tr>
<tr>
<td>13. Time Spent in Performing General Types of Activities by Deans of Women For Two Days During a Summer Session</td>
<td>54</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

In the State of Texas there are seven teachers colleges enrolling, during the regular session of 1946-47, approximately 4,709 girls, all of whom must be dealt with as individuals and helped to develop in character, health, manners, vocational plans, religion, and social attitudes of a good citizen, as well as their educational plans.

We have not to train up a soul nor yet a body, but a man, and you can not divide him.

—Montaigne.

This new aspect of education is influencing the position of the Dean of Women. Today, the idea that the Dean of Women is a policewoman is fast disappearing. In her place we find women who possess and practice humaneness and understanding that invite the confidence of students.

Students feel that the "successful" dean is "all round" in her experiences, progressive in her attitude toward present-day problems, and balanced in her judgment; that she knows the principles of good counseling and is skilled in this art; and that she leads indirectly and rarely dominates.¹

¹Eunice Atcherson, The Effective Dean of Women, p. 64.
Frequently, you will hear on a college campus, "The Dean of Women? Oh, she's a swell guy!" 2

Statement of the Problem

The problem undertaken is a study of the duties of the deans of women in the seven state teachers colleges of Texas, their relationship to other members of the faculty, and special problems with which they are confronted. The study also includes a discussion of routine office duties, dormitory duties, public relations work, academic teaching, social duties, and the main professional satisfactions of the position.

Purpose of the Study

The purpose of this study is to find what duties are being performed by the deans of women in the seven state teachers colleges of Texas, and to determine the educational qualifications, the experience, and the training which they have had which enable them to meet their varied problems.

It is also the purpose of the writer to compile data showing each dean the similarity of her duties to those being performed by her colleagues. As far as the writer knows, this is the first attempt to make a study of the duties of the deans of women in the seven state teachers colleges of Texas.

---

Limitations of the Study

This is a complete study of the duties of the deans of women in the seven state teachers colleges of Texas. There are many other deans doing excellent work in other colleges and universities, but the writer has limited this study to the seven state teachers colleges of Texas because a study of the similarity of the duties performed by these deans should be of more value if it includes only those who work under similar conditions. Also, it seems in view of requests from deans and other interested persons for information concerning the functions of the deans of women in teachers colleges of Texas, that it would be more profitable to make an intensive study of these seven deans rather than to duplicate the method or scope of other studies which covered a large and varied group of high schools and institutions of higher education.

Geographically, the study includes all sections of Texas.

TABLE 1

NAMES AND LOCATIONS OF SEVEN STATE TEACHERS COLLEGES
OF TEXAS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Texas State Teachers College</td>
<td>Commerce, Texas</td>
</tr>
<tr>
<td>North Texas State Teachers College</td>
<td>Denton, Texas</td>
</tr>
<tr>
<td>Sam Houston State Teachers College</td>
<td>Huntsville, Texas</td>
</tr>
<tr>
<td>Southwest Texas State Teachers College</td>
<td>San Marcos, Texas</td>
</tr>
<tr>
<td>Stephen F. Austin State Teachers College</td>
<td>Macagdoches, Texas</td>
</tr>
<tr>
<td>Sul Ross State Teachers College</td>
<td>Alpine, Texas</td>
</tr>
<tr>
<td>West Texas State Teachers College</td>
<td>Canyon, Texas</td>
</tr>
</tbody>
</table>
Table 1 shows the locations of each of the seven state teachers colleges of Texas which are included in this survey.

Sources of Data

Data used in this thesis were obtained from three sources: (1) documentary references: i.e., books and magazine articles; (2) a questionnaire (Appendix I) sent to deans of women in the seven state teachers colleges of Texas; and (3) information secured from the secretaries of the deans of women in answer to letters (Appendix II) sent to them.

Importance of the Study

This study should be helpful to any person interested in the work of the dean of women, to an individual interested in entering this vocational field, to any college president interested in evaluating the work of the dean of his college, to deans in-service eager to know the status and functions of deans of women in the seven state teachers colleges of Texas, and to instructors conducting professional courses in guidance and counseling.

Related Studies

Published material on the work of deans of women is not extensive. One of the first comprehensive studies was completed in 1928 by Jane Louise Jones. Detailed information

---

3 Jane Louise Jones, A Personnel Study of Women Deans in Colleges and Universities.
was reported about educational preparation, salaries, and functions of deans of women in 263 colleges and universities.

Three techniques employed in this analysis were: the questionnaire, the interview, and the time study. Questionnaires were sent to college presidents, registrars, and deans of women. Twenty-four deans were selected to be interviewed and were chosen from colleges of various types, in various parts of the country, and of varying sizes. These interviews ranged from half an hour to two hours.

The time studies were minute, detailed studies covering the work of two deans of women for two weeks.

The results furnished by this investigation concerning the profession of dean of women were:

(1) The higher the academic rank of the institution, the more likely it was to have a dean of women.

(2) Women of good academic qualifications were appointed to these positions. Ninety-one per cent had Bachelor's degrees; fifty-seven per cent, Master's degrees; and fifteen per cent, the Doctor's degree. An intensive study of the institutions approved by the Association of American Universities showed that many deans had taken academic honors and had had the advantage of foreign travel. In that group a greater percentage of deans in the colleges for women had taken the Doctor's degree than had deans in coeducational institutions.

(3) Eight out of ten deans had been classroom teachers before appointment to deanship. Seventy per cent of the deans taught after appointment. The range was from one to thirty-two hours per week of teaching. Deans in colleges for women came to their deanships almost entirely from the teaching profession. Deans in coeducational institutions, though usually teachers sometimes came to the position with a background of other experiences; usually it was related to the interest of girls.
(4) Fifty per cent of all deans were appointed between the ages of twenty-eight and thirty-four years.

(5) In 107 institutions of highest rank, it was found most deans were unmarried. Most of them were without dependents.

(6) The majority were church members.

(7) Salaries ranged from $2,096 to $5,000, and the five factors that influenced salaries were:

(a) The higher the academic standing of an institution, the higher the dean's salary.

(b) The higher her academic training the higher her salary.

(c) Larger total enrollment of students meant higher salary for the dean.

(d) Larger enrollment of women in coeducational colleges meant higher salary for the dean.

(e) Salaries for deans in women's colleges tend to be higher than those in coeducational colleges.

(8) The duties of the deans seem to be expanding in scope and present indications point to a centralization of many functions in the office of the dean of women. Such duties as: counseling with students, taking part in interpretation to the public of the policies of the institution, vocational advice, residences for students, and student government are being performed by the deans of women.

(9) Advice to prospective deans from the facts assembled consisted of: a warning to these persons to be sure they have the temperament and inclination for the work; their personal attributes should be appraised; a liberal education which has direct bearing on the guidance of young women is necessary; graduate study in teaching subject of their major is essential; and graduate study should be followed by professional study for a deanship.

This study has been the basis for studies that followed in later years.
A companion study⁴ was completed in 1929 and presented the same information about deans of girls in one hundred selected high schools throughout the United States and thirty-nine high schools in the State of New York. Four techniques were used in this study; the questionnaire, the daily schedule, observation, and the case study.

The purpose of this study was to answer two groups of questions:

(1) Those dealing with the number of schools having deans of girls, their title, rank, method of appointment, experience and training, staff and equipment, and salaries they receive.

(2) Those relating to the duties of the deans of girls, their relationships to other members of the faculty and the special problems of their offices.⁵

The findings of this study were much the same as the findings of Jane Louise Jones. They were: salaries were based on enrollment, appointment to deanship was from the teaching faculty, and academic training was higher in the larger schools. Duties, however, were found to be different. Deans of girls in the one hundred high schools reported that informal contact with girls was the most common duty. Four other duties frequently performed by all deans in this study were:

(1) Interviewing girls who came voluntarily with study problems.

⁵Ibid., pp. 8-9.
(2) Discovering cases of dull girls unable to do high school work.

(3) Attending assembly periods.

(4) Discovering cases of girls having difficulty at home.

Ruth Strong made a study of seventy-two deans holding high school deanships who were members of the National Association of Deans of Women. The data for this study were obtained from three forms sent to each dean. The first form called for a detailed record of the dean's activities during one professional day. The second form called for checking of the functions they actually performed during the year, those they thought they ought to perform, and those that gave them the most satisfaction or dissatisfaction. The third gave the dean an opportunity to write fully about her job satisfactions, and the way in which she would like the position of dean of girls to develop.

The purpose of the study was to obtain a clearer picture of the position of deans of girls in high schools. This was accomplished by answering the following questions: What kind of work do deans do? How do they actually spend their time? And what kind of work do they think they ought to do? The results were found to be similar to those of an earlier study differing only in that the work had grown in scope.

---

Helen C. Noel completed a study\textsuperscript{7} in 1945 covering the duties of the deans of women in the Junior Colleges of California. The techniques used in this study to obtain data were the questionnaire and the interview. The summary of her study included the following broad phases of the dean's duties:

(1) Relationship with students.
(2) Student-faculty problems—disciplinary problems.
(3) Housing problems.
(4) Health of students.
(5) Conducting employment service for women students.
(6) Assisting with student loans and scholarships.
(7) Social guidance in problems of personal appearance, grooming, habits, and mannerisms.
(8) Acting as official hostess for the college and for the social functions of the student body.
(9) Character development through religious activities.
(10) Membership in civic and professional clubs.

In addition to these studies other extensive surveys of student personnel work in colleges and high schools increase the professional data. Among these is a study by Dorothy Stratton\textsuperscript{8} which presents a brief statement of what the dean of girls does.


\textsuperscript{8} Dorothy Stratton, "Interpretation of the Work of the Deans of Girls," \textit{Journal of the National Education Association}, XXIII (1934), 211-213.
Other surveys and studies have been made by single states which have not been published. Some of the state surveys have been reported in the state educational journals.

Method of Procedure

This study is based primarily upon information about the deans of women and their work from a detailed four-page questionnaire which was mailed to the deans of women in the seven state teachers colleges of Texas. From these there was a 100 per cent return.

In order to obtain a more complete picture of the duties of the deans, each was asked to keep a daily schedule of her activities for two days, preferably not consecutive. Five of the seven deans returned this schedule.

The limitations of the questionnaire as a method of securing data are well known. It is subject to inaccuracies in sampling, to misinterpretation of questions, to carelessness, and to bias introduced in wording of the questions. Some of these objections were partly overcome in this study. In the first place all questionnaires were returned, which eliminated sampling error. Second, the questionnaires were examined carefully and criticized before being mailed, and all questions not easily understood were eliminated. And third, the cooperation of the deans was secured to an unusual extent. Examples of this cooperation were shown in letters which accompanied the returned questionnaires. Statements such as the following
are illustrations: "My best wishes are with you, and I am surely interested in seeing a copy of your findings. I feel that it would be quite helpful to me in my work here." "Your thesis sounds most interesting, and I would appreciate knowing the outcome of your problem." "I shall appreciate having a copy of your study when you have finished it. If we can be of further service to you, please let me know."

With such cooperation, the investigator has every reason to expect a high degree of accuracy in answers to all questions. The results of the survey are tabulated and interpreted in Chapters II, III, IV, V, and VI. Chapter VII is a summary of the findings which shows the similarity of the duties and the professional qualifications of the deans in the seven state teachers colleges of Texas.

Chapter II is devoted to a discussion of the educational background and training of the deans. This is broken down into tables showing degrees held by each dean, her previous teaching experience, her previous experience as a dean, and the length of time she has been in her present position.

Chapter III contains a discussion of the public relations work done by the deans of women. Each dean contacted in the survey indicated this to be an important part of her work. Each listed numerous civic, social, and professional clubs of which she is a member. A majority are actively engaged in some phase of religious activity, and all spend some part
of their time speaking before civic and social groups. There are certain factors that condition the amount of speaking each dean does.

Questions relating to personnel, office, and office equipment covered in Chapter IV are: Do deans have private offices? What equipment do they have? What is the size of the office? And how much full-time and student help do they have?

Duties performed by the deans are tabulated and interpreted in Chapter V. These duties are classified as: academic work; dormitory duties; office duties; social duties; and general duties. A discussion of the daily schedules of five deans for two days is given to provide a clearer picture of a dean at work. Tables are used to show these duties, according to importance as indicated by a majority of the deans; time spent in performing these duties; and in some instances, a discussion of forms used in the office of the dean of women.

Chapter VI is a discussion of the professional satisfactions and problems of the position. This information is presented in a discussion which shows the individual dean's professional satisfactions. The problems are of three general types: local, lack of time for personal self, and problems of how to help the individual student.

The restatement of the problem, findings, and conclusions are given in Chapter VII. The writer makes no recommendations because the study is only an analysis of the duties of the
deans of women of the seven state teacher's colleges of Texas as reported by each dean.

In tabulating the results of the survey, when the answer to a question was not given, the item was not counted. Thus in each table the total represents the number of deans giving the answer.

A letter was sent to the secretary of each of the seven deans asking for detailed information of furniture in the offices of the dean and the reception rooms of the dormitories. She was also asked to send copies of the official forms used in the dean's office which would be helpful in interpreting questions included on the questionnaire. Replies were received from five of the seven letters sent. Each of the five secretaries was cooperative, and the information was complete. Forms used in the offices were also included in the material received from the secretaries. (Appendix III).

In addition to the above methods, in order to obtain a representative picture of a dean at work, a study of one dean's work was made through observation over a period of several days.
CHAPTER II

EDUCATIONAL BACKGROUND AND TRAINING OF
DEANS OF WOMEN

Academic training is, of course, only a part of the necessary preparation of a dean of women, as there are many elements which enter into the making of an efficient dean. Experience and education are two of these factors. Women planning to enter the vocation need to know the road successful deans in service have traveled in order to reach their present positions. College presidents are also interested in this information when they are confronted with the problem of selecting a dean of women. Question II of the questionnaire (Appendix I) was filled out by the seven deans and provides interesting information concerning the pre-service training and experiences of deans of women.

Education History

Preparation for the position of dean of women includes academic training which is represented in a general way by degrees held by the deans of women.

Academic degrees.--Table 2 shows the degrees held by the seven deans of women in the teachers colleges of Texas. Five of the seven deans indicated the kind of Bachelor's degree they held, but since all seven of these deans indicated they
### TABLE 2

**DEGREES HELD BY DEANS OF WOMEN IN THE SEVEN STATE TEACHERS COLLEGES OF TEXAS**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number of Persons Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td>B. A.</td>
<td>3</td>
</tr>
<tr>
<td>B. S.</td>
<td>2</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td></td>
</tr>
<tr>
<td>M. A.</td>
<td>6</td>
</tr>
<tr>
<td>M. S.</td>
<td>1</td>
</tr>
<tr>
<td>Doctor’s Degree</td>
<td>1</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>7</td>
</tr>
</tbody>
</table>

held the Master’s Degree, it is concluded that all hold the Bachelor’s degree. Of the seven deans reporting only one, at the present time, holds the Doctor’s degree.

Three deans indicated work toward their doctorate degree making the following comments: "All work for Ph.D. complete except dissertation on Discipline"; "Sixty hours additional work"; and "Thirty hours graduate work past the M.A. degree." The dean of women holding the Ph.D. Degree is dean of the largest of the state teachers colleges. This degree was obtained before her appointment to this position.

**Professional Courses.**—Five of the six regular deans (one dean is only acting dean) emphasized special courses they have taken in preparation for the position of dean of women. These courses include work in guidance and psychology, guidance and counseling for deans, student personnel administration, youth
guidance, institutional management, personnel administration, workshops for deans, and sociology. One dean spent two summers studying under Dean Sturtevant in the Deans of Women Department, Columbia University.

"A professional course, as everyone knows, does not make a successful dean; but added to desirable personal characteristics and experience, it should enable the dean to see her position 'steadily and whole,' and should give her knowledge of principles and procedures which she could not secure so easily and systematically in any other way." Professional courses should be especially interesting to a teacher who is to be appointed to a deanship, and to a dean in service who desires to keep abreast of new theories and technique developments in her field.

Special Knowledge.--In your work have you ever felt the need of some specific knowledge or technique? was asked on the questionnaire (Appendix I, Question IX). The replies that were given included five in the affirmative and one in the negative. The seventh dean did not answer.

Specific knowledge or techniques for which the deans felt a need vary according to the training of the dean. Two deans indicated need in techniques of counseling; the others expressed a desire for additional study in sociology, psychology, counseling students in need of mental hygiene, administrative

---

9Sarah M. Sturtevant and Ruth Strang, op. cit., p. 25.
techniques, and "to know in some cases whether or not one is wise to continue assisting in problems of a serious nature."

Another dean indicated a need for:

(1) Helping provide for each girl a situation in which she may find opportunity for her best development.

(2) Helping a girl solve her own problems in such a way that later in life she may be able to solve new problems as they arise.

(3) Wisdom.

(4) Experience.

Only one dean indicated as part of her educational background travel in foreign countries. However, there was not a specific question asked concerning travel of the deans as part of their educational background, therefore the travels of the other six deans are not known.

Previous Experiences of Deans

Teaching Experience.—For a position so vital to the welfare of the college as that of a dean of women, one might expect that previous teaching experience would be essential. The data secured in this study indicated that each had previous teaching experience on either the elementary, high school, or college level. Five of the seven reported having taught elementary work from one to ten years, and six reported having taught on the high school level. The length of their experience on the high school level varied from two to nine years. Four deans indicated experience as college instructors.
This experience ranged from three to twenty-two years. With this teaching experience as a background, an individual should acquire a deeper insight into human psychology.

**Administrative Experience.**—Part of the duties of a dean of women are administrative and previous experience in executive positions should be invaluable. One dean reported having served as principal of a consolidated school for three years, while another was high school principal for four years, then acting head of a college English Department for one year. The remaining five gave no evidence of previous administrative experience.

**Previous Experience as Deans.**—The data gathered from the questionnaire show that only two of the seven deans submitting information had prior service in the field before assuming their present positions. One served a four-year deanship in a junior college; the other, a two-year period as dean of an agricultural college. A third member of this group had previously counseled girls in a junior high school for seven years. Possibly the lack of earlier experience in the work by the other four members of the group can be attributed to the newness of the field and to the frequent practice of filling such a position by an in-service member of the faculty.

**Other Experience of Value.**—Travel, marriage, rearing of a family, serving as dormitory director, and many other types
of experiences are valuable to a dean in her work and should be considered as an asset to an individual seeking a deanship. Data secured in this study reveal the previous experience of the deans which proved to be of value. For two years before becoming a dean, one person served as director of dormitories in the college of which she now holds the deanship. Previous to her appointment as dean of women, another was social director of the dormitories while she was a graduate student. The other deans indicate travel, marriage, and rearing of families as experiences which have been valuable to them in their present positions.

Vocational Route.—The most common path to the dean's position in the seven teachers colleges of Texas seems to be by way of teaching. All of the seven deans obtained their positions in this manner or at least had had previous teaching experience. Appointments made to deanships in recent years indicate a trend toward selecting deans who have had previous experience or specialized training in the duties of a dean either in a smaller college or high school, or who have had counseling and guidance experience.

Years in Present Position.—Tenure is an important factor in any vocation, and any person who aspires to be a dean of a college should know the annual turnover. Figures from a study made in 1928\(^\text{10}\) indicated the turnover to

\(^{10}\)Jane Louise Jones, *op. cit.*, p. 43.
be rapid, although educators are generally of the opinion that the amount of turnover is small. The range at that time was from one to twenty-one years; the median being 3.5 years. The data in this study, however, indicate a small percentage of turnover. Table 3 shows the number of persons reporting, and the number of years each has served in her present position.

<table>
<thead>
<tr>
<th>Tenure</th>
<th>Number of Persons Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 years</td>
<td>3</td>
</tr>
<tr>
<td>19 years</td>
<td>1</td>
</tr>
<tr>
<td>3 years</td>
<td>1</td>
</tr>
<tr>
<td>1 year</td>
<td>2*</td>
</tr>
</tbody>
</table>

*One of these is acting dean

Three deans have held their offices for twenty-four years, one for nineteen, one for three, and two for one year. Of these latter two, one is serving in the capacity of acting dean. It is generally concluded that the position of dean of women is among the more desirable ones open to women in the teaching profession, and that deans selected are more mature persons who settle into deanships for the remainder of their professional careers. Thus a person interested in becoming a dean of women can feel the position holds security for them.
Salaries of the Deans of Women

Another important factor in a person's selection and continuance in an occupation is salary. Deans should rightly expect a salary commensurate with their experience and training. There are, however, other factors which may influence the salary. The enrollment of girls appears to be one factor in teachers colleges although this is not true in each case. The enrollment of girls ranges from 220 to 1500, and the salaries range from approximately $3000 to approximately $5000. The number of persons included in this study is too small to warrant any generalization concerning factors which influence the salary of deans of women.

Summary

The educational background and training of the deans of women in the seven state teachers colleges are quite similar. All seven deans hold Master's degrees, and five indicated special courses taken in preparation for their positions. There is also a similarity between courses taken. Previous teaching experience is the one common factor of the seven deans of women in their vocational path a deanship. The annual turnover of deans in the teachers colleges is very low—tenure ranging from one to twenty-four years. The basis for the salary of each is not definitely known, but data indicate experience, training, and enrollment of girls to be the determining factors. Table 4 shows a summary of the educational
TABLE 4

EDUCATIONAL BACKGROUND, YEARS OF EXPERIENCE OF DEANS OF WOMEN AND THE ENROLLMENT OF GIRLS FOR THE TEACHERS COLLEGES OF TEXAS

<table>
<thead>
<tr>
<th>Dean</th>
<th>Highest Degree Held</th>
<th>Teaching Experience</th>
<th>Adm. Experience</th>
<th>Previous Experience as a Dean</th>
<th>Tenure</th>
<th>Enrollment of Position</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M. A.</td>
<td>0 7 22</td>
<td>No</td>
<td>No</td>
<td>1&lt;sup&gt;a&lt;/sup&gt;</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>M. A.</td>
<td>0 8 1</td>
<td>H.S.Prin.</td>
<td>2</td>
<td>24</td>
<td>762</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>M. S.</td>
<td>3 7 0</td>
<td>Dorm.Dir.</td>
<td>7 Jr.H.S.</td>
<td>1</td>
<td>650</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>M. A.</td>
<td>1 2 7</td>
<td>No</td>
<td>No</td>
<td>24</td>
<td>220</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>M. A.</td>
<td>2 1 0</td>
<td>3 Prin.</td>
<td>No</td>
<td>19</td>
<td>517</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>M. A.</td>
<td>4 9 0</td>
<td>Sec.Dir.</td>
<td>No</td>
<td>24</td>
<td>560</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ph.D.</td>
<td>4 3 10</td>
<td>No</td>
<td>4 Jr. Col.&lt;sup&gt;b&lt;/sup&gt;</td>
<td>3</td>
<td>1500</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> Acting dean of women

<sup>b</sup> Included in teaching experience

background, the years of experience of the deans of women, and the enrollment of the girls in each college.
CHAPTER III

PUBLIC RELATIONS WORK OF THE DEAN OF WOMEN

Public relations activities occupy a large part of a dean’s professional and personal time. Her relationships with the faculty and outside agencies are important. In fact, work with social, civic, and professional organizations is one of her major functions.

Organizations

Professional Organizations.—Section III (Appendix I) is devoted to the public relations work of the deans of women in the teachers colleges of Texas. Answers to questions one and three, which asked for membership of the dean in professional, civic, and social clubs, show that they held membership in a total of eleven professional organizations and in eleven social and civic organizations. Table 5 shows the organizations of which the deans are members. The three organizations in which six of the seven deans held membership were: Delta Kappa Gamma, American Association of Deans of Women, and Texas Association Deans of Women. Five of the seven deans are members of the National Association of Deans of Women; two are members of the Texas Society for Mental Hygiene; and one dean belongs to each of the following organizations: Texas Society for Crippled Children; National
<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Deans</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Psi Omega</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>American Assn. Teachers Spanish and Portugues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>American Assn. University Women</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Daughters of American Revolution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Delta Kappa Gamma</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Natl. Assn. Deans of Women</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Natl. Assn. Spanish Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Phi Beta Kappa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Texas Assn. Deans of Women</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Texas Society for Mental Hygiene</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Texas Society for Crippled Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>

Association of Spanish Teachers; Phi Beta Kappa; American Association Teachers of Spanish and Portuguese; Alpha Psi Omega; and Daughters of the American Revolution.
Question 2, Section II (Appendix I) asked for offices held in these organizations in the past and at present. Each dean has held or now holds important offices. Among the offices held in state, regional, or national organizations are: Vice President, Teachers College Division of National Association Deans of Women; Vice President, Texas State Association Deans of Women; Secretary and Treasurer, Regional Division of American Association of University Women; State President, Delta Kappa Gamma; State Chairman, General Members, American Association of University Women; and Secretary of Texas State Association of Deans of Women. All have held at least one office in one of their local organizations.

Civic and Social Organizations.—Data do not indicate as active participation by the deans in civic and social organizations as in professional organizations. Six out of the seven list organizations of which they are members, but none indicate that they had held or are now holding an office in any of these organizations. Two of the group are members of the Chamber of Commerce; and one is a member of the Red Cross Council and Tuberculous Council. The other organizations to which they belong are local social clubs.

Religious Activities.—Among other important phases of public relations work for a dean of women are her religious activities. To be the kind of person needed to help in the guidance of the lives of young people, a dean needs the inner resources that come from deep and abiding spiritual convictions.
True religion is dynamic as no other element in life can be and the response we give to it, the devotion we feel, the commitments we make condition us, and give us the spiritual strength that we need to meet the difficult problems that we need to face. Our is no day for a dull and lifeless Christianity.\footnote{Sarah Gibson Blanding, "The Dean's Contribution to the Life of Our Times," \textit{Journal of the National Association of Deans of Women}, TX (1945), 150.}

Part 4, question III of the questionnaire (Appendix I) is divided into two phases of church work: Regular attendance at church and regular attendance at Sunday School. The data for the section on regular attendance at church indicated that five of the seven deans attend church regularly, and two attend irregularly.

In answering the question regarding regular attendance at Sunday School, two deans answered "no," three omitted an answer and the other two are active with college groups. One is the teacher of the Sunday School Class of the college group and the second sponsors the Church School Department for college students.

\textbf{Speaking Engagements.--} Much good will may be secured for a college through speeches given to local and out-of-town groups by any member of the faculty. Deans of women recognize this fact and often accept invitations for speaking engagements. There are various factors which affect the number of speaking engagements of the deans, such as heavy duties, ability for public speaking, age, and location of college.
Six of the seven deans answered questions concerning their speaking engagements. The acting dean of women omitted the question. The largest number of speaking engagements filled by one dean for a year by actual count was twelve in the city and twenty-four outside the city. This dean's speaking ability is recognized by many persons seeking an interesting speaker. In answering the question asking for specific parts of her work commented on favorably, this dean wrote: "Speaking ability and publicity I bring the college." Another dean stated that she made approximately three speeches per month, two inside the city and one in other towns, while a third dean answered that she had given two speeches in the city and five in other towns during the past regular session. "Until heavy work beginning in 1941, many--few since that time" and "About two a year in the city and near by towns" were the replies of two others answering the questions.

Summary

From this study, it is concluded that deans of women in the teachers colleges of Texas recognize the importance of public relations work in their vocation. Each indicates active membership in national professional organizations; each has held offices in the various clubs, thus indicating her leadership ability. But these deans are not so active in civic and social clubs as they are in professional organizations. Most of the deans are actively engaged in the
activities of their churches. Finally, speaking engagements consume a large part of the time of several of the deans of women, and their value to the colleges as speakers should not be overlooked.
CHAPTER IV

PERSONNEL AND EQUIPMENT IN THE OFFICES OF

DEANS OF WOMEN

Two factors which will have an influence on the type of work that a dean does are office personnel and equipment. To make this study complete, these two factors need to be considered; section V of the questionnaire contains several questions concerning help and equipment provided each dean. Additional information was obtained from the secretaries of the deans. (See Appendix II).

Personnel.--Of the seven deans answering the question, "Do you have a full-time secretary?" four answered affirmatively. These are the deans for the four largest teachers colleges, according to the enrollment of girls. Two of these secretaries hold the Bachelor's degree, one with a major in Business Administration and the other with a major in Home Economics. Five of the seven deans indicate that they use student help in their offices. The number of students employed, and the total hours they work vary. The number of student helpers is from one to five, and the total hours they are employed ranges from fifteen to forty-eight hours per week. One dean uses student help from the college stenographic bureau as she needs assistance in her work; another states that she has a part-time secretary who works twenty
hours per week. This person holds the A.B. and A.M. Degrees; still another dean writes, "It happens that I am my own secretary. I do all my own letters in long-hand. In some ways it is a good thing--parents and ex-students seem to appreciate it." This dean further states that she does not use student helpers. The enrollment of girls in this college, however, is small. Table 6 shows the office personnel of the deans of women according to colleges and the hours the student helpers work each week.

**TABLE 6**

OFFICE PERSONNEL OF THE DEANS OF WOMEN IN THE TEACHERS COLLEGES OF TEXAS

<table>
<thead>
<tr>
<th>College</th>
<th>Associate Dean</th>
<th>Full-time Secretary</th>
<th>Number of Student Helpers</th>
<th>Total Number of Hours of Student Help Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No</td>
<td>No&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Varies</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>1</td>
<td>Varies</td>
<td>48</td>
</tr>
<tr>
<td>3</td>
<td>Yes</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>No</td>
<td>1&lt;sup&gt;b&lt;/sup&gt;</td>
<td>No</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>Yes</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>No</td>
<td>1</td>
<td>2</td>
<td>54</td>
</tr>
</tbody>
</table>

<sup>a</sup>Uses help from College stenographic bureau  
<sup>b</sup>Part-time secretary -- twenty hours per week

Only two of the seven deans of women of the teachers colleges have associate deans. Thus, the major responsibility
of the administration of the offices of the deans of women rest upon the deans themselves.

Office and Equipment.—The equipment and sizes of the offices vary, but their locations are similar. Six of the seven offices of the deans are located on the first floor of the administration buildings. The seventh office is on the second floor of the social center building. Table 7 shows details of the size and equipment of the offices of the seven deans.

**Table 7**

**Office Space and Equipment of the Deans of Women in the Teachers Colleges of Texas**

<table>
<thead>
<tr>
<th>College</th>
<th>Square Feet in Offices</th>
<th>Number of Rooms</th>
<th>Filing Cabinets</th>
<th>Bookcases and Desks</th>
<th>Chairs and Divans</th>
<th>Tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>200</td>
<td>1*</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>360</td>
<td>3*</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>3</td>
<td>288</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>288</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>621</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>600</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>1440</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>11</td>
<td>3</td>
</tr>
</tbody>
</table>

*No letter from the secretary giving details.

The floor space in the offices ranges from 20 feet by 10 feet to 60 feet by 24 feet. The latter office is divided
into two offices, the reception room where the secretary's desk is located, and the private conference room of the dean. Another dean has the office space which is 30 feet by 20 feet divided into four offices, the reception room, stenographer's room, assistant dean's office, and the dean of women's office. There are only two deans who do not have private conference rooms.

The type of furniture used in the reception rooms of all the offices is similar. Maple and oak upholstered sofas, comfortable chairs, end tables, and coffee tables are the most common, but in one office the furniture is wicker. In four of the five offices described in letters received from the secretaries, the secretaries' desks and other necessary equipment such as filing cabinets, typing tables, supply cabinets, etc., are to be found in the reception room.

The private offices of the deans of women seem to vary a great deal in their furnishings. Some are simply yet comfortably furnished while others are more elaborate. In several cases the decorations and furnishings indicate the hobbies or interests of the deans. Most of the floors are carpeted and the windows have draperies. One dean's private office is furnished almost entirely with her personal belongings; a piano, a large hand carved china cabinet used for displaying about two hundred foreign dolls, a combination radio-phonograph with mahogany stand, mahogany coffee table, three mahogany tables, desk, book shelves, and chairs.
All the deans' private office furnishings indicate a pleasing atmosphere, a comfortable and "home-like" room that would create a spirit of friendliness, and an environment conducive to confidential counseling. Establishing such an atmosphere is necessary if the best results are to be obtained in dealing with counseling problems.

Summary

Three deans of women in the teachers colleges of Texas have full-time secretaries; two of these hold Bachelor's degrees. Another dean has a part-time secretary who holds the A.B. and A.M. Degrees. Five of the deans employ student helpers whose hours range from 15 to 45 hours per week. One dean is her own secretary. Enrollment of girls is apparently the determining factor of the amount of help used in the offices. Two of the colleges have associate deans of women.

Sizes of offices and furnishings of the reception rooms vary. The most common type of furniture is either maple or oak with upholstered sofas and chairs. Five of the seven deans have private offices, and these are comfortably furnished to create the proper atmosphere for a private and sympathetic discussion of troublesome problems.
CHAPTER V

ANALYSIS OF THE DUTIES PERFORMED BY
DEANS OF WOMEN

The summary of the answers to the questions (Appendix I) concerning the duties of deans of women may be of interest to deans in service and to women preparing to enter this field. It is well for those persons interested in becoming deans to know the duties that are frequently performed by deans. In preceding chapters information has been given which shows a similarity in such matters as academic training, public relations work, and remuneration for the deans of women in the teachers colleges of Texas. It is perhaps more important to know if there is a tendency toward uniformity in the work more commonly associated with this position.

In Chapter IV, the differences in the staffs of the deans were given. Obviously this factor will have some influence on the duties performed by the dean personally, and on those for which her office is responsible. This difference of personnel should be kept clearly in mind.

It is manifestly impossible to discover all the duties performed by a dean of women, so diversified are the tasks. Interesting though it might be to observe these variations, the writer has concentrated on similarities, noting the duties that are performed by most of the seven deans. The
method used in compiling the list of duties has been described in Chapter I, and the results of the investigation will be seen in this chapter which attempts to answer the following questions:

1. What are the academic duties of the deans?
2. What duties do the deans have in regard to the dormitories?
3. What social duties are performed by the deans?
4. Which specific duties are performed by the majority of the seven deans?
5. Which duties consume the largest amount of time?
6. Does the dean have regular office hours? Which kinds of work occupy the major part of her office time?
7. What specific parts of the dean's work have been commented on favorably by students and faculty?

Additional Duties of the Dean

Before discussing the duties which are more commonly associated with the position of dean of women, it is well to consider what additional functions the deans have delegated to them in the college in which they serve.

Teaching.—The first of these duties to be discussed is that of academic work. Table 3 shows the subjects taught and the number of clock hours spent in the classroom per week by each of the seven deans. It also includes the number of deans responsible for the freshmen orientation program, and the hours spent in regularly conducted classes.
# TABLE 8

SUBJECTS TAUGHT BY DEANS OF WOMEN AND THE NUMBER OF CLOCK HOURS OF TEACHING 1946-47

<table>
<thead>
<tr>
<th>Dean</th>
<th>Subject Taught</th>
<th>Hours in Class Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spanish</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Freshmen Orientation</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Spanish</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>English</td>
<td>3</td>
</tr>
</tbody>
</table>

Four of the deans indicate they teach during the regular session. Two are Professors of English, and two are Professors of Spanish. One who is not teaching at present has taught English in the past in addition to her duties as dean. The clock hours spent in the classroom range from one to twelve. Three deans report that they assist with the Freshmen Orientation program, but only one dean indicates that she spends a number of hours per week in a regular class for this purpose.

Opinions differ on the advisibility of having the deans teach. Some persons are of the opinion that it helps to create a closer relationship between the dean and students and between the dean and the faculty. Others are of the opinion
that it takes her away from the office, and no one can foresee
the emergencies that may arise; that a dean needs to devote
her time to the study and solution of the problems in her
field; and that teaching and being dean create divided in-
terests in selecting professional courses for further study
rather than allowing the dean to concentrate her energies in
one professional field. Professional courses are being of-
fered with many new ideas and advances in education are being
made each year. Any person in the teaching profession should
keep informed of these advances. If a dean has divided pro-
fessional interests this is difficult to do, and one of the
two interests may be neglected.

Two of the deans who indicate they teach do not have
secretaries in their offices and depend upon students for
their office and clerical work. It is assumed that any prob-
lems that arise while these deans are in class must wait until
they are free, or that their classes are interrupted if the
problems are serious and demand immediate attention. The
third teaching dean has a part-time secretary, but her daily
schedule of activities indicates that the secretary is not in
the office at the time she is teaching. The dean who does
the least amount of teaching has a full-time secretary. Al-
though there are two associate deans in the teachers colleges
of Texas, neither is located in the colleges where the deans
are teachers.
The freshmen orientation program can be an important factor in introducing freshmen students to their college. Each of the colleges in this study has some kind of orientation program. These, as will be noted by comments of the deans, are different in each institution. One dean is responsible for orientation classes which meet for one hour per week for the first semester; a second shares this responsibility with the dean of administration and the student advisor; while a third works with the dean of the college. This dean of women meets socially and formally with the girls during the first week. Other programs are under the direction of deans of men, the dean of the lower division, or directors of departments. Comments from other deans were: "The dean of the lower division has a well organized plan with faculty members as sponsors of small groups" and "The dean of men working with a committee outlines a week of activities such as a reception, a play-party, a barbecue, talks by deans, librarians, etc., and gives mental tests and physical examinations." The orientation of freshmen in two teachers colleges is under the supervision of the dean of the college and the director of the department of education. In all seven institutions, the deans of women are expected to attend all functions that are given for freshmen, and in every way possible make the new student feel welcome.

**Dormitory Duties.**—The second additional group of duties often delegated to the dean of women are those performed in
connection with girls' dormitories. In many colleges and universities, the dean is required to live in a dormitory, however, this practice is not as prevalent as it once was. Today, more and more, we find women who have been trained for dormitory directors taking this responsibility from the deans.

As such trained personnel becomes more available fewer responsibilities of the dormitories will the deans of women have to assume. In the teachers colleges of Texas, only one dean resides in a dormitory, and she does not have the direction of the dormitory under her supervision, nor is she on duty there at any time. There is at least one director for each of the dormitories of this college, and the directors have academic training. A Master's degree is held by one of these persons. All the dormitories of the teachers colleges have full-time directors and many of them are college graduates.

Table 9 is arranged to show frequency of the dormitory services and duties that are a part of the functions of the deans of women of the teachers colleges of Texas. Although the colleges employ directors of dormitories, there are certain administrative responsibilities which the dean of women must assume. All indicate that they work with residence hostesses. The selection of the hostess and other administrative personnel of the dormitories is one of the major duties which the dean must perform.
TABLE 9

DORMITORY DUTIES OF DEANS OF WOMEN

<table>
<thead>
<tr>
<th>Duty</th>
<th>Number Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with dormitory director</td>
<td>7</td>
</tr>
<tr>
<td>Inspect girls' residences off the campus</td>
<td>6</td>
</tr>
<tr>
<td>Employ student assistants</td>
<td>5</td>
</tr>
<tr>
<td>Select administrative personnel</td>
<td>4</td>
</tr>
<tr>
<td>Accept reservation fees</td>
<td>4</td>
</tr>
<tr>
<td>Assign rooms</td>
<td>3</td>
</tr>
<tr>
<td>Transfer girls to other rooms</td>
<td>1</td>
</tr>
</tbody>
</table>

It will be noted from the table that six of the colleges use student assistants in their dormitories. The selection of these assistants should be handled by the dean of women and the dormitory counselor, and such qualifications as leadership, vision, personal security, self-respect, loyalty, and sensitivity to individuals should be considered as part of the requirements.

The student assistant in the dormitory plays three roles. She is one person to the students whom she assists. To the students, she appears as a big sister who knows prevalent college patterns of behavior and accentuates the best in college life. Knowing campus and dormitory traditions, rules, and opportunities, she can help create in others a desire to accept them and to guide younger members of the college family away from pitfalls.

She is another person when viewed by the head of residence. To this personnel worker, she is a person who assumes a good deal of responsibility for guidance through the group. . . . being aware of problems in the group and the need for social education leading to good taste; she uses the student government, group discussion, and other student activities as means to better living together.
She appears in a third role to the dean. To the dean, the student assistant serves as an avenue of communication with the student body, a young person with her ear to the ground who can come to her freely with suggestions, interpretations, and requests for assistance.\footnote{Marion H. Crossen, "The Student Assistant in the Dormitory," \textit{Ibid.}, X (1946), 27.}

The student assistant in the dormitory is valuable to the students, the director, and the dean. Of the six colleges whose deans indicated the use of student hostesses, there is a variation in the number per dormitory and the hours worked. One college employs six students per dormitory who work 14 hours per week; two colleges employ two girls for each dormitory who work 14 hours per week; while another has two assistants, working 12 hours. Two deans stated that they employed student hostesses but did not give the number of girls nor the hours worked per week.

From data compiled, it may be noted that after the deans of women have selected administrative personnel, they delegate to these persons the major portion of the routine duties of the dormitories such as assigning rooms, transferring girls from one dormitory room to another, and accepting room reservation fees.

\textit{Dormitory policies.}—The counselors of the dormitories work closely with the deans in determining the best policies for their residence halls. In carrying out these policies the student assistant can be valuable, and the standard of
behavior of young men and women in residence halls should be of concern to her. A study of the dormitory policies of the teachers colleges which were obtained from the deans shows that they are explicit, giving both general and specific information. Each girl receives a copy which is discussed in general meetings of all girls. Policies differ to meet the needs of each college, but similarity is to be found between them, such as: closing hours of the dormitories at 11 p.m., quiet or study hours, checking out of the dormitory when leaving town; cleanliness of rooms, use of telephones, care of buildings, etc. These courtesies are based on convenient procedure in group living which make for happy, harmonious dormitory life.

Social Duties

Certain social duties are always attached to the office of the dean of women. Many of these are duties which only the dean can perform while others are such that she is able to pass some of the responsibility to other members of her staff. The answers to questions VII and VIII (Appendix I) indicate the number of deans performing general types of social duties. These general types of duties are divided into three groups: college social calendar, sponsor of organizations, and sponsor of college activities. Table 10 shows the number of deans reporting performing these three types of general social duties.
TABLE 10
GENERAL SOCIAL DUTIES OF DEANS OF WOMEN

<table>
<thead>
<tr>
<th>Duty</th>
<th>Number Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise college social calendar</td>
<td>7</td>
</tr>
<tr>
<td>Sponsor of college organizations</td>
<td>6</td>
</tr>
<tr>
<td>Responsible for certain college activities</td>
<td>5</td>
</tr>
</tbody>
</table>

Social Calendar.—The handling of the college social calendar efficiently can eliminate many problems. All the deans of women in the survey list this as one of their duties. This calendar should list all college activities that are scheduled by any organization, or that are all-college affairs such as: fine arts numbers, concerts, plays, dances, meetings, etc. Often the available spaces for such activities are limited, and it becomes necessary for the dean to assist in re-scheduling the affair, or in locating an available place on the date desired. Many of the routine matters of keeping this calendar can be handled by the secretary or the associate dean. Wide circulation of the calendar can be assured by publishing weekly in the college paper or posting on all bulletin boards. Many of these activities will be scheduled early in the school year for set dates, and as far as possible, it is well to encourage all organizations to schedule their important social functions early to avoid conflicts.

Sponsor.—In six of the colleges studied, the dean of women is directly responsible for one or more college club
and she is indirectly responsible for a number of other organizations. Two deans indicate the student council to be under their supervision; two, House-Presidents' Club (representatives from each college house and dormitory); two, the Inter-Society Council (representative from the social clubs); one, a Spanish Club; one, dormitory girls' organizations; and another, the Women's Forum Council, Inter-Sorority Council, Campus Homes Club, and House-Presidents Council. "All social clubs and organizations and also many departmental clubs are my responsibility," wrote one dean. The seventh dean, who is not directly responsible for any organization, states that the dormitory councils and their activities are the joint responsibility of the assistant dean of women and the dean of women. Smooth operation and high standards for these organizations can set an example for other clubs which help to make a happier student body.

Besides the many organizations under the sponsorship of the dean, she is asked to approve faculty members selected as sponsors for departmental clubs, social organizations, honorary fraternities, and to approve sponsors for dances and other social functions. The cooperation of the faculty members in these matters relieves the dean of much of her responsibility.

Chaperoning.—In addition to the sponsoring of the many organizations, nearly all deans are invited to attend many social functions.
The importance of the position of dean of women in the institution necessitates the dean's presence at formal functions and her relationship with students occasions her attendance at many informal affairs. The tendency of the dean to act in person as a chaperon appears to be on the wane. Few deans are expected to chaperon every social function attended by women and to stay until the end of each party. In general, deans attend a great many functions and chaperon comparatively few.13

This type of social work accounts for many of the hours of night work which the seven deans recorded on their questionnaires.

**College Activities**.--For a well-rounded college, all-college affairs are a necessity, and the general types required to fill the needs of students vary. Certain of these activities involve girls, thus becoming the responsibility of the dean of women or her co-workers.

The data gathered from the questionnaires show that five of the deans do have such responsibilities. The most common activity is the all-college dance which is listed as a responsibility by four of the five deans. In some instances this duty entails only the chaperoning of the dance with the dean of men, and in others it may be her duty to plan the dance, help with decorations, and supervise all other arrangements. Additional activities listed by the majority were dormitory and girls' campus homes socials, parties, Big-Little Sister Ceremonies, May-Fetes, style-shows, coronations, Home-coming activities, senior receptions, senior picnics, and freshmen

13*Jane Louise Jones, op. cit.*, p. 79.
receptions, pep rallies and assemblies are often planned and directed by the dean, assistant dean or secretary of the dean.

**Hostess**.—The college hostess is often the dean of women. She is expected to entertain official guests, to meet and talk with prospective students and their parents, to welcome ex-students when they return to the campus, and to create or maintain the good will of these persons. An example of entertaining an official guest was given by one dean on her daily schedule of activities. At 7 p.m. she left for Dallas with "official college guest of Library Workshop to attend the Starlight Operatta."

In whatever social capacity the dean is serving, she is expected to be an example for all girls in manners, poise, and dress. Although these functions are pleasant, they demand much of the time of the deans of women.

**Duties Performed by the Majority of Deans of Women in the Teachers Colleges of Texas**

Arranged in order of frequency the duties of the deans in Table II are those that are performed by at least four of the seven deans included in this survey. There are nine duties which are common to all seven of the deans; three which are common to six of the deans; five which are common to five deans; and four duties which are common to four deans. The seven duties which are common to all deans are those duties which are most commonly associated with the work of a dean of women.
<table>
<thead>
<tr>
<th>Duty</th>
<th>Number Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold conferences with students</td>
<td>7</td>
</tr>
<tr>
<td>Handle disciplinary cases.</td>
<td>7</td>
</tr>
<tr>
<td>Confer with parents</td>
<td>7</td>
</tr>
<tr>
<td>Handle correspondence</td>
<td>7</td>
</tr>
<tr>
<td>Confer with visitors</td>
<td>7</td>
</tr>
<tr>
<td>Work with full-time dormitory hostesses</td>
<td>7</td>
</tr>
<tr>
<td>Supervise college social calendar</td>
<td>7</td>
</tr>
<tr>
<td>Supervise housing of students</td>
<td>7</td>
</tr>
<tr>
<td>Attend committee meetings</td>
<td>7</td>
</tr>
<tr>
<td>Issue special permission cards</td>
<td>6</td>
</tr>
<tr>
<td>Inspect girls' residences off campus</td>
<td>6</td>
</tr>
<tr>
<td>Sponsor college organizations</td>
<td>6</td>
</tr>
<tr>
<td>Issue class absence excuses</td>
<td>5</td>
</tr>
<tr>
<td>Employ student assistants</td>
<td>5</td>
</tr>
<tr>
<td>Sponsor college activities</td>
<td>5</td>
</tr>
<tr>
<td>Secure employment for students</td>
<td>5</td>
</tr>
<tr>
<td>Perform after-office-hour duties</td>
<td>5</td>
</tr>
<tr>
<td>Accept reservation fees</td>
<td>4</td>
</tr>
<tr>
<td>Select dormitory administrative personnel</td>
<td>4</td>
</tr>
<tr>
<td>Help in administering scholarships and loan funds</td>
<td>4</td>
</tr>
<tr>
<td>Teach</td>
<td>4</td>
</tr>
</tbody>
</table>
There may be noted in Table II a similarity of the duties performed by deans. Of the twenty-three duties listed on the questionnaire in Section V, there were only two duties which fewer than four of the seven deans performed. Only one dean assumes the responsibility of making transfers in girls' dormitory rooms and three deans assign dormitory rooms to the students. These duties are performed by the director of dormitory in the other colleges.

Some of the duties in Table II have been shown in previous tables where emphasis was placed on special kinds of duties. This table is to show the relationship of these specific types of duties to each other, and the frequency with which they are performed.

A dean or a person preparing to enter the vocation, studying this list of duties, would find it difficult to omit many of them. Regardless of the enrollment of girls in the institution, the deans of women in the teachers colleges of Texas are definitely performing duties which are similar.

Duties Consuming the Largest Amount of the Dean's Total Time

Although there is a similarity between the types of duties performed by a majority of the deans, there is a decided difference of opinion regarding the types of required duties that consume the largest amount of the dean's total time. The data showing the quantitative aspect of the dean's
work indicate two main divisions—personal counseling and group activities.

All seven of the deans listed in order the three types of duties they felt consumed the largest amount of their time during the college year. Table 12 shows a tabulation of these duties according to first, second, and third rank given the duty by each dean.

**TABLE 12**

**DUTIES CONSUMING THE LARGEST AMOUNT OF THE DEAN'S TOTAL TIME**

<table>
<thead>
<tr>
<th>Duty</th>
<th>Rank Given Each Duty by Each Dean of Women</th>
<th>Total Times Listed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3  4  5  6  7</td>
<td></td>
</tr>
<tr>
<td>Personal counseling</td>
<td>1   1  2  1  1</td>
<td>5</td>
</tr>
<tr>
<td>Committee meetings</td>
<td>2   3  3  2</td>
<td>4</td>
</tr>
<tr>
<td>College socials</td>
<td>3   3  3</td>
<td>3</td>
</tr>
<tr>
<td>Excuses and Permissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Club and organization counseling</td>
<td>1   2</td>
<td>2</td>
</tr>
<tr>
<td>Housing problems</td>
<td>2   1</td>
<td>2</td>
</tr>
<tr>
<td>Public relations work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correspondence</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Discipline</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Consulting with faculty members</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3  2  2</td>
<td>2</td>
</tr>
</tbody>
</table>
Four of the deans indicate they spend more time in personal counseling than any other way while dean 2 indicates that she ranks personal counseling and discipline of equal rank in the problems which consume the greatest amount of her time. Meeting and counseling with groups are duties consuming the second largest amount of time for the deans. This time is spent in committee meetings and club and organization counseling. Office duties, which include the routine office work, do not consume a major amount of the majority of the dean's time for in only three instances do the deans list correspondence, excuses, and special permits as the duty consuming a large part of their time. The duties listed in Table 12 represent the regular session duties of the deans of women, and in some instances they differ from the duties of a summer session.

Data from daily schedules give more accurate quantitative information concerning the amount of time deans of women spend in various activities. The schedules were kept for two days by five deans. The following section of one of the schedules illustrates the form used although this dean has not been as specific as some of the other deans. The schedule given, according to the dean, represents an unusual day rather than the usual day. However, it illustrates one major problem that a dean is called upon to solve—a problem involving the moral standards of the girls and represents one which must be handled carefully and skillfully.
DAILY SCHEDULE, THURSDAY

Time                                Activity

1:00 A.M.                           Telephone call from dormitory director—girl
                                    out and unaccounted for.
2:00                                 Similar call.
6:00                                 Similar call.
7:00                                 Girl came in during breakfast hour. Had spent
                                    night out with college boy—but in a group
                                    on a beer party.
9:00 to 10:30                       Class
10:30 to 11:00                      Conference with the girl mentioned above.
11:00 to 12:00                      Long distance call to mother of student
                                    mentioned above. Conference with dormitory
                                    director and President of College.
12:00 to 1:00 P.M.                  Lunch.
1:00 to 2:30                        Class.
2:30 to 4:00                        Office hours--conference with assistant
                                    in Spanish Department. Permissions and
                                    class excuses, conference with bank director
                                    in regard to next college dance, conference
                                    with class sponsor of junior class.
4:00 to 4:30                        Committee meeting, graduate council.

Some of the schedules kept by the deans were more explicit
in giving the minute details of their daily schedule of their
activities. Such a schedule is given below.

FRIDAY JUNE 20, 1947

Time                                Activity                                Number of Minutes

7:50 A.M.                           Arrived at office, opened office       10
                                    and prepared to go to class.
8:00                                 Teaching.                               53
9:00                                 Teaching.                               53
10:00                                Conference with student about book.    10
10:10                                Checked loan fund books.                20
10:30                                Conference with girl about weekend     7
                                    permit.
10:37                                Approved class absence slip.           2
10:39                                Telephone call; request for student's  3
                                    address.
10:42                                Conference with student about reservation refund. 15
10:57                                Conference; Club sponsor                5
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Number of Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:02</td>
<td>Visitor; ex-student,</td>
<td>20</td>
</tr>
<tr>
<td>11:22</td>
<td>Talked with chairman, housing committee</td>
<td>5</td>
</tr>
<tr>
<td>11:27</td>
<td>Talked with faculty member about text books</td>
<td>2</td>
</tr>
<tr>
<td>11:29</td>
<td>Scheduled dance for social club.</td>
<td>3</td>
</tr>
<tr>
<td>11:32</td>
<td>Scheduled five plays for speech department</td>
<td>10</td>
</tr>
<tr>
<td>11:42</td>
<td>Talked with student about bad check.</td>
<td>5</td>
</tr>
<tr>
<td>11:47</td>
<td>Made notes for secretary</td>
<td>13</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch hour.</td>
<td>90</td>
</tr>
<tr>
<td>1:30 P.M.</td>
<td>Correspondence.</td>
<td>60</td>
</tr>
<tr>
<td>2:30</td>
<td>Prepared material for use in classes.</td>
<td>30</td>
</tr>
<tr>
<td>3:00</td>
<td>Conference with two girls about July 11th dance.</td>
<td>5</td>
</tr>
<tr>
<td>3:05</td>
<td>Talked with four girls about weekend trip</td>
<td>5</td>
</tr>
<tr>
<td>3:10</td>
<td>Conference with girl about office work</td>
<td>10</td>
</tr>
<tr>
<td>3:20</td>
<td>Gave class excuse to girl.</td>
<td>3</td>
</tr>
<tr>
<td>3:23</td>
<td>Faculty member on Social Committee came to borrow lace cloth and punch cups</td>
<td>5</td>
</tr>
<tr>
<td>3:28</td>
<td>Signed letters.</td>
<td>10</td>
</tr>
<tr>
<td>3:38</td>
<td>Conference with young man about class work</td>
<td>15</td>
</tr>
<tr>
<td>3:53</td>
<td>Telephone call; address wanted.</td>
<td>2</td>
</tr>
<tr>
<td>3:55</td>
<td>Talked with girl who brought in list of club members to have checked for eligibility</td>
<td>2</td>
</tr>
<tr>
<td>3:57</td>
<td>Talked with English teacher on books suitable for weekly reviews.</td>
<td>10</td>
</tr>
<tr>
<td>4:07</td>
<td>Signed week-end permit for three girls.</td>
<td>5</td>
</tr>
<tr>
<td>4:15</td>
<td>Ex-student of 11 years ago came by.</td>
<td>15</td>
</tr>
<tr>
<td>4:30</td>
<td>Graded papers.</td>
<td>30</td>
</tr>
<tr>
<td>5:00</td>
<td>Left office.</td>
<td></td>
</tr>
</tbody>
</table>

The length of the professional day of the deans varied from 7 hours to 12 hours on these two schedules. The reader should keep in mind that the schedules were kept for only two days and represent the duties which the deans performed during summer school.
The number of different duties performed by the individual deans varies, but three types are common to all deans are:

1. Personal conference with students.

2. Conferences with administrative personnel and faculty members.

3. Miscellaneous duties which deans perform such as arranging flowers, telephone conversations, visiting girls who are ill, tidying room, working on student handbook, etc.

Significant differences in the amount of time spent in certain general types of duties by the individual deans may be noted in Table 13. The duties listed on the daily schedules were tabulated according to twelve general types, and the table shows how many hours and minutes the individual deans devoted in the two days to each particular type of duty.

In studying Table 13 it will be noted, due to the short period of time for which the schedules were kept, a number of usual duties were not performed by some deans, and in other cases duties that were unusual affected the amount of time spent in handling one kind of duty. Two of the deans who report teaching in the regular session, do not teach during the summer.

Personal conferences with students were listed by a majority of deans as consuming the largest amount of their time, and the daily schedules emphasize the fact. Time spent in personal conferences varies from 1 hour to 2 hours and 50 minutes, excluding time spent in personal conferences concerning disciplinary problems which were listed separately.
<table>
<thead>
<tr>
<th>Duty</th>
<th>Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hr</td>
</tr>
<tr>
<td>Personal conference with students</td>
<td>1 38</td>
</tr>
<tr>
<td>Disciplinary cases</td>
<td>2 00</td>
</tr>
<tr>
<td>Committee meetings</td>
<td>- 25</td>
</tr>
<tr>
<td>Correspondence</td>
<td>1 55</td>
</tr>
<tr>
<td>Class excuses and permissions</td>
<td>- 35</td>
</tr>
<tr>
<td>Social-Professional activities</td>
<td>7 20</td>
</tr>
<tr>
<td>Conference with adm. personnel and faculty</td>
<td>5 17</td>
</tr>
<tr>
<td>Conference with visitors</td>
<td>1 25</td>
</tr>
<tr>
<td>Assembly and freshmen orientation</td>
<td>1 --</td>
</tr>
<tr>
<td>Student Employment</td>
<td>- 40</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>2 05</td>
</tr>
<tr>
<td>Teaching</td>
<td>- --</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24 20</td>
</tr>
</tbody>
</table>

Holding conferences with the administrative personnel and faculty members is another important function of the
dean. The administrative personnel includes the president, deans, business manager, and secretarial employees. These conferences were not committee meetings. Many striking individual differences in the expenditure of time may be noted by those who study the table carefully.

Night Work Done by Deans

The position of dean of women requires night work of five of the six regular deans, and the sixth reports that it is necessary occasionally. The acting dean of women did not report any duties pertaining to the dean's position performed after-office-hours. The amount of time spent per week, based on an estimate of regular sessions, ranges from three to twenty-four hours per week. The two most prevalent types of night work required are college social functions and club meetings. These two types of activities have been discussed elsewhere in the study.

Office Hours and Duties Relating to the Office

Office Hours.—The following questions were asked:
Do you have stated office hours? If so, what are they?
All seven of the deans in answering the questions indicated they do have stated hours. Four of the deans are available in their offices from 8 to 12 and from 1 to 5; two are teachers and the hours of teaching vary during the day which affects their office hours; one dean's hours are from 9 to 12 and from 1:30 to 4. The majority of the deans in
the teachers colleges are in their offices at least 7 hours per day or longer.

Duties.—In every profession there are routine duties which must be performed before more important work can be done. The dean's profession is no exception. Among these routine duties are those related to the office, such as reading and answering correspondence, which, as the time schedules indicates, consume approximately one hour of each dean's professional day; organization of the office and working with the secretarial employees; answering the telephone; issuing absence excuses and special permission cards; and in some cases doing secretarial work. Each dean has various forms which she uses in her work. A collection of these forms (Appendix III) helps to give a representative picture of some of the office duties a dean must perform. Six of the seven deans sent samples of the official forms used in their offices. In most cases, the secretary has the authority to issue class excuses and special permission cards. There are six types of permanent cards kept on file in the deans' offices. The remaining types of forms are for temporary purposes. Some of the permanent cards are common to a majority of institutions, but in only one instance did a dean report the use of an equipment card. Other types of permanent records kept on file in the dean's offices were: personal history sheets or cards; church affiliation cards; and absence records. In Appendix III copies of each of these forms used
in the six offices may be found. The personal data sheets are kept by five of the deans and are especially valuable in counseling with students. By studying these records before talking to a student, the dean has some knowledge of the background of the girl.

There are other forms used by deans on which information is kept but which are not filed permanently. Among these forms (Appendix III) are found: absence excuses, change of address cards, guest cards for college dances, summonses to dean's office, and reservation applications. These are important in a carefully and systematically managed office.

Other Persons' Evaluation of the Dean's Work

In evaluating the favorable comments, which are made concerning the individual dean's work, one must remember that the dean herself has recorded what may be only chance remarks of some individuals who may not represent a common opinion of the strength or weakness of the dean's work.

In answering the question, "What specific parts of your work have been, as far as you know, commented on favorably by others?" there were a variety of answers. Although these comments come only through the medium of the dean’s interpretation, they are interesting as indications of the attitude of the faculty as well as the accomplishments of the dean. The individual counseling ability of the deans was listed most frequently by a majority of the deans in giving comments
of other persons. Other types of individual work upon which comments were made concerned discipline and help given to girls. Since it is not possible to tabulate these comments in a table which will show the values of each comment, the answers given by the seven deans are listed below.

Rather difficult to answer except that I have been complimented on my ability to handle disciplinary problems and as a counselor.

Personal relationships. I seem to "get on" with people.

Understanding of student's personal problems; treating a girl like a human being; composure in face of problems.

Speaking ability and publicity I bring the college; ease with which matters are settled; nice to work for and with.

Individual student guidance and help; keeping relationships smooth between students, faculty, and housemothers.

Personal interest in individual students; informality of office procedure; fairness in dealing with individual girls.

Ability to change quickly from one thing to another; to maintain an even temper; and to remember details--the last is not always entirely favorable.

From these opinions, it may be noted that there is found in the deans of women of the teachers colleges of Texas a humaneness and an understanding that invites the confidence of the students and that their ability to perform well many types of work is recognized and appreciated. It may be true, also, that these deans are successful in types of work which have not been mentioned to them.
Summary

From this analysis of the duties of the deans of women, it is clear that they are duties of a leader, and as such, she may be expected to have an influence on the development of the policies of the college and in the working out of these standards in practical situations.

Seven phases of the dean's work were used as a basis for the chapter. The data were obtained from a questionnaire, daily schedules kept by five deans, and from materials and information sent by the secretaries of the deans.

Among the extra duties of the position are teaching and dormitory services. All deans work closely with dormitory directors, but only one dean's residence is in a dormitory. Four of the persons included in the survey teach academic classes, and three are responsible for the freshman orientation program. All of the deans indicate, however, that they assist other administrative officers and faculty members in the orientation program.

Social duties of these persons are uniform and in some cases rank among the three types of duties taking the largest amount of the dean's professional time. The three general types of social duties of the deans may be classified as: supervision of college social calendar, sponsoring college organizations, and responsibility for certain college activities. Acting as hostess for the college, and chaperoning or attending social affairs are also common duties of deans.
The duties required of the deans of women of the teachers colleges are found to be definitely similar. The amount of time spent in performing the various functions of the office are not so closely related. The types of functions included in the analysis were: those duties which deans indicated as consuming the largest amount of their time, those duties which did consume the largest amount of their time as shown by daily schedules, routine office work, and an evaluation of the work of the individual person from opinions of students and faculty members.
CHAPTER VI

PROFESSIONAL SATISFACTIONS AND PROBLEMS OF THE

POSITION OF DEAN OF WOMEN

A person considering or preparing for the vocation of dean of girls or dean of women is interested in the openings in the field, the best vocational route to follow in attaining this position, the salary which may be expected, the experiences and trainings which will be required before appointment to a deanship, and the duties which a dean performs. It is also to this person's interest to know the professional satisfactions and problems of a dean. This information can be secured best from deans.

Professional Satisfactions

To the question, "What do you think are the principal satisfactions of a dean of women?" each of the seven deans gave different answers. Only one dean mentioned the prestige of the position and this was stated "as solid respect from the many; respect and loyalty from president and faculty members." No dean mentioned increase in salary over her former teaching salary—a consideration which is often not overlooked.

The majority of these deans listed the opportunity of watching and helping in the growth and development of girls
which is afforded a dean of women as a common professional satisfaction. This phase of their work was stated in various ways:

Visible growth in mental and spiritual stature of girls.

Seeing a student, with whom I have had contact become successful in what she undertakes, whether business, marriage, teaching, etc.

The feeling that the girls learn to get the most out of college, and watching them adjust, develop, and succeed.

See girls grow into womanhood, comradeship and a broad and kindly understanding of themselves and of their relationship to others.

Having old students return to my office and express their appreciation for the help and service I have rendered them during their college life.

Smooth-running efficiency of the work of my staff and happy harmonious relationships; social contacts and cooperation from students and faculty.

The position of dean of women is one of service to all those who call upon her; and much personal satisfaction may result from such a position for a person who likes people.

Problems of the Position

The types of problems faced by deans are important. Some are common to all deans and need further study or research for a satisfactory solution. Others are problems that are found in only one college. Six of the seven deans answered the question: "What do you think are the principal difficulties and problems of a dean of women?" The seventh dean answered, "Too many and varied to be listed at this time."
Local problems are those problems which are caused by some lack of facilities, general attitude of the students, and others which are peculiar to that institution. Three of the deans listed these local problems as: "Housing problem, due to increased enrollment of the college"; "Being teacher, houser of Vets, girls, and faculty members keep me busy"; "Lack of cooperation from students living off the campus."

The major problem which was reported by five of the six deans was that of lack of time. This problem was mentioned particularly in "lack of time for personal work, or to have personal contacts"; "Having any time for myself"; "Long hours necessary to do dean's duties and to meet social requirements." Another dean stated her problem as "lack of time to get things done and to get far-reaching plans laid and put into execution." Another expresses hers as "lack of time to know all women students personally."

Two deans reported on the problem of helping students: "Ways to awaken girls to making the most of their lives and opportunities" and "Helping college women react as adults, not adolescents."

Two difficulties which are encountered by one dean are, "The title, dean of women, which can be a barrier between a dean and girls, and the variation in moral and social standards of students." The problem of the title becoming a barrier between the dean and students can be serious if it is allowed to become too large. This problem may often be avoided if
the dean will use the title before her name as little as possible, and if she creates a friendly relationship between herself and the students.

A dean of women will encounter many problems in her work, and those listed are only a few of the major ones. Also, these will change, particularly the local problems, as additional facilities become available, as attitudes of the students change, and as other problems arise.

Summary

Some of the rewards and problems of a dean have been given by quoting statements from deans. Deans in service and prospective deans will find these interesting.

The major satisfaction listed by a majority of deans contacted was the opportunity of watching and helping in the development and growth of girls. The other professional satisfactions varied according to the individual reporting.

The three major types of problems of the position of dean as reported by a majority of the persons in this study are: local problems confronting her; lack of time for personal self; and problems of how to best help the individual girl. Other difficulties and problems encountered by a dean vary in each institution.
CHAPTER VII

SUMMARY

An analysis of the duties of the deans of women in the seven state teachers colleges of Texas was undertaken in this investigation. Data were obtained from reference books, questionnaires, daily schedules of activities kept by five deans, and from observation of one dean's work.

There are similarities of the educational background and training of the deans of women in the teachers colleges of Texas. This is indicated by the degrees held and the special courses taken by these deans to prepare themselves for their present positions.

All seven deans recognize the value of public relations work in regard to their positions. Some are more active in the number of speeches they make during the year, but all are active members in a number of professional organizations. Their leadership ability is shown by the variety of local, district, state, and national offices they have held in their clubs.

The uniformity in office personnel and equipment is not as great as is the uniformity of the duties which they perform. There are only two associate deans, three full-time secretaries, and one part-time secretary although the
majority of the deans do employ student helpers. The furniture and equipment in the offices vary and often indicate personality and hobbies of the deans.

From data which have been compiled, a similarity of duties of the deans is recognized. All seven deans perform functions which entail the following: personal counseling; committee work; night duties; social duties; conferences with visitors; conferences with students and faculty members; handling difficult disciplinary problems; supervision and doing certain routine office duties; and working closely with the residence hall counselors. Four of the deans do academic teaching while three are directly or indirectly responsible for the freshmen orientation program.

That the position of dean of women requires a person whose interests are varied, who is capable of becoming a leader or is already a leader, and one who understands people, is an established fact. Data secured in this survey further substantiate this fact. From the opinions of faculty members and students, the deans of women of the teachers colleges of Texas meet these standards. It is further noted that the many tasks performed by a dean are recognized and appreciated by her friends.

Any person desiring to become a dean of women will find many special problems to be solved. The problems differ in each situation. However, the deans in this study indicate
the professional satisfactions derived from the position
outweigh the problems and the long, difficult hours necessary
to perform their duties efficiently.
APPENDIX I

QUESTIONNAIRE TO THE DEANS OF WOMEN OF THE SEVEN STATE TEACHERS COLLEGES IN TEXAS

I. THE COLLEGE

1. Name of the College

2. Number of girls enrolled in the college during the 1946-47 spring semester

II. EDUCATION AND TRAINING

1. Name of the Dean

   a. Academic Training: (Please underscore) B.S., B.A., M.S., M.A., Ph. D., Others

   b. List specific courses taken which have prepared you for the position as Dean of Women, when and where taken.

   c. List consecutively your training and experience including your present position. Please do not leave a gap in years.

<table>
<thead>
<tr>
<th>DATE</th>
<th>FROM TO</th>
<th>TYPE OF INST.</th>
<th>YOUR EXACT TITLE</th>
<th>LIST SUBJECT Taught or other Functions Performed by You</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L.S., H.S. College, or University</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

68
d. Annual salary: (Underscore nearest approximate salary) $3000, $3500, $4000, $4500, $5000, $5500.

e. List any publications, giving titles, date and publishers. Include any of your magazine articles, giving name of magazine.

________________________________________________________________________

________________________________________________________________________

III. Public Relations Work

1. Underscore your membership in the following professional organizations and list any others: American Assn. of University Women, Delta Kappa Gamma, National Assn. Deans of Women, Texas State Assn. Deans of Women, and others

________________________________________________________________________

2. List offices held in the above organizations giving the date.

________________________________________________________________________

________________________________________________________________________

3. List Civic Clubs or Study Clubs of which you are a member, offices held and date.

________________________________________________________________________

________________________________________________________________________

4. Church Work: Regular attendance at church? __________ Office held in the church? __________

Regular attendance at Sunday School? __________

Office held in the Sunday School? __________

5. Speaking Engagements: Approximate number of engagements per month? __________ Approximate number given in the city? __________ Approximate number given outside the city? __________

IV. Academic Work

1. Teaching load, (clock hours per week) __________ Subject taught __________
IV. **Academic Work (continued)**

2. Office hours. Do you have stated office hours?____
   If so, what are they?________

3. Is night work necessary?____ If so, approximately how many hours a week?____ Kinds of night work performed?________

4. What kind of freshmen orientation program do you have?____
   Are you in charge of it?____ If not, who is ______
   ____________________________ (give official title).

V. **Dean's Duties** (Please answer "yes" or "no" to the following questions and give the additional needed information. Use back of sheet if additional space is needed.)

1. Do you hold conferences with students about personal problems?________

2. Do you handle disciplinary problems?____

3. Do you have conferences with parents?____

4. Do girls obtain their class absence excuses from your office?________

5. Do girls obtain their special permission cards from your office?________

6. Do you hold committee meetings with students?____
   With faculty members?_______ Describe briefly the kinds of committee meetings.________________________

7. Do you perform the following dormitory duties?
   (a) Accept reservation fees?____
   (b) Assign rooms to the girls?____
   (c) Transfer girls from one room to another?____
   (d) Select the administrative personnel for the dormitories?____

8. Do you live in the dormitory?____ Are you on duty?____
   If so, do you have certain hours?____ What are they?________
9. Do you have a full-time dormitory director for each dormitory?__________ What is her academic training? ________________________________ (High school, college).

10. Do you have student hostesses?____ How many per dormitory?____ Total hours per week they work?____

11. Do you have girls' residence homes off the campus?____ How often do you inspect them?________ (annually, semi-annually, etc.)

12. Do you keep the college social calendar?____ If not, who is responsible for it?_________________________ (Give official title).

13. Are you responsible for securing work for girls?____ If not, who is responsible for it?_________________________ (Give official title).

14. Do you help in the administration of loan funds and the awarding of scholarships?____ How?

V. Office

1. What is the approximate size of your office—length and width?________ Located in what building (Administration, dormitory, etc)________________________ What floor?________________________

2. Do you have a private conference room?________

3. Secretarial help

   (a) Do you have a full-time secretary?____ What degrees does she hold?________________________

   (b) Do you have student helpers?____ How many?
       _________ Total hours per week they work?____

VI. List in order the three types of general duties you feel consume the largest amount of your time during the college year. (Personal counseling, excuses, committee meetings with students, etc.)

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
VII. What are the college activities for which you are directly responsible? List and briefly describe each of them.

VIII. What are the college organizations for which you are directly responsible? List and briefly describe each of them.

IX. In your work have you ever felt the need of some specific knowledge or technique? If so, please list.

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

XI. What do you think are the principal difficulties and problems of a Dean of Women?

XII. What do you think are the principal professional satisfactions of a Dean of Women?

XIII. The most vivid picture of what a dean does can only be obtained from the detailed daily schedules of deans. Therefore, I am asking you if you will give me such a schedule for two days, preferably not consecutive days. Below is an illustration of the type I would like to have.
<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>NUMBER OF MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50</td>
<td>Arrived at school</td>
<td></td>
</tr>
<tr>
<td>7:55</td>
<td>Acted on excuses and prearranged absences</td>
<td>15</td>
</tr>
<tr>
<td>8:10</td>
<td>Talked with three students about an assembly program they were arranging</td>
<td>15</td>
</tr>
<tr>
<td>8:25</td>
<td>Telephone call from Registrar's office asking us to recommend two students to help in that office</td>
<td>5</td>
</tr>
<tr>
<td>8:30</td>
<td>Telephone call from a mother concerning personal problem of her daughter</td>
<td>10</td>
</tr>
<tr>
<td>8:40</td>
<td>Read mail and dictated letters</td>
<td>35</td>
</tr>
<tr>
<td>9:15</td>
<td>Discussed problem with one girl of remaining in college by suggesting rearranging of schedule of courses</td>
<td>15</td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX II

LETTER SENT TO THE SECRETARIES OF THE DEANS OF WOMEN OF

OF THE SEVEN STATE TEACHERS COLLEGES OF TEXAS

Box 5839 T. C. Station
Denton, Texas
June 19, 1947

Secretary, Dean of Women
____________ State Teachers College
____________ Texas

Dear Madam:

Enclosed is a copy of a questionnaire which I sent Dean ______ covering her duties as Dean of Women. This questionnaire is to be used as the basis for my Master's thesis. In compiling data for the thesis, there are certain detailed matters in which I would like your cooperation.

Will you be so kind as to send me:

(1) A copy of your forms used in your office.

(2) A copy of your rules and regulations and students' handbook.

(3) A copy of your dormitory policies.

(4) Ask the Registrar to send me a copy of the 1946-47 college catalogue.

(5) Give me a brief description of the type of furniture in the dormitory reception rooms.

(6) Give me a brief description of the type of equipment and furniture in the reception room and the dean's private office.

74
A large stamped envelope was sent to Dean________ for the returning of the questionnaire, forms, handbooks, and dormitory policies. I am enclosing postage for your convenience in sending me the descriptions asked for above. I shall appreciate your helping me and also in assisting Dean________ in any way in completing the questionnaire.

Sincerely yours,

Jane Greer
APPENDIX III

OFFICIAL FORMS USED IN THE OFFICES OF THE DEAN
OF WOMEN OF THE SEVEN STATE TEACHERS COLLEGES
OF TEXAS

EAST TEXAS STATE TEACHERS COLLEGE  DEAN OF WOMEN

My dear

Your name has been given by__________________________

Organization Officer

as desired chaperon for the__________________________
at__________________________ on__________________________

This event begins at__________________________ and last until__________________________

If you will accept the responsibility indicated, will you kindly sign the form below? We keep these responses on file. We thank you for your kindness and cooperation.

Julia E. Hubbell, D. of W.

I agree to serve as chaperon for the duration of the above function.

__________________________  ____________________________
Date                   Chaperon

DEAN OF WOMEN'S OFFICE

M

__________________________________________

__________________________________________

__________________________________________

19

Dean of Women

76
### DEANS RECORD OF ABSENCE

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Date of Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ABSENCES

For week ending 19

Student's Name | Course | Date
---|---|---

---

### OUT OF TOWN

Name

Date Leaving | Hour
---|---

Date Returning | Hour
---|---

Friend Visiting

Street Address

Town | Phone
---|---
APPLICATION FOR ROOM - EAST DORMITORY

Name_________________________________________ Date _____

Address ________________________________

Freshman____ Soph.____ Jr._____ Senior__________

Room Preference: Single____ Double____ Number_______

Choice of floor_________________Exposure_________________

Semester Attending________________________

Parent or Guardian ____________________________

OVERNIGHT IN COMMERC

Name _________________________________

Friend's Name ____________________________

Householder's Name __________________________

Street Address ____________________________

Phone Number ________Date ___________________

REQUEST TO CALL AT OFFICE

EAST TEXAS STATE TEACHERS COLLEGE

Commerce, Texas_______________19____

Mr. _____

Miss _____

Please call at my office at_______today, bringing this card with you.

Respectfully, ________________________________
TELEPHONE MESSAGE

For__________________________________________

From__________________________________________

Called__________O'clock__________M.

Date Phone Number

{} Will call again.

{} Request that you call.

Remarks_____________________________________

__________________________________________

(Initials of office girl)

REQUEST FOR WITHDRAWAL

Name __________________________________________ Date____________1947

Reasons:

Signature: ________________________________
Dean of Women or Men

Library, Loan Desk and Reference Desk

Textbook Library

Approved: ___________________________________
Dormitory President of College

Note: To complete a withdrawal from the College with a clear record the following signatures are required: Dean of Men or Women, Librarians and Library Textbook, Dormitory Director and President of College. The card must be filed with the Business Office.
INFORMATION CARD

Student's Name ________________________________

Date __________________________ Age ________

Classification: Fr.____ Soph.____ Jr.____ Sr.____

Grad.____ Transfer ________

Name of Householder __________________ Home? ________

Street and Number _______________ Phone? ________

Where working? _______________ Light Housekeeping? ________

Parent's Name? ____________________ (or person to notify in case of illness or accident)

Parent's Address __________________ Phone? ________

(Street and city)

Or Phone nearest Parents __________

Married? _____ Vaccinated? _____ E.T. Medical Exam? _____

when? ________ when? ________

__________________________ Dean

REQUEST FOR PERMISSION

To ________________________________

______________________________

Name __________________ Date ____________

Reasons:

Approved:

______________________________
CHURCH INFORMATION CARD

1--Name ___________________________ Age ________

2--Commerce Address ___________________ Phone ________

3--Home Address _________________________ Class ________

4--Member of ___________________________ Church at ___________________________
   (Denomination)

5--Church Preference (Non-Member) ___________________________

6--What offices have you held in your home church? ________________

7--Have you had experience in the following: (Yes or No)
   Choir ______ Orchestra ______ Special Music ______

8--Do you stay in Commerce during the week-end? ________________

EQUIPMENT CARD

Name ___________________________ Room ________

Date of Arrival _________________________ Hour ________

Billow ______ Ceiling Light ______ Key No. ________

Mattress Pad ______ Lamp ______ Shades ________

Night Table ______ Damages ________

I have the above equipment in my room and shall leave it in
as good condition as I found it or pay for any loss or damage.
I also will take financial responsibility should I deface the
building or property

_______________________________ Signed

CHECKED IN ________ CHECKED OUT ________
NORTH TEXAS STATE TEACHERS COLLEGE

SPECIAL PERMISSION

To ________________________________________________

________________________________________________

Signature _________________________________________

Date ____________________ Approved ____________________

Dean of Women

Signature of Landlady __________________________________

SUMMONS

__________________________________________________

Please call at this office _______________________________

Bringing this card with you.

Respectfully,

__________________________________________________

Dean of Women
RESIDENCE CARD

Name ___________________ Sex ___________________ Classification ___________________

Parent or Guardian's Name ____________________________________________________________

Home Address ________________________________________________________________

DENTON ADDRESS

Name of Landlady ______________________________________________________________

Street and Number _____________________________________________________________

Post Office Box __________________ Phone __________________

If Employed, Where? ______________________________________________________

DEAN'S RECORD OF ABSENCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Week M T W T F S M T W T F S M T W T F S M T W T F S |
|---|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |   |   |
| 1 |   |   |   |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |   |
| 7 |   |   |   |   |   |   |   |   |   |
| 8 |   |   |   |   |   |   |   |   |   |
| 9 |   |   |   |   |   |   |   |   |   |
| 10|   |   |   |   |   |   |   |   |   |
| 11|   |   |   |   |   |   |   |   |   |
| 12|   |   |   |   |   |   |   |   |   |
| 13|   |   |   |   |   |   |   |   |   |
| 14|   |   |   |   |   |   |   |   |   |
| 15|   |   |   |   |   |   |   |   |   |
| 16|   |   |   |   |   |   |   |   |   |
| 17|   |   |   |   |   |   |   |   |   |
GUEST DANCE CARD

Name of guest__________________________________________________________

Address______________________________________________________________

Guest of________________________________________________________________

Approved______________________________________________________________

Dean of Women

Place__________________________________________________________ Hour__________

Date of Dance___________________________________________________________

Club giving the dance_____________________________________________________

CHANGE OF ADDRESS

________________________________________________________________________

Student's Name

Reason for moving _______________________________________________________

Name of new landlord_______________________________________________________

Street Number __________________________ Telephone: _______________________

Signed __________________ Dean of Women

Signed __________________ Landlord
REPORT OF ABSENCE

Name of Student

Date of Absence

Course Period

Teacher

CLASS ABSENCE

Mrs.

Miss Student's Name Class.

Has given the following excuse for class absence

________________________________________

Date of absence

No penalty Have this OK'd and return to Dean of Women

Signature of Dean

Signature of Faculty

Signature of Landlady
SAM HOUSTON STATE TEACHERS COLLEGE

EXCUSED ABSENCE

Name of Student _________________________________
Date _________________________________________
Reason _________________________________________

Approved ____________________________________________
Dean of Women

STUDENTS' EXCESSIVE ABSENCE CARD

Submit to office of Dean of Men or Women after five consecutive absences

Name ___________________________________________
Course Number ________________ Hour ________________
Dates absent _______________________________________
Remarks ___________________________________________

Signature of Instructor _______________________________
CHANGE OF ADDRESS

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Address</td>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Date Entered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Withdrawn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Address</td>
<td>Phone</td>
<td></td>
</tr>
</tbody>
</table>

APPROVAL:

____________________________________ |
Dean of Women or Men
____________________________________ |
Registrar
____________________________________ |
Business Office
____________________________________ |
The above approvals are required for assignment.
Assignment:
____________________________________ |
Dean of Women or Men
Student

Please signify by "Yes" or "No" in each instance which of the privileges listed below you wish your daughter to have.

1. Out of town trips sponsored by the college
2. Week-end trips and holiday visits with:
   a. Relatives in other towns
   b. Friends in other towns
   c. Parents
   d. Relatives in Huntsville
3. Are trips out of town to be made by car?
4. Dances not sponsored by college either in Huntsville or near by towns

____________________________________
Signature of Parents or guardian
STEPHEN F. AUSTIN STATE TEACHERS COLLEGE

GUEST CARD ALL COLLEGE DANCE

Admit ____________________________

______________________________
ENTERTAINMENT COMMITTEE

By ______________________________
Secretary

Date ____________________________

Miss ____________________________ will leave Gibbs Hall on

__________________________ at __________ A. M.
State day of week

Phone No. ____________

__________________________ P. M.
State hour

Name of Escort ________________________________

Name of person visited ________________________________

Address at which a message would find her ________________________________

State name of hostess, street, number, town

She expects to return on ________________ A. M.
state day of week date

__________________________ P. M.

Returned ________________________________ A. M.

__________________________ P. M.
GRADE CARD

Student's Name ________________________________

Course ___________ Grade ___________

Teacher ______________________________________

Term ____________________

INFORMATION FOR DEAN

Name M ________________________________

Parents or Guardians address ______________________

Parents name ___________ Parents occupation 66 ___________

Date of birth ___________ Married—Yes ______ No ______

Church membership ________ If none, preference ______

Nacogdoches Hostess __________________________ Telephone ______

Boarding _______ Commute _______ Housekeeping _______

Resident ____________

Living with relative _____ If so, relationship ______

Working for ___________ Hours per week ______ Kind of work ______

Remarks: ___________________________________________
SUL ROSS STATE TEACHERS COLLEGE

GUEST CARED--COLLEGE DANCE

Name

Address

Date

Dean of Women

OUT OF TOWN PERMISSION

Name, Date

Destination

Date Leaving

Date Returning

Means of Transportation

Address

Signed
CLASS ABSENCE

Student ________________________________

Classes missed _________________________

Date of Absence _________________________

Reason _________________________________

_________ Authorized

_________ Unauthorized

Dean of Women

Faculty Acknowledgments: ____________________

Date ______________

REPORT OF CLASS ABSENCE

Student ________________________________

Class _________________________________

Remarks _______________________________

Days Absent: Class Laboratory

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Week Ending _______________ Instructor _______________
OFFICE OF THE DEAN OF WOMEN

Date________________, 19______  Student No.____________

Name__________________________________________  (Last name first)

Canyon Address  
(Name of householder) (Address)  (Phone)

Parent or Guardian ____________________________________  (Address)

Classification ______ Major ______ Faculty Advisor_______

Church Membership____________________ Preference_______

Did you earn money for your expenses?____ Are you working now?________

Employer ___________________ Hours____ Remuneration____

Are you being aided by a college loan fund?____

Name of fund________________________________________

Do you expect to get a degree?________________________

Do you expect to be self-supported after leaving school?____

What vocation do you prefer?___________________________
BIBLIOGRAPHY

Blanding, Sarah Gibson, "The Dean's Contribution to the Life of Our Times," Journal of the National Association of Deans of Women, IX (June 1946), 147-150.

Collier, C. B., The Dean of the State Teachers College, Nashville, George Peabody College for Teachers, 1926.


Herndon, Ellen B., "Happy the Head of Residence," Journal of the National Association of Deans of Women, X (October 1946), 30-33.


