# UNIVERSITY OF CINCINNATI

June 19 32

*I hereby recommend that the thesis prepared under my supervision by* Harry Franklin Toothman

*entitled* The Academic Dean of the Liberal Arts College

*be accepted as fulfilling this part of the requirements for the degree of* Doctor of Philosophy in Education

*Approved by:*

Carter V. Good

L A Pechstein

Wm. A. Cook

Form 668—G. S. and Ed.—1M—7-31

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner.  Further reproduction prohibited without permission.

# THE ACADEMIC DEAN OF THE LIBERAL ARTS COLLEGE

A dissertation submitted to

The Graduate Faculty of the Teachers College
of the University of Cincinnati

in partial fulfillment of the
requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

1932

by

Harry F. Toothman
A.B. West Virginia University 1915
A.M. Columbia University 1923

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

UMI Number: DP16109

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

UMI®

UMI Microform DP16109

Copyright 2009 by ProQuest LLC.

All rights reserved. This microform edition is protected against unauthorized copying under Title 17, United States Code.

ProQuest LLC
789 E. Eisenhower Parkway
PO Box 1346
Ann Arbor, MI 48106-1346

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE OF CONTENTS

Page

LIST OF TABLES ----------

Chapter

I. INTRODUCTION: STATEMENT OF THE PROBLEM, SOURCES AND TECHNIQUES
The Problem---------- 1
Sources of Data---------- 6
The Techniques Used---------- 7
Summary---------- 12

II. RELATED STUDIES
The Dean of the State Teachers College---------- 13
Studies of the Dean of Men---------- 15
Studies of the Dean of Women-------- 17
Studies of the Dean of the Public Junior College---------- 25
Summary---------- 31

III. HISTORICAL DEVELOPMENT OF THE OFFICE OF THE COLLEGE DEAN IN AMERICAN COLLEGES
Introductory---------- 33
The Office of Dean in Central Ohio Colleges---------- 36
The Office of Dean in Other Colleges---------- 70
When the Office of Dean Was Established---------- 77
Why the Office of Dean Was Established---------- 79
Early Functions of the Office as Differentiated from Those of the Dean at the Present Time---------- 84
Summary and Conclusions---------- 92

IV. SALARY AND TENURE OF DEANS
The Method of Collecting and the Distribution of the Data---------- 94
The Salary of Deans---------- 95
The Tenure of Deans----------100
Summary and Comparison with Other Studies----------102



9 Ag 32

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

page

V. THE ACADEMIC PREPARATION AND PROFESSIONAL EXPERIENCE OF DEANS
General Preparation and Degrees---- 107
Professional Training of Deans----- 112
Administrative Experience of Deans- 113
Professional Experience of Deans--- 114
Summary---------- 118

VI. TEACHING LOAD, ACADEMIC HONORS, AND EVIDENCES OF PROFESSIONAL GROWTH
The Teaching Load of the Dean------ 119
Academic Honors---------- 126
Evidences of Professional Growth--- 128
Summary---------- 133

VII. THE DUTIES OF THE ACADEMIC DEAN IN INDEPENDENT COLLEGES
The Technique Used---------- 135
Duties of the Dean in Independent Colleges of Less Than 500 Students- 137
The Principal Duties of the Dean in Independent Colleges of 500 or More Students---------- 148
Summary---------- 159

VIII. DUTIES OF THE ACADEMIC DEAN OF THE LIBERAL ARTS COLLEGE IN THE UNIVERSITY
Analysis of Duties---------- 160
Comparison with Duties of the Dean of Independent Colleges---------- 172
Estimates of Deans as to the Duties Requiring Most Time---------- 178
Summary---------- 180

IX. THE DEAN'S DAY: A DETAILED STUDY OF THE ACTIVITIES OF THE DEAN
Introductory---------- 181
Classification of Activities------- 188
Summary and Time Study Conclusion-- 214

X. SUMMARY AND CONCLUSIONS
Summary---------- 218
A Re-Statement of the Duties of the Dean---------- 231
Recommendations---------- 237

BIBLIOGRAPHY---------- 242

APPENDIX---------- 255



Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

# LIST OF TABLES


page

TABLE

I. Distribution of Colleges Answering the Vocational History Questionnaire According to the Number of Students and Type of College---------- 10

II. Summaries of Comparisons from Jones' and Sturtevant and Strang's Studies---------- 21

III. The Dates of the Founding and of the Establishment of the Office of Dean in Ten Central Ohio Colleges---------- 70

IV. The Date of the Founding of 86 Colleges--- 79

V. The Date of the Establishment of the Office of Dean in 86 Colleges---------- 80

VI. The Tenure of the First Deans in 82 Colleges---------- 81

VII. The Salaries of Deans According to the Size of the College---------- 96

VIII. The Number of Months Deans are Employed in Three Groups of Colleges: Independent Colleges, Colleges in Universities and Women's Colleges---------- 98

IX. The Amount of Money Earned by Deans for Summer Work---------- 100

X. The Tenure of 281 Deans According to the Types and Sizes of the Colleges---------- 101

XI. Academic Preparation of Deans According to the Types and the Sizes of the Colleges Served by Them---------- 108

XII. Administrative Experience of Deans in Other Offices---------- 115

XIII. The Professional Experience of Deans Whose Colleges are Approved or Not Approved by the American Association of Universities---------- 116




Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

page

XIV. The Teaching Load of Deans According to the Size of the College---------- 120

XV. The Teaching Load of Deans According to Three Types of Colleges and as Approved or Not Approved by the American Association of Universities---------- 122

XVI. Academic Honors Conferred upon Deans----- 127

XVII. Professional Organizations of Deans: Membership and Attendance---------- 131

XVIII. Books and Magazine Articles Contributed by Deans---------- 132

XIX. Frequencies of Certain Duties Performed by Deans in Independent Colleges with an Enrollment of Less Than 500 Students-- 139

XX. Scattered Cases in Which the Duties of the Dean Are Distributed Among Other Officers, in Independent Colleges of Less Than 500 Students---------- 144

XXI. The Principal Duties of the Dean in Colleges of Less Than 500 Students------- 146

XXII. Frequencies of Certain Duties Performed by Deans in Independent Colleges of 500 or More Students---------- 149

XXIII. Scattered Cases in Which the Duties of the Dean Are Distributed Among Other Officers in Independent Colleges of 500 or More Students---------- 154

XXIV. The Principal Duties of the Dean in Independent Colleges of 500 or More Students- 156

XXV. Frequencies of Certain Duties Performed by Deans of Liberal Arts Colleges in Universities---------- 162

XXVI. Scattered Cases in Which the Duties of the Dean are Distributed Among Other Officers, in the Liberal Arts College of the University---------- 167



Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

page

XXVII. The Principal Duties of the Dean of the Liberal Arts College in the University---------- 170

XXVIII. Comparison of the Duties of Deans by Groups of Colleges---------- 174

XXIX. Classification of the Activities of the Dean According to Duties---------- 189

XXX. The Ten Duties Performed by the Dean with the Greatest Frequency---------- 209

XXXI. The Ten Duties Requiring Most of the Dean's Time---------- 211



Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## ACKNOWLEDGMENT

The writer cheerfully acknowledges his debt of gratitude to the many deans of the liberal arts colleges for their splendid co-operation in this study.

He wishes to express his deepest appreciation to his dissertation committee consisting of Dr. Carter V. Good, Dr. William A. Cook, and Dean L.A. Pechstein for their patient consideration and wise guidance.



Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

# CHAPTER I

## INTRODUCTION: STATEMENT OF THE PROBLEM, SOURCES, AND TECHNIQUE

### The Problem

In general the purpose of this study is to determine the status of the academic dean in the liberal arts college and to form as complete a picture as possible of this position. The term "academic dean" was chosen to differentiate this officer from the dean of men in colleges and the dean of administration in universities. It refers to the officer commonly known as the dean of the faculty, or dean of the college in independent colleges, and the dean of arts and sciences in universities. To call this individual the academic dean is to describe him in terms of the duties stated in detail later in the study.

Similar studies. - Studies have been made of the deans of teachers colleges, deans of men and women, and deans of junior colleges but complete investigations of the office, or the individual, occupying the office of the dean of the liberal arts college are lacking. At the present time, however, the Association of American Colleges, under the direction of Dr. Robert L. Kelly, is making a study of "The Smaller College" one phase of which deals with the deanship in colleges of approximately 500 students, or less.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The phase of "The Smaller College" relating to the office of the dean of the college, is being conducted by Dean Clyde A. Milner of Guilford College, North Carolina. The spirit of the present study and that of Dean Milner has been one of hearty cooperation, as far as conditions would permit. Correspondence with Dean Milner and Archie M. Palmer, representing the American Association of Colleges, described the plan and purposes of Dean Milner's study; in turn a complete plan of the present study was sent to both Dean Milner and Mr. Palmer. Mutual check-ups on the progress of the two studies have been made from time to time.

Justification of the study. - In view of the fact that Dean Milner's study of the office of the dean is now in progress, three claims justify the present study:

1. The claim of priority. - Both the Vocational History Questionnaire and the form listing the functions of the dean had been sent to college deans and a considerable number of the returns received before Dean Milner had his form completely prepared.

2. The supplementary claim. - Dean Milner collected his data from 117 of the smaller colleges, with an enrollment of approximately 500 students, or less. The present study includes 174 colleges falling within this group. A careful check against the 117 colleges in Dean Milner's list shows that only 42 of them are represented in the present study.

3. The claim of both greater intensiveness

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

and extensiveness of the present study. - Dean Milner used only one technique, that of the questionnaire. The present study includes also a time study for the detailed activities of the dean, and the historical method applied to the historical development of the office of the dean in American colleges. In addition to the smaller independent colleges, in which there is an overlapping of only 42 colleges, the present study includes larger independent colleges, liberal arts colleges in universities, and women's colleges. The total number of colleges participating in the present study total 297 against the 117 colleges in Dean Milner's study.

The available data from Dean Milner's study. - The only available data from Dean Milner's study at the present time are a summary of 21 functions performed by the college dean and a restatement of those functions in the order of the frequency with which they are performed.[1] The list follows:

1. To give counsel on all academic problems.
2. To interview students on all academic matters.
3. To help estimate the teaching abilities of faculty members.
4. To advise failing students.
5. To grant permission for the changes of courses of study.
6. To excuse class absences.
7. To make annual reports on the academic work of the college.
8. To estimate the constructive influence of faculty members on the campus.
9. To give general advice on all college policies.

---

[1] Clyde A. Milner, "Some Functions of a College Dean", Bulletin of the Association of American Colleges, XVII, No. 4 (December, 1931), 518-521.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

10. To supervise the college curriculum.
11. To edit the college catalogue on all academic matters.
12. To grant permission for extra hours.
13. To correspond with parents on all matters of student welfare.
14. To supervise all discipline.
15. To recommend all changes in the curriculum.
16. With heads of departments to make all changes in courses.
17. To improve instruction.
18. To coordinate and improve the grading system.
19. To interview applicants for admission.
20. To direct faculty attention to changing educational thought and practice.
21. To determine entrance requirements for transfer of students.

The same functions listed in the order of the frequency with which they are performed by deans are:

1. To give counsel on all academic matters.
2. To interview students on all academic matters.
3. To advise failing students.
4. To supervise the college curriculum.
5. To give general advice on all college policies.
6. To help estimate the teaching abilities of faculty members.
7. To grant permission for changes of courses of study.
8. To correspond with parents on all matters of student welfare.
9. To recommend all changes in the curriculum.
10. With heads of departments to make all changes in the curriculum.
11. To make annual reports on the academic work of the college.
12. To improve instruction.
13. To interview applicants for admission.
14. To direct faculty attention to changing educational thought and practice.
15. To grant permission for extra hours.
16. To edit the college catalogue on all academic matters.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

17. To supervise all discipline.
18. To estimate the constructive influence of faculty members on the campus.
19. To excuse class absences.
20. To determine entrance requirements for transfer of students.
21. To coordinate and improve the grading system.

Values of the present study. - The results of the present study should prove helpful in forming a better understanding of the actual duties performed by this officer; they should aid presidents of individual colleges in determining what functions they may wisely delegate to the academic dean; they should offer helpful suggestions to persons looking forward to preparation for the deanship, or to those just beginning to assume the duties of that office; and they should furnish supplementary data which may be used in those graduate schools which offer courses in the administration of higher education. Since it probably is not advisable, or possible, to determine each activity of all deans, emphasis is placed in this study on those activities common to a large number of institutions and on those which require most of the dean's time.

Extent of the study. - The study analyzes the type of individual who holds this position from the standpoint of vocational history and the nature of the duties performed. Vocational history is understood to include such factors as degrees held, professional training received, experience prior to becoming dean, salary, tenure,

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

teaching load, academic honors received, and evidences of continuous professional growth. For convenience the duties have been grouped under the headings of general administration, student accounting, supervision of instruction, and social and community relationships.

## The Sources of Data

The sources are two-fold, historical and raw data obtained directly from the present deans of liberal arts colleges. The historical sources embrace available literature on related studies and on the development of the deanship of the liberal arts college in America, as described in volumes dealing with the histories of higher institutions.* These histories were supplemented by a personal examination of available data in a selected list of colleges visited. The data to which the writer was given access are listed under techniques used. The most productive sources were found to be annual catalogues, annual reports of the board of directors, president and dean, college newspapers and periodicals, and printed regulations.

The second source of data included all of the liberal arts colleges in the United States as listed in

---

* See bibliography, pp. 242

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the Educational Directory for 1931.[2] This list was made up of separate colleges for men and women, coeducational independent colleges, and liberal arts colleges in private, municipal and state universities.

## The Techniques Used

The techniques used are in keeping with the type of data collected. They are the historical, the questionnaire, and time study techniques. The data on the historical development of the deanship in America were derived from both primary and secondary sources. The primary sources were found in ten Central Ohio colleges. Personal visits to these colleges made the following sources available:

1. Direct information from the dean of the college.
2. Printed lists of the duties of the dean.
3. Annual catalogues of the institutions over a period of years.
4. Faculty minutes.
5. Minutes of Boards of Directors' meetings.
6. Annual reports of Boards of Directors, the President, and the Dean.
7. College newspapers and periodicals.
8. Special bulletins and pamphlets published by the institution.
9. Interviews with any former deans of the

---

[2] Educational Directory, Institutions of Higher Education. Part II, Office of Education. Bulletin No. 1, 1931. 1-9. Washington: Office of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

college, or with professors long established in the institution.

In securing data from these sources, first the dean of the college was interviewed. He was asked the date of his appointment to the deanship, and the tenure of his predecessors. He was asked, also, to give a statement of his duties, to mention any changes in these duties which had been made during his administration, or that of earlier deans.

For material to supplement and verify the statements made by the dean in the interview, permission was requested to investigate the sources previously mentioned, or any other available sources on the campus. This permission was generously granted by all deans, and in many cases deans indicated the sources which would probably be most profitable. The time spent in each institution varied from two to six days, according to the length of time that had elapsed since the establishment of the office of dean and the value of the source material available.

Extending the data obtained from primary sources. - Since a personal investigation of the primary sources in a great number of colleges was not feasible, secondary sources were utilized to supplement and extend the data obtained by personal contacts with primary sources. The secondary sources comprised recognized editions of the histories of various colleges and universities. A complete list

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of the volumes used is found in the bibliography.*

The answers to three questions regarding the development of the college deanship in America guided the investigation of both primary and secondary sources. These questions were:

1. When was the office of dean established?
2. Why was it established?
3. What were the early functions of the office as differentiated from those of the dean at the present time?

The Vocational History Questionnaire. - A vocational history questionnaire was sent to all liberal arts colleges in the United States, as listed in the Educational Directory for 1931.[3] Eliminating purely technical institutions the list totaled 609 colleges. The large headings of the questionnaire were stated on page two. The complete form may be found in the appendix.**

The distribution of the colleges. - Returns were received from 374 deans, 61.4 per cent. Of this number 28 reported no dean, five reported a combination of the office of dean and registrar, and 44 other returns were found unusable. Data were tabulated from the deans of the 297 colleges remaining. Geographically the colleges represent-

---

* See bibliography pp. 247-249

** See appendix pp. 255-256

3 Educational Directory, op.cit., pp. 1-9

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ed each of the states in the United States and the District of Columbia. The distribution according to student enrollment is shown in Table I.

TABLE I

DISTRIBUTION OF COLLEGES ANSWERING THE VOCATIONAL HISTORY QUESTIONNAIRE ACCORDING TO THE NUMBER OF STUDENTS AND TYPE OF COLLEGE.

| Student enrollment | Independent colleges | Liberal arts colleges in universities | Women's colleges | Total |
|---|---|---|---|---|
| 5000-5999 | | 1 | | 1 |
| 4000-4999 | | 3 | | 3 |
| 3000-3999 | | 1 | 2 | 3 |
| 2000-2999 | 7 | 15 | 3 | 25 |
| 1000-1999 | 7 | 10 | 9 | 26 |
| 1-999 | 165 | 51 | 23 | 239* |
| | 179 | 81 | 37 | 297 |

The time study of the duties of the dean. - The time study analysis included the following steps:

1. The formulation of a tentative list of duties of the academic dean, based on duties of related officers. These officers were the dean of the state teachers college, the dean of the junior college, the dean of men, and the dean of women.

* A more detailed analysis shows 174 of the 239 colleges in the lowest group have an enrollment of less than 500 students.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

2. The tentative list of duties was arranged arbitrarily under four large headings.

    a. General Administration
    b. Student Accounting
    c. Supervision of Instruction
    d. Social and Community Relationships

3. The deans of ten Ohio colleges were visited and interviewed.

4. The final revision of the form as shown in the appendix, pages 272-74 , was sent to all academic deans whose colleges are approved by the American Association of Universities.[4]

5. A detailed study of the duties of the dean was made to supplement the data obtained, as already described. It was assumed that each duty was made up of a number of specific activities, and that a list of these activities would add concreteness.

    The daily schedule of deans. - To secure the data on the activities of a

---

[4] Accredited Higher Institutions. Office of Education Bulletin. No. 19, 1930, pp. 11-13. Washington: Office of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

number of deans for a single day, the promised cooperation of 100 deans was secured. To these, directions were sent for keeping a record of their activities.

## Summary

In this introductory chapter an attempt has been made to give the reader a very general view of the study as a whole. The problem has been stated; the attention of the reader called to the related studies with special emphasis on Milner's study which is now in progress; and the sources and techniques have been briefly presented. For a more complete statement of the sources and techniques the reader is referred to appropriate headings in the body of the thesis. The specific pages relating to sources and techniques are as follows: historical sources and technique, pages 34-36; vocational history questionnaire, pages 94-95; and time study sources and technique, pages 137-138, 181, and 184-185.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## CHAPTER II

## RELATED STUDIES

The related studies fall naturally into groups according to the type of institution. Studies have been made of the dean of the state teachers college, deans of men, deans of women, and deans of junior colleges. These studies will be summarized because of the bearing they have on the present study.

### The Dean of the State Teachers College

Collier's study is the only one made of this officer.[1] The problem as stated by Collier is in the form of three questions:

a. Is it good administrative practice for the president to delegate routine matters of administration in a state teachers college?
b. Is centralization of administration desirable?
c. Should administrative duties be delegated to committees of instructors or to administrative assistants appointed for that purpose?

Part I is an attempt to determine the practice in 42 state teachers colleges. Do they have deans? If so, what are his duties? If they do not have deans, who per-

---

[1] C. B. Collier, The Dean of the State Teachers College. Peabody Contribution to Education, No. 24. Nashville: George Peabody College, 1926. Pp.96.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

forms the functions usually assigned to such an officer? Part II deals with the opinion of experts in school administration.

Visits were made to 42 colleges. Deans, registrars and presidents were interviewed and each filled out forms. The forms are not given in the text. Of the 42 colleges visited, 26 had deans and 16 had no deans. The functions assigned to deans in more than 50 per cent of the cases are designated major functions:

1. Preside in the absence of the president.
2. Approve applications for diplomas or degrees.
3. Revision of course of study.
4. Control student programs.
5. Schedule classes.
6. Edit catalogue.
7. Determine advanced standing.
8. Approve secondary school credits.

Functions sometimes assigned to deans are called marginal functions:

1. Dealing with problems of delinquency.
2. Supervision of instruction; distributing teaching load, coordinating and eliminating courses and standards of achievement.
3. Placement of graduates.
4. School reports.
5. Direct summer school.

The teaching median of deans was found to be eight hours per week. Duties on the whole were not well defined. Only four colleges had printed rules or regulations setting forth the duties of the dean. In those colleges in which there was no dean the duties were variously

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

distributed among different officers, registrars, department heads, and faculty committees.

In summary the eight major functions fall under the headings:

1. Duties relating to conditions that underlie instruction.
2. Duties relating to student accounting.
3. Duties relating to general administration.

The central function of a dean is that of promoting good instruction through student adjustment and coordinating factors that lead to student development. He is director of instruction. He is student accountant. For these reasons every state teachers college should have a dean.

## Studies of the Dean of Men

Gay's study relates to the historical development of the office of the dean of men.[2] It is the summary of communications from 30 leading institutions based on the following questions:

1. If the office of dean of men is established in your institution, when was it done, and what are the reasons that led up to it?

---

[2] Edward R. Gay, "History and Development of the Office of the Dean of Men", School and Society, XVI (July 1, 1922), 65-70. A paper read before the Association of Deans of Men of the Middle West, Lexington, Ky. 1922.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

2. How much time does the dean of men give to his work in your institution, and in general what are his duties?
3. How much, if any, teaching outside of his office work does he accomplish?
4. What general advantage to the college and to the students does such an office furnish?
5. Will you not give me at least one personal illustration of what the dean of men is able to do in your college?

It was found that two-thirds of the institutions to which the inquiry was sent had established such an office. One-half of the remainder hoped to do so. They found the office helpful in the direction and control of the life and character of the students. Twelve deans did no teaching. Twelve also indicated that their office had been established five years or less. The oldest office of the dean of men was found at the University of Oregon, established in 1878.

The main purpose in the establishment of such an office was to increase the personal touch between students and the institution. The function of the office is advisory and friendly rather than disciplinary. The office is just beginning its development. At present it is handicapped by lack of assistants but promises soon to be established in every college and to be as completely organized and manned as any other department of the college.

Stone's study is an attempt to answer the ques-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

tion: what are the duties of a dean of men?[3] It is based on letters received from 23 state universities and higher institutions having a dean of men. An example of such a letter is given from the University of Pittsburgh:

> The dean of men supervises the work of students during the first two years, checks up on academic standing, confers with students, instructors, and parents for the purpose of improving standards. He gives advice on vocational guidance.

In other institutions he is chairman of committees on social affairs; has oversight of the morale and student conduct; is a member of the committee on student loans, discipline, scholarships and employment. The office is a haven to which students, faculty members, parents, landladies, and others go when they have a real, or fancied grievance, or request, that they hesitate to take to instructors, or other administrative officers. He is the university trouble man.

## Studies of the Dean of Women

Raub's study. - Raub's study is the earliest of a group of studies of this office.[4] A good bibliography of

---

[3] Harry E. Stone, "The University Dean of Men", School and Society, XXVII (September 22, 1928).

[4] Nellie Taylor Raub, The Work of Deans of Women in Some Coeducational Colleges and Universities of the North Central Association. Unpublished Master's thesis, Indiana University, 1928.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the literature in the field is given. The problem was to discover the kinds and amount of work done by deans of women in certain coeducational colleges and, if possible, to determine the amount of time devoted to each type of duty, the rank of the dean, and her salary.

A questionnaire was sent deans of women in 61 colleges. Replies were received from 34. Personal interviews were held with 15 deans. The conclusions drawn were:

1. Deans average 60.09 hours work per week.
2. Emphasis is being placed on administration, 32.94 hours per week.
3. Teaching hours per week, five hours.
4. Practically all bear the title, Dean of Women.
5. Forty-four per cent have enjoyed recent foreign or domestic travel.
6. One-fourth have less than one hour per day for recreation.
7. Most deans rank as assistant professors, or above. Nearly one-half rank as full professors.
8. Most deans are between the ages of 36 and 55.
9. The salary is too low in relation to the hours of work, cultural requirements, and responsibilities.

Eleven suggestions and recommendations were given as follows:

1. Deans should not live in dormitories.
2. Deans should not act as business managers for dormitories.
3. Deans need a closer contact with the physical education department.
4. The teaching load should be reduced to three hours per week.
5. Deans should have more leisure.
6. Salaries should be increased.
7. Most deans far past middle age should be retired.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

8. Salaries should be raised and deans allowed to pay their own expenses to conferences, etc.
9. Deans should have shorter working hours.
10. Emphasis on administration must not lead the dean out of sympathy with other phases of school life.
11. The number of deans is increasing in proportion to the number of young women who are going to college.

Jones' study. - Jones limited her study to deans of women in colleges and universities.[5] Her problem was to discover certain facts about deans of women and analyze their work; to seek suggestions for vocational guidance of deans. This was a questionnaire study of 263 deans. One questionnaire asked for degrees, amount of teaching experience and salary. A second questionnaire of ten pages asked for an analysis of duties, and was supplemented by time studies of two deans.

The following summaries are taken from the close of the various chapters:

1. Of 263 deans the academic rank indicates that they are given an important place. Forty per cent are full professors. Only 15.2 per cent have Ph.D. degrees.
2. Of 263 deans 70 teach. The average number of teaching hours is 8.4 for the first semester, 8.12 the second semester, and 10.1 for the summer session.
3. The median salary ranges from $2142.80 to $3391.60 according to the rank of the institution.

---

5 Jane Louise Jones, A Personal Study of Deans of Women in Colleges and Universities. Teachers College, Contributions to Education, No. 326. New York: Teachers College, Columbia University, 1928. Pp. 155.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

4. Ninety-three per cent of the colleges have deans of women. They have good academic equipment and their duties are expanding in scope.

Sturtevant and Strang's study supplemented that of Jones.[6] The same technique was used, but applied to deans of women in state teachers colleges and normal schools. The study included 114 teachers colleges and 64 normal schools. Tables of comparison with Jones' study are carried on throughout the study. A number of them are brought together in Table II of the present study.

The time study shows the median number of hours spent daily in the office is 4.5 per cent of the day. Sixty per cent of the office hours are spent in individual conferences with students, fifteen per cent in conferences with faculty members, twelve per cent conferring with landladies, and eleven per cent in conference with other people.

Other studies by Sturtevant. - Two other studies by Sturtevant are related to the present study. Her problems were: What is a professional course for deans of wom-

---

6 Sarah M. Sturtevant, Ruth Strang and Harriet Hayes, A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools. Teachers College, Columbia University, Contributions to Education No. 319. New York: Teachers College, Columbia University, 1928, Pp. 95.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE II

SUMMARIES OF COMPARISONS FROM JONES, AND STURTEVANT AND STRANG'S STUDIES.

| | Types of Colleges | | |
|---|---|---|---|
| | Teachers College | Normal School | Colleges and universities |
| B. A. Degrees | 89% | 78.8% | 90.5% |
| M. A. degrees | 44% | 33.3% | 57.4% |
| Ph.D. degrees | 0 | 0 | 15.2% |
| Present position | 5.8 years | 3.9 years | 19.6 yrs. |
| Median salaries | $3136 | $2900 | $2767 |
| Median teaching load | 6.58 hours | 10.38 hours | 6.49 hrs |
| Per cent who have had professional courses | 48.5% | 48.5% | 19.6% |

men?[7] What is the turnover among deans of women?[8] The data seem to have been taken from the studies of Jones, and Sturtevant and Strang as previously summarized. A professional course is defined as one designed to provide a worker with what he needs in the practice of his profession. A professional course should include the particular skills needed to perform these functions:

7 Sarah M. Sturtevant, "What is a Professional Course for Deans of Women?", School and Society, XXIX (May, 1928), 259-262.

8 Sarah M. Sturtevant and Others, "Turnover among Deans of Women", Personnel Research, VIII (April, 1930), 384-392.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

1. Work with individual students on personal problems.
2. The organization and management of social activities.
3. The supervision of housing.
4. The organization and direction of part-time employment of students.
5. The administering of discipline and other administrative matters.

The purpose of a professional course is to short-cut the way to the end by working under a leader who knows the field, as a whole, and the various methods of approach to it. Its value depends on the knowledge, training, and use that the particular individual can make of his training.

The second study referred to by Sturtevant summarizes the turnover rate of deans of women in 374 liberal arts colleges, and 128 normal schools and teachers colleges. The average annual rate of turnover in liberal arts colleges was found to be 14 per cent, and in teacher training institutions 13 per cent. The higher type of institution, as indicated by the accrediting agencies, tends to have less turnover than the smaller and inferior type. Eighty-eight per cent of the separations in teacher training institutions were voluntary and 12 per cent involuntary. Seventy-one per cent of these separations were unavoidable, 29 per cent avoidable.. All but two of the 14 institutions having the largest turnover were in towns of less than one thousand population and the teaching load

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of the dean was heavier. Outstanding reasons given for separations were marriage, study and travel, better positions and not being fitted for the work.

Three conclusions are drawn as to available openings for deans of women:

1. Vacancies caused by temporary or permanent resignations 1926-27, 67 openings.
2. The creation of new positions in institutions which previously had no dean. From 1918 to 1928 in teachers colleges and normal schools there were 48 openings; in liberal arts colleges that are unaccredited, 40 openings.
3. The expansion of the dean's office which creates openings for new personnel assistantships.

Pierce's study. - Pierce's study as based on historical data offers an interesting supplement to the studies of deans of women already summarized.[9] The volume contains 636 pages and is divided into two parts. Part I treats extensively of the fields of work for deans of women and girls. The dean's work is viewed as supervision of social activities, chaperonage, right spirit and attitude, women students' organizations, undergraduate government, health promotion and maintenence, recreation and amusements, athletics, dress, personal appearance, manners, talks to girls, supplying inspiration through biographies of great women, vocational guidance, mental measurements and tests,

---

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

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

student housing, management of residence halls, self-supporting students, and residence hall financing.

Part II explains the dean's personal relation to her position, and analyzes her qualifications, professional status and influence; the relation of the dean to the community and the means of winning self-respect and support. The appendices are full of valuable references in regard to health, occupations, and student organizations. These bibliographies are organized by chapters and should enable a dean of women to easily secure additional suggestions for the solution of her problems.

Leonard, Evenden, and O'Rear's Survey of Lutheran Colleges. -This survey gives a classification of the duties of the dean of women.[10] The data are based on information secured from 16 Lutheran colleges. "Three sources of information were used: documents and printed materials, forms specially prepared for this investigation, and visits by a survey group to each institution except Saskatoon".[11]

The duties are classified as relating to:

---

10 R. J. Leonard, E. S. Evenden, and F. B. O'Rear, Survey of Higher Education for the United Lutheran Church of America. New York: Bureau of Publications, Teachers College, Columbia University, 1929. Vol. I, p. xi.

11 Ibid., p. 185.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

1. Personal advisement of students.
2. The group activities of students.
3. The control of the physical environment.
4. The control of the academic environment.
5. The development, equipment, and operation of the office itself.
6. Personal development of the dean herself.
7. Miscellaneous marginal duties.

The same classification of duties is applied to the work of the dean of men.[12]

## Studies of the Dean of the Public Junior College

Carpenter and Carter's study. -The purpose of Carpenter and Carter's study was to make available to those interested the types of activities usually performed by the deans of public junior colleges.[13] An evaluation of these activities is not attempted. The authors made a tentative list of duties by a careful analysis of several actual situations. For convenience these duties were listed in five divisions as follows:

1. Personal duties.
2. Duties in relation to students.
3. Duties in relation to the teaching staff.
4. Duties in relation to the community.
5. Duties in relation to school authorities.

This tentative list was sent to the deans of 124

---

12 R. J. Leonard, E. S. Evenden, and F. B. O'Rear. op. cit., p. 257.

13 W. W. Carpenter and W. R. Carter, "The Duties of the Dean of the Public Junior College", Peabody Journal of Education, VII (January, 1930), 218-223.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

public junior colleges given in the 1928 Directory of the American Association of Junior Colleges. A letter accompanying the list requested the deans to check the duties actually performed. Opportunity was given to add duties not included in the original list. Replies were received from 51 deans, and 46 of these were found to be usable. The number of deans performing each duty is given in detail.

I. Personal duties

| | |
|---|---|
| 1. Attend professional meetings | 46 |
| 2. Teach some class regularly. | 32 |

II. Duties in relation to students

| | |
|---|---|
| 1. General educational adviser to students | 43 |
| 2. Encourage junior college students to attend higher institutions and help select one for them to attend | 42 |
| 3. Encourage local high school graduates to enroll in junior college | 39 |
| 4. Give special attention to weak students | 37 |
| 5. Advise students in matters of personal difficulty other than vocational guidance | 36 |
| 6. Vocational adviser to students | 35 |
| 7. Help plan assemblies and other student activities | 34 |
| 8. Solicit enrollment of tuition students | 24 |
| 9. Act as coach or manager of athletics | 6 |
| 10. Act as registrar | 3 |
| 11. Chairman of student advisory committee | 3 |
| 12. Secure work for self-supporting students | 3 |
| 13. Handle student discipline | 3 |
| 14. Secure loans for needy students | 3 |
| 15. Arrange and supervise loan funds | 1 |
| 16. Write and edit bulletins for students | 1 |
| 17. Follow up service to students after graduation | 1 |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

III. Duties in relation to the teaching staff.

| | | |
|---|---|---|
| 1. | Conduct conferences and teachers meetings | 39 |
| 2. | Take some part in the nomination of teachers | 37 |
| 3. | Conduct informal conferences at request of teachers | 36 |
| 4. | Plan teachers meetings | 34 |
| 5. | Rate teachers for promotion and salary increase | 19 |
| 6. | Classroom observation and supervision | 19 |
| 7. | Take charge of class in teacher's absence | 12 |
| 8. | Supervise, organize and select texts | 8 |
| 9. | Assist in making college catalogue | 5 |
| 10. | Conduct extension classes for faculty | 2 |
| 11. | Responsible for teacher's observation of regulations | 2 |
| 12. | Make examination schedules | 2 |
| 13. | Make payroll | 2 |
| 14. | Appoint special committees | 1 |

IV. Duties in relation to the community.

| | | |
|---|---|---|
| 1. | Furnish publicity | 38 |
| 2. | Appear on programs of local and civic nature | 37 |
| 3. | Confer with community leaders on problems of community interest | 35 |
| 4. | Confer with citizens on school policy | 29 |
| 5. | Member of various civic organizations | 4 |
| 6. | Active in Sunday School and church work | 2 |
| 7. | Active in Y. M. C. A. | 2 |
| 8. | Active in American Legion | 1 |
| 9. | Conduct extension classes for the community | 1 |
| 10. | Confer with superintendent and board of education on civic problems | 1 |
| 11. | Sponsor for Botany Club for community | 1 |
| 12. | President of local History Society | 1 |

V. Duties in relation to school authorities.

| | | |
|---|---|---|
| 1. | Responsible to school officials | 46 |
| 2. | Make reports to school officials | 40 |
| 3. | Responsible for school property and equipment | 27 |
| 4. | Furnish budget estimates | 26 |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

5. Member of school cabinet to form policies for entire system---------- 21
6. Keep school records (personally)------ 14
7. Attend meeting of Board on matters pertaining to junior college---------- 8

The median number of teaching hours is 3¼ per week. Considering only teaching deans the median load is seven hours per week. Fourteen deans do not teach. The activity in which the largest percentage of deans has full responsibility is "keeping records and reports", while the smallest is preparing the financial budget. The activities listed among the higher percentages are those concerned with actual routine, instruction, schedules, and disciplinary control. Such matters as selecting instructors and recommending increases in salary are among those at the other end of the scale. It is evident that many deans are denied, either partially or wholly, important administrative functions and loaded down with certain responsibilities that make them little more than minor functionaries.

The administrative dean is not overburdened with responsibility. He is endowed with too little initiative in critical functions. He should first prepare himself for such responsibilities, then be willing to take steps to be assigned them.

Green's study. - The purpose of Green's study was to learn the status of the administrative dean of the public

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

junior college; "What are his various professional characteristics, his training, experience, duties, income?"[14] It was hoped that the analysis would suggest some specifications for the training of the dean in teacher training institutions.

Each of the 139 public junior colleges was asked to cooperate. Replies from 95 constituted the bases of the report. Each of the 17 states having such a unit was represented. The colleges were located in cities ranging in population from 250,000 to 275,000. They varied in size from 25 to 850 students with a median of 125.

It was found that men occupy 97 per cent of the positions. A few women are found in the smaller junior colleges. Fifty-five per cent have from five to six years of training. All have degrees; 75.2 per cent have master's, 7.2 per cent doctor's, 17.6 per cent bachelor's only. The desire for self-advancement is evidenced in the continued professional training of deans; 74 per cent attended summer school in 1927-28. Approximately 90 per cent have attended summer terms or full academic year at some time since 1922. The six courses most frequently taken were: history of education, educational psychology, principles of

---

14 Rhue E. Green, "Administrative Deans of Public Junior Colleges". School Executive Magazine, XLIX (November, 1929), 122-24.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

secondary education, educational measurements, city school administration, and principles of education. A notable fact revealed is that the two specific courses primarily offered for deans; one dealing with the curriculum and the other with administration, were taken by less than one-third of the administrators. Only 14 per cent of the deans selected education as their major in their undergraduate work, and 22.7 per cent selected it as a minor. Apparently very few contemplated engaging in the work of school administration. Of the large number of deans having neither major, nor minor, in education 96.1 per cent shifted to education in their graduate work. Of the present deans 50.5 per cent are recruited directly from college instructors. Of the remaining, 36.4 per cent have been secured from superintendents, and 13.1 per cent from high school principals.

The median tenure in their present position is 4.5 years. The middle fifty per cent ranges from 2.6 to 8.5 years. These figures indicate a fairly high degree of permanency in the position. A total of 76.1 per cent plan to remain in their present work; 6.8 per cent to transfer to college work; 2.2 per cent to research; and 4.5 per cent to the school superintendency.

Junior college deans' salaries range from $1800 to $9000. The median for the group is $3600. When based on

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

junior college enrollments the median salaries show a consistent increase from $3000 in schools of 50 students, to $5500 in schools of 500 or more students. There is a negative correlation of .175 between salary and training. The median salary for the bachelor's degree is higher than that for the master's degree. The five deans having the doctor's (Ph.D.) degree receive a median salary 26 per cent higher than the median for either of the lower degrees. It is quite evident that salaries are not on a professional basis.

## Summary

The related studies as summarized in this chapter have been helpful in two respects. They give the techniques used in the solution of problems similar to that of the status of the academic dean of the liberal arts college. These techniques, as used in other studies, were suggestive only; the details, as related to the present problem, were worked out in keeping with the data collected. No one of the related studies made any use of the historical method of research. These related studies have been helpful, also, in suggesting the results that may be expected in the present study. They presented fairly complete pictures of the status of deans of state teachers colleges, deans of men and of women, and deans of junior colleges as the present

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

study hopes to present such a picture of the academic dean of the liberal arts college.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

# CHAPTER III

## HISTORICAL DEVELOPMENT OF THE OFFICE OF THE COLLEGE DEAN IN AMERICAN COLLEGES

### Introductory

A cursory glance through the literature dealing with historical development of American Colleges indicates that the deanship is a neglected topic. Many volumes have been written on the history of the various institutions and many more dealing with the administrations of college presidents; but one searches long and intensively to find here and there slight mention made of a college dean.

The deanship came rather late in the development of the American college. While college enrollments were small, the presidents were able to handle all the details of student and faculty problems. As college enrollments increased, administrative machinery became more complicated and problems multiplied. Before the establishment of the deanship the burdensome details which absorbed the time of the president are aptly described by Keppel.

> Half century ago, President King examined boys for entrance, taught classes, and kept the college minutes of records of lateness. He brought cases of discipline before the trustees who occupied most of their time over them. It was Barnard's habit as various agenda occurred to him to jot them down on a slate. After his death this slate was found in his desk and the memoranda upon it showed pathetically but none the less vividly, the trivial details which in his time were occupying the time and



Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

attention of the president.[1]

The extent to which the development of the deanship has relieved the president from such "trivial details" is largely the problem of the present chapter. As a basis for collecting and selecting data three questions were kept in mind, namely:

1. When was the office of dean established?
2. Why was it established?
3. What were the early functions of the office as differentiated from those of the dean at the present time?

The sources and technique. - Data were collected from both primary and secondary sources. The primary sources furnished the data collected in 10 colleges of Central Ohio and included:

1. Direct information from the dean of the college.
2. Printed lists of the duties of the dean.
3. Annual catalogues of the institution.
4. Faculty minutes.
5. Minutes of Board of Directors' meetings.
6. Annual reports of the Board of Directors, the President, and the Dean of the College.
7. College newspapers and periodicals.
8. Special bulletins and pamphlets.
9. Interviews with any former deans of the college, or professors long established in the institution.

The data were obtained by a personal investigation of the above sources, as far as available, in each insti-

---

[1] Frederick Paul Keppel, Columbia, pp. 57-58. New York: Oxford University Press, 1914.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

tution visited. First the dean of the college was interviewed. He was asked the date of his appointment to the deanship, and the tenure of his predecessors. He was asked to give a statement of his duties and, if possible, to mention any changes in these duties which had been made during his administration, or that of earlier deans.

For material to supplement and verify the statements made by the dean in the interview, permission was requested to investigate the sources previously mentioned, or any other available sources. This permission was generously granted and in many cases deans indicated the sources which would probably be most profitable. The time spent at each institution varied from two to six days, according to the length of time that had elapsed since the establishment of the office of dean, and the value of the source material available.*

The colleges which were visited and cooperated so freely in this phase of the study were:

Antioch College---------Yellow Springs
Ashland College---------Ashland
Capital University------Columbus
Denison University------Granville
Muskingum College-------New Concord

---

* See bibliography pp. 249-255.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Ohio State University-------Columbus

Ohio Wesleyan University----Delaware

Otterbein College-----------Westerville

Wilmington College----------Wilmington

Wittenberg College----------Springfield

These colleges were selected not only because they were easily accessible, but because they represent the three types of colleges upon which data are collected and organized later in the study: the publicly controlled university, the privately endowed university, and the independent college. The sizes of these colleges in student enrollments also compare favorably with the sizes of colleges studied for the purpose of determining the present functions of the dean.

## The Office of Dean in Central Ohio Colleges

The office of dean at Antioch College. - The office of dean at Antioch College was established in 1902.[2] Stephen B. Weston served as dean from 1902 to 1909. On the death of the President of the college in 1902, the deanship was established to carry on the work of the president until the Board should appoint a new president.[3] In re-

---

[2] The Annual Catalogue of Antioch College, 1902-1921.

[3] Interview with Stephen B. Weston, former dean of Antioch College, February 3, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ality the dean was acting president with the title of dean from 1902 to 1908 and during the ensuing year, while the new president was becoming acquainted with the situation. The office of dean was then discontinued until 1921.

When President Arthur E. Morgan began his administration in 1921, outside contacts required so much of his time that the office of dean was re-established. Again the functions of the office were similar to those of a vice-president.[4] Philip C. Nash was appointed dean and served until 1929. In 1929 Dean Nash resigned to accept the Directorship of the League of Nations Association.[5]

Ondess L. Inman was appointed dean and served for one year, 1929-1930. The duties of the office were lightened somewhat during this year by the appointment of a business manager for the college.[6] In 1930 Dean Inman resigned to direct a $200,000 research project on the college campus.[7] Algo D. Henderson was appointed Dean Inman's

---

[4] Interview with the dean of Antioch College, February 3, 1932. Verified by the Annual Catalogues of Antioch College, 1921-29.

[5] "Dean Nash Resigns". The Antiochian, (Antioch College Student Publication), X (December 14, 1928), 1.

[6] Interview with the former dean of Antioch College, Ondess L. Inman, February 3, 1932.

[7] "Dean Inman to Direct $200,000 Research Project", The Antiochian, (Antioch College Student Publication), XI (June 18, 1930), 1.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

successor.[8] With the beginning of Dean Henderson's administration two assistant deans were appointed: one assistant to have charge of academic problems, such as the administration of credits and the curriculum; the other assistant to deal with student relations and personnel guidance.

The dean of Antioch College is still regarded as acting in the capacity of the vice-president of the college. His relation to the president is described in a recent publication, as follows:

> During the frequent and extended absences of the president, his functions are exercised by the dean and the Administrative Council. The functions of the dean differ from those of the dean in the usual college. The president retains authority and control in matters of educational policy and methods, with the dean as his assistant. On the other hand, the dean acts for the president in all capacities, as occasion requires.[9]

The office of dean at Ashland College. - With the establishment of the deanship at Ashland College in 1927, C. M. Amspach was appointed dean and served until 1930.[10] His successor, E. G. Mason was appointed in September 1930. At the beginning the office of the dean included the work of the registrar and recorder. These officers now have sep-

---

8 Interview with the Dean of Antioch College, February 4, 1932. Verified by the Annual Catalogue of Antioch College, 1929-30.

9 "College Organization", Antioch College Faculty Manual, p. 66. Yellow Springs, Ohio: Antioch College, 1930-31.

10 Interview with the dean of Ashland College, December 4, 1930. Verified by the Annual Catalogues of Ashland College, 1927-30.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

arate offices but the dean still has general oversight of their work. Thus, the dean has supervision of all credits and records. Other duties assigned to the dean are approving all diplomas and degrees, editing the catalogue, directing the summer school, administering school discipline, recommending students for honors, scholarships and loans, checking and following up class absences, dealing with problems of student delinquency, and presiding in the absence of the president.

The office of the dean of the college in Capital University. - In 1923 the president of Capital University, who found that other duties called him away from the campus a good portion of the time, felt the need of an officer to give closer supervision to teaching and learning in the college.[11] To supply this need the office of the dean of the college was established and Professor R. V. Smith was appointed dean.[12]

A closer study of the situation reveals that Professor Carl Ackerman, who has been acting as secretary of the faculty since 1919, was already performing some of the functions of the dean.[13] In addition to keeping a record

---

11 Interview with the dean of the college - Capital University, October 6, 1930.

12 Verified by the Annual Catalogue of Capital University, 1923.

13 Interview, Professor Carl Ackerman, January 13, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of the faculty meetings, he had been conducting all the correspondence with parents of students regarding scholastic matters, keeping a record of absences from classes, in some cases granting excuses to students, and editing the college catalogue.

Beginning with these duties, formerly performed by the secretary of the faculty, and the general definition of his office as a "closer supervision of teaching and learning", Dean Smith set out to discover his more specific duties.[14] During the first two years of his service he devoted himself largely to the following duties:

1. The improvement of instruction
    a. By interviewing new instructors, suggesting to them aids for instruction and impressing on them the individuality of the institution.
    b. By consulting with teachers regarding the selection of texts.
    c. By frequent informal conferences with teachers concerning scholastic standards.
2. The improvement of learning
    a. By interviewing all new students during the first semester; acquainting them with the scholastic standards of the institution, and obtaining from them data as to their personal backgrounds.

---

14 Interview with the dean of the college, Capital University, January 14, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

b. By checking all students' grades and interviewing those who received low grades at mid-semester.

In the year 1926-27 Dean Smith extended and systematized his work with delinquent students. As soon as a student was found failing on a course he was interviewed and his parents notified. If he continued to fail on a course, or courses, he was placed on probation and teachers were required to report on his standing each month during the probationary period.

The president of Capital University still retains many of the functions which in other institutions are delegated to the dean. The president administers school discipline, except that which pertains strictly to classroom activities. During the last year, 1930-31, the president delegated an additional function to the dean. Physical Education and Religion are required courses from which the president only had power to excuse a student. In a very informal fashion this power was delegated to the dean.

The minutes of the faculty of Capital University show that the office of the dean is held in high respect; and that the dean is well represented in the work of faculty committees. These records show that the dean represented the college at the meeting of the Ohio Athletic Conference, at which time Capital University was admitted

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

to the conference after a year of satisfactory probation.[15] Since the establishment of the committee on "Scholastic Honors and Recognition", he has acted as chairman.[16] The dean is chairman of the standing committee on "Curricular Problems".[17] This committee largely shapes the policy of the institution. It sponsored a movement which resulted in a statement of the college objective in 1930.[18] It has control of curricular changes. A specific example shows that this function was previously performed by heads of departments. This instance is recorded in 1928, when the head of the English department reported his plan for the "Reorganization of the Freshman English Courses".[19] In keeping with his scholastic functions, the dean was a member of the special committee reporting on Capital University with reference to the requirements for membership in the American Association of Universities.[20]

Other items in the faculty minutes record from time to time the dean reporting routine details of the du-

---

15 Capital University, Faculty Minutes, October 28, 1927.

16 Faculty Minutes, op.cit., November 10, 1928.

17 Faculty Minutes, op.cit., September 30, 1930.

18 Faculty Minutes, op.cit., November 14, 1930.

19 Faculty Minutes, op.cit., June 14, 1928.

20 Faculty Minutes, op.cit., April 18, 1929.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ies as summarized in interviews already given.

The office of the dean of the college in Denison University. - While Denison University seems to have been the first institution in Central Ohio to establish the office of dean, a closer study of the situation there reveals that the title was used in a different sense from that which it usually connotes. The title given to this office at the present time is "Dean of Men".[21] The duties performed by this officer, however, correspond closely to the duties frequently performed by the dean of the college.[22] At Denison this officer is called "Dean of Men" because he deals with men only. In reality he is dean of the men's college, while a similar officer is dean of the women's college.

The explanation of the situation at Denison University is found in the historical development of the institution.[23] Side by side there grew up in the town of Granville two institutions; one for men, and one for women. The former at the time of its founding was known as "Granville Literary and Theological Institution". This

---

21 The Annual Catalogue of Denison University, 1930-31.

22 Interview with the dean of men at Denison University, November 10, 1930.

23 .....Memorial Volume of Denison University, Granville, Ohio: Denison University, 1907, Pp. 140. (Summary of volume.)

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

name was changed in 1845 to "Granville College", and again in 1855 to "Denison University". A preparatory department known as "Doane Academy" was maintained to furnish the training desirable for the entrance to the higher courses. The origin of the office was the appointment of H. Rhodes Hundley in 1893, to take charge of the academy with the title of dean, and the rank of professor in the University.

The institution for young women was known as "Shepardson College". After existing as a private enterprise for more than 50 years, it was affiliated with Denison University. In 1908 these two institutions were more closely coordinated. Simultaneously with this closer coordination the office of the "Dean of Granville College" was established. It is the same office as the "Dean of Men" at the present time. Both are successors to the Deanship of Doane Academy. The office formerly known as the "Dean of Shepardson College", is now the office of the dean of women. The two governing officers are co-equal in responsibility and in administrative duties: one dealing with men students, and the other with women students.

The duties performed by the present "Dean of Men" include:

1. Presiding in the absence of the president.
2. Directing the summer school and extension courses.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

3. Advising with the president on school policy.
4. Planning and supervising college assemblies.
5. Controlling student (men) programs.
6. Administering school discipline of men students.
7. Seeking employment for graduates
8. Recommending students for loans.
9. Checking and following up class absences of men.
10. Interviewing individual men students on scholarship.
11. Administering eligibility rules, for men students.
12. Revising the course of study with the heads of departments.
13. Holding individual conferences with individual instructors for the improvement of instruction.[24]

Many important functions are performed through committees at Denison University, as indicated by the number and the names of committees appearing in the current catalogue.[25] The list of committees follows:

Executive Council
Committee on Absences
Committee on Admission
Committee on Advanced Degrees
Committee on Athletics
Committee on Budget
Committee on Catalogue
Committee on Chapel
Committee on Community Service
Committee on Curriculum
Committee on Debate and Oratory

---

24 Interview with the Dean of Men at Denison University, February 17, 1932.

25 "Committees of the Faculty", Denison University Bulletin, Catalogue, XXX (January, 1930), Granville, Ohio: Denison University, 1930. 22-24.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Committee on Fraternities
Committee on Freshmen Orientation
Committee on the Improvement of Teaching
Committee on Library
Committee on Music
Committee on Plays and Musical Performance
Committee on Registration
Committee on Research
Committee on Rules and Regulations
Committee on Schedule
Committee on Student Affairs
Committee on Student Aid
Committee on Student Publications
Committee on Summer School
Committee on Teaching Appointments
Committee on Vocational Guidance

The office of the dean at Muskingum College. - The office of dean was established at Muskingum College in 1916. The primary purpose in the establishment of the office was to relieve the president, that he might give more of his time to outside activities. At first the duties of the office were largely limited to presiding and attending to necessary routine functions in the absence of the president.[26]

A list of the deans who have served Muskingum College follows:

Howard McDonald----------1916-1918

No dean----------1919-1920

J. S. Cleland----------1920-1926

W. W. McKirahan----------1927-1929

Orland M. Richie----------1929-1930

---

26 Interview with the Acting President of Muskingum College, February 16, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Ralph W. Ogan----------1930----[27]

A statement of the duties of the dean of Muskingum College appeared in printed form in 1927.

> The dean of the college has general supervision of the curriculum, with a view to maintaining standards and a proper correlation of courses of study. It is his duty to enforce the regulations of the faculty having to do with the curriculum, and the attendance at chapel and classes. It shall be his duty to enforce the point system. He shall require reports from the members of the faculty concerning the standing of students and he shall deal with students who are not doing satisfactory work, and shall communicate with parents of such students when there is occasion for so doing.
>
> Students should consult him concerning: (1) explanations and interpretations of the college regulations which involve the curriculum; (2) any matter concerning special grants and concessions relating to the curriculum; (3) in regard to withdrawing from courses or making other changes in the course of study; (4) for permission to take examinations other than the regular time, or to make up work by special arrangements; (5) application for excuses for absences; (6) for information as to standing in the courses of the current semester; (7) personal problems.[28]

A more specific statement of the duties of the dean appeared in 1930. Below is an exact reproduction of this list.

---

[27] The Annual Catalogue of Muskingum College, 1915 to 1930.

[28] ------Handbook of Information for Faculty, Students and Prospective Students, Series No. 23 (September, 1927), p. 6. New Concord, Ohio: Muskingum College, 1927.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## DUTIES OF THE DEAN

1. General Correspondence, this is not heavy; special correspondence with parents of Freshmen each year and with parents of other students who are delinquent in their work; filling out of questionnaires for educational associations, etc.

2. Maintaining the standing of students by check-up, probation, etc., including:

    (a) Interviews with students
    (b) Correspondence with parents of delinquents.

3. Dealing with special cases of students, due to illness, etc., where make-up credits are involved or arranging of equivalents.

4. Curriculum supervision - quite a bit of this working through the Curriculum Committee of which the Dean is a member.

5. Supervision of faculty efficiency by certain type of report and by the displaying of grade charts, etc., also adjusting of misunderstanding between faculty members and students.

6. Check-up on class and chapel absences. All excuses are granted by the Dean with the exception of excuses for illness which must be granted by the College Physician.

7. Chairman of Administration Committee reports to President on work of the faculty members and indicated where additional faculty men are needed for the coming year.

8. General supervision of the Registrar's office as this affects the standing of students and the maintaining of the curriculum standards.

9. Concerned with student affairs, like student social clubs, the Honor Council, etc.

10. Supervision of the preparation of the catalogue; supervision of the Freshmen registration and Freshmen Days; supervision of Commencement Pro-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

grams, etc.[29]

With the appointment of Dean W. N. Ogan in 1930 additional duties were added to the above list, as follows:

1. Making unit cost studies.
2. Devising record and report forms for accounting.
3. Initiating and maintaining continuous self-surveys.
4. Representing the college at meetings of various professional organizations and accrediting associations.
5. Making statistical analyses.
6. The administration of research.

During the first year of his administration Dean Ogan has placed particular emphasis on the administration of research. He has attempted to interest both the faculty and the more advanced students in research projects. A good start has been made in providing a professional library for the faculty. The plan is through small group and faculty discussions to stimulate an interest in such books, in the hope that the reading will suggest to various members of the faculty projects which they will want to investigate further.[30]

The office of the dean of the College of Arts and Sciences in Ohio State University. - A brief description

---

29 Duties of the Dean. Typewritten list of duties in the private office of the president of Muskingum College, 1930, P. 1.

30 Interview with the dean of Muskingum College, November 17, 1931.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of the organization of the University in 1895, shows the setting for the origin of the deanship of the college of arts and sciences as well as that of other colleges in the University.

> The Collegiate Department embraces the following schools: Arts and Philosophy, Seience, Agriculture, Engineering, Pharmacy and Veterinary Science. Each school is under the direction of a standing committee of the Faculty, having power to act in all matters pertaining to the work of students in the school and in the transfer of students from one school to another, and in matters of minor discipline.[31]

A reorganization of these schools was effected the following year, 1896.

> The academic year just closed has been one of great activity at the University, and of activity which met with unusual success. Early in the year the faculty felt that the time had come to put the institution on a true university basis, accordingly steps were taken to abandon the preparatory department at the end of the school year; the University was divided into six distinct colleges and the entire work of the departments was most carefully revised.[32]

The office of dean was established in the various colleges during this period of reorganization. The president's reports do not give the date of the appointments but according to the annual catalogues for 1895-96 Samuel C. Derby was serving as the first dean of the college of Arts, Philosophy and Sciences during that year. This date

---

31 Twenty-Fifth Report of the Board of Trustees of the Ohio SState University to the Governor of Ohio, for the year ending June 30, 1895. p. 15. Columbus. The Westbote Company. From the Report of the President.

32 Board of Trustees, op.cit., Twenty-Sixth Report, p. 27.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

is in agreement with Mendenhall's statement: "The college of arts and sciences was created in 1895. Dean Samuel C. Derby served two years following its organization".[33] The deans who have served the college successively since the establishment of the office are:

Samuel C. Derby----------1895-1897
Allan C. Barrows----------1897-1901
Joseph V. Denny----------1901-1921
W. E. Henderson----------1921-1926
W. H. Siebert, Acting Dean----1926-1928
W. J. Shepard----------1928-1932[34]

Little evidence was found concerning the earliest duties of the dean. Allan C. Barrows was the director of the first summer school at Ohio State University in 1896; but evidently he was not acting in the official capacity of dean of the college of Arts, Philosophy and Science.

> The governing body of the University permitted this summer instruction but assumed no financial or other responsibility for it. Professor A. C. Barrows of the Department of English Literature, was dean of the summer schools of 1896-97, and associated with

---

33 Thomas C. Mendenhall, History of Ohio State University, Vol. II, p. 68. Columbus: Ohio State University Press. 1926.

34 From files of the Annual Catalogues, Ohio State University, 1895-1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

him were about twenty other members of the faculty.[35]

Under date of 1909 a general statement of duties appears, which applies to all deans of the University.

> The deans of the several colleges and Graduate School, who were appointed by the trustees on the nomination of the president, had been made an advisory board to the president in matters of University policy, and were to cooperate with him in enforcing the rules and orders of the trustees, the University Faculty and the President, and to advise with the President in matters pertaining to the annual budget in their respective colleges, and concerning new appointments and promotions in the teaching force.[36]

From the year 1910 the development of the office can be rather definitely traced. Dean W. J. Shepard states that during the period from 1910 to 1921 the office was limited in scope.[37] Many of the functions of a dean were performed by faculty committees. The faculty chose one of their number annually as Secretary of the Faculty, who, by virtue of this office, was assistant to the dean. The plan proved unsatisfactory, because a different member of the faculty was chosen each year. Dean Shepard summarizes the duties of the dean during this period under the following headings:

1. Caring for delinquent students

---

35 Thomas C. Mendenhall, op.cit., p. 116.

36 Thomas C. Mendenhall, op.cit., p. 3.

37 Interview, dean of the College of Arts and Sciences, January 19, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

2. Seeing that entrance and graduation requirements were met by candidates.
3. Presiding at faculty meetings.
4. Doing some teaching.

The annual reports of the president and deans during this period, 1910-1921, show that the office of dean was receiving some recognition, and making some advancement. The president's report for 1911 describes a forward step:

> For the first time the current year has been marked by a closer organization among the body of deans, and placing upon them a more direct responsibility for administration. They participated in the preparation of the budget for the first time. For purely and only administrative purposes the Departments were assigned to the several deans and they were made responsible for accurate and detailed reports and recommendations upon the condition and the needs of the University.[38]

Each year, thereafter, beginning with 1911, the dean of the College of Arts, Philosophy and Science, later called the College of Arts and Sciences, made a report upon the work and needs of his college. This report was submitted through the president to the Board of Trustees, who in turn incorporated it in their annual report to the governor of the State of Ohio. Dean J. V. Denney submitted the first of these reports.[39] Recommendations were

---

38 Forty-First Report of the Board of Trustees of the Ohio State University to the Governor of Ohio, for the year ending June 30, 1911. p. 7. Columbus: The Westbote Company, 1930.

39 Board of Trustees, Ibid., pp. 88-96.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

made regarding the needs of the college, faculty changes were reported, and the discussion of admission requirements and curricular changes indicated that these matters were controlled by the dean.

The first statement of a college policy appeared in 1916.

> The College of Arts, Philosophy and Science must serve those students who are making a direct preparation for professional schools; it must also maintain as its chief function the broad unhurried cultural education that prepares for life.[40]

A junior college organization for the first two years of college work, and general examinations as a requirement for graduation were first advocated by Dean Joseph V. Denny in 1919.[41] Dean Denny retired in 1921. His high estimate of the services already performed by the newly appointed dean revealed a man well prepared for the further development of the office.

> At a meeting held Tuesday, April 5, the trustees chose as Dean of the College of Arts, Professor William Edward Henderson of the Department of Chemistry...
>
> Professor Henderson has from time to time rendered important service on our faculty committees. He has visited and rated a number of smaller colleges in Ohio and brought about a coordination of their courses with the higher and professional work of the University. During his term as Chairman of the Entrance Board he secured the adoption of revised entrance regulations, cor-

---

40 Board of Trustees, op.cit., Forty-Sixth Report. p. 15

41 Board of Trustees, op.cit., Forty-Ninth Report, pp. 20-22

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

recting evils incidental to the diploma system of admission that has long been established by state law in Ohio, and practically eliminating the class of 'Specials' whose chief claim to admission was the failure to complete a high school course.[42]

Beginning with the administration of Dean Henderson some expansion of the office, and additional clerical assistance made more effective work possible.[43] At this time delinquent and probation students were first officially reported.

"At the end of the first semester 93 students were out under the rules, and 398 were put on probation". The following year Dean Henderson first recommended a loan fund for students.[44]

With the retirement of Dean Henderson in 1926, W. H. Siebert became acting dean and continued to carry a full teaching load.

In announcing Professors Siebert's appointment, President George W. Rightmire paid tribute to his spirit of sacrifice in agreeing to take the work in addition to his regular teaching duties. He will fill the post until a permanent dean is named.[45]

The duties of the dean were summarized by the Ad-

---

42 Joseph Villiers Denney, "Choice of New Arts College Head is a Fortunate One", Ohio State Monthly, XII, (May, 1921), 17.

43 Interview with the dean of the College of Arts and Sciences. op.cit.

44 Board of Trustees, op.cit., Fifty-Second Report. pp. 76-78.

45 "Siebert, '88, is Acting Dean", Ohio State University Monthly, XVII (February, 1927), 210.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ministrative Council in 1928.[46] According to their report on "The Nature and Scope of the Dean's Service", the dean was expected to be responsible for the following functions:

1. The selection and recommendation of teachers. This function originating with the department heads should be approved by the dean and referred to the president.

2. The supervision of instruction. The dean should be informed, particularly concerning the quality of teaching of assistants and instructors.

3. The recommendation for the discharge of teachers.

4. The preparation of the annual budget.

5. The supervision of research.

Three rather definite problems concerning the office of the dean were stated by Dean W. J. Shepard in 1930.

> There are three aspects of education. First there is the curriculum. What shall the studies be? There must be enough diversity to allow a student to follow his natural interests, and at the same time sufficient concentration on basic courses to allow the student to get a satisfactory background for life. .....A second problem is that of learning. Often, says Dean Shepard, we think too much about the teaching and not enough about the learning process. At the present time

---

46 Report on the Nature and Scope of the Dean's Service. Typed copy of the Administrative Council's report (1930) on file in the office of the dean of the college of arts and sciences, Ohio State University, Columbus, Ohio.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the student is too definitely on the receiving end, entirely too passive in his teach-me-if-you-can attitude. .....Third, the most important and most neglected of the aspects of the educational problem, is the question of environmental conditions.....Possibly we may have to come in time to some such plan as Harvard is trying out, namely, the development of a system of small dormitories, where students may be grouped according to their dominant interests.[47]

With the administration of Dean W. J. Shepard in 1928 the office of the dean began a period of rapid expansion.[48] The addition of two junior deans, a student counselor, an assistant to the dean, and an increased clerical force made possible a wider and more effective program. Emphasis in this program is being placed on personnel guidance.

The chief function of the Junior Dean is to provide close supervision of the work of Freshmen and Sophomores, to help those students adjust themselves to their new conditions, and to act as their chief adviser in all matters.[49]

This guidance program has changed the attitude of students toward the office of the dean.[50] Formerly

---

47 James M. Chalfant, "Visits with the Deans - Unofficial", No. 2, Ohio State University Monthly, XXI, No. 7 (April, 1930), 310.

48 Interview with the dean of the college of arts and sciences, op.cit.

49 "Junior Deans", Ohio State University Bulletin, College of Arts and Sciences XXV (April 14, 1931) 11, Columbus: Ohio State University Press, 1931.

50 Interview with the dean of arts and sciences, op.cit.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

only delinquent students met the dean, or officers representing him. Now interviews are sought voluntarily by the better students.

In addition to the work of personnel guidance to which the dean gives only general supervision, Dean Sheare regards the following as his chief functions:

1. The planning of programs for the improvement of the curriculum, with the assistance of the curriculum committee.

2. The supervision of instruction, particularly in the Freshman area. Each department has one professor charged with the supervision of instruction in the department. These supervisors meet frequently with the Junior Dean to work out their difficulties.

3. The appointment and promotion of teachers in cooperation with the heads of the departments.

4. The planning and administration of the college budget.

5. The consideration of all petitions of scholastic or social nature with the cooperation of the executive committee.

6. The planning and administration of honor courses with the cooperation of the honors committee.

The office of the dean of the Liberal Arts College in Ohio Wesleyan University. - The deanship of the liberal arts college in Ohio Wesleyan University developed through the office of registrar. The office of the registrar was established in 1904 and Professor W. E. Smyser of the English Department was appointed first

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

registrar.[51] As registrar, Professor Smyser served on many important committees from 1904 to 1917. The committees upon which he served as a member, or acted as a chairman for two years or more, included:

Committee on Academic Records
Committee on Chapel Roll and Attendance
Committee on Curriculum
Committee on Publications
Committee on Administration
Committee on Alumni Records and Appeals
Committee on Appointments
Committee on Recitation and Room Schedule
Committee on Athletics[52]

This experience in the office of the registrar and this varied committee work, gave Professor Smyser an admirable preparation for the deanship. In recognition of this fact, when the office of the dean was established in 1917, he was appointed dean. The announcement of the appointment gave the chief reason for the establishment of the office and a general statement of the duties involved.

---

51 Interview with the dean of the liberal arts college of Ohio Wesleyan University, February 4, 1932.

52 Annual Catalogues of Ohio Wesleyan University, 1904-1917.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

It is evident that the intelligent administration of our scholastic resources will depend largely upon the technical training and equipment of some one person. The president neither by training, nor experience, is fitted for such a responsibility. If he were, he does not have the necessary time for an intensive study of our needs. The members of the curriculum committee have more duties than they can well attend. We discovered after some little investigation that our curriculum showed an overlapping, paralleling of course, and lack of balance in departments. Also it became painfully obvious that if your President were not to degenerate into a mere office man and cease to be a prophet of the truth he must be released from many details. He must study as well as his students and professors. If not, he loses freshness, incisiveness in thinking, the creative mind. Therefore, for the development of a more effective curriculum, the adoption of proved scholastic methods discovered by broad studies, the realization of our University ideals, Professor W. E. Smyser has been elected Dean of the College of Liberal Arts. Professor Smyser is admirably fitted by training and experience for this very important service.[53]

The official announcement stresses only curriculum reconstruction as a duty of the dean; but another announcement emphasizes in addition educational administration as a duty.

One of the notable actions of the Board of Trustees, that will meet with the hearty approval of all the Alumni of recent years, is the election of Professor Smyser as Dean of the College. It comes as a merited recognition to one of the men who has devoted much time and effort to the development of the curriculum and educational administration of the college at Ohio Wesleyan University. .....In this new position his duties will not differ largely from those which he has performed in the past. He will work with members

---

53 "Extracts from the Annual Report of the President to the Board of Trustees of Ohio Wesleyan University". Ohio Wesleyan Transcript (College Student Publication), L (June 12, 1917), 3.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of the faculty in building up the curriculum, and in coordinating the courses in order that we may better serve our purpose. He will also study the needs of the college and will endeavor to put Ohio Wesleyan on a still higher scholastic standing.[54]

A check-up on the duties which Dean Smyser now performs shows that he devotes his time and energy largely to the following functions:

1. Presiding at chapel and faculty meetings in the absence of the president.
2. Recommending candidates for faculty appointments and staff members for promotion.
3. Assisting the president in budget estimates.
4. Advising with the president on school policy.
5. Administering, through a committee, school discipline.
6. Granting permission for the formation of new organizations on the campus.
7. Distributing the teaching load, revising the course of study, and holding conferences with individual instructors for the improvement of instruction.
8. Directing the activities for Freshman week.[55]

In addition to the above duties as the dean of the liberal arts college, he acts as chairman, or a mem-

---

54 ..."The Dean of the College", Ohio Wesleyan University Alumni News Bulletin, XVI (May 1, 1917), 3.

55 Interview with the dean of the Liberal Arts College of Ohio Wesleyan University, December 8, 1930.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ber, of a number of committees. The principal ones listed are:

Administration Committee

Eligibility Committee

Committee on Official Publications

Schedule Committee

Committee on Alumni Records and Appeals

Committee on Entertainment[56]

The office of dean at Otterbein College. - The office of the dean was established at Otterbein College in 1904. George Scott, who had served one year as president of the college, resigned this office and was appointed dean of the college in 1904. A very general statement of his duties was given.

> Dr. George Scott was appointed dean of the college, with authority over all internal affairs, and control of the summer school.[57]

Dr. Scott was dean until 1909.[58] This year marked the beginning of the administration of a new president who was especially trained in administrative work, so the office of dean was discontinued.[59] During the

---

56 Annual Catalogue of Ohio Wesleyan University, 1930-1931.

57 ...."The Meeting of the Trustees", Otterbein Aegis (College Student Publication), XIV (June, 1904), 24.

58 Annual Catalogues of Otterbein College, 1904-1909.

59 Interview with the Acting Dean and Registrar of Otterbein College, January 5, 1931.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

period from 1909 to 1921, when there was no dean of the college, N. E. Cornetet served as registrar and chairman of the administration committee.[60]

In 1921 the office of dean was re-established. The action of the Board was reported through the college newspaper.

> Last spring the Board of Trustees, by appointing a dean of the college, took an action that will mean much to the student life of Otterbein. It has been a number of years since Otterbein had a dean, and during this time matters regarding the student life and student activities have been handled by the president. But now the growth of the college, together with the additional manifold duties accompanying the Diamond Jubilee, has made it advisable to give the burden of directing the student life into other hands, hence a dean of the college.[61]

N. E. Cornetet was appointed dean and registrar and served in this dual capacity until 1929. His successor, F. J. Vance, was appointed acting dean and registrar in 1929.[62] The early duties of the office have been summed up as chiefly a presiding officer, and director of affairs in the absence of the president.[63] His present duties have also been summed up in very

---

60 Annual Catalogues of Otterbein College 1909-1921

61 "The Dean", The Tan and Cardinal, (Otterbein College Student Publication) V (September 19, 1921), 4.

62 Annual Catalogues of Otterbein College, 1921-1929.

63 Interview with the Acting Dean and Registrar of Otterbein College, February 6, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

general terms.

1. They are largely administrative of the general group life and activities.
2. They include checking up on the scholastic standing and studentship of pupils.
3. The dean is a member of the Alumni Council and other representative bodies.

The office of dean at Wilmington College. - The establishment of the office of dean of Wilmington College was preceded by the "Committee on Entrance and Curriculum".[64] As the name suggests this committee had charge of entrance credits, credits for advanced standing, and all curricular problems. Discipline was still administered by the president of the college. During the presidency of J. E. Jay the chairman of this committee was appointed dean of the college. Thus, the chairmanship of the committee developed into the deanship, and the office of dean of the college was established in 1920.

The first dean of Wilmington College was Russell Olt, who served in this capacity from 1920 to 1926.[65] His duties included the administration of credits and

---

64 Interview with the Acting President of Wilmington College, February 2, 1932. Verified by the Annual Catalogue of Wilmington College for 1920-21.

65 Interview with the Dean of Wilmington College, December 30, 1931.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

curricular problems, which were previously performed by the committee; and the work of the registrar, keeping the records of students' grades and credits. The president administered school discipline until 1922, when the office of the dean of men was established. The chief function of the dean of men was, and still remains:

> To supervise the college home life of students when home life is interpreted to mean life at rooming and boarding places.[65]

O. F. Boyd was appointed the first dean of men in 1922.[67] He served in this capacity until 1926, when he was made dean of the college. As dean of the college he also retained his former duties as dean of men and the two offices were combined.

In addition to the office of dean of the college, the office of the dean of the school of education was established in 1920.[68] Harry H. Vannonsdall was appointed to the newly established office. This office relieved the dean of many routine functions relating to students of education. Among these functions were the

---

66 Wilmington College Bulletin, XXVII, No. 1, p. 4, Wilmington: Wilmington Publishing Company, 1931.

67 Interview with the Dean of Wilmington College, February 2, 1932.

68 Interview with the Dean of the School of Education, February 2, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

administering of entrance requirements, psychological and health tests, regulations regarding the requirements for teachers' certificates, and the placement of students.

After eleven years of trial, it was not deemed advisable to have two deans in a liberal arts college.[69] Consequently with the beginning of the school year of 1931-32, the office of the dean of the school of education and the dean of the college were combined under the title of the Dean of the College. Now this office not only embraces the duties formerly performed by the dean of the college, but also those previously performed by the dean of men and the dean of the school of education.

The office of dean at Wittenberg College. - Previous to 1903 the records of students' grades were kept in a loose-leaf book. As a substitute for this plan the secretary of the faculty worked out a system for keeping these records, which is virtually the same as the system now in use at Wittenberg. Later the secretary of the faculty became interested in requirements for entrance, curricular problems, and representing the college at meetings of various professional and accredit-

---

69 Interview with the Dean of Wilmington College, December 12, 1931.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ing associations.[70]

The ill health of the president, together with the press of financial problems which required so much of his time and energy, caused the Board in 1914 to establish the office of dean. The secretary of the faculty who for a number of years had been active in college affairs, as pointed out above, was made the first dean of the college.[71]

The conditions were such that the dean was assigned all of the functions relating to the internal organization of the college. With the cooperation and approval of the "Prudential Committee" , he performed the following major functions:

1. Employed teachers on temporary appointments. All permanent appointments must be approved by the Board.
2. Had complete charge of the physical plant.
3. Administered the school discipline.
4. Presided at chapel and faculty meetings.
5. Submitted estimates for and administered the school budget.

---

A committee made up of representatives of the Board, faculty, and citizens.

70 Interview with the Dean of Wittenberg College, who was formerly Secretary of the Faculty, February 3, 1932.

71 Ibid.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The office of dean has expanded rapidly at Wittenberg. The first subordinate office to be established was that of registrar. A teacher who was assigned half-time employment in supervising a study hall, spent the other one-half of each day as clerical assistant to the dean. After six years of such work in the dean's office, she took charge of student records and became registrar under the direction of the dean. Later the offices of dean of men and dean of women were established. Among other duties these officers administer school discipline, except in extreme cases. In 1928 a personnel office was established. The dean of the college has general supervision of all these offices and is working out a rather detailed list of duties for each officer which will grant to each officer as much freedom as possible and at the same time avoid conflicts of personalities.[73]

At present the dean and the president work cooperatively on many functions. There is a general dividing line which marks off social relations as the president's functions and academic relations as the dean's functions. In practice, however, duties are intermingled. For example, the dean goes over all applications for

---

[73] Interview with the dean of Wittenberg College, November 12, 1930.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

faculty appointments, eliminates those not to be considered, and interviews promising candidates. Final recommendations for appointments, however, are made by the president to the Board. The dean presides at all faculty meetings, though as a matter of courtesy, if the president attends faculty meeting, he is asked to preside. All curricular problems come from the curricular committee to the dean's office and are then passed on to the president for approval. All petitions for changes in courses and the like come from the executive committee to the dean's office which is the final authority in these matters. Ex-officio the dean is a member of all committees of the faculty.[74]

The age of the office of dean in Central Ohio colleges. - With the exception of Denison University the office of the academic dean has been established in all of these colleges since 1895. As has already been noted the office of dean at Denison was not that of an academic dean of the college. In three of these institutions the dean, who was appointed at the time of the establishment of his office, is still serving as dean. Regardless of the age of the college the deanship has been of late origin. Table III shows the date of the founding, and the date of the establishment of the of-

---

74 Ibid.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE III

THE DATES OF THE FOUNDING AND OF THE ESTABLISHMENT OF THE OFFICE OF DEAN IN TEN CENTRAL OHIO COLLEGES.

| Name of college | Founded | Office of dean established |
|---|---|---|
| Antioch College | 1853 | 1914 |
| Ashland College | 1878 | 1927 |
| Capital University | 1850 | 1923 |
| Denison University | 1831 | 1893 |
| Muskingum College | 1857 | 1916 |
| Ohio State University | 1870 | 1895 |
| Ohio Wesleyan University | 1842 | 1917 |
| Otterbein College | 1847 | 1904 |
| Wilmington College | 1870 | 1920 |
| Wittenberg College | 1845 | 1914 |

fice of the dean in each of these institutions, according to the data collected through interviews with the deans, and verified by the annual catalogues of the institutions.

The Office of Dean in Other Colleges

Secondary sources. - As a personal investigation of primary sources in a great number of colleges

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

was not feasible, secondary sources were utilized to supplement and extend the data already presented. The secondary sources comprise recognized editions of the histories of various colleges and universities. A complete list of the volumes used may be found in the bibliography.* The same questions governed the selection of material from the secondary sources, as from the primary sources, namely:

1. When was the office of dean established?
2. Why was it established?
3. What were the early functions of the office as differentiated from those of the dean at the present time?

The office of the dean of arts and sciences at Harvard University. - "The chief developments in the University under President Eliot's administration, 1869-1909, were:

1. Expansion of instruction in the college.
2. Raising and broadening the requirements for admission.
3. The growing maturity of college life.
4. The development of graduate instruction with its necessary consequent, the advancement of knowledge.
5. The raising of professional training in law, medicine and engineering, and finally in business to the graduate level.

---

* See bibliography p. 247-49

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The first step in the development of of Harvard College was the appointment of a dean to take charge of the undergraduates, who took over three-fourths of the work which had been done by the president. The latter was thus free for the oversight of the whole University and the study of large problems, and the college was certain of a closer administration. The standing of the position was assured by appointment of Professor E. W. Gurney, whose judgment and wisdom were later recognized by his election, in 1884, to a seat in the corporation."[75]

It is clear from the above quotation that the appointment of Dean Gurney made possible to a very large degree the splendid achievements of President Eliot in carrying out his five-fold program. The deanship of Harvard was more firmly established and dignified by nearly a half century of devoted service of the beloved Dean Briggs.[76] The service of Dean Briggs will be discussed more in detail later.

The office of the dean of arts and sciences at Princeton University. - The deanship at Princeton was

---

75 John Hays Gardiner, Harvard, p. 321. New York: Oxford University Press, 1914.

76 Rollo Walter Brown, Dean Briggs. New York: Harper and Brothers, 1926. Pp. 332.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

established during the presidency of James McCosh, 1868-1888.

> Advancing years led him (President McCosh) to resign in 1888. Sometime before this he had contemplated the step, and had been induced to retain the presidency by the appointment of James Ormsbee Murray to the deanship of the college, thus relieving him of the disciplinary burden.[77]

> One of his outstanding accomplishments was the establishment of the honor system in examinations, January 18, 1893, from that date to this no examination in Princeton has been proctored. .....Dean Murray was known as the quiet urbane dean who so lived down the unpopularity of his office at its foundation that he became the best beloved officer of the college.[78] .....He was succeeded in 1902 by Dean Andrew F. West.[79]

The office of the dean at Vassar College. -

Need began to be felt for a dean in 1901. The secretary of the college was already performing the duties usually assigned to a dean. It was not until 1913 that a deanship was actually provided. The report of the committee on the reorganization of the educational department recommended the placing of the administrative portion of the educational work in the hands of a dean, who should be responsible to the president.[80]

The purpose of the establishment of a deanship was to differentiate between the social and academic functions by concentrating the latter under one head.[81]

---

77 Vornum Lansing Collins, Princeton, p. 250. New York: Oxford University Press. 1914.

78 Ibid. p. 260

79 Ibid. p. 276

80 James Monroe Taylor and Elizabeth H. Haight, Vassar, p. 153, New York: Oxford University Press, 1915.

81 Ibid. pp. 214-222.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The same committee outlined the duties of the dean in some detail:

1. The academic direction of all administrative questions including correspondence with schools, parents and candidates on the educational side.

2. Holding necessary interviews with students bearing on their academic work, and all absences from class should be reported to her office.

3. Providing the dean should with all necessary assistants to carry on the work ordinarily pertaining to the registrar's office, the preparation of schedules, reports, etc.

4. The ranking of the dean should be that of full professor.

The office of dean of arts and sciences at Columbia University. - Columbia may be taken as an example of an American university following the precedent of the medieval university.

The dean in the medieval university was the elected officer of groups of teachers. These groups were determined by the subjects of instruction as in a modern university. Seniority played an important part in his election. The term of office was not usually more than two years. His major duties were two in number. He was the administrative officer of his group, presiding at its gatherings, and he was also a member of the university council.[82]

From 1890-1895 ten deans of the various faculties (Columbia) were appointed by the faculty. After 1895 they were appointed by the trustees. No longer were they the venerable personages which the title connotes. .....They served in triple represent-

---

82 E. E. Lindsey and E. O. Holland, College and University Administration, p. 6. New York: The Macmillan Company, 1930.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ative capacity, to the central administration, to teachers with divergent views on education, and to the students with their time consuming needs and interests. .....The first dean of Columbia College under this new order was Dean J. H. Van Amringe, appointed in 1896.[83]

The office of dean at Rutgers College. -

An administrative advance of the time was the creating of the office of dean in 1901. The duties of the president, it had come to be realized, were enough in general oversight, and in necessary details of financial matters to make relief from specific attention to discipline proper and necessary. ...The trustees appointed Francis Cuyler Van Dyck as first dean of the college. Professor Van Dyck had been a member of the faculty since 1866, first as tutor, then professor of chemistry and later of physics.[84]

In 1912 Professor Louis Bevier succeeded Van Dyck as dean of the college. ....As time went on, with increasing administrative necessities and increasing problems of school life, the office of dean became more broad and varied in its field. Originally it had quite exclusively related to discipline, to student law and order. Dr. Bevier had for years given much time and incalculable assistance to student athletics, aiding in the management of affairs, serving as treasurer, and raising funds by methods personally planned and carried out. As dean, he took up the problems of college scholarship and college life, studying the records and influences bearing upon them, and issuing from time to time reports of great value in this field. Much light was thrown from year to year on the relations of fraternities and athletics to scholarship; on comparison of records of men in different courses; on causes of loss of students during the course of study, and like matters of important interest.....

Dr. Louis Bevier, Professor of Greek, asked to be relieved (1921) of his duties as dean. His

---

83 Frederick P. Keppel, Columbia, p. 58, New York: Houghton Mifflin Company, 1930.

84 William H. S. Damarest, A History of Rutgers College, 1776-1924, p. 489, New Brunswick: Rutgers University Press, 1924.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

resignation was accepted and two offices were created to divide the work which one man had carried. Dr. Walter V. Marvin, Professor of Philosophy, was appointed dean of the faculty, to have charge of matters of academic concern; and a professor was appointed to be dean of students, to have charge of matters of student conduct; in 1921 Professor David Tales, in 1922 Professor J. Volney Lewis and in 1923 Professor Harry N. Lendall.[85]

The office of the dean of arts and sciences at Brown University. - Brown experienced a successful period of development during the administration of Reverend William H. P. Faunce.[86] During his administration some numerical growth is shown in the college enrollment but the chief characteristics are in expansion and upbuilding. A number of new buildings were erected, the faculty enlarged, standards of scholarship raised, and the curriculum enriched.

The greater efficiency of the university is due partly to better organization. The office of dean was created in 1900 and was filled for one year by Professor Winslow Upton. His successor, Professor Alexander Meiklejohn, did invaluable service for eleven years, in his relation both to the faculty and students. Upon his retirement in 1912, to take the Presidency of Amherst College, he was succeeded by Professor Otis E. Randall. A reduction in the number of faculty committees, with a concentration of power in one committee has resulted in a more consistent policy and greater dispatch in the routine business of the faculty. Something has been done toward bringing the departments

---

85 W. H. S. Damarest, op.cit., p. 517.

86 Walter C. Bronson, The History of Brown University, 1764-1914, Chapter XII, p. 469 and following. Providence: Brown University Press, 1914.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

into closer touch with each other, to avoid duplication of courses and secure a unity of view in presenting subjects.[87]

The office of the dean of arts and sciences at the University of Illinois. - The deanship was established in 1913.[88] At this time a union of the college of literature and arts and the college of science to form a college of liberal arts and sciences was planned. The board approved the plan and appointed Kendrick C. Babcock dean of the college. Dean Babcock retired in 1931.

When the Office of Dean Was Established

In order to extend the data on the date of the founding of colleges, the date of the establishment of the deanship, and the tenure of the first deans appointed, these items were included in the form for analysis of duties sent to the deans whose colleges were approved by the American Association of Universities. Eliminating all duplications of these reports from the data already given under the historical sources, there remained data from 86 colleges on the founding of the

---

87 Walter C. Bronson, op. cit., p. 481

88 Edmund J. James, Sixteen Years at the University of Illinois. - (A Statistical Study of the Administration of President Edmund J. James). p. 202. Urbana: University of Illinois Press, 1920.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

colleges and the dates of the establishment of the deanship; and data from 82 colleges showing the tenure of the first deans. These data are shown in detail in Tables IV, V, and VI.

The range in the date of the establishment of the deanship is 65 years. The range in the date of the founding of the colleges is nearly 300 years. The median date for the establishment of the deanship is 1908. The median date for the founding of those same colleges is 1860. Thus, regardless of the age of the college, the academic deanship is again shown to be a recent development in higher education.*

Harvard College seems to have been the first college to establish a deanship. As noted previously this was done to relieve President Eliot from routine work, that he might devote his time to his program of development. Coe College soon followed Harvard, but there the deanship was largely an honorary position. Princeton and the University of Kentucky were among the earliest to establish a deanship. The first deans have a commendable record in tenure, as shown in Table VI. A median tenure of 12.05 years is ample evidence of the worth and stability of the office.

---

* See p. 69

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE IV.

THE DATE OF THE FOUNDING OF 86 COLLEGES

| Year in which college was founded | Number of colleges |
|---|---|
| 1910 | 3 |
| 1900 | 4 |
| 1890 | 6 |
| 1880 | 6 |
| 1870 | 13 |
| 1860 | 11 |
| 1850 | 11 |
| 1840 | 5 |
| 1830 | 9 |
| 1820 | 6 |
| 1810 | 3 |
| 1800 | 2 |
| 1790 | 1 |
| Up to 1789 | 6 |
| Total | 86 |

## Why the Office of Dean Was Established

In general the development of the deanship was the natural result of the growth of colleges. Reeves and Russell show how the deanship evolved from the

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE V

THE DATE OF THE ESTABLISHMENT OF THE OFFICE OF DEAN IN 86 COLLEGES

| Year in which the office of dean was established | Number of colleges |
|---|---|
| 1925-30 | 5 |
| 1920 | 10 |
| 1915 | 11 |
| 1910 | 14 |
| 1905 | 11 |
| 1900 | 14 |
| 1895 | 8 |
| 1890 | 7 |
| 1885 | 3 |
| 1880 | 0 |
| 1875 | 1 |
| 1870 | 0 |
| 1865-1869 | 2 |
| Total | 86 |

office of the secretary of the college.

Both the office of the dean and the office of the registrar appear to be still in the stage of evolution in the majority of colleges and universities. In the early history of many of these institutions the only office of administration was that of the president, as the instructional organization

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE VI

THE TENURE OF THE FIRST DEANS IN 82 COLLEGES

| Number of years in service | Number of deans |
|---|---|
| 60 | 1 |
| 55 | 0 |
| 50 | 0 |
| 45 | 0 |
| 40 | 1 |
| 35 | 0 |
| 30 | 4 |
| 25 | 4 |
| 20 | 6 |
| 15 | 12 |
| 10 | 22 |
| 5 | 19 |
| 1-4.99 | 13 |
| Median Tenure | 12.05 years. |

became more complex certain functions originally performed by the president were allocated to the members of the faculty. Often a secretary of the faculty was appointed. This man performed the functions now performed by both deans and registrars. In some institutions the secretary of the faculty

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

later developed into the office of the dean.[89]

A specific example of the secretaryship developing into the deanship is found at Heidelberg College, Tiffin, Ohio.[90] The secretary of the faculty at Heidelberg performed practically the same functions as the dean in other colleges for fifteen years before the deanship was established in 1920. Other colleges in which the office of secretary developed into the office of the dean, as previously noted, are Capital University, Vassar College and Wittenberg College.

As long as an additional administrative officer was needed only in the absence of the president, a more or less honorary office was sufficient. This office was sometimes that of vice-president; sometimes that of dean. Coe College and Columbia University have already been given as examples of colleges having an honorary office of dean. Wooster College, Wooster, Ohio, is one of the colleges in which the vice-presidency grew into the deanship.[91] The vice-

---

89 Floyd W. Reeves and John Dale Russell, College Organization and Administration, p. 71. Indianapolis: Board of Education, Disciples of Christ, 1927.

90 Data obtained directly from the dean of Heidelberg College.

91 Data obtained from the files of the annual catalogues and periodicals of Wooster College.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

president was succeeded by Elias Compton, who served as dean from 1891 to 1921. His early title was dean of the university. In 1914 with the change of the name of the institution to the College of Wooster the office was changed to the dean of the college. Note has been made of Ohio Wesleyan College where the office of the registrar developed into the office of dean.

As independent colleges developed the press of other interests became so great, that it became impossible for the president to give the necessary time to the routine work of the college. The most dominant interest of the college was found to be its financial need. This need, together with that of making wider contacts on the part of the president to interest parents and prospective students, kept him in the field a large part of the time and thus the expansion of the administrative work of the dean was made necessary. Specific examples, already noted, are found in Capital University, Ohio Wesleyan University and Wittenberg College.

With the development of the various colleges in the universities, the president could give only general oversight to all of the colleges. The liberal arts college along with the professional colleges demanded

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

a dean who could keep closely in touch with the administrative problems of his college. Each dean was largely responsible to the president for conduct of his college. In general he was given greater freedom and responsibility than the dean of the independent college.

### Early Functions of the Office as Differentiated From Those of the Dean at the Present Time

The early duties of the dean show as great variety as the origin of the office itself. In some cases the dean was only the presiding officer in the absence of the president. As more and more of the president's time came to be taken up by the stress of outside interests the dean gradually took over certain routine functions. In many cases, as at Brown and Rutgers, the dean at first was merely a disciplinary officer. It has been noted especially at Rutgers how the office expanded in the number and usefulness of its functions until it was divided into two offices: one to care for faculty administrative problems, and the other to deal wholly with student problems. In institutions such as Harvard, the dean took over at once a large number of the functions previously performed by the president in the undergraduate college. Brown gives a detailed description of the functions of the dean during the ad-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ministration of Dean Briggs.[92] Some of the functions performed by Dean Briggs were:

1. The punishment of criminals in his academic domain.
2. Prodding those students who failed to get up in the morning.
3. Listening, with patient amusement, to flowery speeches of mothers.
4. Hearing thousands of petitions for this or that.
5. Preparing long reports to the president and governing board, on such matters as admission, increases of enrollment, intercollegiate athletics, special students, and forgetful professors.
6. Being occupied continually with endless details which exacted time, energy and abundant good humor.

Gardiner notes some modifications in these arduous duties, particularly from the standpoint of discipline and precedents already established.

The discipline and the details of administration of Harvard are in the hands of the dean and and administrative board of the college. The administrative board at present consists of six members besides the dean. This small body usually meets once a week to deal with a multitude of matters.

The dean is in direct charge of the college and his burden is heavy. .....The relation of the dean to students is almost parental. Many of them come to know him through no volition of their own; but on the other hand, it is now the custom for undergraduates

---

92 Rollo Walter Brown, Dean Briggs, p. 106, New York: Harper and Brothers, 1926.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

to go to him, of their own accord for advice, or counsel, on their own difficulties or problems, or even to talk over the cases of their friends, who are not doing as well as they ought to. The dean is expected to, and in practice does, follow the individual fortunes of all men who come to his notice, voluntarily or involuntarily. At the same time it is his duty to see that the 'birds of paradise' are not flitting through the air all of the time. He must see that they do a reasonable amount of work, that they are regular in their attendance at lectures and recitations, and that their grades are, at any rate, respectable. Besides this the dean has many talks, often of the most intimate sort, with parents; he carries on an endless amount of correspondence with parents and with teachers. The variety of duties which fall to him is almost bewildering.[93]

Certain precedents are well established. A student whose grade falls below a certain point goes automatically on probation. When he raises them above the danger point he is automatically relieved of probation. Such cases the dean merely reports to the board. Bookkeeping of attendance, etc., is heavy.....

The dean has the aid of an assistant dean to whom is assigned at present the special charge of the freshman class.[94]

These rather lengthy quotations regarding the deanship of Harvard have been given because the descriptions approach a fairly accurate portrayal of the deanship in many colleges. The deanship of the liberal arts college in universities arose generally with the organization of the various colleges in the university as has already been shown. The dean was made wholly responsible to the president for the conduct of his col-

---

93 John Hayes Gardiner, Harvard, p. 50. New York: Oxford University Press, 1914.

94 Ibid., pp. 50-57

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

lege. He outlined his budget, appointed the instructors and determined the policy of the college with little interference on the part of the president of the institution.

In general, it may be said that the early duties of the dean were less specialized than at present, which is another way of saying that they were more clerical and less administrative in nature. His duties were similar to those of the dean of men at the present time; he was the student adviser and might well have been termed dean of students, instead of dean of the faculty. He performed in a general way the work of present deans, personnel officers, deans of men, registrars and directors of admission.

Present functions of a college dean. - Reeves and Russell give a list of the functions now being performed by deans in colleges and universities which appear to have the most effective administrative organization.[95] This list is based on their study of 21 church colleges:

1. The direction of the educational activities of the college.
2. Service as chief adviser to the president in matters pertaining to the policy of the college.

---

95 Floyd W. Reeves and John Dale Russell, op.cit., pp. 73-74.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

3. The formulation of policies and the presentation of them to the faculty or to the president for consideration.

4. Directing the attention of the faculty to the changing educational thought and practice, with particular reference to present trends in higher education.

5. The transmission to the president of the budget recommendations of the college; the details of the budget are to be worked out in conference between the deans and the heads of departments.

6. Making reports relating to the work of the college.

7. The supervision of curricula, courses, and methods of instruction.

8. The supervision of the progress and the academic welfare of the students.

9. The classification and assignment of students to classes.

10. The keeping in touch with the disciplinary problems of the college.

11. Service as a member of the administrative council.

12. Representing the college at meetings of the educational associations.

13. In cooperation with the departments concerned, nominating members of the teaching staff.

Reeves and Russell further state that:

The advisability of attempting to define precisely all of the administrative duties of the various officers is open to question. However, many college administrators are of the opinion that the respective duties of deans and other administrative officers

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

should be more clearly understood in order that a harmonious relationship and wholehearted spirit of cooperation may be made possible.[96]

This is the chief purpose of the present study. It should be of service to deans and presidents who are interested in such a cooperative program, to know what functions are usually assigned to deans of other colleges. Particularly is this true, if the functions are studied as they vary according to the size of the college, and it should be found that there are certain functions which are somewhat uniform in colleges according to the number of students enrolled. With the problem more clearly defined the study in the succeeding chapters seeks to determine the current practice in the various colleges.

Leonard, Evenden, and O'Rear set up a list of functions for the office of the dean.[97] The work of the dean is classified under four major areas.

1. The dean of the faculty is charged with the responsibility for the administration of the program of instructional work of the institution.

---

[96] Floyd W. Reeves and John Dale Russell, op. cit., p. 72.

[97] R. J. Leonard, E. S. Evenden, and F. B. O'Rear, Survey of Higher Education for the United Lutheran Church of America, Vol. I, pp. 361-364. New York: Bureau of Publications, Teachers College, Columbia University, 1929.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The following practices are considered necessary:

a. To study the curriculum
b. To recommend major changes in the curriculum
c. To study and evaluate instruction
d. To initiate and supervise the program for instructional improvement.
e. To study student adjustments
f. To administer the educational guidance organization of the college in cooperation with other officials
g. To study educational placement and the follow up of the graduates of the institution, particularly in the effort to secure information which will be illuminating in the administration of the instructional work of the institution
h. To study the schedule problems, and the operation of the academic rules and regulations, and to advise with the registrar concerning their administration.

2. All problems strictly concerning the faculty, individually or collectively, come within the province of the dean of the faculty. Such matters as the following usually come under his jurisdiction:

a. To recommend all appointments and dismissals of the faculty members to the president
b. To adjust conflicts of effort and overlapping of functions within the faculty.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

3. The dean of the faculty is the representative of the faculty as a collective unit.
4. The dean has certain responsibilities in the institution for public relations and services to the public. Such matters as the following suggest themselves as being within the province of the dean:
    a. The administration of extension and instructional services.
    b. To conduct certain research projects, either for the advancement of knowledge in general, or as a service to the community in some specific way.
    c. The dissemination of information about the work of the institution.

Leonard, Evenden, and O'Rear's list of functions is based on what the duties of the dean should be, rather than what is being practiced. It is suggestive of certain duties which need greater emphasis than they are receiving at present, according to the data presented here on the historical development of the office. This list is more in harmony with the general conclusions of the present study as indicative of the further development of the office.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## Summary and Conclusions

1. The office of the academic dean of the liberal arts college, beginning as a minor clerical position, has developed into an office of specialized functions. These functions differ somewhat in different institutions, and in many institutions seem to lack clarity of statement and purpose.
2. In its expansion the dean's office is passing on to new, or subordinate officers, primary functions previously performed by the dean; school discipline is an outstanding case. In the meantime the office of the dean is adding new responsibilities. These new responsibilities seem to indicate the further possibilities in the development of the office.
    a. Current emphasis is on personal guidance programs under the direction of a personnel officer, special advisers, and through specific courses offered for this purpose. If the office of the dean is to carry on such a program, consideration must be given to the need of a larger clerical force, and the services of trained specialists.
    b. In many instances current emphasis is on the problem of the improvement of instruction, particularly in the freshman and sophomore areas. The plan of Ohio State University is outstanding. Deans of smaller independent colleges, as yet, have done little except through individual conferences with inexperienced instructors. More at-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

tention might well be given to the encouragement of in-service study, the use of the sabbatical year for study and directed travel, faculty participation in professional organizations, and inter-visiting of faculty members. For such a responsibility the average dean needs to be given a larger share in the selection and promotion of the staff.

c. While not so prominent in practice, the problem of promoting research on the part of the staff is worthy of greater consideration by the dean. The plan for research should follow the interests of the faculty and the needs of the institution. It might be research for the promotion of knowledge, or for rendering a service to the local community. The consideration of such a plan would probably necessitate the inclusion of an item in the budget for research projects, and an adjustment of the teaching load of faculty participants.

3. The academic dean faced with the problems of differentiating courses on upper and lower college levels, honors courses, and comprehensive examinations, must continue the work of curriculum construction.

4. The office of the dean must meet the issue of more, or less, faculty participation in administrative affairs. Judging from the kinds and number of faculty committees, faculty participation is on the increase. It is quite probable that the "one man college" belongs to the past.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

# CHAPTER IV

## SALARY AND TENURE OF DEANS

### The Method of Collecting and the Distribution of the Data

The data for this, and the two succeeding chapters, were collected by means of the Vocational History Questionnaire, which was sent to all liberal arts colleges in the United States as listed in the United States Educational Directory, for 1931.[1] The form was first sent to 405 colleges not accredited by the American Association of Universities. Later it was combined with the form for the time study and sent to 204 colleges which are accredited by the American Association of Universities. The total returns from the two forms were 374, or 61.4 per cent.

Of the 374 colleges sending returns 28 reported that they had no college dean, five reported a combination of the office of dean and registrar, and 44 others were not usable. Discarding these reports data from 297 colleges remained. Of this number 179 were independent coeducational colleges, 81 were liberal arts col-

---

1 Educational Directory, Institutions of Higher Education, Part II, pp. 1-9. Bulletin No. 1, 1931. Washington: Office of Education.



Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

leges in universities, and 37 were women's colleges. Women's colleges were tabulated separately not only because of the greater attention given to social activities, but because studies of the deans of such colleges have already been made.* Geographically each of the 48 states and the District of Columbia were represented. In the number of students enrolled the colleges ranged from less than 60 to more than 5000.

## The Salary of Deans

A total of 260 deans reported on salary. Twenty-two of these were serving in institutions which belong to a religious order where services are gratis. Table VII shows the distribution of the salaries of the remaining 238 deans according to the size of the college. The maximum salary is $9500, the minimum $1450, and the median $4000. The median salary of the dean whose college has an enrollment of less than 500 students is $3411.11. The median salary of the dean whose college has an enrollment of 500, but less than 1000 students is $4785.71. In colleges where the enrollment is more than 1000, but less than 1500 the median salary of the dean is $5000. In colleges with 1500 or more students the

---

* See Related Studies, Chapter II.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE VII

THE SALARIES OF DEANS ACCORDING TO THE SIZE OF THE COLLEGES.

| Salary | Student enrollment | | | | |
|---|---|---|---|---|---|
| | Up to 499 | 500-999 | 1000-1499 | 1500 and above | Total |
| $9500 | | | | 1 | 1 |
| $9000-9499 | | | | 2 | 2 |
| $8500-8999 | | | | 4 | 4 |
| $8000-8499 | | 1 | 1 | 2 | 4 |
| $7500-7999 | | 1 | 1 | 1 | 3 |
| $7000-7499 | | | 1 | 2 | 3 |
| $6500-6999 | | | 1 | 2 | 3 |
| $6000-6499 | | 4 | 3 | 4 | 9 |
| $5500-5999 | 3 | 3 | 0 | 1 | 7 |
| $5000-5499 | 3 | 14 | 1 | 2 | 21 |
| $4500-4999 | 7 | 14 | 2 | 2 | 26 |
| $4000-4499 | 21 | 13 | 2 | | 36 |
| $3500-3999 | 29 | 3 | 0 | 1 | 33 |
| $3000-3499 | 45 | 2 | 2 | | 48 |
| $2500-2999 | 15 | 3 | 1 | | 19 |
| $2000-2499 | 16 | | | | 16 |
| $1500-1999 | 3 | | | | 3 |
| Totals | 142 | 58 | 14 | 24 | 238 |

*Line connecting the medians.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

median salary of the dean is $7000. The line connecting the medians in Table VII shows the increase in salaries from the smallest to the largest colleges.

Per cent of deans employed on the basis of nine, ten, and eleven or twelve months. - From the standpoint of his usefulness to the college the number of months the dean is employed annually is an important factor. Table VIII shows the number of months the dean is employed in each of three groups: independent coeducational colleges, liberal arts colleges in universities, and women's colleges. In the independent colleges 50.4 per cent are employed for nine months of the year, 11.8 per cent for ten months, and 37.8 per cent for eleven or twelve months. Among deans of liberal arts colleges in universities the practice is in favor of the longer period of annual employment, 51.5 per cent are employed for eleven or twelve months, 25.4 per cent for ten months; and 23.1 per cent for nine months. In women's colleges the dean's period of annual employment is 40 per cent for nine months, 28 per cent for ten months, and 32 per cent for eleven or twelve months.

Salary in relation to the number of months employed. - The median salary in independent colleges is $3250 for nine months, $3750 for ten months, and $3965 for eleven to twelve months. Colleges in universities

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE VIII

THE NUMBER OF MONTHS DEANS ARE EMPLOYED IN THREE GROUPS OF COLLEGES: INDEPENDENT COLLEGES, COLLEGES IN UNIVERSITIES AND WOMEN'S COLLEGES.

| | Independent colleges | | | Colleges in universities | | | Women's colleges | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number of months | | | Number of months | | | Number of months | | | |
| | 9 | 10 | 11-12 | 9 | 10 | 11-12 | 9 | 10 | 11-12 | |
| $9500 | | | | | | 1 | | | | 1 |
| $9000-9499 | | | 1 | | | 1 | | | | 2 |
| $8500-8999 | 1 | | 1 | 1 | | 1 | | | | 4 |
| $8000-8499 | 1 | 1 | | | 1 | 1 | | | | 4 |
| $7500-7999 | | | 1 | | | 2 | | | | 3 |
| $7000-7499 | | | | | 1 | 2 | | | | 3 |
| $6500-6999 | | | | 1 | | 2 | | | | 3 |
| $6000-6499 | | | | 3 | 2 | 4 | | | | 9 |
| $5500-5999 | | | 2 | | 2 | 3 | | | | 7 |
| $5000-5499 | 1 | 1 | 4 | 2 | 3 | 9 | 1 | | | 21 |
| $4500-4999 | 4 | 1 | 7 | 4 | 3 | 4 | 1 | | 2 | 26 |
| $4000-4499 | 7 | 3 | 9 | 3 | 1 | 6 | 3 | 1 | 3 | 36 |
| $3500-3999 | 10 | 4 | 7 | 2 | 3 | 1 | 1 | 3 | 2 | 33 |
| $3000-3499 | 20 | 4 | 14 | 2 | 3 | 3 | 1 | 1 | | 48 |
| $2500-2999 | 11 | | 4 | | | | 1 | 2 | 1 | 19 |
| $2000-2499 | 10 | 2 | 1 | | 1 | | 2 | | | 16 |
| $1500-1999 | 3 | | | | | | | | | 3 |
| Totals | 68 | 16 | 51 | 18 | 20 | 40 | 10 | 7 | 8 | 238 |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

pay median salaries of $4750 for nine months, $4833.33 for ten months, and $5333.33 for eleven to twelve months. In women's colleges the median salary for nine months is $4000, for ten months $3583.33, and for eleven to twelve months $4166.66. Each group has its own salary level, but with one exception salaries are consistently higher as the number of months of annual employment increase. This exception is noted in the lower salary which is paid to women deans on the ten-months basis than that which is paid the same group on the nine-months basis. This is probably due to the fact that only a small number of women's colleges are included in the study.

Considering the three groups together, 40.3 per cent employ deans for nine months; 18.1 per cent for ten months; and 41.6 per cent for eleven to twelve months. In the majority of the highest paid positions, which are also the larger colleges, the majority of deans are employed for the longer period. The smallest salary as well as the shortest period of annual employment is found in the independent college. Deans in this group supplement their salaries more often than the deans in either of the other groups by means of teaching during the summer session either in their own, or another college. Of the 46 deans who engage in such additional sum-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

mer work 77.1 per cent fall in the group employed for only nine months. The amount earned by these deans in summer work is shown in Table IX.

TABLE IX

THE AMOUNT OF MONEY EARNED BY DEANS FOR SUMMER WORK

| Salary | Number of deans |
|---|---|
| $1000 | 2 |
| $750-999 | 1 |
| $500-749 | 16 |
| $250-499 | 23 |
| To -249 | 4 |

Median salary for summer work - $456.52

## The Tenure of Deans

Table X shows the tenure of 281 deans. The range is from 1 to 45 years. The median tenure for each of the three groups is: independent colleges, 5.57 years; colleges in universities, 5.69 years; and women's colleges, 6.25 years. The median tenure for all deans is 5.7 years. Of the three groups, the deans of women's colleges have the longest tenure. In the smaller groupings the deans of women's colleges of 500 to

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE X

THE TENURE OF 281 DEANS ACCORDING TO THE TYPES AND SIZES OF THE COLLEGES.

| Years | Independent colleges | | | Colleges in universities | | | Women's colleges | | | ** |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number of students | | | Number of students | | | Number of students | | | To- |
| | Up to 499 | 500-999 | 1000 and over | Up to 499 | 500-999 | 1000 and over | Up to 499 | 500-999 | 1000 and over | tal |
| 40-44.99 | 1 | | | 1 | | | | | | 2 |
| 35-39.99 | | 1 | | 1 | 1 | | | | | 3 |
| 30-34.99 | 1 | | | 1 | | | | | | 2 |
| 25-29.99 | 1 | | 1 | 2 | | | | | | 4 |
| 20-24.99 | 2 | 1 | 2 | | | | | | | 5 |
| 15-19.99 | 9 | | 1 | 1 | 1 | 1 | 1 | | | 14 |
| 10-14.99 | 14 | 6 | | 3 | 8 | | 10 | 1 | | 42 |
| 5-9.99 | 38 | 10 | 5 | 12 | 6 | | 5 | 3 | | 79 |
| 1-4.99 | 52 | 25 | 4 | 18 | 13 | 2 | 12 | 1 | 3 | 130 |
| Totals | 118 | 43 | 13 | 39 | 29 | 3 | 28 | 5 | 3 | 281 |
| Median | 5.9 | 4.3 | 7.5 | 5.6 | 6.3 | 3.8 | 7.0 | 7.5 | 2.5 | 5.7 |

1000 students and independent colleges of 1000 students and over, have the longest tenure, 7.5 years. The shortest tenure of the three groups is found among deans of independent colleges; and the shortest tenure in the smaller groupings is found in women's colleges with a range of student enrollment of 1000 students and over, 2.5 years.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Since these deans are still in service the median is scarcely a true measure of their tenure. A better measure perhaps would be the upper quartile, or the middle 50 per cent. The upper quartile for each of the three groups is; independent colleges 9.66 years; colleges in universities 11.02 years; and women's colleges 6.25 years. The middle 50 per cent of these groups range respectively from 2.69 years to 9.66 years; 2.72 years to 11.02 years; and 2.81 years to 6.25 years.

## Summary and Comparison with Other Studies

The median salary for all groups is $1000 less than the median salary received by deans in 44 land grant colleges.[2] It is the equivalent of the salary paid to the full professor in land grant colleges. The median salary of deans of independent colleges is only the equivalent of the salary of an associate professor in land grant colleges. The dean of the college with 100, or more students receives practically the same salary as the dean of the land grant college.

Reeves and Russell found that the average salary received by full members of the teaching staffs of twenty-

---

2 Survey of Land Grant Colleges and Universities, Vol. II, p. 22. United States Department of Interior Office of Education Bulletin (1930) No. 9. Washington: Office of Education, 1930.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

one denominational colleges and universities holding membership in the North Central Association, 1927-28, was $2860.[3] In the present study the dean of a college of less than 500 students receives $551.11 more than these professors. The dean of the college with from 500 to 1000 students receives $1925.71 more than the professor of these twenty-one denominational colleges. A favorable showing is noted also in comparing the salary of the dean of the small college with that of 17 junior colleges holding membership in the North Central Association as given by Reeves and Russell.[4] The median salary for these junior college deans, 1925-26, was $2700. In the present study the dean of the college with less than 500 students receives $651.11 more than these junior college deans. Leonard, Evenden, and O'Rear found that the median salary of the staff members of 16 Lutheran colleges was $2427.00.[5] The salary of the dean in the small independent college in the present study is $984.11 more than is paid these staff members.

---

3 Frank W. Reeves and John Dale Russell, College Organization and Administration, p. 185. Indianapolis: Disciples of Christ, 1929.

4 Ibid., p. 188.

5 R. J. Leonard, E. S. Evenden, and F. B. O'Rear, Survey of Higher Education for the United Lutheran Church of America, Vol. II, p. 270. New York: Bureau of Publications, Teachers College, Columbia University, 1929.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Jones found that the median salary of women deans in colleges belonging to the American Association of Universities was $3391.60; in colleges accredited by regional associations it was only $2550.60; and in non-accredited colleges $2142.80.* The present findings of a median range from $3583.33 to $4166.66 according to the number of months employed compares favorably with Jones' first group, although it should be noted that her study included all women deans, while the present study is limited to women deans of liberal arts colleges. In colleges of the same size women deans receive about the same salary as men.

Green found that the median salary of 59 public junior college deans was $3600.** This is $188.89 more than is received by the dean of the small independent college. The United States Department of Interior Office of Education found that the median salary of principals in high schools with an enrollment of from 1000 to 2000 students was $3592.00.[6] Principals in these high schools receive slightly more than the dean of the small independent college.

---

* See Related Studies, Chapter II, p. 21

** See Related Studies, Chapter II, p. 28

6 The High School Principal, United States Office of Education Bulletin (1925) No. 24, p. 43. Washington: Office of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

As previously noted each group of colleges shown in Table IV has its own salary level. The salary of the dean of the small independent colleges is low when compared with the salaries of deans of publicly supported colleges and similar public school officials; but still high enough when taken in relation to the professor in his own type of college. Perhaps salaries of both professors and deans in this group need to be increased. With only one exception, the salaries of deans increase as the number of months of annual employment increases. A seeming contrast is presented here to the findings of the United States Survey of land grant colleges.[7] In 51 land grant colleges it was found that salaries of deans, professors and associate professors were less annually for those who serve on the twelve-months basis than for those who serve on the nine-months basis. The median salary of deans on the nine-months basis was $5193.00, and on the twelve-months basis it was $5071.00, a decrease in salary as the number of months of annual employment increase. No satisfactory explanation can be offered for this contrast, except that the studies in the large deal with different types of colleges and both may be true.

The tenure of college deans shows greater permanence

---

[7] United States Survey, Land Grant Colleges and Universities, op. cit., Vol, I, pp. 570-571.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

than that of junior college deans. According to Green's findings, the median tenure for junior college deans is 4.5 years, with the middle 50 per cent ranging from 2.6 to 8.5 years.* As already noted the median tenure for all college deans is 5.7 years, and the range of the middle 50 per cent in the various groups of colleges varies from 2.69 years to 9.66 years in independent colleges; from 2.72 years to 11.02 years in liberal arts colleges in universities; and from 2.81 years to 6.25 years in women's colleges.

Leonard, Evenden, and O'Rear found that the median staff member of 16 Lutheran colleges had been employed in the present position for four years.[8] College deans have been in their present positions 1.7 years longer than this median staff member of 16 colleges.

In Chapter III, Table VI, the tenure of the first deans of 82 colleges is shown. The median tenure of this group was 17.5 years. If the present deans should reach this median, they still have many years of service to render to their institutions.

---

* See Related Studies, Chapter II, p. 28

8 R. J. Leonard, E. S. Evenden, and F. B. O'Rear, op. cit., p. 280.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

# CHAPTER V

## THE ACADEMIC PREPARATION AND PROFESSIONAL EXPERIENCE OF DEANS

The term academic preparation refers to the number and kind of degrees earned by deans in various colleges, or the number of years spent in graduate study. Professional preparation is here limited to courses on the graduate level pursued by deans to prepare them directly for the work of the deanship.

### General Preparation and Degrees

Table XI shows in detail the degrees earned by deans according to the type of college they are now serving. The data are also tabulated according to the size of the college (the number of students enrolled). Years of graduate study are recorded only for those who do not have the Ph.D. degree. The term bachelor's degree (A.B.) is used to cover all types of undergraduate degrees, including the bachelor of arts, bachelor of science, bachelor in education, bachelor of divinity, bachelor of laws, and bachelor of philosophy . A total of 286 deans reported their academic preparation. The data are arranged according to three types of colleges: independent colleges, liberal arts colleges in universities, and women's colleges.



Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XI

### ACADEMIC PREPARATION OF DEANS ACCORDING TO THE TYPES AND THE SIZES OF THE COLLEGES SERVED BY THEM

| Students enrolled | Independent colleges | | | | | | | | Colleges in universities | | | | | | | | Women's colleges | | | | | | | | Total deans reporting |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Degrees | | | Years of graduate study | | | | | Degrees | | | Years of graduate study | | | | | Degrees | | | | Years of graduate study | | | | |
| | AB | AM | Ph.D | 1 | 2 | 3 | 4 | 5 | AB | AM | Ph.D | 1 | 2 | 3 | 4 | | AB | AM | Ph.D | 1 | 2 | 3 | | |
| 3000 and over | | | | | | | | | 1 | 1 | 1 | | | | | | | | | | | | | | 1 |
| 2500-2999 | | | | | | | | | 4 | 4 | 4 | | | | | | 1 | 1 | 1 | | | | | | 5 |
| 2000-2499 | 1 | 1 | 1 | | | | | | 4 | 4 | 3 | | | 1 | | | 1 | 1 | 1 | | | | | | 6 |
| 1500-1999 | 14 | 14 | 9 | | 2 | 3 | | | 10 | 10 | 7 | 2 | 1 | | | | 3 | 3 | 3 | | | | | | 27 |
| 1000-1499 | 35 | 27 | 19 | 4 | 4 | 5 | 1 | 1 | 30 | 28 | 19 | 2 | 5 | 2 | 2 | | 8 | 8 | 8 | 2 | | | | | 73 |
| Up to and including 999 | 129 | 119 | 41 | 22 | 43 | 47 | 11 | 5 | 23 | 23 | 11 | 5 | 3 | 2 | | | 22 | 21 | 7 | 3 | 7 | 2 | | | 174 |
| Totals | 179 | 161 | 70 | 26 | 49 | 55 | 12 | 6 | 72 | 70 | 45 | 9 | 9 | 5 | 2 | | 35 | 34 | 20 | 5 | 7 | 2 | | | 286* |

* Sum of the A.B. columns.

Degrees according to the type of college. - In all groups 100 per cent of the deans have a bachelor's degree: 92.6 per cent have a master's degree; and 47.2 per cent have a doctor's degree. In the independent groups 89.9 per cent have master's and 39 per cent their doctor's degree. In university colleges 97.2 per cent have master's and 62.5 per cent their doctor's degree. In women's colleges 97.1 per cent of the deans have master's and 57.1 per cent their doctor's degree. The deans of independent colleges rank lowest in the number of both master's and doctor's degrees. This is offset somewhat by the number of deans in independent colleges who have done additional graduate work, but have not completed advanced degrees. In this group 72.6 per cent have done one or more years of graduate study, against 31.94 per cent in the university college and 40 per cent in women's colleges. Since three years of graduate study is sometimes interpreted to mean the equivalent of the Ph.D. degree, it may be noted that 30.7 per cent of the deans in independent colleges have completed three or more years of graduate study against 6.94 per cent in university colleges and 5.71 per cent in women's colleges. Another factor that might be interpreted as being unfavorable to the deans of independent colleges is the number of honorary degrees held. While the honorary degree is coming more and more to be regarded as a badge

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of distinction, it is still true that in the smaller independent colleges it means practically nothing. Although the independent group has a larger number of these degrees than either of the other groups, the number is negligibly small.

Degrees according to the size of the college. -In colleges of less than 1000 students, including the totals of all groups, 174 deans reported 100 per cent with bachelor's degrees. Master's degrees are held by 163, or 93.67 per cent; and doctor's degrees by 59, or 33.9 per cent. In colleges of 1000 and less than 1500 students, the percentages run 100 per cent bachelor's degrees, 86.3 per cent master's degrees, and 63.0 per cent doctor's degrees. In colleges having an enrollment of 1500 but less than 2000 students, 100 per cent have bachelor's degrees, 100 per cent master's degrees, and 70.37 per cent doctor's degrees. In colleges of 2000 but less than 2500, 100 per cent bachelor's degrees, 100 per cent master's degrees, and 83.33 per cent doctor's degrees. In colleges of more than 2500 students 100 per cent have bachelor's degrees, 100 per cent master's degrees, and 100 per cent doctor's degrees.

With only one exception the per cent of master's and doctor's degrees increase as the size of the college increases. This exception is noted in the number of deans having a master's degree in colleges of less than 1000 stu-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

dents. This group has the smallest number of doctor's, but a predominance of master's degrees which may be due to pressure on college presidents and boards to make the minimum qualification for a college teacher the master's degree.

Comparison with the staffs of land grant colleges, and junior college deans. - In academic preparation deans in all groups rank well above the staffs of land grant colleges.[1] The United States Survey gives the highest degrees held by the staffs of all land grant colleges in the United States as 37.76 per cent bachelor's degrees, 33.93 per cent master's degrees, and 19.19 per cent doctor's degrees. Green found that in the academic preparation of 95 junior college deans, all had degrees; 75.2 per cent had master's, and 7.2 per cent had doctor's degrees.* Each group of college deans and all groups taken together are well ahead of junior college deans and the staffs of land grant colleges, particularly in the number of doctor's degrees.

Preparation of women deans. - Deans of women's colleges, according to the present study, rank well with men deans in academic preparation. However, according to Jones' study they rank much lower. Jones found that 90.5 per cent

---

* See Chapter II, p. 28.

1 Survey of Land Grant Colleges and Universities, United States Office of Education, Bulletin (1930), No. 9. p. 587, Washington: Office of Education, 1930.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of women deans had bachelor's degrees; 57.4 per cent master's degrees, and 15.2 per cent doctor's degrees.* However, her study included deans of women as well as academic deans of women's colleges. On this basis it is quite likely that Jones is more nearly correct, as her study included a much larger number of women deans, and it is safe to assume that women deans have less academic preparation than men who occupy similar positions.

## Professional Training of Deans

Under this heading fall what might be termed vocational courses, that is, courses preparing deans directly for their positions. In this field deans are limited in their preparation, probably because such courses have only recently been offered in the larger universities. Another reason, no doubt, is that a great number of deans have been in the service of their institutions for some years; they have gradually taken up the duties of the dean as the college developed, and have not felt the need of specific preparation for the functions of the office. Only 48 deans have had such courses. These have had a total of 62 courses, or less than two courses each. These 48 deans represent 16.78 per cent of the total number of deans reporting. The institutions most frequently listed where such courses were

---

* See Related Studies, Chapter II, p. 21

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

pursued include the University of Chicago, Columbia University, the University of Kentucky, and George Peabody College.

In this phase of their preparation women deans surpass the men.* Sturtevant and Jones found that among women deans of normal schools and teachers colleges 48.5 per cent had pursued professional courses, and in colleges and universities 19.6 per cent had taken such courses. It is probably true that women deans show a greater tendency to short cut, that is, to prepare themselves directly for the position of dean, rather than to depend on learning wholly by experience.

## Administrative Experience of Deans

Administrative experience of deans before assuming their present office. - In independent colleges more deans have had previous experience in the office than in the university college. In the former 32 deans have had previous experience of from one to fifteen years. In the latter only one dean has had previous experience as a college dean. In the independent group 29 have served as assistant deans from one to five years. In the university colleges only three have had experience as assistant deans.

---

* See Related Studies, p. 21

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Deans have had a variety of administrative experience in other offices before becoming deans. These are listed in Table XII in the order of their frequency.

The total number of deans who have had previous administrative experience in these various fields is 89. This is 31.13 per cent of the 286 deans reporting. If those who have had previous administrative experience as deans and assistant deans are added to this total, the percentage of deans who have had administrative experience previous to assuming their present offices is 53.29 per cent.

## Professional Experience of Deans

By professional experience is meant the total number of years deans have been actively engaged in educational work. It includes their service as teachers and administrators both up to, and including, their present tenure as deans. A summary of such professional experience of deans shows that they are mature individuals who have devoted many years to educational activity. Table XIII shows the extent of this experience in two groups, deans of colleges approved by the American Association of Universities and deans of colleges which are not approved by this association.

Of the 86 deans whose colleges are approved by the American Association of Universities, the median number of

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XII

ADMINISTRATIVE EXPERIENCE OF DEANS IN OTHER OFFICES

| Office | Number of deans |
|---|---|
| High school principal | 31 |
| College registrar | 12 |
| Dean of men | 8 |
| Superintendent of schools | 6 |
| College president | 5 |
| Dean of junior college | 4 |
| Vice-president of a college | 3 |
| Assistant to college president | 3 |
| Secretary of college faculty | 2 |
| Acting president | 2 |
| President of junior college | 2 |
| Director of teacher training | 2 |
| Bursar | 2 |
| Dean of studies | 1 |
| Director of research | 1 |
| Business manager | 1 |
| Dean of state teachers college | 1 |
| Head master | 1 |
| Chairman of the faculty | 1 |
| Personnel director | 1 |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XIII

THE PROFESSIONAL EXPERIENCE OF DEANS WHOSE COLLEGES ARE APPROVED OR NOT APPROVED BY THE AMERICAN ASSOCIATION OF UNIVERSITIES.

| Colleges approved by the American Association of Universities | | Colleges not approved by the American Association of Universities | |
|---|---|---|---|
| Years | Number of deans | Years | Number of deans |
| 50-54.99 | 1 | 50-54.99 | 0 |
| 45-49.99 | 4 | 45-49.99 | 2 |
| 40-44.99 | 4 | 40-44.99 | 5 |
| 35-39.99 | 5 | 35-39.99 | 7 |
| 30-34.99 | 10 | 30-34.99 | 19 |
| 25-29.99 | 8 | 25-29.99 | 18 |
| 20-24.99 | 16 | 20-24.99 | 27 |
| 15-19.99 | 9 | 15-19.99 | 33 |
| 10-14.99 | 12 | 10-14.99 | 33 |
| 5-9.99 | 4 | 5-9.99 | 29 |
| 1-4.99 | 13 | 1-4.99 | 9 |
| Totals | 86 | | 182 |
| Medians | 21.56 | | 18.03 |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

years of professional experience is 21.56. The median professional experience for deans whose colleges are not accredited by this association is 18.03 years. The median dean of the former is 3.53 years older from the standpoint of professional experience.

Miss McGlade's study. - An interesting parallel to the ages of college deans as here indicated is found in McGlade's study of deans of women in land grant colleges, and reported in the United States Survey.[2] Miss McGlade found that the ages of deans of women in land grant colleges had a range of from under 30 to 45, or above, with the median at 45. Only four deans of the 39 reporting were under 35 years of age, and only 15 of the entire number were under 45 years of age.

The conclusion drawn in the United States Survey based on the ages of deans of women may well apply to the dean of the college according to the present findings.

> This would indicate that those who select the person to fill the office of the dean of women in land grant institutions are not inclined to select her from the lower age levels, perhaps because they feel that actual living is necessary to give sound judgment in dealing with the problems that come to this office for solution. On the other hand, too old a women may not be sympathetic with the problems of present day youth. After all, however, the matter of age is relative, not chronological, and does

---

2 Survey of Land Grant Colleges and Universities, op.cit., pp. 405-406.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

not depend on actual years.[3]

## Summary

Academically deans rank high among their fellows, but the academic status of both deans and teachers in the small independent colleges needs to be raised. Professionally deans have had very little preparation for their work. Only 16.78 per cent of them have had any direct preparation in the form of professional courses. They have learned their work by actual experience rather than through any professional preparation. Deans, on the whole, are mature individuals. Those serving colleges which are approved by the American Association of Universities have had, as a median, 21.56 years of professional experience; for those serving colleges not approved by this association the median number of years of professional experience is 18.03. As a part of this professional experience, 53.29 per cent of all deans have had some experience in other administrative offices.

---

[3] Survey of Land Grant Colleges and Universities, op.cit., p. 406.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

# CHAPTER VI

## TEACHING LOAD, ACADEMIC HONORS, AND EVIDENCES OF PROFESSIONAL GROWTH

### The Teaching Load of the Dean

The teaching load according to the size of the college. - Most deans prefer to do some teaching. It keeps them professionally alive, and gives them closer contacts with teacher and student problems. How much teaching a dean should do is a matter of judgment and local conditions. A comparison, however, of the teaching load of deans in colleges of various sizes reveals current practice and shows a rather wide median range of from 2.5 hours per semester to nine hours per semester.

Table XIV shows the teaching load of 288 deans according to the size of the college. The average for the two semesters is used as a basis. In 176 colleges with an enrollment of less than 500 students the teaching load is nine hours per semester. In the size range of from 500 to 999 students the median teaching load of deans is 5.5 hours per semester. Colleges having an enrollment of 1000 students and less than 1500 give their dean a teaching load of 5.8 hours per semester. In colleges of 1500 students and above, the dean's teaching load is 4.33 hours per semester. Thus the heaviest teaching schedule is found



Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XIV

THE TEACHING LOAD OF DEANS ACCORDING TO THE SIZE OF THE COLLEGE

| Number of students | Teaching hours per semester | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | No teaching | Up to 3.99 | 4-6.99 | 7-9.99 | 10-12.99 | 13-15.99 | 16-18.99 | 21 and over | Total |
| 1500 and over | 2 | 8 | 9 | 1 | 2 | | | | 22 |
| 1000-1499 | 3 | 7 | 5 | 2 | 2 | | | | 19 |
| 500-999 | 6 | 16 | 27 | 15 | 3 | 2 | 2 | | 71 |
| Up to and including 499 | 10 | 17 | 33 | 42 | 50 | 16 | 5 | 3 | 176 |
| Totals | 21 | 48 | 74 | 59 | 57 | 18 | 7 | 3 | 288 |

among deans of colleges with less than 500 students and the lightest schedule in colleges whose enrollments range from 1500 students and over.

Of the 288 deans 21 do no teaching. In colleges with the smallest enrollments, less than 500 students, 5.68 per cent do no teaching. In the largest group, colleges of 1500 and more students, 9.1 per cent do no teaching. Omitting the non-teaching deans the medians are

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

more uniform. In the first group, 1500 or more students, the median is 4.66 hours; in the second group, 1000 to 1499 students, the median is 4.6 hours; in the third group, 500 to 999 students, the median is 5.83 hours; and in the fourth group, less than 500 students, the median is 9.36 hours. Thus the median teaching load, including non-teaching deans, shows an increase from the largest to the smallest colleges. Excluding the non-teaching dean there is one exception to this increase of the median load, found in colleges of from 1000 to 1499 students. Both including and excluding the non-teaching deans, there is a large increase in the load of deans in colleges of less than 500 students.

Teaching load in relation to the American Association of Universities. - To determine the possible effect of the pressure of accrediting associations on the teaching load of the dean, the data for three groups were tabulated according to their relation to the American Association of Universities.[1] Table XV shows the distribution of the teaching load of deans as approved or not approved by this association. With only one exception the teaching load is heavier in the non-accredited colleges. This exception is noted in the teaching loads of deans of university colleges

---

1 Accredited Higher Institutions, United States Office of Education Bulletin (1930), No. 1, pp. 11-13. Washington: Office of Education, 1930.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XV

THE TEACHING LOAD OF DEANS ACCORDING TO THREE TYPES OF COLLEGES AND AS APPROVED OR NOT APPROVED BY THE AMERICAN ASSOCIATION OF UNIVERSITIES.

| Deans by groups, teaching load, semester hours | Number of deans | | | | | |
|---|---|---|---|---|---|---|
| | Approved by the American Association of Universities | | | Not approved by the American Association of Universities | | |
| Independent colleges | First semester | Second semester | Summer term | First semester | Second semester | Summer term |
| No teaching | 2 | 2 | 0 | 5 | 5 | 0 |
| 1-3.99 | 10 | 10 | 3 | 10 | 8 | 6 |
| 4-6.99 | 14 | 12 | 3 | 20 | 18 | 12 |
| 7-9.99 | 9 | 9 | 0 | 29 | 27 | 14 |
| 10-12.99 | 10 | 12 | 1 | 22 | 20 | 12 |
| 13-15.99 | 3 | 4 | 1 | 16 | 13 | 9 |
| 16-18.99 | 1 | 1 | 0 | 5 | 7 | 2 |
| 19-21.99 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22-24.99 | 0 | 0 | 0 | 1 | 1 | 1 |
| Liberal arts colleges in universities | | | | | | |
| No teaching | 3 | 3 | 0 | 3 | 3 | 0 |
| 1-3.99 | 12 | 11 | 5 | 10 | 9 | 7 |
| 4-6.99 | 22 | 18 | 2 | 8 | 7 | 6 |
| 7-9.99 | 3 | 3 | 5 | 12 | 10 | 1 |
| 10-12.99 | 1 | 2 | 0 | 5 | 5 | 3 |
| 13-15.99 | 0 | 0 | 1 | 0 | 0 | 0 |
| Women's Colleges | | | | | | |
| No teaching | 5 | 3 | 3 | 5 | 6 | 0 |
| 1-3.99 | 5 | 5 | 0 | 5 | 5 | 0 |
| 4-6.99 | 3 | 3 | 1 | 5 | 5 | 3 |
| 7-9.99 | 0 | 0 | 0 | 5 | 0 | 3 |
| 10-12.99 | 0 | 0 | 0 | 4 | 4 | 1 |
| 13-15.99 | 1 | 0 | 0 | 0 | 4 | 0 |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

during the summer term. As summer terms vary from six to twelve weeks, this variation is not significant.

The teaching load in independent colleges. - In this group the median teaching load of deans of colleges which are not approved by the American Association is 8.96 hours for the first semester and 9.05 hours for the second semester. The teaching load of deans in the colleges which are approved by this association is 6.68 hours for the first semester and 7.36 hours for the second semester. Not only is the teaching load lighter but the range is less in the approved list. In non-approved colleges the range is from 0 to 24 hours while in approved colleges 16 hours marks the upper limit. Either in their own or another college, more deans of non-approved colleges teach during the summer term, the proportion being eight to 56 deans. During the summer term the teaching load of the non-approved group is also heavier, the medians for the two are 9.14 hours for the non-approved colleges and five hours for the approved colleges.

The teaching load of deans in liberal arts colleges in the universities. - Whether approved by the American Association of Universities or not, the range in this group is less than that of the independent college. The upper limit for both approved and non-approved colleges is 13 semester hours. There is less variance in the teaching load

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

per semester in this group than in the independent colleges. In non-approved colleges the medians for the first and second semesters respectively are 6.25 hours and 6.14 hours, and the medians for the approved colleges are 4.7 hours for the first semester and 4.7 hours for the second semester. About the same number in both divisions teach during summer terms; the proportion is 13 to 17 deans. The median teaching load for summer term is 6.3 hours for approved colleges and 4.75 hours for non-approved colleges.

The teaching load of deans in women's colleges. - In this group the medians for the non-approved colleges are 5.2 hours for the first semester and 4.6 hours for the second semester. In approved colleges the medians are 2.8 hours and 2.5 hours for the first and second semesters respectively. More deans of the non-approved group teach during the summer and the medians for the two divisions are two hours for the approved and 7.5 hours for the non-approved colleges. Jones found that the teaching load of deans was 6.48 hours in colleges and universities.* Her study, however, included all women deans, deans of women as well as academic deans, while the present study includes only academic deans of women's colleges. Since the median teaching load in the present study is less than

---

* See Related Studies, Chapter II, p. 21

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

that in Jones' study, this would seem to indicate that deans of women carry a heavier teaching load than academic deans of women's colleges.

Comparison with other studies. - Carpenter and Carter found that the median teaching load of deans of public junior colleges was 3¼ hours; omitting non-teaching deans the load was seven hours.* Omitting non-teaching deans in Table XV it may be seen that the teaching load of college deans compares favorably with the teaching load of junior college deans. Exclusive of non-teaching deans the median teaching load for the dean in the various groups is as follows: independent colleges in the approved division 7.25 hours per semester, in the non-approved division 9.27 hours per semester; university colleges in the approved group 4.97 hours per semester, in the non-approved division 6.8 hours per semester; and in women's colleges the median teaching load of the dean is 2.5 hours per semester for the approved colleges and 6.55 for the non-approved colleges.

Collier found that the teaching load of deans in state teachers colleges was eight hours per semester.** This would place the teaching load of the dean of the

---

* See Related Studies, p. 28

** See Related Studies, Chapter II, p. 14

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

state teachers college between the teaching loads of deans of approved and non-approved colleges.

It has been shown that there is a definite relationship between the teaching load of the dean and the size of the college on the one hand and the accrediting of the college on the other. The teaching load varies directly according to the size of the college and the teaching load is heavier in all three groups when the colleges are not approved by the American Association of Universities.

## Academic Honors

The degrees held by deans have been shown in a previous chapter. Academic honors as used here refers to membership in honorary fraternities, fellowships and scholarships held by deans, and the number of honorary degrees conferred upon them. The distribution of these data is shown in Table XVI. In all 207 deans reported membership in 318 honorary fraternities. This represents approximately 70 per cent of the deans studied. Among the fraternities listed 25 deans hold membership in Phi Beta Kappa. At different times 63 deans have held scholarships in leading universities, while 73 deans have been appointed to fellowships. The number of honorary degrees that have been conferred upon deans is 21, and 14 of these were in col-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XVI

ACADEMIC HONORS CONFERRED UPON DEANS

| | Number of deans in independent colleges | Number of deans in liberal arts colleges in universities | Number of deans in women's colleges |
|---|---|---|---|
| Membership in one or more honorary fraternities | 106 | 71 | 30 |
| One or more fellowships granted | 34 | 24 | 15 |
| One or more scholarships held | 36 | 19 | 8 |
| Honorary degrees conferred on | 14 | 6 | 1 |

leges of less than 500 students. Some question might be raised as to the honorary degree being a mark of scholarship or distinction. The Survey of Land Grant Colleges and Universities places the following estimate upon such degrees:

> Twenty or twenty-five years ago it was sometimes the custom for institutions to grant with considerable liberality honorary degrees to staff members who suffered from the academic handicap of not having earned graduate degrees. This practice has fallen into disrepute during the last generation, and honorary degrees may now be regarded as indicating the probability that those who receive them have rendered service of some distinction.[2]

---

2 Survey of Land Grant Colleges and Universities, United States Office of Education, Bulletin (1930), No. 9, Vol. I, p. 592. Washington: Office of Education, 1930.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

While in general this statement may be accepted, it is also true that in the smaller denominational college this practice of liberality in granting honorary degrees still persists and due reservation may well be given to the worth of the 14 honorary degrees held by deans of the smaller colleges.

## Evidence of Professional Growth

Membership in and attendance at meetings of professional organizations. -During the past three years 55 deans have held membership in state associations of deans, and 42 have attended at least one meeting of such an organization in that time. In the national association 40 deans hold membership and 23 have attended one or more meetings. The membership and attendance of such meetings indicates that deans are lacking in professional spirit. At the same time the suggestion may well be made that deans need more effective organizations. Most states have associations of deans, but frequently these meet at the same time and as a minor division of state educational associations. Attendance and interest are divided because of so many divisional meetings at one time. "The National Association of Deans and Advisers of Men" is an association primarily for deans of men. Secretarial Notes for the Twelfth Annual Conference of this association show that practically all of the program

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

was given by, and intended for, deans of men.[3] The official roster of attendance shows that of those attending only eight bear the title of college dean.

Regional associations are more representative of the professional spirit and problems of the college dean as exemplified by the Eastern Association of College Deans and Advisers of Men in its third annual meeting at Atlantic City, N. J., November 28, 1931.[4] Outstanding features of this meeting were the following addresses: "When to Call a Specialist", by Dr. Robert A. Brotemarkle, of the University of Pennsylvania; "Student Government", by Dean A. R. Warnock, of Pennsylvania State College; and "Pages from the Log Book of a College Dean", by Dean H. H. Hawkes, of Columbia College.

Interest of women deans in professional organizations. - Women deans rank especially high in membership and attendance of their state and national associations. Of the 36 deans studied 16 are members of the national association and 10 have attended one or more meetings in the

---

3 Secretarial Notes for the Twelfth Annual Conference of the National Association of Deans and Advisers of Men, Fayetteville: Arkansas, May 1-3, 1930. Republican Printing Company, Lawrence, Kansas.

4 Program of Eastern Association of College Deans and Advisers of Men, Atlantic City, N. J., November 28, 1931. Minutes not yet published.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

past three years. In state associations 13 are members and eight have attended meetings of such associations in the past three years. Even in this group, however, membership in the national association is only 44 per cent, and in state associations 36 per cent; and attendance at the meetings of the two associations respectively is represented by 28 and 22 per cent of the deans.

Table XVII presents a complete list of the various organizations in which deans hold membership, or have attended some of the annual meetings. Although it is a rather impressive array of organizations, the number holding membership, or attending the meetings, is small in every case. On the whole the figures would suggest that professional interest in such organizations needs stimulation. Membership and attendance seem particularly low when compared with the staffs of land grant colleges. Of 12032 members of the staffs of these colleges, 60.22 per cent are members of from one to five organizations, and 43.11 per cent attended from one to five meetings in the past three years.[5]

Books and magazine articles written by deans. -Publications were tabulated under the headings of the three groups of colleges studied, as shown in Table XVIII. The

---

[5] United States Survey, op.cit., p. 592.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XVII

PROFESSIONAL ORGANIZATIONS OF DEANS: MEMBERSHIP AND ATTENDANCE

| Organization | Independent colleges | | Liberal arts colleges in universities | | Women's colleges | |
|---|---|---|---|---|---|---|
| | Membership | Attendance | Membership | Attendance | Membership | Attendance |
| National Association of Deans | 18 | 8 | 6 | 5 | 16 | 10 |
| State Association of Deans | 24 | 18 | 18 | 10 | 13 | 8 |
| Southern Association of Deans | 6 | 4 | 4 | 3 | 0 | 0 |
| Western Association of Deans | 1 | 1 | 0 | 0 | 0 | 0 |
| Central Association of Deans | 0 | 0 | 1 | 1 | 0 | 0 |
| Eastern Association of Deans | 2 | 2 | 0 | 0 | 0 | 0 |
| Mid West Association of Jesuit Deans | 0 | 0 | 4 | 4 | 0 | 0 |
| Association of Pacific Coast Deans of Men | 0 | 0 | 1 | 1 | 0 | 0 |
| National Association of Registrars | 4 | 3 | 1 | 1 | 0 | 0 |
| Association of University Professors | 2 | 1 | 0 | 0 | 0 | 0 |
| Association of Land Grant Colleges | 0 | 0 | 2 | 2 | 0 | 0 |
| Association of State Universities of Middle West | 0 | 0 | 2 | 2 | 0 | 0 |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XVIII

BOOKS AND MAGAZINE ARTICLES CONTRIBUTED BY DEANS

| | Independent colleges | | Liberal arts colleges in universities | | Women's colleges | |
|---|---|---|---|---|---|---|
| | Number of deans | Number of contributions | Number of deans | Number of contributions | Number of deans | Number of contributions |
| Books | 17 | 25 | 14 | 21 | 3 | 3 |
| Magazines | 51 | 176 | 43 | 133 | 6 | 30 |

total number of these contributions is 339 magazines and 49 books. It is conceivable that these numbers should make quite a contribution to professional literature. However, only four of these contributions relate directly to college administration, or to college problems. All the rest relate to academic subjects, as various phases of English, the languages, history, science, education, religion, and philosophy. They reflect the interests of deans in the subjects they teach. They suggest that, in so far as deans are scholarly and creative, their productive interests are in the academic subjects, rather than along the line of the professional problems of deans.

If Reeves and Russell are correct in their statement that "the best evidence that a teaching staff is in-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

tellectually alive is their contribution to scholarly literature",[6] college deans rank fairly high in the number of contributions. Still, they are low in comparison to the number of contributions made by such institutions as Indiana and Purdue Universities.[7] Reeves and Russell report that Indiana University with a staff of 250 members contributed during a three and one-half year period 501 articles and books. These contributions were made by 99 members of the 250 staff members. At Purdue 116 staff members of a faculty of 325, during the same period, contributed 370 articles and books.

## Summary

The size of the college, and the approval or non-approval of the college by the American Association of Universities, both have a bearing on the teaching load of deans. Only in independent colleges which are not approved by the Association, does the teaching load of deans exceed one-half the maximum load for teachers; 8.96 hours for the first semester, and 9.05 hours for the second semester. Perhaps this load as a median is not too heavy

---

6 Frank W. Reeves and John Dale Russell, College Organization and Administration, p. 205. Indianapolis: Board of Education Disciples of Christ, 1930.

7 Ibid., p. 206.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

in smaller colleges; but, in those colleges where the load approaches the upper limit of 21 hours per semester, the dean should not be expected to do much effective administrative work.

Judged by their membership in honorary fraternities, the number of scholarships and fellowships held by them at different times, and the number of honorary degrees conferred upon them, deans seem to enjoy a rather high scholastic standing. The number of deans who are members of professional organizations is rather small and their attendance upon the meetings of such organizations is scattered. The data indicate that professional interest in such organizations needs stimulation.

Two weaknesses have been noted in the productive literature contributed by college deans. The number of contributions is low in comparison with contributions made by faculties of outstanding universities, and the contributions of deans are academic rather than professional. In their interests, the data indicate, deans are first teachers, and then deans.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

# CHAPTER VII

## THE DUTIES OF THE ACADEMIC DEAN IN INDEPENDENT COLLEGES

### The Technique Used

The technique involved in this and the two succeeding chapters was that of the time study. This method included the following steps:

1. The formulation of a tentative list of the duties of the academic dean, based on the duties of similar officers. These officers were the dean of the state teachers college, the dean of the junior college, the dean of men, and the dean of women. The data from which the list was drawn are summarized in Chapter II, "Related Studies".
2. The tentative list of duties was arranged arbitrarily under four general headings:
   a. General Administration
   b. Student Accounting
   c. Supervision of Instruction
   d. Social and Community Relationships*
3. The deans of ten Central Ohio colleges were visited and interviewed. This list of colleges included:

---

* See appendix pp. 268-9

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Antioch College----------Yellow Springs, Ohio
Ashland College ----------Ashland, Ohio
Capital University----------Columbus, Ohio
College of Wooster----------Wooster, Ohio
Denison University----------Granville, Ohio
Muskingum College----------New Concord, Ohio
Ohio Wesleyan University-----Delaware, Ohio
Otterbein College----------Westerville, Ohio
Wilmington College----------Wilmington, Ohio
Wittenberg College----------Springfield, Ohio

The deans of these ten colleges were asked to fill out the form in the presence of the interviewer. At the end of each division they were asked to stop, think over the list carefully, add any duties they performed which were not listed in that division, and make any suggestions or criticisms of the wording of the duties already listed. Each of the ten deans went over the complete list in this way. As a result many valuable corrections, additions and some omissions were suggested by these deans. After all these suggestions were incorporated in the form, it was sent back to these deans for their final approval before being mailed to other deans.*

4. The revised form was then sent to the deans

---

* For forms see appendix, pp. 270-74

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of all colleges whose institutions were approved by the American Association of Universities, according to the Office of Interior Department of Education.[1] Omitting the purely technical institutions this group included 204 colleges. Returns were received from 141 deans, or 69.1 per cent.

5. To supplement the data received from these 141 deans a time study of the duties of the dean was made, which furnished many valuable supplementary details and gave specific meaning to the duties. This step will be more fully described in Chapter IX.*

## Duties of the Dean in Independent Colleges of Less Than 500 Students

The data from the 141 deans were tabulated in three groups of colleges. Independent colleges of less than 500 students were called Group I; independent colleges of 500 and more students, Group II; and the liberal arts college in the university, Group III. The purpose of this grouping was to discover first any duties which might be common to the deans of each particular group, and then to compare the three groups for any duties common to them all.

---

1 Accredited Higher Institutions. United States Office of Education Bulletin (1930), No. 19, Washington: Office of Education, 1930.

* See p. 181

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

From the deans of colleges in Group I, 43 returns were received. Of this number two colleges reported that they had no dean, and seven other returns were unusable. The 34 replies remaining furnished the data for Group I as shown in Table XIX. A complete statement of the duties which the numbers in the table represent follows.*

The list of the duties of the dean in independent colleges of less than 500 students. - As shown in Tables XIX and XX some of the functions are widely distributed among college officials. To secure a list of those duties common to a majority of the deans of the colleges of this group, data were taken from the column headed "Per cent of the cases performed by the dean", and summarized in Table XXI. It was assumed that if the dean performed a function in 50 per cent of the cases, or more, this would show the majority of current practice. In cases where less than 50 per cent of the deans reported on a particular function, it was discarded. On these bases a list of duties common to a majority of the deans of colleges with less than 500 students was determined.

Additional duties. - In addition to the duties listed in Table XXI the average dean is a member of 3.2 committees and acts as chairman of two of them. In a few

---

* See Key to Table XIX, pp. 142-3

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XIX *

### FREQUENCIES OF CERTAIN DUTIES PERFORMED BY DEANS IN INDEPENDENT COLLEGES WITH AN ENROLLMENT OF LESS THAN 500 STUDENTS

| Duties | By whom performed, number of frequencies | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Dean | Dean with president; committee; or registrar | President | Registrar | Dean of men and women | Business manager | Faculty | Committee | Physical education department | Miscellaneous | Total number of colleges reporting | Per cent of cases performed by the dean |
| A 1 | 30 | | | | | | | | | 3 | 33 | 90.9 |
| 2 | 5 | | 2 | | | | | | | 3 | 10 | 50.0 |
| 3 | 1 | | | 1 | | | | 1 | | 4 | 7 | 14.3 |
| 4 | 20 | 2 | 1 | 1 | | | | 5 | | | 29 | 68.9 |
| 5 | 11 | 2 | 2 | 8 | | | | 8 | | 1 | 32 | 34.3 |
| 6 | 8 | 4 | | 11 | | | | 8 | | | 31 | 26.0 |
| 7 | 10 | | 2 | 14 | | | | 7 | | | 33 | 30.0 |
| 8 | 8 | 1 | 19 | | | | | 2 | | 1 | 31 | 26.0 |
| 9 | 9 | 1 | 19 | | | | 1 | | | 1 | 31 | 29.0 |
| 10 | Av 2.3 | | | | | | | | | | | Av 2.3** |
| 11 | Av 2. | | | | | | | | | | | Av 2.*** |
| 12 | 6 | | 12 | | | | | | | | 18 | 33.3 |
| 13 | 8 | 4 | 15 | | | | | 1 | | 1 | 29 | 28.0 |
| 14 | 11 | 3 | 14 | | | | | | | 1 | 29 | 39.0 |
| 15 | 11 | | | 1 | | 6 | | | | | 18 | 61.0 |

* For Key to Table see pp. 142-43.
** Average dean is a member of 2.3 committees.
*** Average dean is chairman of 2 committees

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XIX

FREQUENCIES OF CERTAIN DUTIES PERFORMED BY DEANS IN INDEPENDENT COLLEGES WITH AN ENROLLMENT OF LESS THAN 500 STUDENTS - CONTINUED

| Duties | By whom performed, number of frequencies | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Dean | Dean with president committee or registrar | President | Registrar | Dean of men and women | Business manager | Faculty committee | Committee | Physical education department | Miscellaneous | Total number of colleges reporting | Per cent of cases performed by the dean |
| 16 | 30 | | | | | | | | | | 30 | 100.0 |
| 17 | 4 | | 12 | | | | | | | | 16 | 25.0 |
| 18 | 15 | | 6 | | | | | 2 | | | 23 | 65.2 |
| B 1 | 18 | 1 | | 1 | | | | 1 | | 3 | 24 | 75.0 |
| 2a | 22 | 4 | | 4 | | | | 1 | | 1 | 32 | 68.7 |
| 3 | 23 | 1 | | | | | | | | | 24 | 95.8 |
| 4a | 6 | | | 8 | | | | | 8 | 1 | 23 | 26.0 |
| 4b | 5 | | | 2 | | | | 2 | 2 | 2 | 13 | 38.3 |
| 4c | 7 | | | 16 | | | | | | | 23 | 30.0 |
| 5 | 22 | 2 | | | | | | | | 4 | 28 | 78.5 |
| 6 | 10 | 4 | | | | | | 4 | | 2 | 20 | 50.0 |
| 7a | 18 | | | 1 | | | 1 | | | 3 | 23 | 78.2 |
| 7b | 19 | 1 | 4 | | | | | | | | 24 | 79.1 |
| 7c | 20 | | 3 | | | 2 | 1 | | | | 26 | 76.9 |
| 8 | 14 | | | 7 | 3 | | | | | | 24 | 58.0 |
| 9a | 28 | | 2 | 1 | | | | | | 1 | 32 | 87.5 |
| 9b | 27 | | 1 | 1 | | | | | | | 29 | 93.1 |
| 10 | 16 | 1 | | 9 | 1 | | | | | | 27 | 59.2 |
| 11 | 21 | | | | | | | | | | 21 | * |
| 12 | 9 | 5 | | 1 | 1 | | 8 | 4 | | 1 | 29 | 31.0 |

* Twenty-five per cent of these deans write more than 100 letters per semester.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XIX

### FREQUENCIES OF CERTAIN DUTIES PERFORMED BY DEANS IN INDEPENDENT COLLEGES WITH AN ENROLLMENT OF LESS THAN 500 STUDENTS - CONTINUED

| Duties | By whom performed, number of frequencies | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Dean | Dean with president committee or registrar | President | Registrar | Dean of men and women | Business manager | Faculty committee | Physical education department | Miscellaneous | Total number of colleges reporting | Per cent of cases performed by the dean |
| 13 | 17 | 2 | | | | | | 4 | 2 | 25 | 68.0 |
| C 1 | 15 | | 4 | 7 | | | | | | 26 | 57.7 |
| 2 | 20 | 3 | 5 | | | | | 5 | | 33 | 60.6 |
| 3 | 11 | 1 | 6 | | 1 | | | | | 19 | 57.9 |
| 4 | 16 | | 2 | | 1 | | | | 3 | 22 | 72.7 |
| 5 | 11 | 1 | | 2 | | | | | 1 | 15 | 73.3 |
| 6 | 16 | 1 | | 3 | | | 2 | | | 22 | 72.7 |
| 7 | 8 | 1 | 9 | | | 6 | | | | 24 | 33.0 |
| 8 | 7 | | 1 | | | | | | | 8 | 87.5 |
| 9 | 12 | 2 | 3 | | | | | 1 | 2 | 20 | 60.0 |
| D 1a | 3 | | 3 | | | | | | | 6 | 45.4 |
| 1b | 8 | 1 | 1 | | | | | 1 | | 11 | 72.7 |
| 2 | 14 | | 2 | | | | | | | 16 | 87.5 |
| 3 | 10 | | | | 2 | | | 8 | 1 | 22 | 50.0 |
| 4 | 12 | | | | 4 | | 8 | | | 24 | 50.0 |
| 5 | 10 | 1 | 5 | | | 1 | | 6 | 1 | 24 | 41.6 |
| 6 | 10 | | | 6 | | | | | | 16 | 62.5 |
| 7 | 11 | | 2 | | | | | | | 13 | 84.6 |
| 8 | 13 | | | | | | | | | 13 | 100.0 |
| 9 | 17 | | 1 | | | | | | | 18 | 94.4 |

## LIST OF THE DUTIES OF THE DEAN - KEY TO TABLE XIX

A. General Administration

1. Preside in the absence of the president
2. Direct summer school
3. Direct extension courses
4. Recommend candidates for diplomas and degrees
5. Edit catalogue
6. Schedule classes
7. Schedule regular examinations
8. Appoint standing committees
9. Appoint special committees
10. Act as a member of committees
11. Act as chairman of committees
12. Attend board meetings
13. Recommend candidates for faculty appointments
14. Recommend instructors and professors for promotion
15. Assist president in budget estimates
16. Advise with president on school policy
17. Solicit funds for the college
18. Plan and supervise college assemblies

B. Student Accounting

1. Control student programs
2. Pass on credits, as final authority
    a. For admission
    b. For advanced standing
3. Offer vocational advice to students
4. Keep records
    a. Health
    b. Employment
    c. Grades
5. Administer school discipline
6. Seek employment for graduates
7. Recommend students
    a. For honors
    b. For scholarships
    c. For loans

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

LIST OF THE DUTIES OF THE DEAN-KEY TO TABLE XIX - CONTINUED

8. Check and follow up class absences
9. Interview students on individual scholarship
    a. Delinquent students
    b. Excellent students
10. Send reports to parents
11. Write personal letters to parents, approximate number per semester
12. Grant permission for the formation of new organizations on the campus
13. Administer eligibility rules

C. Supervision of instruction

1. Distribute teaching load
2. Revise course of study with heads of departments
3. Hold faculty meetings for the improvement of instruction
4. Hold conferences with individual teachers for the improvement of teaching
5. Plan and encourage research among teachers
6. Approve subject matter of courses
7. Approve purchase of equipment
8. Visit classes
9. Direct activities for the orientation of freshmen

D. Social relations

1. Entertain student body
    a. As a whole
    b. In groups
2. Entertain college visitors
3. Advise with pan-hellenic
4. Control extra-curricular activities
5. Furnish school publicity
6. Make addresses in behalf of the college
    How often?
7. Confer with community leaders on problems of community interests
8. Active in community organizations
9. Participate in Sunday school and church work

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XX

SCATTERED CASES IN WHICH THE DUTIES OF THE DEAN ARE DISTRIBUTED AMONG OTHER OFFICERS, IN INDEPENDENT COLLEGES OF LESS THAN 500 STUDENTS

| Duties | By whom performed | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Heads of departments | Director of studies | Education department | Director of admissions | President with committees | Personnel director | Assistant dean | Other persons (than dean) |
| Recommend candidates for faculty appointments | 1 | | | | | | | |
| Recommend instructors and professors for promotion | 1 | | | | | | | |
| Recommend students for honors | 3 | | | | | | | |
| Hold conferences with individual instructors for the improvement of instruction | 3 | | | | | | | |
| Control student programs | 1 | 1 | 1 | | | | | |
| Seek employment for graduates | | | 2 | | | | | |
| Offer vocational advice to students | 1 | | 1 | 1 | | | | |
| Pass on credits for admission | | | | 1 | | | | |
| Pass on credits for advanced standing | | | | 1 | | | | |
| Appoint standing committees | | | | | 1 | | | |
| Appoint special committees | | | | | 1 | | | |
| Grant permission for the formation of new organizations on the campus | | | | | 1 | | | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XX

SCATTERED CASES IN WHICH THE DUTIES OF THE DEAN ARE DISTRIBUTED AMONG OTHER OFFICERS, IN INDEPENDENT COLLEGES OF LESS THAN 500 STUDENTS - CONTINUED

| Duties | By whom performed | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Heads of departments | Director of students | Education department | Director of admissions | President with committees | Personnel director | Assistant dean | Other persons (than dean) |
| Administer school discipline | | | | | 2 | 2 | | |
| Approve purchase of equipment | 1 | | | | | | | |
| Encourage research | | | | | | 1 | | |
| Direct activities for freshmen | | | | | | 2 | | |
| Advise with pan-hellenic | | | | | | 1 | | |
| Send reports to parents | | | | | | | 1 | |
| Interview students on individual scholarship | | | | | | | 1 | |
| Keep health records | | | | | | | 1 | 2 |
| Administer eligibility rules | | | | | | | | 2 |
| Furnish school publicity | 1 | | | | | | | |
| Edit catalogue | 1 | | | | | | | |
| Keep employment records | | | | | | | | 2 |
| Preside in the absence of the president | | | | | | | | 3 |
| Direct extension work | | | | | | | | 4 |
| Direct summer work | | | | | | | | 3 |

TABLE XXI

THE PRINCIPAL DUTIES OF THE DEAN IN COLLEGES OF LESS THAN 500 STUDENTS

| | Duties | Number of colleges reporting | Per cent of cases performed by dean |
|---|---|---|---|
| 1. | Preside in the absence of the president | 33 | 90.9 |
| 2. | Recommend candidates for diplomas and degrees | 29 | 68.9 |
| 3. | Assist president with budget estimates | 18 | 61.0 |
| 4. | Advise with president on school policy | 30 | 100.0 |
| 5. | Plan and supervise college assemblies* | 23 | 65.2 |
| 6. | Control student programs | 24 | 75.0 |
| 7. | Pass on credits for admission, as final authority | 32 | 68.7 |
| 8. | Pass on credits for advanced standing | 31 | 68.0 |
| 9. | Offer vocational advice to students** | 24 | 95.8 |
| 10. | Administer school discipline | 28 | 78.5 |
| 11. | Seek employment for graduates | 20 | 50.0 |
| 12. | Recommend students for honors | 23 | 78.2 |
| 13. | Recommend students for scholarships | 24 | 79.1 |
| 14. | Recommend students for loans | 26 | 76.9 |
| 15. | Check and follow up class absences | 24 | 58.0 |
| 16. | Interview delinquent students on scholarship | 32 | 87.5 |
| 17. | Interview excellent students on scholarship | 29 | 93.1 |
| 18. | Send reports to parents | 27 | 59.2 |
| 19. | Administer eligibility rules | 29 | 68.0 |
| 20. | Distribute teaching load | 26 | 57.7 |
| 21. | Revise course of study with heads of departments | 33 | 60.6 |
| 22. | Hold faculty meetings for the improvement of instruction | 22 | 72.7 |
| 23. | Hold conferences with individual teachers for the improvement of instruction | 22 | 72.7 |
| 24. | Approve subject matter of courses | 22 | 72.7 |
| 25. | Direct activities for freshman week | 20 | 60.0 |
| 26. | Control extra-curricular activities | 24 | 50.0 |

* Other members of the staff sometimes share

** In most cases this is done informally and unofficially.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

cases he is ex-officio member of all committees. All write personal letters to parents, and 25 per cent write more than 100 letters each semester. Some try to write each parent once a semester, others write only on request. More than 50 per cent participate in Sunday school and church work; but these activities were omitted from Table XXI, because some deans prefer to consider them personal privileges rather than duties.

The dean shares certain duties with other college officials. Those most frequently shared are as follows:

1. The catalogue is edited by the dean, and registrar or committee.

2. Classes and examinations are scheduled by the dean, registrar, and committee.

3. The appointment of committees is reserved largely by the president. Although in some cases the dean recommends new members of the teaching staff, the final decision is made by the president.

4. Health records are kept by the dean and registrar with about equal frequency. If the college has a department of health, these records are kept there.

5. In only a few cases do colleges in this group have employment bureaus. Employment records are most frequently kept by the dean. The registrar has charge of records of grades. Sometimes this office is independent of the dean but the prevailing practice in this group of colleges seems to be that of making the registrar a clerical position in the office of the dean.

6. Permission to form new organizations on the

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

campus may be granted by the dean, by action of a committee, or by action of the entire faculty.

7. The approval of the purchase of equipment is shared about equally by the dean, the president, and the business manager.

8. In the majority of cases reported the dean advises most frequently with the panhellenic.

9. The dean furnishes publicity for the college with the cooperation of the president.

10. The dean frequently, together with the president, confers with community leaders on problems of community interest and is active in community organizations.

The Principal Duties of the Dean in Independent Colleges of 500 or More Students

Colleges in this group range in size from 500 to 8000 students with a median of 1000. The total number of colleges reporting was 44. One college reported no office of the dean and six others were not found usable. The data shown in Table XXII, is based on the reports of 37 deans showing the frequencies with which they perform certain duties. The column headed miscellaneous includes scattered cases of duties assigned to various officials. A detailed distribution of this data follows in Table XXIII.

The list of duties of the dean in independent colleges of 500 or more students. - To secure a list of the duties of the dean of the independent college of 500 or

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XXII *

FREQUENCIES OF CERTAIN DUTIES PERFORMED BY DEANS IN INDEPENDENT COLLEGES OF 500 OR MORE STUDENTS

| Duties | | By whom performed, number of frequencies | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Dean | Dean with president committee or registrar | President | Registrar | Dean of men and women | Business manager | Faculty | Committee | Public directory | Physical education department | Miscellaneous | Total number of colleges reporting | Per cent of cases performed by the dean | |
| A | 1 | 26 | | | | | | 1 | | | | 6 | 33 | 78.8 | |
| | 2 | 6 | | 1 | | | | | 3 | | | 8 | 18 | 33.3 | |
| | 3 | 5 | | 1 | | | | 2 | 3 | | | 4 | 15 | 33.3 | |
| | 4 | 22 | 1 | | 4 | | | 9 | 1 | | | | 37 | 59.4 | |
| | 5 | 11 | 5 | 1 | 5 | | | 1 | 5 | 2 | | 6 | 36 | 30.5 | |
| | 6 | 8 | 1 | | 10 | | | 9 | 8 | | | | 36 | 22.5 | |
| | 7 | 6 | 2 | 1 | 15 | | | 1 | 9 | | | 1 | 35 | 17.1 | |
| | 8 | 4 | 4 | 21 | 1 | | | 1 | 6 | | | | 37 | 10.8 | |
| | 9 | 4 | 4 | 21 | | | | 1 | 2 | | | | 32 | 12.5 | |
| | 10 | 6.8 | | | | | | | | | | | | Av 6.8 | ** |
| | 11 | 2.5 | | | | | | | | | | | | Av 2.5 | *** |
| | 12 | 6 | | 13 | | | | | | | | | 19 | 31.6 | |
| | 13 | 8 | 9 | 9 | 1 | | | | | | | 4 | 31 | 25.7 | |
| | 14 | 12 | 2 | 11 | 1 | | | | 1 | | | 4 | 31 | 38.7 | |
| | 15 | 12 | | | 1 | | 7 | | 2 | | | | 22 | 54.5 | |

* For Key to Table see pp. 152-53.

** The average dean is a member of 6.8 committees

*** The average dean is chairman of 2.5 committees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XXII

### FREQUENCIES OF CERTAIN DUTIES PERFORMED BY DEANS IN INDEPENDENT COLLEGES OF 500 OR MORE STUDENTS - CONTINUED

| Duties | By whom performed, number of frequencies | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Dean | Dean with president committee or registrar | President | Registrar | Dean of men and women | Business manager | Faculty committee | Public city director | Physical education department | Miscellaneous | Total number of colleges reporting | Per cent of cases performed by the dean |
| 16 | 33 | | | | | 1 | | | | | 34 | 98.5 |
| 17 | 5 | | 13 | | | | | 7 | | | 25 | 20.0 |
| 18 | 20 | 1 | 4 | | 1 | | | 6 | | | 32 | 62.5 |
| B 1 | 12 | 4 | | 4 | 2 | | | 4 | 1 | 2 | 29 | 41.3 |
| 2a | 10 | 6 | | 7 | | | | 6 | 1 | 2 | 32 | 31.2 |
| 2b | 14 | 5 | | 5 | | | | 5 | | 3 | 32 | 43.7 |
| 3 | 18 | | | | | | | | | 9 | 27 | 66.6 |
| 4a | 6 | | | 2 | 4 | | | | 18 | | 30 | 20.0 |
| 4b | 3 | | | 3 | 1 | 1 | | | | 14 | 22 | 13.6 |
| 4c | 8 | | | 26 | | | | | | | 34 | 23.5 |
| 5 | 17 | 9 | | | 3 | | | | | 5 | 34 | 50.0 |
| 6 | 9 | | | 1 | | | | | | 12 | 22 | 40.9 |
| 7a | 17 | 2 | | 1 | | 1 | | 4 | | 5 | 30 | 56.2 |
| 7b | 16 | 5 | 2 | 2 | 2 | 1 | | | | 4 | 32 | 50.0 |
| 7c | 14 | 6 | 2 | 2 | 2 | 1 | | | | 6 | 33 | 42.4 |
| 8 | 16 | | | 1 | 8 | 3 | | | | 2 | 30 | 53.3 |
| 9a | 22 | | | | 1 | 3 | | | | 3 | 29 | 75.8 |
| 10 | 21 | 2 | | 4 | 1 | 1 | | | | 1 | 30 | 70.0 |
| 11 | 8-11* | | | | | | | | | | | 8-11* |

* The first number indicates the number of deans who write 100 or more letters to parents each semester; the second number the deans who write less than 100 letters to parents each semester.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XXII

FREQUENCIES OF CERTAIN DUTIES PERFORMED BY DEANS IN INDEPENDENT COLLEGES OF 500 OR MORE STUDENTS - CONTINUED

| Duties | By whom performed, number of frequencies | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Dean | Dean with president committee or registrar | President | Registrar | Dean of men and women | Business manager | Faculty committee | Public directory | Physical education department | Miscellaneous | Total number of colleges reporting | Per cent of cases performed by the dean |
| 12 | 4 | 2 | 2 | 4 | | | 6 | 13 | | | 31 | 12.9 |
| 13 | 15 | | | 4 | | 1 | | 10 | | 3 | 33 | 45.4 |
| C 1 | 12 | 10 | 4 | | | | | | | 7 | 33 | 36.3 |
| 2 | 17 | 6 | 2 | | | | | 9 | | | 34 | 50.0 |
| 3 | 12 | 3 | 7 | | | | | 1 | | | 23 | 52.1 |
| 4 | 21 | 2 | 3 | | | | | 1 | | | 27 | 77.7 |
| 5 | 12 | 1 | 3 | | | | | 1 | 1 | 2 | 20 | 60.0 |
| 6 | 11 | 2 | | | | | 3 | 6 | | 5 | 27 | 40.7 |
| 7 | 4 | | 6 | 1 | | 10 | 1 | 1 | | | 23 | 17.3 |
| 8 | 7 | | 3 | | | 1 | | | | 1 | 12 | 58.3 |
| 9 | 15 | 3 | | | 3 | 1 | | 4 | | 3 | 29 | 51.7 |
| D 1a | 8 | | 5 | | | | 1 | | | | 14 | 57.1 |
| 1b | 12 | | 1 | 3 | | | | | | | 16 | 75.0 |
| 2 | 9 | | 6 | | | | | 1 | | | 16 | 56.2 |
| 3 | 11 | | | | 2 | | | 2 | | 2 | 17 | 64.7 |
| 4 | 13 | | | | 2 | | | 6 | | 4 | 26 | 50.0 |
| 5 | 4 | | 3 | | | | | 1 | 21 | | 29 | 13.8 |
| 6 | 25 | 3 | | | | | | | | | 28 | 89.2 |
| 7 | 15 | | 4 | | | | | | | | 19 | 78.9 |
| 8 | 19 | | | | | | | | | | 19 | 100.0 |
| 9 | 17 | | | | | | | | | | 17 | 100.0 |

LIST OF THE DUTIES OF THE DEAN - KEY TO TABLE XXII

A. General Administration

1. Preside in the absence of the president
2. Direct summer school
3. Direct extension courses
4. Recommend candidates for diplomas and degrees
5. Edit catalogue
6. Schedule classes
7. Schedule regular examinations
8. Appoint standing committees
9. Appoint special committees
10. Act as a member of committees
11. Act as chairman of committees
12. Attend board meetings
13. Recommend candidates for faculty appointments
14. Recommend instructors and professors for promotion
15. Assist president in budget estimates
16. Advise with president on school policy
17. Solicit funds for the college
18. Plan and supervise college assemblies

B. Student Accounting

1. Control student programs
2. Pass on credits, as final authority
    a. For admission
    b. For advanced standing
3. Offer vocational advice to students
4. Keep records
    a. Health
    b. Employment
    c. Grades
5. Administer school discipline
6. Seek employment for graduates
7. Recommend students
    a. For honors
    b. For scholarships
    c. For loans

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

LIST OF THE DUTIES OF THE DEAN - KEY TO TABLE XXII-CONTINUED

8. Check and follow up class absences
9. Interview students on individual scholarship
   a. Delinquent students
   b. Excellent students
10. Send reports to parents
11. Write personal letters to parents, approximate number per semester
12. Grant permission for the formation of new organizations on the campus
13. Administer eligibility rules

C. Supervision of instruction

1. Distribute teaching load
2. Revise course of study with heads of departments
3. Hold faculty meetings for the improvement of instruction
4. Hold conferences with individual teachers for the improvement of teaching
5. Plan and encourage research among teachers
6. Approve subject matter of courses
7. Approve purchase of equipment
8. Visit classes
9. Direct activities for the orientation of freshmen

D. Social relations

1. Entertain student body
   a. As a whole
   b. In groups
2. Entertain college visitors
3. Advise with pan-hellenic
4. Control extra-curricular activities
5. Furnish school publicity
6. Make addresses in behalf of the college. How often?
7. Confer with community leaders on problems of community interests
8. Active in community organizations
9. Participate in Sunday school and church work

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XXIII

SCATTERED CASES IN WHICH THE DUTIES OF THE DEAN ARE DISTRIBUTED AMONG OTHER OFFICERS, IN INDEPENDENT COLLEGES OF 500 OR MORE STUDENTS

| Duties | By whom performed | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | President with heads of departments | Department heads | Personnel officer | Director of administration | Assistant dean | Student advisors | Secretary of faculty | Employment bureau | "Special officers" |
| Recommend candidates for faculty appointments | 2 | 2 | | | | | | | |
| Recommend instructors and professors for promotion | 3 | 1 | | | | | | | |
| Distribute teaching load | 1 | 6 | | | | | | | |
| Keep employment records | | 1 | 3 | | 1 | | | 9 | |
| Plan and encourage research | | 2 | | | | | | | |
| Approve subject matter of courses | | 3 | | | | | | | |
| Visit classes for the improvement of instruction | | 1 | | | | | | | |
| Administer school discipline | | | 3 | | 2 | | | | |
| Offer vocational advice to students | | | 3 | 3 | 1 | 2 | | | |
| Seek employment for graduates | | | 3 | 1 | 2 | | | 6 | |
| Recommend students for honors | | 5 | | | | | | | |
| Recommend students for loans | | | 6 | | | | | | |
| Recommend students for scholarships | | | 4 | | | | | | |
| Pass on credits for admission | | | | 2 | | | | | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



TABLE XXIII

SCATTERED CASES IN WHICH THE DUTIES OF THE DEAN ARE DISTRIBUTED AMONG OTHER OFFICERS, IN INDEPENDENT COLLEGES OF 500 OR MORE STUDENTS -CONTINUED

| Duties | By whom performed | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | President with heads of departments | Department heads | Personnel officer | Director of administration | Assistant dean | Student advisers | Secretary of faculty | Employment bureau | "Special officers" | |
| Pass on credits for advanced standing | | | | 3 | | | | | | |
| Interview delinquent students | | | | 1 | 1 | 1 | | | | |
| Direct activities for freshmen | | | | 2 | 1 | | | | | |
| Check and follow up class absences | | | | | 1 | 1 | | | | |
| Interview excellent students on individual scholarship | | | | | 1 | | | | | |
| Advise with pan-hellenic | | | | | 2 | | | | | |
| Send reports to parents | | | | | 1 | | | | | |
| Administer eligibility rules | | | | | 3 | | | | | |
| Control extra-curricular activities | | | | | 4 | | | | | |
| Preside in the absence of the president | | | | | | | | | | 6 |
| Direct summer school | | | | | | | | | | 8 |
| Direct extension work | | | | | | | | | | 4 |
| Edit catalogue | | | | | | | 2 | | | 4 |
| Schedule examinations | | | | | | | 1 | | | |

TABLE XXIV

THE PRINCIPAL DUTIES OF THE DEAN IN INDEPENDENT COLLEGES OF 500 OR MORE STUDENTS

| Duties | Number of colleges reporting | Per cent of cases performed by dean |
|---|---|---|
| 1. Preside in the absence of the president | 33 | 78.8 |
| 2. Recommend candidates for diplomas and degrees | 37 | 59.4 |
| 3. Assist president in budget estimates | 22 | 54.5 |
| 4. Advise with the president on school policy | 34 | 98.5 |
| 5. Plan and supervise college assemblies* | 32 | 62.5 |
| 6. Offer vocational advice to students | 27 | 66.6 |
| 7. Administer school discipline | 34 | 50.0 |
| 8. Recommend students for honors | 30 | 56.2 |
| 9. Recommend students for scholarships | 32 | 50.0 |
| 10. Check and follow up class absences | 30 | 53.3 |
| 11. Interview delinquent students on scholarship | 29 | 75.8 |
| 12. Interview excellent students on scholarship | 30 | 90.0 |
| 13. Send letters to parents | 30 | 70.0 |
| 14. Revise courses of study with heads of departments | 34 | 50.0 |
| 15. Hold faculty meetings for the improvement of instruction | 23 | 52.1 |
| 16. Hold conferences with individual instructors for the improvement of instruction | 27 | 77.7 |
| 17. Plan and encourage research among teachers | 20 | 60.0 |
| 18. Direct activities for the orientation of freshmen | 29 | 51.7 |
| 19. Control extra-curricular activities | 26 | 50.0 |
| 20. Make addresses in behalf of the college | 28 | 89.2 |
| 21. Confer with community leaders on problems of community interest | 19 | 78.9 |
| 22. Active in community organizations | 19 | 100.0 |

* Sometimes shared with other officers.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

more students, the same plan was followed as in the case of the smaller independent college. The duties upon which less than 50 per cent of the deans reported were discarded. The remaining duties, which deans perform in 50 per cent or more of the cases, constitute the duties of deans in this group of colleges as shown in Table XXIV.

Duties of the dean in cooperation with other officers. - In addition to these duties in Table XXIV the average dean is a member of 6.8 committees, and acts as chairman of 2.5 of these. All deans write either personal or form letters to parents. In addition deans have many duties in common with other officials. The following duties are performed in cooperation with a committee, the president, or registrar, in more than 50 per cent of the cases.

1. Recommend instructors and professors for promotion.
2. Pass on credits for admission
3. Pass on credits for advanced standing
4. Recommend students for loans
5. Administer eligibility rules
6. Distribute the teaching load

Other officers and committees perform certain functions in a high percentage of cases. - In addition to these duties shared with the dean, registrar and committee, the president takes the responsibility of the appointment of

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

both standing and special committees, and soliciting funds for the college. In a few cases he is assisted in soliciting funds by a field agent. The registrar in the majority of cases schedules classes and examinations, keeps the records of students' grades, shares with the dean in recommending candidates for diplomas and degrees, and in editing the catalogue. Duties which are assigned to committees in the highest per cent of cases are the granting of permission for the formation of new organizations on the campus, and the administration of eligibility rules. In a smaller per cent of cases committees schedule classes and examinations, help revise courses of study with the heads of departments, and plan and encourage research among teachers.

Department heads are given greater recognition in the larger colleges than in the colleges of less than 500 students. In a number of cases they recommend students for honors, distribute the teaching load, approve the purchase of equipment, recommend candidates for faculty appointments and teachers for promotion. Each of these functions, of course, is limited to the department which the individual heads.

Additional administrative officers appear in the larger college, rarely found in the smaller college. These include a personnal officer, an assistant dean, a director of admissions, a field agent, vocational directors or ad-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

visers, and employment or placement bureaus. The duties with the frequencies listed under the names of these officials in Table XXIII indicate the functions which are being shifted from the office of the dean to the offices of these new officials.

## Summary

As a result of the greater participation in administrative functions on the part of the president, registrar, committees, and department heads, and the creation of new administrative offices, the duties of the dean are less uniform in the larger than in the smaller college. Many of the functions previously performed by him are being distributed among other offices. It would be unfair to say, perhaps, that his functions are lessened. In some institutions, at least, all of these new offices are more or less directly under his control, and he is their director, an administrator in a larger sense than in the smaller college.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## CHAPTER VIII

## DUTIES OF THE ACADEMIC DEAN OF THE LIBERAL ARTS COLLEGE IN THE UNIVERSITY

For the purpose of comparing the duties of the dean of the liberal arts college in universities with the duties of this officer in independent colleges, data for the former were listed separately, as Group III. The duties of the dean in these three groups; the independent college of less than 500 students, the independent college of 500 or more students, and the university college, should give a complete picture of the functions of the dean as found in practice.

### Analysis of Duties

Distribution of the colleges in Group III. - A few of the institutions in Group III have less than 500 students enrolled, but for the most part the enrollment ranges from 500 to 8000 students. The returns for this group represented 54 liberal arts colleges in universities. One institution reported no academic dean and seven other returns were too brief to be usable. Data remained from 46 deans of colleges in this group. Of these 14 were independent colleges, that is, privately endowed or supported, and 32 were state or municipally controlled. Geographically



Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

they represented 36 states and the District of Columbia. Data for this group are shown in Tables XXV and XXVI.

The list of the duties of the dean in the liberal arts college of the university. - To secure a list of the duties of the dean in the liberal arts college of the university, as in the case of Groups I and II, the functions upon which less than one-half of the deans reported were discarded. The remaining functions, which deans perform in 50 per cent of more of the cases, constitute the duties shown in Table XXVII.

Duties shared with other officers. - In cooperation with the president, registrar and committees the dean performs five other duties in more than 50 per cent of the cases. These are as follows:

1. Edit catalogue
2. Appoint standing committees
3. Pass on credits, as final authority, for advanced standing.
4. Send reports to parents
5. Approve subject matter of courses

Additional duties. - In addition to the above duties, shown in Table XXVII, for which the dean is responsible, he is a member of 5.3 committees and serves as chairman of three of these committees. More than 24 per cent of the deans write as many as 100 letters to parents each semester. Some specify that they write such letters only by request. Others

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XXV *

### FREQUENCIES OF CERTAIN DUTIES PERFORMED BY DEANS OF LIBERAL ARTS COLLEGES IN UNIVERSITIES

| Duties | | By whom performed, number of frequencies | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Dean | Dean with president committee or registrar | President | Registrar | Dean of men and women | Business manager | Faculty committee | Public relations director | Physical education | Miscellaneous | Total number of colleges reporting | Per cent of cases performed by the dean | |
| A | 1 | 16 | | | | | | | | | 30 | 46 | 34.7 | |
| | 2 | 5 | | 1 | | | | | 1 | | 36 | 43 | 11.6 | |
| | 3 | 1 | | | | | | | 3 | | 31 | 35 | 2.8 | |
| | 4 | 33 | | | | | | 10 | 3 | | | 46 | 71.7 | |
| | 5 | 17 | 10 | | | | | 1 | 3 | | 9 | 40 | 42.5 | |
| | 6 | 10 | 5 | | 18 | | | 2 | 8 | | 3 | 46 | 21.7 | |
| | 7 | 8 | 3 | | 19 | | | 3 | 10 | | | 43 | 18.6 | |
| | 8 | 22 | 17 | | | | | 4 | 2 | | | 45 | 48.5 | |
| | 9 | 30 | 1 | 2 | | | | 3 | 1 | | | 37 | 81.0 | |
| | 10 | Av 5.3 | | | | | | | | | | | Av 5.3** | |
| | 11 | Av 3.0 | | | | | | | | | | | Av 3.0 | |
| | 12 | 7 | | 46 | | | | | | | | 46*** | 15.2 | |
| | 13 | 31 | 2 | 2 | | | | 1 | 1 | | 6 | 43 | 72.1 | |
| | 14 | 32 | 3 | 3 | | | | 1 | 1 | | 3 | 43 | 74.4 | |
| | 15 | 33 | | | | | 1 | | | | 1 | 35 | 94.2 | |

* Key to Table is found on pp. 165-66

** The average dean serves on 5.3 committees and is chairman of 6.3

*** Both deans and president attend board meetings in 7 cases.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XXV

### FREQUENCIES OF CERTAIN DUTIES PERFORMED BY DEANS OF LIBERAL ARTS COLLEGES IN UNIVERSITIES - CONTINUED

| Duties | By whom performed, number of frequencies | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Dean | Dean with president committee or registrar | President | Registrar | Dean of men and women | Business manager | Faculty | Committee | Public director | Physical education department | Miscellaneous | Total number of colleges reporting | Per cent of cases performed by the dean |
| 16 | 44 | | | | | | | | | | | 44 | 100.0 |
| 17 | | | 14 | | | | | | | | 32* | 46 | 00.0 |
| 18 | 15 | 1 | 4 | | | | | | 2 | | 1 | 23 | 65.2 |
| B 1 | 29 | 2 | | | | | | | | 2 | 6 | 39 | 74.3 |
| 2a | 14 | 6 | | 12 | | | | | 3 | | 10 | 45 | 31.1 |
| 2b | 20 | 7 | 6 | | | | | | 6 | | 7 | 46 | 43.4 |
| 3 | 22 | | | | 3 | | | | 1 | | 14 | 40 | 55.0 |
| 4a | 2 | | | 1 | | | | | 1 | 33 | 1 | 38 | 5.2 |
| 4b | 3 | 2 | 1 | | 2 | | | | 3 | | 21 | 32 | 9.3 |
| 4c | 11 | | | 25 | | | | | 1 | | | 37 | 29.7 |
| 5 | 22 | | | | 4 | | | | 6 | | | 32 | 68.7 |
| 6 | 9 | | | 2 | | 1 | | | 2 | | 17 | 31 | 28.0 |
| 7a | 24 | 4 | 1 | | | | | | 4 | | 7 | 40 | 60.0 |
| 7b | 26 | | 3 | 5 | 3 | | | | 3 | | | 40 | 65.0 |
| 7c | 26 | | | 5 | 8 | | | | 4 | | 1 | 44 | 59.1 |
| 8 | 21 | | | | 8 | | | | | | 4 | 33 | 63.6 |
| 9a | 39 | | | | | | | | | | 5 | 44 | 88.6 |
| 9b | 36 | | | | | | | | | | 5 | 41 | 87.8 |
| 10 | 20 | 1 | | 19 | | | | | | | 1 | 41 | 48.7 |
| 11 | 8-10 | | | | | | | | | | | | 8-10 ** |

* State supported institutions

** First number represents deans who write less than 100 letters to parents per semester. Second number those who write more than 100.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XXV

## FREQUENCIES OF CERTAIN DUTIES PERFORMED BY DEANS OF LIBERAL ARTS COLLEGES IN UNIVERSITIES - CONTINUED

| Duties | | By whom performed, number of frequencies | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Dean | Dean with president committee or registrar | President | Registrar | Dean of men and women | Business manager | Faculty | Committee | Public director | Physical education | Miscellaneous | Total number of colleges reporting | Per cent of cases performed by the dean |
| | 12 | 3 | | | 6 | | 5 | 12 | | | | 27 | 11.1 |
| | 13 | 7 | | | 10 | | | 19 | | | | 37 | 16.2 |
| C | 1 | 30 | 1 | 2 | 1 | | | | | | 11 | 45 | 66.6 |
| | 2 | 31 | | 1 | | | 1 | 6 | | | 1 | 40 | 77.5 |
| | 3 | 31 | 4 | | | | | 2 | | | | 37 | 83.7 |
| | 4 | 28 | 2 | | | | | 2 | | | 7 | 39 | 71.7 |
| | 5 | 29 | 1 | 1 | | | 1 | | | | 4 | 36 | 80.5 |
| | 6 | 19 | 4 | | | 2 | | 10 | | | 6 | 41 | 40.3 |
| | 7 | 20 | 2 | 5 | | 6 | | | | | 7 | 40 | 50.0 |
| | 8 | 14 | | | | | | | | | 5 | 19 | 73.6 |
| | 9 | 19 | 2 | 1 | 1 | 3 | | 9 | | | 1 | 36 | 52.7 |
| D | 1a | | | 4 | | | | 5 | | | 1 | 10 | 00.0 |
| | 1b | 5 | | 3 | | | | | | | | 8 | 62.5 |
| | 2 | 10 | | 6 | | | | | | | | 16 | 62.5 |
| | 3 | 12 | | | 17 | | | | | | | 29 | 41.3 |
| | 4 | 4 | 3 | | 10 | | | 12 | | | | 29 | 13.7 |
| | 5 | 10 | | 2 | 1 | | | 2 | 16 | | | 31 | 31.2 |
| | 6 | 22 | | 2 | | | | | | | | 24 | 91.6 |
| | 7 | 19 | | 2 | | | | | | | | 21 | 90.4 |
| | 8 | 19 | | | | | | | | | | 21 | 90.4 |
| | 9 | 19 | | | | | | | | | | 19 | 100.0 |

## LIST OF THE DUTIES OF THE DEAN - KEY TO TABLE XXV

A. General Administration

1. Preside in the absence of the president
2. Direct summer school
3. Direct extension courses
4. Recommend candidates for diplomas and degrees
5. Edit catalogue
6. Schedule classes
7. Schedule regular examinations
8. Appoint standing committees
9. Appoint special committees
10. Act as a member of committees
11. Act as chairman of committees
12. Attend board meetings
13. Recommend candidates for faculty appointments
14. Recommend instructors and professors for promotion
15. Assist president in budget estimates
16. Advise with president on school policy
17. Solicit funds for the college
18. Plan and supervise college assemblies

B. Student Accounting

1. Control student programs
2. Pass on credits, as final authority
    a. For admission
    b. For advanced standing
3. Offer vocational advice to students
4. Keep records
    a. Health
    b. Employment
    c. Grades
5. Administer school discipline
6. Seek employment for graduates
7. Recommend students
    a. For honors
    b. For scholarships
    c. For loans

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

LIST OF THE DUTIES OF THE DEAN - KEY TO TABLE XXV - CONTINUED

8. Check and follow up class absences
9. Interview students on individual scholarship
   a. Delinquent students
   b. Excellent students
10. Send reports to parents
11. Write personal letters to parents, approximate number per semester
12. Grant permission for the formation of new organizations on the campus
13. Administer eligibility rules

C. Supervision of instruction

1. Distribute teaching load
2. Revise course of study with heads of departments
3. Hold faculty meetings for the improvement of instruction
4. Hold conferences with individual teachers for the improvement of teaching
5. Plan and encourage research among teachers
6. Approve subject matter of courses
7. Approve purchase of equipment
8. Visit classes
9. Direct activities for the orientation of freshmen

D. Social relations

1. Entertain student body
   a. As a whole
   b. In groups
2. Entertain college visitors
3. Advise with pan-hellenic
4. Control extra-curricular activities
5. Furnish school publicity
6. Make addresses in behalf of the college
   How often?
7. Confer with community leaders on problems of community interests
8. Active in community organizations
9. Participate in Sunday school and church work

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XXVI

### SCATTERED CASES IN WHICH THE DUTIES OF THE DEAN ARE DISTRIBUTED AMONG OTHER OFFICERS, IN THE LIBERAL ARTS COLLEGE OF THE UNIVERSITY

| Duties | By whom performed, number of cases | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Heads of departments | Personnel officer | Assistant dean | Director of admission | Vocational counselor and employment officer | Secretary of the faculty, college or university | Student advisers | Student organizations | Special officers |
| Recommend candidates for faculty appointments | 6 | | | | | | | | |
| Recommend instructors and professors for promotion | 3 | | | | | | | | |
| Assist president in budget estimates | 1 | | | | | | | | |
| Offer vocational advice to students | 4 | | | | 10 | | | | |
| Recommend students for honors | 3 | | | | | 4 | | | |
| Recommend students for loans | | | 1 | | | | | | |
| Seek employment for graduates | 1 | 2 | 1 | 1 | 12 | | | | |
| Schedule classes | 1 | | | | | 2 | | | |
| Administer eligibility rules | | | 1 | | | | | | |
| Distribute teaching load | 11 | | | | | | | | |
| Revise course of study | 1 | | | | | | | | |
| Hold conferences with individual instructors for the improvement of teaching | 7 | | | | | | | | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



## TABLE XXVI

SCATTERED CASES IN WHICH THE DUTIES OF THE DEAN ARE DISTRIBUTED AMONG OTHER OFFICERS, IN THE LIBERAL ARTS COLLEGE OF THE UNIVERSITY-CONTINUED

| Duties | By whom performed, number of cases | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Heads of departments | Personnel officer | Assistant dean | Director of admission | Vocational counselor and employment officer | Secretary of the faculty, college or university | Student advisers | Student organizations | Special officers |
| Plan and encourage research | 4 | | | | | | | | |
| Approve subject matter of courses | 6 | | | | | | | | |
| Approve purchase equipment | 7 | | | | | | | | |
| Visit classes | 5 | | | | | | | | |
| Entertain student body | 1 | | | | | | | 4 | |
| Plan and supervise college assemblies | | 1 | | | | | | | |
| Keep employment records | | 2 | | | 10 | | | 9 | |
| Pass on credits for admission | | | | 10 | | | | | |
| Pass on credits for advanced standing | | | | 7 | | | | | |
| Keep health records | | | | 1 | | | | | |
| Direct activities for the orientation of freshmen | | 1 | | | | | | | |
| Control student programs | 4 | | 2 | | | | | | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



TABLE XXVI

SCATTERED CASES IN WHICH THE DUTIES OF THE DEAN ARE DISTRIBUTED AMONG OTHER OFFICERS, IN THE LIBERAL ARTS COLLEGE OF THE UNIVERSITY-CONTINUED

| Duties | By whom performed, number of cases | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Heads of departments | Personnel officer | Assistant dean | Director of admission | Vocational counselor and employment officer | Secretary of the faculty, college or university | Student advisers | Student organizations | Special officers |
| Check and follow up class absences | | | 4 | | | | | | |
| Interview delinquent students | | | 3 | | | | 2 | | |
| Interview excellent students | | | 3 | | | | 2 | | |
| Send reports to parents | | | 1 | | | | | | |
| Grant permission for the formation of new organizations on the campus | | | 1 | | | | | | |
| Direct summer school | | | | | | | | | 36 |
| Direct extension work | | | | | | | | | 31 |
| Edit catalogue | | | | | | | | | 9* |
| Preside in the absence of the president | | | | | | | | | 30** |

* The list of officers includes Editor of Publications, Professor of English, Deans of the various colleges in the university, and Vice-President.

** The officers included are Head of School of Education, Vice-President, Assistant to the President, Provost, Chairman of the Faculty, University Dean, and Acting Dean.

TABLE XXVII

THE PRINCIPAL DUTIES OF THE DEAN OF THE LIBERAL COLLEGE IN THE UNIVERSITY

| Duties | Number of colleges reporting | Per cent of cases performed by dean |
|---|---|---|
| 1. Recommend candidates for diplomas and degrees | 46 | 71.7 |
| 2. Appoint special committees | 37 | 81.0 |
| 3. Recommend candidates for faculty appointments | 43 | 72.1 |
| 4. Recommend instructors and professors for promotion | 43 | 74.4 |
| 5. Assist president in budget estimates | 35 | 94.2 |
| 6. Advise with the president on school policy | 44 | 100.0 |
| 7. Plan and supervise college assemblies | 23 | 65.2 |
| 8. Control student programs | 39 | 74.3 |
| 9. Offer vocational advice to students | 40 | 68.7 |
| 10. Administer school discipline | 38 | 63.0 |
| 11. Recommend students for honors | 40 | 60.0 |
| 12. Recommend students for scholarships | 40 | 65.0 |
| 13. Recommend students for loans | 44 | 59.1 |
| 14. Check and follow up class absences | 33 | 63.6 |
| 15. Interview delinquent students on scholarship | 44 | 88.6 |
| 16. Interview excellent students on scholarship | 41 | 87.5 |
| 17. Distribute teaching load | 45 | 66.6 |
| 18. Revise course of study with heads of departments | 40 | 77.5 |
| 19. Hold faculty meetings for the improvement of instruction | 37 | 83.7 |
| 20. Hold conferences with individual instructors for the improvement of instruction | 39 | 71.7 |
| 21. Plan and encourage research among teachers | 36 | 80.5 |
| 22. Approve the purchase of equipment | 40 | 50.0 |
| 23. Direct the activities for the orientation of freshmen | 36 | 52.7 |
| 24. Make addresses in behalf of the college | 24 | 91.6 |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

have regular form letters that they send out according to need. Of the 14 deans who report that they visit classes for the improvement of instruction, eight specify that this is only occasionally done.

Consideration given to heads of departments, committees and special officers in this group. - As in Group II, independent colleges with a student enrollment of 500 or more students, heads of departments are given more consideration for administrative duties in their respective departments. Especially in Group III, department heads have a large part in the functions relating to the supervision of instruction and for the appointment and promotion of instructors.

More work is done through committees in this group than either of the other groups. Some of the important functions performed by committees in 10 or more colleges are:

1. Administering eligibility rules
2. Granting permission for the formation of new organizations on the campus
3. Controlling extra-curricular activities
4. Scheduling regular examinations
5. Approving subject matter of courses

In common with Group II, university colleges have a number of administrative officials rarely found in the smaller college. This list and the frequency of the duties

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

assigned to them has already been noted. A few new titles appear in Group III, which one would expect to find in a university, but not in the independent college. These are senior dean, provost, chairman of the faculty, and university dean. None of these, however, appear with any great degree of frequency.

Functions performed by other officers in a high per cent of the cases. - Certain functions are performed by officers other than the dean in high per cents of the cases. Among these the registrar schedules classes and examinations, keeps student records, passes on credits for admission, and sends reports to parents. Deans of men and women are largely responsible for advising with the panhellenic and controlling extra-curricular activities. Health records are kept by the physical education departments usually headed by a physician or nurse. The duties assigned to assistant deans are about the same as those found in Group II; but the office seems a little more common in the university college.

### Comparison with Duties of Deans of Independent Colleges

The principal duties of the dean as found in each of the three groups, Tables XXI, XXIV, and XXVII, present a complete picture of the functions, according to majority

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

practice and as revealed by the data obtained. In the comparative arrangement, Table XXVIII, Group I, represents deans of independent colleges with an enrollment of less than 500 students; Group II, deans of independent colleges with an enrollment of 500 or more students; and Group III, deans of liberal arts colleges in universities. The "yes" indicates that the function is performed in 50 per cent, or more, of the cases; and "no" that the function is performed in less than 50 per cent of the cases.

Summary of the functions common to the deans in the three groups. - A summary of the functions of the three groups shows that all three have a limited number of functions in common. For convenience the duties which are common to the deans of all three groups, and performed by the deans in 50 per cent or more of the cases, are re-stated below:

1. Recommend candidates for diplomas and degrees.
2. Assist the president in budget estimates
3. Advise with the president on school policy
4. Plan and supervise college assemblies
5. Offer vocational advice to students
6. Administer school discipline
7. Recommend students for honors
8. Recommend students for scholarships

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



TABLE XXVIII

COMPARISON OF THE DUTIES OF DEANS BY GROUPS OF COLLEGES

| Duties | Performed by the dean | | |
|---|---|---|---|
| | Group I | Group II | Group III |
| 1. Preside in the absence of the president | yes | yes | no |
| 2. Recommend candidates for diplomas and degrees | yes | yes | yes |
| 3. Appoint special committees | no | no | no |
| 4. Recommend candidates for faculty appointments | no | no | yes |
| 5. Recommend instructors and professors for promotion | no | no | yes |
| 6. Assist the president in budget estimates | yes | yes | yes |
| 7. Plan and supervise college assemblies | yes | yes | yes |
| 8. Control student programs | yes | no | yes |
| 9. Offer vocational advice to students | yes | yes | yes |
| 10. Advise with president on school policy | yes | yes | yes |
| 11. Pass on credits for admission, as final authority | yes | no | no |
| 12. Pass on credits for advanced standing | yes | no | no |
| 13. Administer school discipline | yes | yes | yes |
| 14. Seek employment for graduates | yes | yes | no |
| 15. Recommend students for honors | yes | yes | yes |
| 16. Recommend students for scholarships | yes | yes | yes |
| 17. Recommend students for loans | yes | no | yes |
| 18. Check and follow up class absences | yes | yes | yes |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.



TABLE XXVIII

COMPARISON OF THE DUTIES OF DEANS BY GROUPS OF COLLEGES - CONTINUED

| Duties | Performed by the dean | | |
|---|---|---|---|
| | Group I | Group II | Group III |
| 19. Interview delinquent students on scholarship | yes | yes | yes |
| 20. Interview excellent students on scholarship | yes | yes | yes |
| 21. Send reports to parents | yes | yes | no |
| 22. Distribute teaching load | yes | no | yes |
| 23. Revise course of study with heads of departments | yes | yes | yes |
| 24. Hold faculty meetings for the improvement of instruction | yes | yes | yes |
| 25. Administer eligibility rules | yes | no | yes |
| 26. Hold conferences with individual instructors for the improvement of instruction | yes | yes | yes |
| 27. Approve subject matter of courses | yes | no | yes |
| 28. Plan and encourage research among teachers | no | yes | yes |
| 29. Approve the purchase of equipment | no | no | yes |
| 30. Direct the activities for the orientation of freshmen | yes | yes | yes |
| 31. Control extra-curricular activities | yes | yes | no |
| 32. Make addresses in behalf of the college | yes | yes | yes |
| 33. Confer with community leaders on problems of community interest | no | yes | no |
| 34. Active in community organizations | no | yes | no |

9. Check and follow up class absences

10. Interview delinquent students on individual scholarship

11. Interview excellent students on individual scholarship

12. Revise course of study with heads of departments

13. Hold faculty meetings for the improvement of instruction

14. Hold conferences with individual instructors for the improvement of instruction.

15. Direct the activities for the orientation of freshmen

16. Make addresses in behalf of the college

Variation of the functions of the dean in the three groups. - The dean of the liberal arts college in the university with his wider responsibility performs four functions which are not performed by deans of either of the other groups. He appoints special committees, recommends candidates for faculty appointments, recommends instructors and professors for promotion, and approves the purchase of equipment. Some deans state that they are entirely responsible for the budget estimates of their particular colleges. In the independent colleges these functions are reserved largely by the president.

The dean of the smaller independent college, Group I, performs a number of functions not in common with those of deans in the other two groups. Often he is the only ad-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ministrative officer in his college, while in the larger independent and university colleges there are a number of other such officers. In Groups II and III deans of men and women, director of admissions, personnel officers, and employment bureaus have assumed some of the duties still performed by the dean in the small college. Passing on credits for admission and advanced standing in the larger institutions is the work of the registrar or director of admissions, as is also keeping the records of students' grades. Administering eligibility rules in Groups II and III is largely the work of the dean of men, or of a faculty committee. Approving the subject matter of courses in these last two groups is the function of heads of departments, or faculty committees. All of these functions seem to be in the process of elimination from the office of the dean as this office in the smaller college is compared with that of the larger independent college and the university college. Others less marked should be noted. In the small college the dean in more than half the cases seeks employment for graduates; in the other groups the employment officers, assistant deans, and personnel officers are assuming this function. The control of extra-curricular activities by the dean of the small college passes somewhat to the deans of men and women in Groups II and III. This is largely the case also in sending reports to parents.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The dean of the college in Group II performs only two functions, these perhaps of minor importance, not in common with either of the other groups. He confers with community leaders on problems of community interest and is active in community organizations. The explanation seems to be that in the smaller college this responsibility is primarily that of the president of the college, and in the university college there is less concern about purely local problems.

### Estimates of Deans As to the Duties Requiring Most Time

As a basis for a further time study, deans were asked to note on the form calling for an analysis of the duties of the dean, the duties requiring most of their time by numbering them, 1, 2, 3, etc. Summarizing these data by groups the following duties seem to require most of the time of the deans:

Group I.

1. Conferences with delinquent students
2. Committee meetings
3. Administering school discipline
4. Checking and following up class absences
5. Passing on credits for admission

Group II.

1. Revising the course of study
2. Interviewing delinquent students
3. Controlling student programs
4. Committee meetings
5. Administering school discipline

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Group III.

1. Revising the course of study
2. The selection and promotion of the staff
3. Interviewing delinquent students
4. Administering school discipline
5. Checking and following up class absences

A summary of the estimates from the three groups reveals eight functions which seem to require most of the dean's time. These brought together from Groups I, II, and III are as follows:

1. Interviewing delinquent students
2. Revising the course of study
3. Controlling student programs
4. Meeting with committees
5. Administering school discipline
6. Checking and following up class absences
7. Passing on credits for admission
8. Selecting and promoting the staff members

In the original outline for the organization of the duties of the dean, the duties were organized under the large headings of:

A. General Administration
B. Student Accounting
C. Supervision of Instruction
D. Social Relationships

Deans of colleges in Group III would rank these large headings in the order given in relation to the amount of time required for the performance of the functions listed under each. On this same basis deans of colleges in Groups I and II would change the order to:

A. Student Accounting
B. General Administration
C. Supervision of Instruction
D. Social Relationships

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

These estimates are used as a basis for comparison with the results found in Chapter IX, where a more detailed study of time distribution is made, and the judgments of deans are checked against actual practice.

## Summary

The burden of routine duties falls most heavily on the dean of the small college. There is a tendency for him to hold on to somewhat traditional duties when he might do well to shift some of them, and by assuming some of the functions of the larger institution enjoy greater freedom, initiative, responsibility, and growth.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## CHAPTER IX

## THE DEAN'S DAY - A DETAILED STUDY OF THE ACTIVITIES OF THE DEAN

### Introductory

In Chapter I of this study five steps were outlined as constituting the time study technique. Briefly these five steps included:

1. The formulation of a tentative list of the duties of the academic dean based on related studies.
2. The tentative list of duties arranged arbitrarily under the large headings of General Administration, Student Accounting, Supervision of Instruction, and Social relationships.
3. The refinement of the list of duties through personal interviews with ten academic deans of Ohio colleges.
4. The collecting, tabulating and interpreting of the data obtained from 141 deans whose colleges meet the approval of the American Association of Universities.
5. A detailed study of the activities of



Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the dean.

The first three steps were preliminary to Chapters VII and VIII. In these two chapters an analysis and comparison of the data, step 4, revealed a rather definite list of duties according to the majority practice of deans in each of three groups of colleges, and a smaller list of duties common to all three groups. There remains step 5, the problem of breaking up these duties into specific activities, and determining the proportional amount of time given to each activity, and to each duty. This is the problem of the present chapter.

The two-fold purpose of the chapter. - The purpose of this phase of the study is two-fold; to give concreteness to the duties of the dean, and to determine the relative amount of time given to each duty.

1. A list of the activities which make up each of the duties gives concreteness. Each duty, it is assumed, is made up of more specific activities, and the sum of the activities is equivalent to the duty. Such a list might be obtained by actual observation of deans in their offices, or by trusting the dean, or his secretary, to write them down just after, and in the order in which they were performed. Since the

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

former procedure was impractical on a very large scale the latter plan was chosen.

2. A second purpose of the time study is to reveal the amount of time spent on each duty. Such an analysis should be of value to deans by suggesting the desirability of a more definite time budget. The reaction of different deans to the practicability of such a process varied. According to statements in personal letters of fifty or more to the writer, some felt that this sort of job-analysis was very desirable; some feared that it would give the impression that all the dean's duties may be routinized, and there would be no place left for the expression of personality; still others felt that the dean's duties were always different, no two days are alike. It has already been shown in the present study, that there are certain routine duties which are common to deans of different types of colleges. The present purpose is to make a time study of these particular duties, noting at the

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

same time any other duties that may be suggested.

How the data were collected. - The data were collected through detailed schedules of the activities of a number of deans for a single day. The promised co-operation of 100 deans was secured. To these 100 deans directions were sent for keeping a record of their activities. The form was headed "A Typical Day", and as revealed by their letters deans tried rather generally to choose a day that was representative of their daily activities. The directions were as follows:

1. The date, including the day of the week, should be noted.
2. A satisfactory record begins with the first professional duty of the day and ends with the last one. It should include all informal, as well as formal contacts with students and teachers.
3. Throughout the day the schedule should be kept on the dean's desk in order that he, or his secretary, may note down immediately the activity performed and the time required, instead of waiting until the end of the day.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

4. Specific examples of activities were given to make clear just what was desired. These are given in the complete form used as found in the appendix, page 281.

The distribution of the data. - Detailed schedules of the activities for one day were secured from 73 deans. The dates of the replies ranged from February 2, to April 10, 1931, thus covering the latter part of the first semester and the early part of the second semester. In student enrollments the colleges had a range of from 100 to 1000. This range, it was assumed, would include the average college in size. The deans represented colleges in 29 states and the District of Columbia. Among the colleges four were colleges for men only, six were colleges for women only, two were liberal arts colleges in state universities and 46 were independent coeducational colleges. This wide distribution in location, size, and type of college should, it is believed, present a fair sample of the dean's activities.

To show in detail how such a schedule of activities was kept by the deans, a representative schedule is reproduced.

8:30 A.M. --- Conference with head waiter of dining room about more help.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

8:35 A.M. --- Conference with faculty member about courses for next year.

8:50 --- Telephone call from local club requesting me to speak at next meeting.

8:55 --- Conference with student about his studies.

9:00 --- Conference with student who asks for loan from Methodist Fund.

9:10 --- Met class in Shakespeare.

10:05 --- Daily chapel period. Gave brief address. Prepared evening before.

10:30 --- Conference with member of faculty about report on needs of his department during a ten-year program of expansion.

10:45 --- Dictated letters.

11:05 --- Conference with parent of student who is not doing well in studies.

11:15 --- Filled out report for U. S. Bureau of Education.

11:35 --- Conference with parent of prospective student for next year.

11:45 --- Conference with student who wants to drop a course.

12:00 --- Lunch period.

12:30 P.M. --- Read and signed letters.

12:45 --- Conference with group of students who desire to form De Moley chapter in college.

1:00 --- Conference with student about his loan papers.

1:05 --- Conference with student who desires working position.

1:10 --- Conference with faculty committee about students doing poor work.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

1:30 --- Conference with director of athletics about schedule.

1:40 --- Conference with person desiring position on faculty.

1:50 --- Conference with president of student council.

2:00 --- Conference with director of glee club.

2:10 --- Read proof on catalog.

2:40 --- Conference with photographer about pictures for book of views.

3:00 --- Conference with committee of faculty, alumni, and students on program for commencement week.

3:30 --- Conference with manager of book store about additional help.

3:40 --- Conference with student janitor about his janitor's work.

3:45 --- Conference with librarian about disciplinary matter.

3:55 --- Conference with student about his conduct at chapel.

4:00 --- Conference with students who desire to enter college now.

4:15 --- Meeting of committee on admissions.

4:30 --- Conference with dramatic coach about college play.

4:40 --- Conference with editor of college annual on copy.

5:00 --- Conference with dean of women about social program.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## Classification of the Activities

First the activities were listed by frequencies just as they appeared in the schedules of the deans. A total of 199 separate activities were thus shown. Then it was noted that they might well be reorganized and classified under the large headings used for the organization of duties in Chapter VIII, namely:

A. General Administration

B. Student Accounting

C. Supervision of Instruction

D. Social Relationships

The results of this classification are shown in detail in Table XXIX. In this table both the frequency and the time required for the performance of the activity are given. If in any case there appears more than one frequency, the time should be divided by this number to find the time required for the performance of a single activity. The purpose of this organization, however, is not to find the time required for the performance of a single activity, but rather to find the total time for the performance of the activities falling under each duty. This total is noted in column four under the number of minutes given to each duty, and serves as a basis later for the comparison of time spend on the vari-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ous duties, and also to determine the duties and the group of duties which require the most time.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES

| Duties, and activities | Frequency of activities | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| A. General Administration | | | |
| 1. Preside in the absence of the president | | | |
| a. As chairman of the administrative council | 1 | 30 | |
| b. At chapel | 1 | 60 | 90 |
| 2. Direct summer school | | | |
| a. Conference with education head, courses for summer school | 1 | 10 | |
| b. Conference with president, plans for summer school | 3 | 130 | |
| c. Assemble data for summer school bulletin | 3 | 120 | 260 |
| 3. Direct extension work | | | |
| a. Teach extension course | 1 | 60 | 60 |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activities | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| 4. Recommend candidates for diplomas and degrees | | | |
| a. Attend meeting of committee on degrees* | 1 | 60 | |
| b. Figure grades, point averages | 1 | 30 | 90 |
| 5. Edit catalogue | | | |
| a. Conference with teacher, change of catalogue courses | 2 | 35 | |
| b. Work on catalogue | 1 | 50 | |
| c. Read proof for catalogue | 2 | 45 | |
| d. Conference with president, new courses for catalogue | 2 | 30 | |
| e. Conference with financial secretary, cost of catalogue | 1 | 30 | |
| f. Conference with music department, catalogue material | 1 | 5 | |
| g. Conference with printer of catalogue | 1 | 15 | |
| h. Study other college catalogues | 1 | 25 | |
| i. Work on plan, "Fields of Concentration" | 1 | 90 | |

* Repetition of A.10-11 p.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number munutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| j. Organize material for catalogue | 1 | 60 | |
| k. Check material for catalogue | 1 | 10 | 395 |
| 6. Schedule classes | | | |
| a. Arrange schedule for spring term | 1 | 18 | |
| b. Schedule of laboratory periods | 1 | 10 | 28 |
| 7. Schedule examinations(no activities reported) | | | |
| 8-9. Appoint special and standing committees (no activities reported) | | | |
| 10-11. Act as chairman, or member of committee | | | |
| a. Send notices of committee meeting | 1 | 5 | |
| b. Conference with chairman, assembly program | 1 | 15 | |
| c. Conference with chairman, discipline committee | 1 | 10 | |
| d. Conference with chairman, lyceum committee | 2 | 30 | |
| e. Conference with chairman, entertainment committee | 1 | 10 | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| f. Conference with chairman, committee on organizations | 1 | 15 | |
| g. Conference with chairman, committee on educational policy* | 1 | 30 | |
| h. Spoke to teacher about a committee meeting | 1 | 10 | |
| i. Arrange time for meeting, publicity committee | 2 | 27 | |
| j. Attend meeting of administrative committee | 1 | 25 | |
| k. Attend meeting of discipline committee | 2 | 40 | |
| l. Attend meeting, curriculum committee | 1 | 60 | |
| m. Attend meeting, committee on program of studies | 1 | 55 | |
| n. Attend meeting, convocation committee | 1 | 15 | |
| o. Attend meeting, mental testing program | 1 | 15 | |
| q. Attend meeting, executive committee | 1 | 60 | |
| r. Attend meeting, extra-curriculum committee | 1 | 30 | |

* Repetition of A. 16 b.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| s. Attend meeting, committee on absences | 1 | 35 | |
| t. Attend meeting, committee on scholarships | 1 | 30 | 577 |
| 12. Attend board meetings (no activities reported) | | | |
| 13-14. Recommend candidates for faculty appointments and promotion | | | |
| a. Study plans for additions to faculty | 1 | 30 | |
| b. Physical education department asks for an assistant | 1 | 15 | |
| c. Write letters of recommendation for retiring teacher | 1 | 5 | |
| d. Conference with prospective teacher | 3 | 40 | |
| e. Conference with professor on leave, wishes to extend | 1 | 55 | |
| f. Conference with president, staff for next year | 1 | 10 | |
| g. Conference with president, positions for next year | 1 | 30 | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| h. Check on salaries of faculty | 1 | 5 | 190 |
| 15. Assist president in budget estimates | | | |
| a. Check condition of budget | 1 | 30 | |
| b. Administer budget items | | | |
| (1) Order walks cleared of snow | 1 | 13 | |
| (2) Visit house being built by the college | 1 | 130 | |
| (3) Inspect road repairs | 1 | 25 | |
| (4) Adjust insurance for burned building | | 50 | |
| (5) Conference with business manager, changes in office equipment | 1 | 15 | 263 |
| 16. Advise with president on school policy | | | |
| a. Conference with president, school policy | 3 | 115 | |
| b. Conference with chairman of committee on educational policy | 1 | 30 | 145 |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| 17. Solicit funds for the college | | | |
| a. Confer with financial agent, collection of funds | 1 | 10 | 10 |
| 18. Plan and supervise college assemblies | | | |
| a. Conduct or attend assemblies | 28 | 780 | |
| b. Arrange for chapel speaker | 2 | 20 | |
| c. Plan chapel programs | 3 | 40 | |
| d. Plan chapel announcements | 1 | 5 | |
| e. Conference with chairman of assembly program | 1 | 15 | |
| f. Answer inquiry concerning chapel | 1 | 1 | |
| g. Conference with superintendent of buildings and grounds, chapel seating | 1 | 20 | 881 |
| B. Student Accounting | | | |
| 1. Control student programs | | | |
| a. Changes in registration and adjustment of schedules | 49 | 377 | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| b. Conference with student, requirements for medical college | 1 | 10 | |
| c. Conference with student, requirements for law school | 1 | 10 | |
| d. Conference with students, reguirements for graduation | 1 | 15 | |
| e. Advise with student as to graduate courses | 2 | 20 | |
| f. Advise with student, courses to pursue | 13 | 335 | |
| g. Approve added hours for "A" student | 1 | 10 | |
| h. Classifying students | 4 | 75 | 852 |
| 2. Pass on credits, final authority | | | |
| a. Meeting new and prospective students | 11 | 132 | |
| b. Answer questions on entrance credits | 2 | 60 | |
| c. Determine psychological tests for freshmen | 1 | 5 | |
| d. Tabulate psychological test scores | 7 | 106 | |
| e. Conference on medical aptitude tests | 2 | 10 | 313 |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| 3. Offer vocational advice to students | | | |
| a. Answer inquiry regarding positions for next year | 1 | 5 | |
| b. Advise student as to choice of career | 1 | 30 | |
| c. Confer with applicant for civil service examination | 2 | 14 | |
| d. Advise student to attend religious conference | 1 | 6 | |
| e. Confer with student as to future plans | 1 | 3 | |
| f. Fill out application form for medical school | 1 | 10 | |
| g. Write letters of recommendation | 2 | 45 | |
| h. Conference with alumnus, life plans | 1 | 8 | 121 |
| 4. Keep records | | | |
| a. Faculty data | 1 | 7 | |
| b. Recording and averaging freshmen grades | 2 | 57 | |
| c. Checking student's record | 1 | 10 | |
| d. Sending transcript | 2 | 25 | |
| e. Conference with foreign student, record | 1 | 4 | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| f. Conference, admission of students | 2 | 95 | |
| g. Make record of probation students | 1 | 20 | |
| h. Consult last semester's grade | 2 | 20 | |
| i. Confer with teacher, change in student's grade | 1 | 7 | 245 |
| 5. Administer discipline | | | |
| a. Disciplinary problems (cases) | 16 | 335 | |
| b. Meet with student government council | 4 | 185 | |
| c. Cheating on quiz | 3 | 38 | |
| d. Copied work | 1 | 10 | |
| e. Arrange for tutor for probation students | 1 | 15 | |
| f. Conference, student duplicating course | 1 | 15 | |
| g. Teacher, grades not satisfactory to student | 2 | 20 | |
| h. Confer with parent, son disciplinary case | 1 | 60 | |
| i. Confer with parent, son delinquent | 2 | 60 | |
| j. Confer with dean of women, disciplinary case | 1 | 35 | |
| k. Confer with president, disciplinary case | 1 | 15 | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| i. Confer with registrar regulations in boys' dormitory | 1 | 15 | 813 |
| 6. Seek employment for graduates | | | |
| a. Seek positions for graduates | 8 | 107 | |
| b. Write letters of recommendation, for alumnus | 1 | 20 | |
| c. Confer with alumnus, teaching positions | 1 | 20 | 147 |
| 7. Recommend students for honors, fellowships, and scholarships | | | |
| a. Check honor lists | 3 | 45 | |
| b. Check eligibility list for scholarships | 2 | 13 | |
| c. Make recommendations for scholarships | 1 | 10 | |
| d. Administer comprehensive examinations, honors plan | 2 | 30 | |
| e. Consider petition to establish scholarship fraternity | 1 | 35 | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| f. Conference regarding fellowships | 1 | 30 | |
| g. Administer student loans | 6 | 100 | |
| h. Administer other forms of financial aid | 5 | 49 | |
| i. Administer part-time employment | 1 | 10 | 322 |
| 8. Check and follow up class absences | | | |
| a. Check, and conferences regarding class absences | 34 | 324 | |
| b. Check absentee list for a week | 1 | 15 | |
| c. Grant or disapprove excuses | 11 | 105 | |
| d. Confer with parent, daughter absent on account of illness | 1 | 11 | |
| e. Advise ill students to withdraw from school | 1 | 10 | |
| f. Visit home of ill student | 1 | 15 | |
| g. See nurse about ill student | 1 | 10 | |
| h. Post bulletin about ill students | 1 | 10 | |
| i. Call at home of student, father died | 1 | 15 | 515 |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| 9. Interview students on individual scholarship | | | |
| a. Interview students, deficient in work | 39 | 576 | 576 |
| 10. Send reports to parents, (no activities reported) | | | |
| 11. Personal letters to parents | | | |
| a. Write letter of condolence | 1 | 5 | 5 |
| 12. Grant permission for the formation of new organizations on the campus | | | |
| a. Consider petition to form clubs | 2 | 18 | 18 |
| C. Supervision of Instruction | | | |
| 1. Distribute teaching load | | | |
| a. Confer with president, staff load for next year | 1 | 25 | 25 |
| 2. Revise course of study with heads of departments | | | |
| a. Conference with head of history department regarding new course | 1 | 20 | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| b. Conference with physical education department, credit for course * | 1 | 15 | 35 |
| 3. Hold faculty meetings for the improvement of instruction (no activities reported) | | | |
| 4. Hold conferences with individual instructors for the improvement of instruction | | | |
| a. Conference with head of education department, special methods material | 1 | 10 | |
| b. Conference with teacher, suggestions to help in his work | 1 | 30 | |
| c. Conference with teacher regarding advanced class | 1 | 35 | |
| d. Conference with librarian, suggest improved methods | 1 | 10 | |
| e. Conference with librarian, library needs | 1 | 10 | |
| f. Conference with li- | | | |

* See also A. 5, for related activity

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| brarian, library fines | 1 | 10 | |
| g. Conference with librarian, book orders | 1 | 15 | |
| h. Conference with teacher, condition of classroom | 1 | 5 | |
| i. Conference with teacher, change of classrooms | 1 | 10 | |
| j. Conference with teacher, suggest library materials | 1 | 20 | |
| k. Conference with teacher, report on examinations | 1 | 5 | |
| l. Conference with teacher, suggest use of standard tests | 1 | 10 | |
| m. Conference with physical education teacher, class procedure | 1 | 10 | |
| m. Conference with teacher, methods of conducting comprehensive examinations | 2 | 13 | |
| o. Examine new texts from publishers | 1 | 30 | |
| p. Grant teacher permission to leave campus | 1 | 10 | |
| q. Inspect classrooms to see if teachers are present | 3 | 20 | 283 |
| 5. Plan and encourage research among teachers | | | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| a. Conference with vice-president, research project | 1 | 10 | |
| b. Conference with teacher, article for publication | 1 | 60 | |
| c. Write news story | 1 | 25 | |
| d. Prepare an article for publication | 1 | 30 | |
| e. Prepare an address | 2 | 130 | 255 |
| 6. Approve purchase of equipment | | | |
| a. Check supply list at bookstore | 1 | 10 | |
| b. Inquiry from janitor, curtain roller | 1 | 2 | |
| c. Telephone call, contractor doing work in building | 1 | 2 | |
| d. Inspect equipment needing repairs | 1 | 25 | |
| e. Answer inquiry, purchase of equipment | 1 | 20 | |
| f. Confer with janitor, purchase of supplies | 1 | 15 | |
| g. Inspect building | 1 | 15 | 89 |
| 7. Visit classes (no activities reported) | | | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES-CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| 8. Orientation of freshmen (no activities reported) | | | |
| D. Social Relations | | | |
| 1. Entertain student body (no activities reported) | | | |
| 2. Entertain college visitors (no activities reported) | | | |
| 3. Advise with pan-hellenic | | | |
| a. Conference with pan-hellenic council | 1 | 15 | 15 |
| 4. Control extra-curricular activities | | | |
| a. Conference with dean of women, social functions | 1 | 30 | |
| b. Conference with Y. M. C. A. president | 3 | 45 | |
| c. Conference with student council | 1 | 10 | |
| d. Inquiry, date for junior prom | 1 | 3 | |
| e. Inquiry, permission to receive guests | 5 | 23 | |
| f. Conference, budget for year book | 1 | 30 | |
| g. Inquiry, Glee Club tour | 1 | 15 | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| h. Conference, junior-senior banquet | 1 | 25 | |
| i. Arrange for class banquet and dance | 1 | 10 | |
| j. Conference, eligibility of fraternity candidates | 1 | 15 | |
| k. Arrange for class carnival | 2 | 18 | |
| l. Conference with junior class president, freshman elections | 1 | 5 | |
| m. Conference with editor of college annual | 1 | 20 | |
| n. Conference with editor of college paper, news items | 1 | 10 | |
| o. Conference with manager of publications | 1 | 15 | |
| p. Conference, plans for concert | 3 | 17 | |
| r. Conference, plans for Washington's birthday | 1 | 30 | |
| s. Conference, plans for presentation of play | 2 | 33 | |
| t. Arrange calendar of dates | 1 | 10 | |
| u. Judge try-outs for debating teams | 2 | 90 | 479 |
| 5. Furnish school publicity (no activities reported) | | | |
| 6. Make addresses in behalf of the college | | | |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| a. Address Chamber of Commerce | 1 | 60 | 60 |
| 7. Confer with community leaders on problems of community interest (no activities reported) | | | |
| 8. Active in community activities | | | |
| a. Make report for Federation of Women's Clubs | 1 | 5 | |
| b. Arrange for installation service at church | 1 | 15 | 20 |
| 9. Participation in Sunday School and church work (no activities reported) | | | |
| E. Clerical Activities* | | | |
| 1. Correspondence | 52 | 1927 | |
| 2. Filling out Bureau of Education Reports | 1 | 10 | |
| 3. Filling out questionnaires | 6 | 84 | |

* Duty not included in original outline

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXIX

CLASSIFICATION OF THE ACTIVITIES OF THE DEAN ACCORDING TO DUTIES - CONTINUED

| Duties, and activities | Frequency of activity | Number of minutes given to each activity | Number of minutes given to each duty |
|---|---|---|---|
| 4. Filling out statistical blanks | 1 | 15 | |
| 5. Telephone calls | 10 | 48 | |
| 6. Telegrams | 1 | 2 | |
| 7. Mimegraphing stencils | 2 | 25 | |
| 8. Assigning work to secretary | 9 | 95 | 2206 |
| F. Hours spent in teaching* | | | |
| a. Classroom work | 47 | 5240 | |
| b. Preparation for teaching during office hours | 21 | 659 | 5899 |

The ten activities which deans perform most frequently. - In the list of the activities of the dean, the ten duties which are performed most frequently are shown in Table XXX.

* Duty not included in the original outline, but additional supplementary data was secured through the Vocational History Questionnaire, see p. 122

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXX

THE TEN DUTIES PERFORMED BY THE DEAN WITH THE GREATEST FREQUENCY

| Activities | Frequencies |
|---|---|
| 1. Correspondence | 52 |
| 2. Changes in registration and adjustment of schedules | 49 |
| 3. Teaching | 47 |
| 4. Interviewing students deficient in work | 39 |
| 5. Checking and following up class absences | 34 |
| 6. Conduct, or attend assemblies | 28 |
| 7. Applying discipline to problem cases | 16 |
| 8. Advising students as to courses to pursue | 13 |
| 9. Granting or disapproving excuses | 11 |
| 10. Meeting new or prospective students | 11 |

Milner's study based on the judgment of deans, lists 21 functions performed with greatest frequency.* Five of these fall in the list of ten activities shown in Table XXX. Since the wording of Milner's functions is somewhat different, these five functions and corresponding activities are listed below to show their relationship.

---

* See p. 3-5

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

| Milner's functions | Corresponding activities |
|---|---|
| 1. Interview all students on academic matters | 1. Changes in registration and adjustment of schedules. |
| 2. Advise failing students | 2. Interviewing students deficient in work |
| 3. Correspond with parents on all matters of student welfare | 3. Correspondence |
| 4. Interview applicants for admission | 4. Meeting new or prospective students |
| 5. Supervise all discipline | 5. Applying discipline to problem cases |

The ten duties which require most of the time of the dean. - The total amount of time devoted to all activities, less duplications, is 16,192 minutes. The ten duties which require most of the dean's time in minutes and percentages are shown in Table XXXI.

While the frequency order of activities and the time order of duties correspond rather closely, the data indicate that the duties most frequently performed are not necessarily those which require the most time. Three activities appear in the frequency list, Table XXX that do not appear in the time distribution, Table XXXI. These are: advising students as to courses to pursue, granting or disapproving excuses, and meeting new or prospective students. On the other hand three of the duties which require most of the dean's time are not those most frequently performed. These three are working with committees or committee members individually, planning or edit-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XXXI.

THE TEN DUTIES REQUIRING MOST OF THE DEAN'S TIME

| Duties | Number of minutes | Per cent of dean's time |
|---|---|---|
| 1. Teaching, including preparation during office hours | 5899 | 36.43 |
| 2. Correspondence, including also such clerical work as telephone, telegrams, etc. | 2206 | 13.62 |
| 3. Planning for, attending or conducting chapel | 881 | 5.44 |
| 4. Changing in registration, and adjusting of student's schedules | 852 | 5.26 |
| 5. Administering school discipline | 813 | 5.02 |
| 6. Interviewing delinquent students | 576 | 3.56 |
| 7. Working with committees, or committee members individually | 547 | 3.37 |
| 8. Checking and following up class absences | 515 | 3.17 |
| 9. Controlling extra-curricular activities | 479 | 2.96 |
| 10. Planning or editing the college catalogue | 395 | 2.44 |

ing the annual catalogue, and controlling extra-curricular activities.

The judgment of deans compared with current practice. -According to the judgment of deans, it was found that eight duties occupied most of the time of the dean.* These were:

* See Chapter IX. p. 178-79.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

1. Interviewing delinquent students
2. Revising the course of study
3. Controlling student programs
4. Committee meetings
5. Administering school discipline
6. Checking and following up class absences
7. Passing on credits for admission
8. The selection and promotion of the staff

The present findings show that interviewing delinquent students, appearing first in the judgment of deans, ranks sixth in the list of ten activities occupying the most of the dean's time according to the time study. Revising the course of study in the present terminology probably includes some of the catalogue activities and some of the committee work: but even it if included all of each, it would only rank fourth, or fifth, while the judgments of deans give it second place. (This function was listed, however, in the former case only by deans of independent colleges of less than 500 students). Controlling student programs, which corresponds to registration activities in the present listing, ranks third in the judgment of deans, and fourth in the time study. On the same basis the comparative rankings of committee activities are respectively four and seven;

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

and those of administering school discipline are five and five. Checking and following up class absences occupies the sixth place in the judgment of deans and eighth place in the time study. Passing on credits for admission, and the selection and promotion of the staff do not appear in the ten activities of the time study as occupying the most of the dean's time. In each case, however, these were listed as judgments of deans only by a single group of deans. The former was given according to the judgment of deans in the small independent college, and the latter according to deans of the liberal arts college in the university.

A careful check of the time study shows the distribution of duties, falling under the four original headings as follows:

A. General Administrative Duties---18.01%

B. Student Accounting----------24.26%

C. Supervision of Instruction------ 4.13%

D. Social Relationships---------- 3.53%

The remainder of the time of the dean, or 50.07 per cent, is given to teaching, correspondence and other clerical duties. This distribution corresponds closely with the judgments of deans in independent colleges.*

---

* See p. 178-79.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

From the standpoint of time spent these groups estimated the division of duties requiring most time in the order indicated by the per cents shown above. On the same basis, however, deans of liberal arts colleges in universities would place first General Administrative duties, then Student Accounting, Supervision of Instruction, and Social Relationships in consecutive order.

## Summary and Time Study Conclusion

Aside from teaching the dean is largely a clerical and student officer. Student problems occupy 24.26 per cent of his time, while clerical work accounts for 13.62 per cent. Administrative activities rank fairly high; but very little time comparatively is given to the supervision of instruction.

The judgments of deans as to the duties which require most of their time do not seem, on the whole, to be very reliable. In Milner's list of 21 functions, which according to the judgment of deans require most of their time, only five fall in the group of the first ten activities found in practice. The data of the present study also reveal considerable variation in comparing the judgments of deans as to the duties which require most time, with current practice. While not to be taken as a final conclusion, these data indicate

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

that deans have not made a very close analysis of time distribution, that their judgments are general estimates, and that more effective time budgeting might prove profitable.

For the dean who would more economically budget his time, the ten activities which occupy a total of 81.27 per cent of his time deserve serious consideration. In this list correspondence, chapel activities, and registration, in a large measure might well be cared for by an efficient clerical force. The administration of school discipline, interviewing delinquent students, and checking and following up class absences could be delegated largely to assistant deans, or deans of men and women. The control of extra-curricular activities might also be delegated to these officers. Where such officers are not available an efficient system of class advisers could be utilized very effectively.

Keppel's general statement of the duties of the dean is in harmony with the findings of the present study.

> The modern college dean has certain formal duties, but woe betide him if he makes them too formal. He has his relations with the president and sometimes with the trustees, he must under the guidance and with the cooperation of the faculty, formulate the educational policies of the college. He must know how to use the facilities of his institution in the

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

interest of the students under his charge. .....The dean is still a disciplinary officer, but student disorder is disappearing very rapidly and there are only comparatively rare cases of cribbing and other similar delinquencies to occupy his time. On the other hand, it is his duty to approve the programmes of each student, and authorize changes in them. This ought to mean a large number of individual conferences. He should keep in touch with the parents of students and schools from which they come. In many schools the Greek letter fraternities also cooperate with him as to the scholarship of their members. It is his painful duty, sometimes on his own initiative, more often after the case has been considered by the faculty, to sever the relations of a student, found after a period of probation, to be hopelessly deficient in scholarship.[1]

Eliot's statement of the duties of the dean apply to deans of Group III, or colleges in universities. Deans of independent colleges, however, might do well to incorporate some of these duties:

The functions of a dean relate almost exclusively to his own department of the university, but within that department they are comprehensive. He is chief adviser of the president concerning the instruction given in his school, and is responsible for the preparation and orderly conduct of its faculty business, and for the discipline of its students. In the undergraduate departments much of his time is given to intercourse with students who need advice, or pecuniary aid, or who neglect their opportunities, or become dangerous to their associates. For the younger professors and inexperienced teachers in his department, the dean is a councilor and friend. In most universities deans are selected from among members of the faculty, and they hold office without limit of time. ....Much of the work of the dean is done in conformity with rules laid down by the fac-

---

[1] Frederick P. Keppel, The Undergraduate and His College, pp. 271-272. New York: Houghton Mifflin Company, 1917.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ulty, or with well understood, predetermined policies of the university.[2]

Five of the thirteen duties of the dean as given by Reeves and Russell are not found to be common to a large number of deans, or to require any considerable amount of the dean's time.* It is these five duties, however, which need more emphasis for the sake of enlarging the vision, initiative and responsibility of deans. These five are:

1. The direction of the educational activities of the college.
2. Service as a member of the administrative council.
3. Representing the college at meetings of the educational associations.
4. In cooperation with the departments concerned, nominating members of the teaching staff.
5. Directing the attention of the faculty to changing educational thought and practice, with particular reference to present trends in higher education.

These duties suggest that the dean should be an educational specialist in the field of higher education. This should be the ideal from which the dean should not allow the routine activities of his office to turn him aside.

---

* See p. 87-88.

2 Charles W. Eliot, University Administration, pp. 242-243. New York: Houghton Mifflin Company, 1908.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

# CHAPTER X

## SUMMARY AND RECOMMENDATIONS

### Summary

The approach to the present study was made through a critical reading of available related studies and a careful search through the literature relating to the historical development of the college deanship in America. The most closely related and helpful studies were Collier's study of the state teachers college dean, Jones and Sturtevant's study of the dean of women in state teachers colleges and liberal arts colleges, Green's study of the deanship of public junior colleges, and Carpenter and Carter's study of the dean of the public junior college. These studies were helpful in determining the techniques used in the present study. They also furnished a basis for the tentative list of the duties of the liberal arts college as revealed through the duties of the deans of state teachers colleges, deans of men and women, and deans of public junior colleges.

The origin of the office. - The literature of the historical development of the office of the dean revealed a number of causes for the establishment of the office in various types of colleges. In some cases the deanship



Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

was the natural result of the growth of collegiate institutions and the accompanying multiplicity of problems. In independent colleges as the student body increased in size, more and more of the president's time was required for outside activities. Chief among these outside interests was the financial need of the colleges. This became the largest single factor requiring the attention of the president. Forced to be away from the campus from time to time he found it necessary to have some individual attend to certain routine functions during his absence. This was done sometimes by a chairman of the faculty, sometimes by a vice-president, sometimes by a registrar, and sometimes by a secretary of the faculty. This individual regardless of his previous title gradually assumed more, or was assigned more, responsibilities and eventually was given the title of dean of the college, or dean of the faculty. The former title is now almost universal. In a few cases it was the temporary illness of the president that marked the beginning of the deanship. Again in some cases, it was the growing infirmity of a president, whom the board wanted to retain, so assistance was given in the form of a dean.

In the university college the deanship generally began with the organization of the various colleges in the university. A specific example is found in the case of

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Harvard College. At the beginning of President Eliot's administration, he conceived the idea of delegating many functions relating to the governing and control of the liberal arts college to the dean. This, so the record goes, freed him at once from three-fourths of his former duties and gave him an opportunity to devote his time to upbuilding and oversight of all the colleges constituting the university.

The early duties of the dean. - The early duties of the dean show as great a variety as the origin of the office itself. The one duty most frequently assigned to this office was that of administering school discipline. Another early duty was the keeping of the school records. In many cases, as at Harvard, in the university college, the dean assumed at once full responsibility for the conduct and development of his college. Perhaps this is the reason why he now enjoys greater freedom and initiative than the dean of the independent liberal arts college. The latter has gradually taken on a duty here and there and has not yet fully realized the possibilities of his office. In a general way the early dean performed the functions not only of present deans, but also those of the personnel officer, deans of men, registrars, and directors of admissions. These duties he had to perform in a less specialized way than is done at present under these spe-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

cial officers. Man y of the early duties assigned to the dean, such as discipline, records, extra-curricular activities, and class absences, are now being passed on to these specialized officers.

As the origin of the office and the early duties assigned to the dean in different institutions varied, it should be expected that his functions still would lack uniformity. It was thus that the historical literature on the development of the deanship helped to define the problem more clearly. This literature suggested a definite purpose, since expressed by many deans as a personal need, namely, that of determining to what extent the duties of the dean are uniform in various institutions. The solution of this problem is shown later under the duties of the dean.

The salary and tenure of deans. - The minimum salary paid to deans is $1450 and the maximum is $9500. The median salary varies from $3411.11 in colleges of less than 500 students to $7000 in colleges of 1500 or more students. The median salary of all deans is $1000 less than the median salary received by the deans in land grant colleges. It is equivalent to the salary paid to the full professor in land grant institutions. The median salary of the dean in independent colleges is only equivalent to the salary paid to the associate professor of land

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

grant colleges. It is, however, $551 more than the median salary paid to full professors in twenty denominational colleges as shown in Reeves and Russell's report.

A slight increase in the salary of deans in independent colleges would increase the median of all groups considerably, as a proportionally larger number of independent colleges are included in the study. The median salary of deans in these colleges is less than that of 59 deans of public junior colleges. It is also less than the median salary paid to high school principals in schools ranging from 1000 to 2000 students.

In independent colleges 50.4 per cent of the deans are employed annually for nine months, 11.8 per cent for ten months, and 37.8 per cent for eleven or twelve months. Deans of liberal arts colleges in universities are generally employed annually for the longer period of months; 51.5 per cent are employed for eleven or twelve months, 25.4 per cent for ten months, and 23.1 per cent for nine months. The smallest salary accompanies the shortest period of annual employment. This is no doubt one reason why the dean with the short period of employment supplements his salary more frequently by summer employment. Perhaps the low salary also helps to account for the fact that deans of independent colleges of less than 1000 students have a short tenure of 4.3 years.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The median tenure for independent colleges as a whole is 5.57 years; that of deans of university colleges is 5.69 years. The office shows a little greater permanence than that of junior college deans as shown by Green's study. Since these deans are still in service the extent of their tenure is not fully determined; but an encouragingly long tenure is found in the tenure of the first deans of 82 colleges where the median tenure was 17.5 years.

Academic and professional preparation of deans. - Academically deans rank high among their fellows. With only one exception the percent of masters' and doctors' degrees increases as the size of the college increases. This exception is found in the large number of masters' degrees held by deans of colleges of less than 1000 students. Among deans of independent colleges as a whole the per cent of deans holding a master's degree is 89.9, while the per cent holding master's degrees among deans of independent colleges of less than 1000 students is 93.37. This may be due to pressure upon college officers to make the master's degree the minimum qualification.

Professionally deans have had little preparation for their work. Only 16.78 per cent have had professional courses preparing them directly for the duties of the deanship. As more courses of this type are offered by

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the larger universities, and college heads appoint younger men to this office the number of deans pursuing such courses will, no doubt increase. At present, age, experience in the institution, and dignity as characteristics of the dean of the medieval university still seem to be dominant and desirable traits.

A summary of the professional experience of deans, including their service as deans, shows them to be men of maturity and rich experience. Of 86 deans whose colleges belong to the American Association of Universities the median number of years of professional experience is 21.56 years. In 182 non-accredited colleges the median number of years of professional experience is 18.03. An interesting parallel to the apparent age of deans is revealed by McGlade's study of deans of women in land grant colleges. She found that the median age of deans of women in these institutions is 45 years.

In independent colleges 32 deans have had previous experience as deans, while in the university college only one dean has had such previous experience. Deans have had a variety of experience in various types of administrative work. Previous to assuming their present office 53.29 per cent have had some administrative experience. This includes experience as assistant deans. In independent colleges 29 deans have served as assistant deans and in uni-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

versity colleges three have had such experience. Other offices in which deans have had administrative experience are such as high school principal, college registrar, dean of men, and superintendent of schools.

Teaching load, academic honors, and evidences of professional growth. - Of 288 deans 21, or 7.3 per cent, do no teaching. The teaching load reflects the effect of accrediting, by the American Association of Universities. In independent colleges which are accredited by this association the median teaching load is 6.68 hours for the first semester and 7.33 hours for the second semester. In this group colleges which is not approved by this association the median teaching load of the dean for the first semester is 8.96 hours and for the second semester 9.05 hours. In the teaching load of deans of the liberal arts college of the university there is not such a great variation. The teaching load is slightly heavier for deans of non-approved colleges during the first semester and a little heavier for deans of approved colleges during the second semester. In the non-approved college the heavier load may seriously interfere with the efficient performance of administrative duties. Especially is this true of deans whose teaching load approaches the upper limit of 24 hours per semester. Most deans prefer to do some teaching and for professional growth perhaps this is

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

desirable, but when more than half of the dean's time is spent in teaching, it is doubtful if he can at the same time render the most desirable service as dean.

Evidences of scholarship. -Deans show evidence of superior scholarship as evidenced by the number of honorary fraternities of which they are members and the number of scholarships and fellowships which they have held. They rank low in professional attitude when judged by the number of professional organizations to which they belong and the number of meetings of such organizations which they have attended.

Contributions to professional literature. - The contributions of deans to professional literature also reflect a lack of professional spirit. During the past three years they have contributed 334 magazine articles and 47 books. Only four of these contributions relate to college problems, or college administration. All of the remainder reveal the interests of deans in their academic subjects. "The best evidence that a teaching staff is intellectually alive is their contribution to scholarly literature", according to Reeves and Russell.* Judged by this criterion deans fall far behind the staffs of such institutions as Purdue and Indiana Uni-

---

* See p. 132-33.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

versities. A few deans are working to stimulate research in their teaching corps, but on the whole very little is being accomplished. Such data force one to the conclusion that in spirit deans are primarily interested in teaching and the deanship is a secondary consideration; in other words they are first teachers, and then deans. It is here, again, that professional courses are needed for the stimulation of professional spirit.

Duties of the dean in independent colleges. - In independent colleges with an enrollment of less than 500 students 26 separate functions are performed by deans in 50 per cent or more of the cases reporting. The number reporting on different functions varied from 18 to 33 deans. In addition to these duties the dean shares several other duties with committees, the registrar, business manager, and the president.

In independent colleges with 500 and more students 22 separate functions are performed by deans in 50 per cent or more of the cases reporting. The number of deans reporting on different functions in this group varied from 19 to 34. In this group of colleges, heads of departments are given greater recognition for administrative responsibilities within their respective departments. Faculty participation through committees is also given greater consideration. With its larger student

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

body and more numerous and complicated problems, additional administrative officers are found in this group. These include in some cases a personnel officer, an assistant dean or dean of freshmen, a director of admissions, a field agent, vocational directors, or advisers, and employment or placement bureaus. These additional officers tend to lessen the number of the dean's functions. On the other hand, in some institutions the dean is the directing head of all these offices. In such cases he is an administrative officer in a larger sense than is the case in the smaller college.

Duties in liberal arts colleges of universities. - Deans of liberal arts colleges in universities perform 24 separate functions in 50 per cent or more of the cases reporting. The number reporting on different functions in this group varied from 24 to 46 deans. The organization and functions assigned to additional administrative officers in this group are not very different from those of the larger independent colleges. The dean of the university college enjoys greater freedom and responsibility than the dean of the independent college. Some of the larger functions which he performs are the appointment of faculty committees, the approval of equipment purchased, and the selection and promotion of the staff.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

. Although the study does not attempt to ennumerate all of the functions that deans perform, letters from deans of university colleges call attention to some additional functions which they perform. These may be summarized and enumerated as follows:

1. Administer measurements of student abilities in state wide testing programs.
2. Advising students before entrance.
3. Cooperating with state high schools and colleges.
4. Coordinating the work of the arts college with other colleges in the university.

Duties common to deans of all colleges. - A comparison of the functions of deans in the three groups of colleges shows 16 functions performed by 50 per cent or more of the cases reporting in each group. These common functions are:

1. To recommend candidates for diplomas and degrees.
2. To assist the president in budget estimates.
3. To advise with the president on school policy.
4. To plan and supervise college assemblies.
5. To offer vocational advice to students.
6. To administer school discipline.
7. To recommend students for honors.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

8. To recommend students for scholarships.

9. To check and follow up class absences.

10. To grant, approve, or disapprove, excuses.

11. To revise the course of study with heads of departments.

12. To interview delinquent students on individual scholarship.

13. To hold faculty meetings for the improvement of instruction.

14. To hold conferences with individual instructors for the improvement of instruction.

15. To direct activities for the orientation of freshmen.

16. To make addresses in behalf of the college.

Ten groups of activities occupying most of the time of the dean. - The time study based on daily schedules kept by deans of 73 colleges reveals some of the detailed activities involved in the larger functions. It also reveals some additional functions. Particularly is this true in the case of correspondence and other clerical work. As shown by this time study the ten groups of activities which require the greatest per cent of the dean's time are:

1. Teaching

2. Clerical work

3. Chapel plans and attendance

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

4. Registration and adjustment of schedules
5. Disciplinary problems
6. Committee work
7. Class absences and excuses
8. Delinquent student problems
9. Student extra-curricular activities
10. Catalogue, plans for courses and editing.

The first five of these occupy 65.77 per cent of the dean's time, and suggest a critical study by the dean who wishes to effectively budget his time.

## A Re-statement of the Duties of the Dean

A comparison of the duties of the dean and a critical study of the time distribution justify a rewording of the duties of the dean to include the various activities listed. The following list is a fair statement of the duties in the light of the data obtained in this study:

1. The dean of the independent liberal arts college presides at faculty meetings and college assemblies in the absence of the president. In the liberal arts college of the university this function is shared by other officers.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

2. The dean recommends candidates for diplomas and degrees. Such recommendations are sometimes made through a committee of which the dean is a member, and are presented to the faculty in regular meeting. Sometimes they are made directly by the dean to the president, or board of directors.
3. The dean assists the president in budget estimates and to some extent in the administration of the budget. In the university college the dean has a larger responsibility in both these respects.
4. The dean is largely responsible for planning college assemblies (chapel). Sometimgs he is assisted by the president, or a committee. He usually attends and sometimes conducts such exercises.
5. The dean controls student programs including both the registration and the readjustments which are necessary later.
6. The dean unofficially offers vocational advice to students. In the smaller college he has a large responsibility in this respect, but in the larger institu-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

tions this work is in a great measure delegated to other officers.

7. The dean is the disciplinary officer of the college. In the larger institutions this function is sometimes taken over by the assistant dean, deans of men and women, or the personnel officer.
8. The dean recommends students for honors and scholarships. Only in a few scattered cases are honors recommended by heads of departments, or scholarships by committees.
9. The dean checks on class absences, sometimes daily, sometimes weekly. Following up absences and conferring with students require a large percentage of his time. This is one of the first duties assigned to assistant deans or personnel officers in the larger institutions.
10. The dean interviews students on individual scholarship. While deans report that they interview excellent students with as great frequency as the delinquent students, the time study reveals such interviews only with delinquent students. In the larger

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

colleges class advisers, assistant deans, deans of men and women, and personnel officers share in this function.

11. The dean, in consultation with the heads of departments, revises the course of study. Occasionally this is done through a committee.
12. Deans report that they hold faculty meetings for the improvement of instruction. In practice (time study) no such cases were listed.
13. The dean holds conferences with individual instructors for the improvement of instruction. In a few cases in larger institutions this function is largely the responsibility of the departmental heads.
14. The dean, especially in the larger institution, plans and encourages creative effort. In some cases this may be interpreted to mean research, in other cases it takes the form of advising staff members regarding the publication of books or magazine articles.
15. The dean directs the activities for the orientation of freshmen.. No case was re-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ported in the activities of the deans probably because the school year was well advanced at the time the schedules were kept.

16. The dean advises with student leaders and thus indirectly controls extra-curricular activities. In some cases this function is delegated to deans of men and women.
17. The dean advises with the president on school policy. In the liberal arts college of the university the dean is responsible for the formulation of the school policy.
18. The dean has a part in the distribution of the teaching load of the staff. This function is performed more frequently by the dean of the small independent college, and the dean of the liberal arts college, of the university than by the dean of the larger independent college. In the larger independent college the president, heads of departments, and committees participate more generally in this function.
19. The dean makes addresses in behalf of the college. Such addresses relate to the

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

academic interests of the college rather than to its financial interests.

20. The dean meets new and prospective students, advises them as to the courses they should pursue, and often approves or disapproves their entrance credits.

21. The dean spends a large amount of time in correspondence. As the details of this correspondence were not revealed no conjecture can be made as to the possibility of delegating a portion of it to high-grade clerical assistants.

22. The dean as chairman or member of committees shares with his staff the responsibility for many delegated functions.

23. The dean is sometimes responsible for the business administration of the catalogue. More frequently he advises with the heads of the departments as to the courses to include or exclude and revises the write-ups for courses, the requirements for admission, and for graduation.

24. The dean teaches. Of 288 deans only 21 do no teaching. His median teaching load varies from 2.5 to 9.2 hours per semester

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

according to the type and size of the college. The time study reveals that teaching consumes 36.42 per cent of his day.

Recommendations

1. The office of the academic dean of the liberal arts college, beginning as a minor clerical position, has developed into an office with specialized functions. These functions vary somewhat in different institutions and in many cases some of them are now being delegated to other officers. Meantime the office of the dean is still expanding. This expansion seems to be along the line of three major problems; personnel guidance programs, the improvement of instruction with special emphasis on the lower college level, and the promotion of research. To attack these problems effectively the dean should be provided with an adequate office force, have a larger share in the selection and promotion of the staff, and in the distribution of the teaching load.

2. While the duties of deans vary somewhat in different colleges, there are certain duties performed by the majority of deans in all types of colleges. These common duties should form a basis for a better understanding among deans and presidents of colleges regarding the duties actually performed, and which the dean should be

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

expected to perform. In addition to this list of comparatively uniform duties the dean should be expected to perform other duties inherent in varying local situations.

3. The salary of the dean is well above the staff members of his particular type of college; but his salary in the small independent college is low when compared with the salaries paid to similar officers in state supported institutions. Perhaps the salaries of both teachers and deans in the smaller independent colleges need to be substantially increased.

4. Deans are well prepared academically for their work, but comparatively few have had any professional training for the duties of the office. In the majority of cases these duties have been acquired and their techniques learned by the expensive method of trial and error. Deans are academically rather than professionally minded. Professional training is needed to stimulate professional spirit in addition to supplying professional knowledge and techniques.

5. The practice in many institutions of appointing well established faculty members to the deanship has certain merits. A dean is thus secured who is familiar with local problems and who, generally, has had some administrative experience as head of a department, or the chairmanship of important committees. On the other hand

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

this practice secures a dean who has had no professional preparation for the office; whose initiative is likely to be restrained by local prejudices; and whose administrative emphasis may tend toward the traditional functions of the office.

6. The time study indicates that a more detailed and comprehensive study of activities would prove helpful to the dean who would budget his time to greater advantage. When 81.27 per cent of the time of the dean is devoted to ten functions which deal almost wholly with routine matters, a proper balance seems lacking.

7. The dean of the smaller independent college could advantageously to himself, the president, and the institution, be assigned some of the larger functions performed by the dean of the liberal arts college in the university. At the same time some of the minor routine functions could well be delegated to clerical assistants, deans of men and women, and class advisers. The system of advisers at Miami University furnishes a good illustration of some of the duties which may be delegated to advisers.[1] At Miami the details of registration, excusing

---

[1] Carter V. Good, "Administration and Supervision of Students by Advisers in a Teacher Training Institution". Educational Administration and Supervision, XII (March, 1926), pp. 161-169.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

class absences, securing permission for adding or dropping courses, and interviewing students on individual scholarship, are all delegated to student advisers.

8. If the academic dean of the liberal arts college is to be recognized as an educational leader, in many institutions attentions needs to be given to a lighter teaching load, greater opportunities for outside contact through professional organizations, and to providing some facilities for educational research in the institution.

9. This study has presented a comprehensive picture of the office of the academic deanship in the American college, including the historical development of the office, the vocational history of the individual who holds that office, a list of the duties common to the majority of deans in different types of colleges, and a detailed study of the list of duties which require most of the dean's time. The details of the picture need to be supplemented by further studies. Case studies of delinquent students; the techniques which deans use in the performance of their functions; further experimentation with student honor, and student self-governing associations; programs for the improvement of instruction on the college level; and a list of the functions of the dean which may be wisely delegated to the clerical and

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

other assistants, are suggestive of the types of studies needed.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

# Bibliography

## A. Related Studies and Literature

### Books

1. Brooks, R. C. Reading for Honors at Swathmore. New York: Oxford University Press, 1927. Pp. 196.

2. Brown, Rollo Walter, Dean Briggs. New York: Harper and Brothers, 1926. Pp. 332.

3. Frasier, G. W. and Others. Experiments in Teachers College Administration. Baltimore: Warwick and York, 1929. Pp. 76.

4. Good, Carter V. Teaching in College and University. Baltimore: Warwick and York, 1929. Pp. xiii 558.

5. Hudelson, Earl, and Others. Problems of College Education. Minneapolis, Minnesota: University of Minnesota Press, 1928. Pp. xvii-450.

6. Johnson, M. N. The Dean in the High School. New York: Professional and Technical Press, 1929. Pp. 336.

7. Kelly, F. J. The American Arts College. New York: The Macmillan Company, 1925. Pp. xiv-198.

8. Kelly R. L., and Others. The Effective College. New York: Association of American Colleges, 1928. Pp. xii-302.

9. Kent, R. A., and Others. Higher Education in America. Boston: Ginn and Company, 1930. Pp. x-690.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

10. Little C. C. The Awakening College. New York: W. W. Norton and Company, 1930. Pp. 282.

11. Merrill, Ruth A. and Bragdon, Helen D. The Vocation of Dean. New York: Press and Publicity Committee of the National Association of Deans of Women, 1926. Pp. 48.

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

13. Reeves, F. W., and Russell, J. D. College Organization and Administration. Indianapolis, Indiana: Board of Education Disciples of Christ, 1929. Pp. 316.

14. Sturtevant, Sarah M., and Strang, Ruth. A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools. Teachers College, Columbia University, Contributions to Education, No. 319. New York: Teachers College, Columbia University, 1928. Pp. 95.

Magazines

1. Carpenter, W. W. and Carter, W. R. "The Duties of the Dean of the Public Junior College". Peabody Journal of Education, VII (January, 1930), 218-23.

2. Gay, Edward R. "History of the Development of the Office of the Dean of Men". School and Society, XVI (July 1, 1922), 65-70.

3. Good, Carter V. "Administration and Supervision of Students by Advisers in a Teacher Training Institution". Educational Administration and Supervision, XII (March, 1926), 161-69.

4. Green, R. E. "Administrative Deans of the Public Junior College". School Executive Magazine, XLIX (November, 1929), 122-24.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

5. Greenough, C. H. "The Student Council and the Dean at Harvard". School and Society, XXVII (May 5, 1928), 527-29.

6. Hoffman, Beulah R. "Correlation of the Work of the High School and College Deans". North Carolina Teacher, IV, No. 6 (February, 1928), 122-7, 182.

7. Knight, E. W. "Consider the Deans, How They Toil". School and Society, XXVII (June, 1928), 649-53.

8. Milner, Clyde A. "Some Functions of a College Dean". Bulletin of the Association of American Colleges, XVII, No. 4 (December, 1931), 518-21.

9. Pearce, Eulah Mae. "Dean's Work One of High Status Among Professions". North Dakota Teacher, VII (May, 1928), 13-14.

10. Stone, H. E. "The University Dean of Men". School and Society, XXVIII (September 22, 1928), 347-50.

11. Strang, Ruth. "Who Performs Personnel Duties?" School Review, XXIX (January, 1931), 33-41.

12. Strang, Ruth. "A Method of Gathering Information about the Profession of Dean of Women". Vocational Guidance Magazine, VII (December, 1928), 105-14.

13. Sturtevant, Sarah M. "What is a Professional Course for Deans of Women?" School and Society, XXIX (September 1, 1928), 259-62.

14. Sturtevant, Sarah M. and Hayes, Harriet. "A Partial Bibliography for Deans of Women and Girls". Teachers College Record, XXIX (April, 1928), 28-47.

15. Sturtevant, Sarah M., and Others. "Turnover Among Deans of Women". Personnel Research, VIII(April, 1930), 384-92.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## Theses

1. Collier, C. B. The Dean of the State Teachers College Peabody Contribution to Education, Number 24. Nashville: George Peabody College, 1926. Pp. 96.

2. Jones, Jane Louise. A Personnel Study of Deans of Women in Colleges and Universities. Teachers College, Contributions to Education, Number 319. New York: Teachers College, Columbia University, 1928. Pp. 155.

3. Raub, Nellie Taylor. The Work of Deans of Women in Some Coeducational Colleges and Universities of the North Central Association of Colleges and Secondary Schools. Unpublished Master's thesis, Indiana University.

## Supplementary and Miscellaneous Aids

1. Accredited Higher Institutions. Office of Education Bulletin No. 19, 1930. Washington: Office of Education. Pp. v-40.

2. Bennett, John N. A Study of the Office of Dean of Men. Reprinted from Secretarial Notes on the Seventh Annual Conference of Deans and Advisers of Men Held at the University of North Carolina, April 23-24-25, 1925.

3. Educational Directory, Institutions of Higher Education, Part II, Office of Education Bulletin No. I, 1931. Washington: Office of Education. Pp. iii-156.

4. Leonard, R. J., Evenden, E. S. and O'Rear, F. B. Survey of Higher Education for the United Lutheran Church of America, Vols. I, II, and III. New York: Bureau of Publications, Teachers College, Columbia University, Pp. 535, 612, and 623.

5. Minutes of the Second Annual Meeting of the Eastern As-

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

sociation of College Deans and Advisers of Men. New York: New York University, 1930. Pp. 3 - 3.

6. Palmer, Archie M. Fifty-Five New College Presidents. Association of American Colleges Bulletin, XV, No. 3. (November, 1929), 335-428.

7. Secretarial Notes for the Twelfth Annual Conference of the National Association of Deans and Advisers of Men. Held at Fayetteville, Arkansas, May 1, 2, 3, 1930.

8. Status of the High School Principal. Bureau of Education Bulletin No. 24, 1925. Washington: Bureau of Education. Pp. vi - 71.

9. Survey of Land Grant Colleges and Universities. Office of Education Bulletin No. 9. Washington: Office of Education. Vol. I, Pp. xviii - 998, Vol. II, vi - 920.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## B. Historical Sources

### Books

1. Adams, Herbert B. Thomas Jefferson and the University of Virginia. Washington, D. C: Government Printing Office, 1888. Pp. 304.

2. Blackmar, Frank W. History of Federal and State Aid to Higher Education in the United States. Bureau of Education, Circular, No. 1, 1890. Washington: Bureau of Education, Pp. 343.

3. Bronson, Walter C. The History of Brown University 1764-1914. Providence, R. I.: Brown University Press, 1914, Pp. 548. Appendix contains the Charter, Early Laws of the College, the College Seal and Bibliography.

4. .....Cornell College, The Fiftieth Anniversary. Chicago: Lakeside Press, 1904. Pp. 117. Appendix gives faculty lists.

5. Collins, Varnum L. Princeton. New York: Oxford University Press, 1914. Pp. 413.

6. Damerast, William H. S. History of Rutgers College, 1766-1924. New Brunswick, N. J: Rutgers University Press, 1924. Pp. 570.

7. Eliot, Charles W. University Administration. New York: Houghton Mifflin Company, 1908. Pp. iii-266.

8. Gardiner, John Hays. Harvard. New York: Oxford University Press, 1914. Pp. 321.

9. Fulton, Maurice Garland (Editor). College Life Its Conditions and Problems. New York: The Macmillan Company, 1920. Pp. 524.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

10. Hitchcock, Edward. Reminiscences of Amherst College. Northhampton, Massachusetts: Bridgman and Childs, 1863. Pp. 407.

11. James, Edmund J. Sixteen Years at the University of Illinois. Urbana, Illinois: University of Illinois Press, 1920. Pp. 263.

12. Keppel, Frederick P. Columbia. New York: Oxford University Press, 1914. Pp. 297.

13. Keppel, Frederick P. The Undergraduate and His College. New York: Houghton Mifflin Company, 1917. Pp. 374.

14. Lindsay, E. E., and Holland E. O. College and University Administration. New York: The Macmillan Company, 1930. Pp. 666.

15. Matthews, Brander. (Chairman of Committee, Editors). A History of Columbia University, 1754-1904. New York: The Macmillan Company, 1904. Pp. 493.

16. Mendenhall, Thomas C. History of Ohio State University. Columbus, Ohio: Ohio State University Press, Vol. II, 1926, Pp. 191.

17. Taylor, James Monroe, and Haight, Elizabeth H. Vassar. New York: Oxford University Press, 1915. Pp. 232.

18. Slosson, E. E. Great American Universities. New York: The Macmillan Company, 1910. Pp. 525.

19. ....State of Ohio, Historical Sketches of the Higher Educational Institutions and also Benevolent and Reformatory Institutions. Columbus, Ohio: State Printing Office, 1876. Pp. 400-500 (Not Numbered).

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

20. Thwing, Charles F. The American and German Universities. New York: The Macmillan Company, 1928. Pp. 238.

21. .....United States Bureau of Education, Circular of Information, No. 2, 1888. Washington: Bureau of Education. Pp. 300. Contains authorized historical sketches of Hampden-Sidney College, Randolph Macon College, Richmond College, and the University of Virginia.

22. .....Memorial Volume of Denison University. Granville, Ohio: Denison University, 1907. Pp. 140.

23. Van Amringe, J. H. Historical Sketch of Columbia College in the City of New York - 1754-1876. New York: Columbia College Press, 1876. Pp. 243. Appendix contains original charter with acts of the legislature altering and amending same.

24. .....Proceedings at the Inauguration of Frederick A. P. Barnard as President of Columbia College. New York: Hurd and Houghton, 1864. Pp. 106. Contains list of presidents of Columbia since its foundation.

Official Reports, Bulletins, Magazines, and Periodicals in Ten Ohio Colleges

1. Chalfant, James M. "Visits with the Dean - Unofficial". Ohio State University Monthly, XXI (April, 1930), 310.

2. ....."College Organization". Antioch College Faculty Manual, 1930-31. p. 66. Yellow Springs, Ohio: Antioch College Press.

3. ....."Dean Inman to Direct $2000,000 Research Project". The Antiochian, XI (June 18, 1930), 1.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

4. ....."Dean Nash Resigns", The Antiochian, X (December 14, 1928), 1.

5. .....Dean of Men, Wilmington College Bulletin, XXVII, No. 1, p. 4. Wilmington College, 1931.

6. ....."Duties of the Dean". Typewritten list in the private office of the president of Muskingum College. New Concord, Ohio.

7. .....Denny, Joseph Villiers. "Choice of New Arts College Head is Fortunate One". Ohio State University Monthly, XII (May, 1921), 17.

8. .....Faculty Minutes, Capital University: October 28, 1927; June 14, 1928; November 10, 1928; April 18, 1929; September 30, 1930; and November 30, 1930. Courtesy of the Secretary of the Faculty, Capital University, Columbus, Ohio.

9. ....."Extracts from the Annual Report of the President to the Board of Trustees of Ohio Wesleyan University". Ohio Wesleyan Transcript, L (June 12, 1917), 3.

10. Handbook of Information for Faculty, Students, and Prospective Students, Series No. 23, 1927. New Concord: Muskingum College, p. 106.

11. ....."Junior Deans". Ohio State University Bulletin, College of Arts and Sciences, XXV (April 14, 1931), Columbus, Ohio: Ohio State University Press. p. 197.

12. .....Reports of the Board of Trustees of the Ohio State University to the Governor of Ohio:

Twenty-Fifth Annual Report, 1895;
Twenty-Sixth Annual Report, 1896;
Forty-First Annual Report, 1911;
Forty-Sixth Annual Report, 1916;

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Forty-Ninth Annual Report, 1919;
Fifty-First Annual Report, 1921;
Fifty-Second Annual Report, 1922;
Columbus: State of Ohio.

13. ....."Report on the Nature and Scope of the Dean's Service", Typewritten copy of the report of the Administrative Council, 1930, on file in the office of the dean of the College of Arts and Sciences, Ohio State University, Columbus, Ohio. Pp. 3.

14. ....."Siebert, '88, is Acting Dean". Ohio State University Monthly, XVII (February, 1927), 210.

15. ....."The Dean". The Tan and Cardinal, Otterbein College Student Publication, V (September 19, 1921), 4.

16. ....."The Dean of the College". Ohio Wesleyan University Alumni News Bulletin, XVI (May 1, 1917), 3.

17. ....."The Meeting of Trustees". Otterbein Aegis, V (June, 1907), 24.

Annual Catalogues of Ten Ohio Colleges

1. The Annual Catalogues of Antioch College, 1902-1930. Yellow Springs: Antioch College.

2. The Annual Catalogues of Ashland College, 1927-1930. Ashland: Ashland College.

3. The Annual Catalogues of Capital University, 1923-1930. Columbus: Capital University.

4. The Annual Catalogues of Denison University, 1908-1930. Granville: Denison University.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

5. The Annual Catalogues of Muskingum College, 1915-1930. New Concord: Muskingum College.

6. The Annual Catalogues of Ohio State University, 1895-1932. Columbus: Ohio State University.

7. The Annual Catalogues of Ohio Wesleyan University, 1904-1930. Delaware: Ohio Wesleyan University.

8. The Annual Catalogues of Otterbein College, 1904-1930. Westerville: Otterbein College.

9. The Annual Catalogues of Wilmington College, 1920-1931. Wilmington: Wilmington College.

10. The Annual Catalogues of Wittenberg College, 1914-1930. Springfield: Wittenberg College.

Interviews with College Officials in Ten Ohio Colleges

1. Interview with the dean of Antioch College, December 1, 1931.

2. Interview with Stephen B. Weston, former dean of Antioch College, February 3, 1932.

3. Interview with the dean of Antioch College, February 4, 1932.

4. Interview with Ondess L. Inman, former dean of Antioch College, February 4, 1932.

5. Interview with the dean of Ashland College, December 4, 1930.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

6. Interview with the dean of the liberal arts college, Capital University, October 6, 1930.

7. Interview with Carl Ackerman, Secretary of the Faculty, Capital University, January 13, 1932.

8. Interview with the dean of the liberal arts college, Capital University, February 20, 1932.

9. Interview with the dean of men, Denison University, November 10, 1930, and February 17, 1932.

10. Interview with the dean of Muskingum College, November 17, 1930.

11. Interview with the acting president of Muskingum College, February 16, 1932.

12. Interview with the dean of Muskingum College, February 16, 1932.

13. Interview with the dean of arts and sciences, Ohio State University, January 19, 1932.

14. Interview with the junior dean, Ohio State University, January 19, 1932.

15. Interview with the reference librarian, Ohio State University, January 23, 1932.

16. Interview with the dean of the liberal arts college, Ohio Wesleyan University, December 8, 1930.

17. Interview with the assistant in the office of the dean of the liberal arts college, Ohio Wesleyan University, February 4, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

18. Interview with the president of Otterbein College, January 5, 1931.

19. Interview with the acting dean and registrar of Otterbein College, February 6, 1932.

20. Interview with the dean of Wilmington College, December 30, 1931.

21. Interview with the president of Wilmington College, December 30, 1931.

22. Interview with the acting president of Wilmington College February 2, 1932.

23. Interview with the dean of Wilmington College, February 2, 1932.

24. Interview with the dean of the school of education, Wilmington College, February 2, 1932.

25. Interview with the dean of Wittenberg College, who was formerly secretary of the faculty of Wittenberg College, November 12, 1930.

26. Interview with the dean of Wittenberg College, February 3, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## Appendix - Forms Used in the Study

### Form A. - Vocational History Questionnaire

Please place a check mark after items to indicate "yes" and fill in the blanks as indicated. No personal data will be published. The aim is to find the range and averages.

Name _____Dean of_____College_____
Place_____Student Enrollment, Arts College_____

I. Degrees
   1. A.B.___A.M.___Ph.D.___Others_____
   2. Years spent in graduate study 1__2__3__4__5_____

II. Professional Training
   1. Graduate professional educational courses preparing you for the deanship?_____
   2. Please list any graduate courses that you have found especially helpful in your work as dean.
      _____
      _____

III. Experience
   1. How long have you been in your present position___
   2. How long before taking your present position were you:
      a. Dean of a college?___normal school or teacher's college?___high school?___
      b. Assistant to college dean?____to normal school or teacher's college dean?_____
      c. Please list positions held by years and institutions

| Institution | Position | Years |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

IV. Salary
   Present salary____Number of months___Extra for summer session_____

V. Teaching
   Do you teach?____Hours per week during first semester_____Second semester_____summer session_____

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

VI. Academic honors received
1. Member of Greek letter fraternities, number____
2. Fellowships held, please list_____
3. Scholarships awarded, please list_____
4. Honorary degrees received_____
5. Any other_____

VII. Professional Organizations
1. Member of National Association of Deans_____
State Association of Deans_____Any other_____
2. Meetings of such organizations attended during 1929-1930.

_____
_____

VIII. Publications
1. How many magazine articles have you written in the past three years?_____
2. Number of books written during the past three years_____
(Any indication as to the nature of such articles or books will be appreciated, kindly note here)

_____
_____

IX. Travel
Have you had any foreign travel?____Please list the countries visited and date_____
_____

X. Staff Organization
1. Number of assistant deans under your direction_____
2. Number of clerical assistants in your office___
3. Has your institution a separate dean of men?___
A dean of women?_____

XI. Would you be willing to cooperate further in this study by keeping a detailed list of your activities for one day, instructions to be sent you later?_____

XII. Should you like to be provided with a summary of the results of this study?_____

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

List of Cooperating Colleges
Vocational History Questionnaire

**Alabama**

Athens -----Athens College for Young Women
Birmingham---Birmingham Southern College
----------Howard College
Marion-------Judson College
Montevallo---Alabama College
Montgomery---Women's College of Alabama

Arizona

Tucson-------University of Arizona

Arkansas

Arkadelphia--Ouachita College
Batesville---Arkansas College
Clarksville--College of the Ozarks
Conway-------Hendrix-Henderson College
Fayetteville-University of Arkansas
Searcy-------Galloway Woman's College

California

Angwin-------Pacific Union College
Berkeley-----University of California
Claremont----Scripps College
Los Angeles--Occidental College
Mills College - Mills College
Redlands-----University of Redlands
San Francisco - St. Ignatius College
Stockton-----College of the Pacific
Whittier-----Whittier College

Colorado

Boulder------University of Colorado
Colorado Springs--Colorado College
Denver-------University of Denver
Loretto Heights --Loretto College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Connecticut

Middletown-------Wesleyan University
New Haven--------Albertus Magnus College
----------------Yale University
New London-------Connecticut College for Women

Delaware

Newark----------University of Delaware

District of Columbia

Washington-------American University
----------------Catholic University of America
----------------Gallaudet College
----------------Georgetown University
----------------George Washington University
----------------Howard University

Florida

Deland----------John B. Stetson University
Gainesville------University of Florida
Lakeland---------Southern College
Winter Park------Rollins College

Georgia

Athens----------University of Georgia
Atlanta----------Clark University
----------------Morris Brown University
----------------Spelman College
Augusta----------Paine College
Decatur----------Agnes Scott College
Emory University-Emory University
Forsyth----------Bessie Tift College
Gainesville------Brenau College
Lagrange---------Lagrange College
Macon------------Mercer University
Rome-------------Shorter College

Idaho

Caldwell---------College of Idaho
Moscow----------University of Idaho
Wesleyan---------Gooding College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Illinois

Alton----------Shurtleff College
Bloomington-----Illinois Wesleyan College
Carthage--------Carthage College
Chicago---------Loyola University
----------------University of Chicago
Decatur---------James Millikin University
Elmhurst--------Elmhurst College
Eureka----------Eureka College
Galesburg-------Northwestern University
Greenville------Greenville College
Lake Forest-----Lake Forest College
Monmouth--------Monmouth College
Rockford--------Rockford College
River Forest----Rosary College
Urbana----------University of Illinois
Wheaton---------Wheaton College

Indiana

Bloomington-----Indiana University
Crawfordsville--Wabash College
Earlham---------Earlham College
Evansville------Evansville College
Franklin--------Franklin College
Goshen----------Goshen College
Greencastle-----De Pauw University
Hanover---------Hanover College
Huntington------Huntington College
Indianapolis----Butler College
0---------------Indiana Central College
La Fayette------Purdue University
Marion----------Marion College
Notre Dame------University of Notre Dame
St. Mary of the Woods - St. Mary of the Woods College
Valparaiso------Valparaiso University

Iowa

Cedar Rapids----Coe College
Clinton---------Wartburg College
Decorah---------Luther College
Des Moines------Drake University
Dubuque---------University of Dubuque
Fairfield-------Parsons College
Fayette---------Upper Iowa University
Grinnell--------Grinnell College
Indianola-------Simpson College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Lamoni----------Graceland College
Le Mars---------Western Union College
Mount Pleasant--Iowa Wesleyan College
Pella-----------Central College
Storm Lake------Buena Vista College

Kansas

Atchison--------St. Benedict's College
Baldwin City----Baker University
Emporia---------College of Emporia
Hillsboro-------Tabor College
Kansas City-----Kansas City University
Lawrence--------University of Kansas
McPherson-------McPherson College
Newton----------Bethel College
Ottawa----------Ottawa University
Salina----------Kansas Wesleyan University
Sterling--------Sterling College
Wichita---------Friends University
----------------Municipal University of Wichita
Winfield--------Southwestern College

Kentucky

Berea-----------Berea College
Danville--------Center College
Georgetown------Georgetown College
Kingswood-------Kingswood Holiness College
Lexington-------University of Kentucky
Louisville------University of Louisville
Wilmore---------Asbury College
Winchester------Kentucky Wesleyan University

Louisiana

Baton Rouge-----Louisiana State University
New Orleans-----Loyola University
----------------New Orleans University
----------------Tulane University
Pineville-------Louisiana College
Shreveport------Centenary College

Maine

Lewiston--------Bates College
Waterville------Colby College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Maryland

Baltimore--------Morgan College
----------Goucher College
Chestertown------Washington College
Frederick--------Hood College
Lutherville------Maryland College for Women
Westminster------Western Maryland College

Massachusetts

Amherst----------Amherst College
Boston-----------Boston University
----------Northeastern University
----------Simmons College
Cambridge--------Harvard University
----------Radcliffe College
Northampton------Smith College
Norton-----------Wheaton College
Tufts------------Tufts College
Wellesley--------Wellesley College
Williamstown-----Williams College

Michigan

Albion-----------Albion College
Alma-------------Alma College
Ann Arbor-------- University of Michigan
Berrien Springs--Emmanual Missionary College
Detroit----------College of the City of Detroit
----------University of Detroit
Grand Rapids-----Colvin College
Hillsdale--------Hillsdale College
Nazareth---------Nazareth College
Olivet-----------Olivet College

Minnesota

Collegeville-----St. John's University
Minneapolis------University of Minnesota
Morehead---------Concordia College
Northfield-------Carleton College
----------St. Olof College
St. Paul---------Hamline University
St. Peter--------Gustavus Adolphus College
Winona-----------St. Teresa College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Mississippi

Blue Mountain------Blue Mountain College
Clinton-----------Mississippi College
Grenada-----------Grenada College
Jackson-----------Millsaps College
University--------- University of Mississippi

Missouri

Canton------------Culver-Stockton College
Columbia----------University of Missouri
Fayette-----------Central College
Fulton------------Westminster College
Liberty-----------William Jewell College
Marshall----------Missouri Valley College
Parkville---------Park College
Springfield-------Drury College
Tarkio------------Tarkio College
Webster Groves-----Webster College

Montana

Helena------------Inter Mountain Union College
Missoula----------University of Montana

Nebraska

Blair-------------Dana College
Central City------Nebraska Central College
Crete-------------Doane College
Fremont-----------Midland College
Hastings----------Hastings College
Omaha-------------Creighton University
------------------University of Omaha
York--------------York College

Nevada

Reno--------------State University of Nevada

New Hampshire

Hanover-----------Dartmouth College
Manchester--------St. Anselm College

New Jersey

East Orange-------Upsala College
Madison-----------Drew University

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

New Brunswick--------Rutgers College
Princeton-----------Princeton University
South Orange--------Seton Hall College

New Mexico

Albuquerque---------University of New Mexico

New York

Alfred--------------Alfred University
Brooklyn------------St. Francis College
--------------------St. John's College
--------------------St. Joseph's College for Women
Buffalo-------------D'Youville College
Elmire--------------Elmire College
Geneva--------------Hobart College
Houghton------------Houghton College
Keuka---------------Keuka College
New Rochelle--------College of New Rochelle
New York------------Barnard College
--------------------College of Mount St. Vincent
--------------------Columbia University
--------------------Fordham University
O-------------------Manhattan College
Oneonta-------------Hartwick College
Poughkeepsie--------Vassar College
Rochester-----------University of Rochester
Troy----------------Russell Sage College

North Carolina

Ashville------------St. Genevieve's College
Chapel Hill---------University of North Carolina
Davidson------------Davidson College
Durham--------------Duke University
Elon----------------Elon College
Greensboro----------Greensboro College
--------------------North Carolina College for Women
Hickory-------------Lenoir-Rhyne
High Point----------High Point College
Murfreesboro--------Chowan College
Raleigh-------------Meredith College
Salisbury-----------Catawba College
Wake Forest---------Wake Forest College
Winston-Salem-------Salem College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

North Dakota

Jamestown----------Jamestown College
University---------University of North Dakota

Ohio

Ada----------Ohio Northern University
Akron----------University of Akron
Ashland----------Ashland College
Athens----------Ohio University
Cedarville---------Cedarville College
Cincinnati---------University of Cincinnati
Cleveland----------John Carroll University
----------Ursuline College
Columbus----------Ohio State University
Defiance----------Defiance College
Delaware----------Ohio Wesleyan University
Findley----------Findley College
Gambier----------Kenyon College
Granville----------Denison University
Hiram----------Hiram College
Marietta----------Marietta College
New Concord--------Muskingum College
Oberlin----------Oberlin College
Oxford----------Miami University
Painesville--------Lake Erie College
Springfield--------Wittenberg College
Tiffin----------Heidelberg College
Westerville--------Otterbein College
Wilberforce--------Wilberforce College
Wilmington---------Wilmington College
Wooster----------College of Wooster
Yellow Springs-----Antioch College

Oklahoma

Chickasha----------Oklahoma College for Women
Norman----------University of Oklahoma
Oklahoma City------Oklahoma City University
Shawnee----------Oklahoma Baptist University
Tulsa----------University of Tulsa

Oregon

Albany----------Albany College
Forest Grove-------Pacific University
McMinville---------Linfield College
Newberg----------Pacific College
Salem----------Williamette University

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Pennsylvania

Allentown----------Cedarcrest College
----------Muhlenberg College
Beaver Falls--------Geneva College
Bryn Mawr----------Bryn Mawr College
Carlisle-----------Dickinson College
Chambersburg--------Wilson College for Girls
Collegeville--------Ursinus College
Easton-------------Lafayette College
Gettysburg---------Gettysburg College
Greensburg---------Seton Hill College
Grove City---------Grove City College
Huntington---------Juniata College
Latrobe------------St. Vincent College
Loretto------------St. Francis College
New Wilmington------Westminster College
Philadelphia--------Temple University
Pittsburgh---------Pennsylvania College for Women
Reading------------Albright College
Rosemont-----------Rosemont College
Scranton-----------Mary Wood College
Selingsgrove--------Susquehanna University
Swathmore----------Swathmore College
Washington---------Washington and Jefferson College

Rhode Island

Providence---------Brown University

South Carolina

Charleston---------College of Charleston
Clinton------------Presbyterian College of South Carolina
Columbia-----------Columbia College
----------University of South Carolina
Gaffney------------Limestone College
Greenville---------Furman University
----------Greensville Woman's College
Greenwood----------Lander College
Hartsville---------Coker College
Rock Hill----------Winthrop College
Spartanburg--------Wofford College

South Dakota

Huron--------------Huron College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Sioux Falls----------Augustana College
Yankton--------------Yankton College

Tennessee

Bristol--------------King College
Chatanooga-----------University of Chatanooga
Greenville-----------Tuskulum College
Horrogate------------Union University
Jefferson City-------Carson and Newman College
Knoxville------------Knoxville College
----------------------University of Tennessee
Lebenon--------------Cumberland University
McKenzie-------------Bethel College
Milligan College-----Milligan College
Sewanee--------------University of the South

Texas

Abilene--------------Abilene Christian College
----------------------McMurry College
----------------------Simmons University
Austin---------------St. Edward's University
----------------------University of Texas
Belton---------------Baylor College for Women
Brownwood------------Howard Payne College
Dallas---------------Southern Methodist University
Fort Worth-----------Texas Christian University
----------------------Texas Women's College
Georgetown-----------Southwestern University
Marshall-------------Bishop College
Milford--------------Texas Presbyterian College
San Antonio----------Incarnate Word College
Sherman--------------Austin College
Waco-----------------Baylor University
Waxahachie-----------Trinity University

Utah

Provo----------------Brigham Young University
Salt Lake City-------University of Utah

Vermont

Middlebury-----------Middlebury College

Virginia

Ashland--------------Randolph Macon College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Bridgewater---------Bridgewater College
Charlottesville-----University of Virginia
Emory---------------Emory and Henry College
Hampden-Sidney------Hampden-Sidney College
Hollins-------------Hollins College
Lexington-----------Washington and Lee University
Salem---------------Roanoke College
Williamsburg--------College of William and Mary

Washington

College Place-------Walla College
Seattle-------------University of Washington
Spokane-------------Gongaga University
Tacoma--------------College of Pudget Sound
Walla Walla---------Whitman College

West Virginia

Barboursville-------Morris Harvey College
Bethany-------------Bethany College
Buckhannon----------West Virginia Wesleyan College
Elkins--------------Davis and Elkins College
Morgantown----------West Virginia University
Salem---------------Salem College

Wisconsin

Appleton------------Lawrence College
Ashland-------------Northland College
Beloit--------------Beloit College
Madison-------------University of Wisconsin
Milton--------------Milton College
Milwaukee-----------Milwaukee-Downer College
--------------------Mount Mary College
Ripon---------------Ripon College
Watertown-----------Northwestern College
Waukesha------------Carroll College

Wyoming

Laramie-------------University of Wyoming

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## Form B. - Tentative List of Duties of the Academic Dean Based on Related Studies

A. General Administration
   1. Preside in the absence of the president
   2. Direct summer school
   3. Approve diplomas and degrees
   4. Edit catalogue
   5. Schedule classes and examinations
   6. Appoint standing and speciall committees
   7. Attend board meetings
   8. Recommend teachers for employment
   9. Submit budget estimates
   10. Determing school policy
   11. Raise money for college

B. Student Accounting
   1. Control student programs
   2. Pass on credits
      a. For admission
      b. For advanced standing
   3. Offer vocational guidance advice
   4. Keep records
      a. Health
      b. Employment
      c. Grades
   5. Administer school discipline
   6. Seek appointments for graduates
   7. Recommend students for honors, scholarships, and loans
   8. Check and follow up class absences
   9. Send reports to parents

C. Supervision of Instruction
   1. Distribute teaching load
   2. Revise course of study
   3. Hold teachers' meetings and individual conferences
   4. Approve subject matter of courses
   5. Approve purchase of equipment

D. Social Relationships
   1. Entertain students
   2. Entertain college visitors
   3. Advise with pan-hellenic
   4. Control extra-curricular activities

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

E. Community Relationships
   1. Furnish school publicity
   2. Make public speeches in behalf of the college
   3. Confer with community leaders on problems of community interest
   4. Active in civic organizations
   5. Participate in Sunday school and church work

F. Teaching hours per week.....

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

**Form B. - Tentative List of Duties of the Academic Dean**

Used as a basis for interviewing central Ohio deans

Directions. Please check in the first column the duties you perform. In column two indicate the person or persons performing any duty for which you are not responsible. At the end of each division please add additional duties that you perform.

| A. General Administration | Do you? | Who does? |
|---|---|---|
| 1. Preside in the absence of the president | 1.____ | 1.____ |
| 2. Direct summer school | 2.____ | 2.____ |
| 3. Approve diplomas and degrees | 3.____ | 3.____ |
| 4. Edit catalogue | 4.____ | 4.____ |
| 5. Schedule | 5.____ | 5.____ |
| a. Classes | a____ | a____ |
| b. Examinations | b____ | b____ |
| 6. Appoint standing committees | 6.____ | 6.____ |
| 7. Appoint special committees | 7.____ | 7.____ |
| 8. Attend board meetings | 8.____ | 8.____ |
| 9. Recommend teachers | 9.____ | 9.____ |
| a. For employment | a____ | a____ |
| b. For promotion | b____ | b____ |
| 10. Submit budget estimates | 10.____ | 10.____ |
| 11. Determine school policy | 11.____ | 11.____ |
| 12. Raise money for college | 12.____ | 12.____ |
| **B. Student Accounting** | | |
| 1. Control Accounting | 1.____ | 1.____ |
| 2. Pass on credits | 2.____ | 2.____ |
| a. For admission | a____ | a____ |
| b. For advanced standing | b____ | b____ |
| 3. Offer vocational guidance advice | 3.____ | 3.____ |
| 4. Keep records | 4.____ | 4.____ |
| a. Health | a____ | a____ |
| b. Employment | b____ | b____ |
| c. Grades | c____ | c____ |
| 5. Administer school discipline | 5.____ | 5.____ |
| 6. Seek appointments for graduates | 6.____ | 6.____ |
| a. Honors | a____ | a____ |
| b. Scholarships | b____ | b____ |
| c. Loans | c____ | c____ |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

| | Do you? | Who does? |
|---|---|---|
| C. Supervision of Instruction | | |
| 1. Distribution of teaching load | 1._____ | 1._____ |
| 2. Revise course of study | 2._____ | 2._____ |
| 3. Hold teachers' meetings | 3._____ | 3._____ |
| 4. Hold individual conferences with teachers | 4._____ | 4._____ |
| 5. Approve subject matter of courses | 5._____ | 5._____ |
| 6. Approve purchase of equipment | 6._____ | 6._____ |
| D. Social Relationships | | |
| 1. Entertain students | 1._____ | 1._____ |
| 2. Entertain college visitors | 2._____ | 2._____ |
| 3. Advise with pan-hellenic | 3._____ | 3._____ |
| 4. Control extra-curricular activities | 4._____ | 4._____ |
| E. Community Relationships | | |
| 1. Furnish school publicity | 1._____ | 1._____ |
| 2. Make public speeches in behalf of the college | 2._____ | 2._____ |
| 3. Confer with community leaders on problems of community interest | 3._____ | 3._____ |
| 4. Active in civic organizations | 4._____ | 4._____ |
| 5. Participate in Sunday school and church work | 5._____ | 5._____ |
| F. Teaching | | |
| 1. Teaching hours per week | 1._____ | 1._____ |
| 2. Subject taught, indicate here | | |

_____

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Form B. - Tentative list of the duties of the dean. Completed form as sent to all deans whose colleges meet with the approval of the American Association of Universities.

Directions. Please check in the first column the duties you perform. In the second column indicate the person or persons performing any duty for which you are not responsible. At the end of each list please add any additional duties that you perform.

| A. General Administration | Do you? | Who does? |
|---|---|---|
| 1. Preside in the absence of the president | 1.____ | 1.____ |
| 2. Direct summer school | 2.____ | 2.____ |
| 3. Direct extension courses | 3.____ | 3.____ |
| 4. Recommend candidates for diplomas and degrees | 4.____ | 4.____ |
| 5. Edit catalogue | 5.____ | 5.____ |
| 6. Schedule classes | 6.____ | 6.____ |
| 7. Schedule regular examinations | 7.____ | 7.____ |
| 8. Appoint standing committees | 8.____ | 8.____ |
| 9. Appoint special committees | 9.____ | 9.____ |
| 10. Act as member of committees, Number _____ | | |
| 11. Act as chairman of committees, Number _____ | | |
| 12. Attend board meetings | 12.____ | 12.____ |
| 13. Recommend candidates for faculty appointments | 13.____ | 13.____ |
| 14. Recommend instructors and professors for promotion | 14.____ | 14.____ |
| 15. Assist president in budget estimates | 15.____ | 15.____ |
| 16. Advise with president on school policy | 16.____ | 16.____ |
| 17. Solicit funds for the college | 17.____ | 17.____ |
| 18. Plan and supervise college assemblies | 18.____ | 18.____ |
| B. Student Accounting | | |
| 1. Control student programs | 1.____ | 1.____ |
| 2. Pass on credits, as final authority | 2.____ | 2.____ |
| a. For admission | a____ | a____ |
| b. For advanced standing | b____ | b____ |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

| | Do you? | Who does? |
|---|---|---|
| 3. Offer vocational advice to students | 3.____ | 3.____ |
| 4. Keep records | 4.____ | 4.____ |
| a. Health | a____ | a____ |
| b. Employment | b____ | b____ |
| c. Grades | c____ | c____ |
| 5. Administer school discipline | 5.____ | 5.____ |
| 6. Seek employment for graduates | 6.____ | 6.____ |
| 7. Recommend students | 7.____ | 7.____ |
| a. For honors | a____ | a____ |
| b. For scholarships | b____ | b____ |
| c. For loans | c____ | c____ |
| 8. Check and follow up class absences | 8.____ | 8.____ |
| 9. Interview students on individual scholarship | 9.____ | 9.____ |
| a. Delinquent students | a____ | a____ |
| b. Excellent students | b____ | b____ |
| 10. Send reports to parents | 10.____ | 10.____ |
| 11. Write personal letters to parents, approximate number per semester_____ | | |
| 12. Grant permission for the formation of new organizations on the campus | 12.____ | 12.____ |
| 13. Administer eligibility rules | 13.____ | 13.____ |
| C. Supervision of instruction | | |
| 1. Distribute teaching load | 1.____ | 1.____ |
| 2. Revise course of study with heads of departments | 2.____ | 2.____ |
| 3. Hold faculty meetings for the improvement of instruction | 3.____ | 3.____ |
| 4. Hold conferences with individual teachers for the improvement of teaching | 4.____ | 4.____ |
| 5. Plan and encourage research among teachers | 5.____ | 5.____ |
| 6. Approve subject matter of courses | 6.____ | 6.____ |
| 7. Approve purchase of equipment | 7.____ | 7.____ |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

| | Do you? | Who does? |
|---|---|---|
| 8. Visit classes | 8._____ | 8._____ |
| 9. Direct activities for the orientation of freshmen | 9._____ | 9._____ |

D. Social relations

| | | |
|---|---|---|
| 1. Entertain student body | 1._____ | 1._____ |
| a. As a whole | a_____ | a_____ |
| b. In groups | b_____ | b_____ |
| 2. Entertain college visitors | 2._____ | 2._____ |
| 3. Advise with pan-hellenic | 3._____ | 3._____ |
| 4. Control extra-curricular activities | 4._____ | 4._____ |
| 5. Furnish school publicity | 5._____ | 5._____ |
| 6. Make addresses in behalf of the college (How often?_____) | 6._____ | 6._____ |
| 7. Confer with community leaders on problems of community interest | 7._____ | 7._____ |
| 8. Active in community organizations | 8._____ | 8._____ |
| 9. Participate in Sunday school and church work | 9._____ | 9._____ |

E. Time given to various duties. Checking back through this list of duties, please indicate by numerals 1, 2, 3, etc., on the right hand margin, the duties that require most of your time. Let 1, represent the duty that requires most time.

F. Historical

1. Name of college_____when founded_____
2. First dean_____Appointed_____Retired_____
3. Reasons for establishing deanship_____
_____
_____
4. Early duties as differentiated from those of the present dean_____
_____
_____
_____
5. Name of present dean_____Appointed_____

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## List of Cooperating Colleges
## Analysis of Duties

Alabama

Birmingham--------Howard College

Arkansas

Conway-----------Hendrix-Henderson College
Fayetteville------University of Arkansas

California

Berkeley---------University of California
Claremont--------Pomona College
Los Angeles------Occidental College
Redlands---------University of Redlands
Stockton---------College of the Pacific
Whittier---------Whittier College

Colorado

Boulder----------University of Colorado
Colorado Springs--Colorado College

Connecticut

Hartford---------Trinity College
Middletown-------Wesleyan University
New London-------Connecticut College for Women

Delaware

Newark-----------University of Delaware

District of Columbia

Washington-------Catholic University of America
-----------------Georgetown University
-----------------George Washington University

Florida

Gainesville------University of Florida

Georgia

Decatur----------Agnes Scott College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Macon----------Wesleyan College

Illinois

Bloomington------Illinois Wesleyan University
Carthage---------Carthage College
Chicago----------University of Chicago
Eureka-----------Eureka College
Galesburg--------Knox College
Jacksonville-----Illinois College
Monmouth---------Monmouth College
River Forest-----Rosary College
Rockford---------Rockford College
Urbana-----------University of Illinois

Indiana

Crawfordsville---Wabash College
Earlham----------Earlham College
Greencastle------De Pauw University
Lafayette--------Purdue University

Iowa

Cedar Rapids-----Coe College
Dubuque----------Columbia College
Grinnell---------Grinnell College
Indianola--------Simpson College
Iowa City--------State University of Iowa
Mount Vernon-----Cornell University

Kansas

Lawrence---------University of Kansas

Kentucky

Berea------------Berea College
Danville---------Center College
Lexington--------University of Kentucky

Louisiana

New Orleans------Tulane University of Louisiana

Maine

Lewiston---------Bates College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Orono----------University of Maine
Waterville--------Colby College

Maryland

Baltimore---------Goucher College

Massachusetts

Amherst----------Amherst College
Boston----------Simmons College
Cambridge---------Harvard College
----------Radcliffe College
Northampton-------Smith College
Norton----------Wheaton College
South Hadley------Mount Holyoke
Wellesley---------Wellesley College
Williamstown------Williams College
Worcester---------Clark University

Michigan

Albion----------Albion College

Minnesota

Minneapolis-------University of Minnesota
Northfield--------Carlton College
St. Paul----------College of St. Catherine
----------Hamline University

Mississippi

University--------University of Mississippi

Missouri

Columbia----------University of Missouri
Fulton----------Westminster College
Parkville---------Park College
St. Louis---------St. Louis University
Springfield-------Drury College

Montana

Missoula----------State University of Montana

Nebraska

Crete----------Doane College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Nevada

Reno----------University of Nevada

New Hampshire

Durham---------University of New Hampshire
Hanover--------Dartmouth College

New Jersey

Convent Station - College of St. Elizabeth
New Brunswick--Rutgers College

New York

Annandale------St. Stephens College
Aurora---------Wells College
Elmira---------Elmira College
Geneva---------Hobart College
Ithaca---------Cornell University
New Rochelle---College of New Rochelle
New York-------College of the City of New York
---------------Columbia University
---------------New York University
Poughkeepsie---Vassar College
Rochester------University of Rochester
Syracuse-------Syracuse University

North Carolina

Chapel Hill----University of North Carolina
Davidson-------Davidson College
Raleigh--------Meredith College

Ohio

Athens---------Ohio University
Cincinnati-----University of Cincinnati
Cleveland------Western Reserve University
Delaware-------Ohio Wesleyan University
Gambier--------Kenyon College
Granville------Denison University
Hiram----------Hiram College
Marietta-------Marietta College
Oberlin--------Oberlin College
Oxford---------Miami University
Painesville----Lake Erie College
Springfield----Wittenberg College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Westerville--------Otterbein College
Wooster-----------College of Wooster

Oklahoma

Norman------------University of Oklahoma

Oregon

Portland----------Reed College
Salem-------------Willametter University

Pennsylvania

Allentown---------Muhlenberg College
Bethlehem---------Lehigh University
Bryn Mawr---------Bryn Mawr College
Carlisle----------Dickinson College
Chambersburg------Wilson College
Easton------------Lafayette College
Gettysburg--------Gettysburg College
Harverford--------Haverford College
Lewisburg---------Bucknell College
New Wilmington----Westminster College
State College-----Pennsylvania State College
Swathmore---------Swathmore College
Washington--------Washington and Jefferson College

South Carolina

Greenville--------Furman University
Rock Hill---------Winthrop College
Spartanburg-------Wofford College

Tennessee

Nashville---------Vanderbilt University

Texas

Dallas------------Southern Methodist University
San Antonio-------Our Lady of the Lake College

Vermont

Burlington--------University of Vermont
Middlebury--------Middlebury College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Virginia

Ashland---------Randolph Macon College
Sweet Briar-----Sweet Briar College
Williamsburg----William and Mary College

Washington

Seattle---------University of Washington

West Virginia

Morgantown------West Virginia University

Wisconsin

Appleton--------Lawrence College
Beloit----------Beloit College
Milwaukee-------Milwaukee-Downer College
Ripon-----------Ripon College

Wyoming

Laramie---------University of Wyoming

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Form C. - Instructions for Dean's Daily Schedules

January 30, 1931.

Your promptness in filling out my questionnaire and willingness to cooperate further is greatly appreciated. As another phase of my study I am asking one hundred deans, counting you as one of the number, to keep a time study of their activities for one day. This detailed list of activities by a hundred deans for a typical day will, I believe, give me a rather complete and true picture of the functions of the dean as found in practice.

The directions for keeping such a record are as follows:

1. The date, including the day of the week, should be noted.
2. A satisfactory record begins with the first professional duty of the day and ends with the last one. It should include informal as well as formal contacts with students and teachers.
3. Throughout the day the schedule should be kept on the dean's desk in order that he, or his secretary, may note down the activities at the time instead of waiting until the end of the day.

A few items are given as illustrative of the way such a schedule should be kept.

8:00 Spoke to a teacher about a disciplinary problem in the classroom.
8:15 Spoke to a janitor about a condition in the dressing room.
8:22 Conference with a student regarding health.
8:25 Checked on absences for the previous day.
8:30 Opened morning mail, dictated letters.
9:00 Conference with president about supplies needed for classrooms.
9:10 Conference with athletic coach regarding eligibility of players.

Thus the record should continue for the full day. May I again count on your prompt response?

Very truly yours,

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## List of Cooperating Colleges
## Daily Schedules of Deans

### Arkansas

Clarksville---------College of the Ozarks
Conway--------------Hendrix-Henderson College
Fayetteville--------University of Arkansas

### California

Claremont-----------Pomona College
Stockton------------College of the Pacific
Whittier------------Whittier College

### District of Columbia

Washington----------American University

### Florida

Gainesville---------University of Florida
Lakeland------------Southern College

### Georgia

Forsyth-------------Bessie Tift College
Lagrange------------Lagrange College
Macon---------------Wesleyan College

### Illinois

Chicago-------------Loyola College
Elmhurst------------Elmhurst College
Galesburg-----------Knox College
Rockford------------Rockford College
Wheaton-------------Wheaton College

### Indiana

Crawfordsville------Wabash College

### Iowa

Fairfield-----------Parsons College
Mount Pleasant------Iowa Wesleyan College
Storm Lake----------Buena Vista College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Kansas

Emporia----------College of Emporia
Lawrence---------University of Kansas
Newton-----------Bethel College
Winfield---------Southwestern College

Kentucky

Winchester-------Kentucky Wesleyan College

Louisiana

New Orleans------New Orleans University
Pineville--------Louisiana College
Shreveport-------Centenary College

Massachusetts

Norton-----------Wheaton College
South Hadley-----Mount Holyoke

Michigan

Albion-----------Albion College
Detroit----------College of the City of Detroit
Grand Rapids-----Calvin College
Hillsdale--------Hillsdale College

Minnesota

Minneapolis------University of Minnesota
Northfield-------Carlton College

Mississippi

Blue Mountain----Blue Mountain College
Grenada----------Grenada College
University-------University of Mississippi

Missouri

Fulton-----------Westminster College
St. Charles------Lindenwood College
Tarkio-----------Tarkio College

Nebraska

Fremont----------Midland College
York-------------York College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

New Jersey

East Orange----------Upsala College
South Orange---------Seton Hall College

New York

Houghton-------------Houghton College
New York-------------College of Mount St. Vincent
Rochester------------University of Rochester
Troy-----------------Russell Sage College

North Carolina

Hickory--------------Lenoir-Rhyne College
High Point-----------High Point College
Raleigh--------------Meredith College
Salisbury------------Catawba College

Ohio

Berea----------------Baldwin-Wallace College
Yellow Springs-------Antioch College

Oklahoma

Tulsa----------------University of Tulsa

Oregon

Forest Grove---------Pacific University
Portland-------------Reed College
Salem----------------Willamette University

Pennsylvania

Grove City-----------Grove City College

Tennessee

Knoxville------------Knoxville College
Lebanon--------------Cumberland University

Texas

Abilene--------------Christian College
Forth Worth----------Texas Woman's College
Marshall-------------Bishop College

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Virginia

Bridgewater----------Bridgewater College
Emory----------Emory and Henry College
Hampden-Sidney--------Hampden and Sidney College

West Virginia

Elkins----------Davis and Elkins College

Wisconsin

Waukesha----------Carroll College

Wyoming

Laramie----------University of Wyoming

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.