THE STATUS AND ROLE OF THE DEAN OF WOMEN IN STUDENT PERSONNEL WORK

BY

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CHAPTER I

INTRODUCTION

Printed information concerning the position and functions of the dean of women as they relate to the personnel work in the institutions of higher learning is limited. Not many studies have been made, and those that have been were mostly done prior to 1950. Personnel work as now functions on most campuses is relatively new and varied, and therefore not clearly defined in the available studies. As the personnel work expands many new offices will be formed and some of the present duties of the dean will no doubt be taken over by others.

Since the dean is a counselor, a guide, and a guardian of a favorable total environment for all the women students on her campus, hers is a never ending task with varying aspects. And because she is striving to assist students to adjust and live satisfying lives in their present environment as well as helping them prepare for a rather undefined future, she ought to be aware of their needs and current activities, and looking with an eye to the future for new, workable ideas, while keeping herself alert and abreast with the times. No dean of women can afford to become too fixed in her ideas and policies, because every four years brings her an entirely new community with which to deal.

Purpose

The purpose of this study was to establish a graphic outline of the qualifications and functions of the dean of women in relationship to the personnel program in the small church-related colleges, and to determine her status in relation to the faculty, staff, and administration; also to formulate an image of her in relationship to the students in their private lives and group activities.

One needs only to check with registrar offices in colleges across the land to find that many more women are today pursuing an education beyond the high school level, thus showing why a dean of women in the higher institutions of learning is very necessary in the administrative and policy making areas, as well as assisting in the creation of a pleasant and refined learning atmosphere.

It is further hoped that through this review of literature one can see the changing role of the dean of women from the old stereo-type of matron or chaperon to a person with charm who has an interested awareness of her students as individuals, and is easily approached by them.

Procedure

The procedure followed in this study was a review of literature covering a thirty year period with copyright dates from 1932 to 1962. Other materials were obtained through direct correspondence with the head office of the

National Association of Women Deans and Counselors in Washington, D.C., and other leaders in that organization, personal attendance at their national convention in Chicago in April 1962, and by personal interviews with deans from various colleges and universities.

Limitations

One major limitation in the investigation of status and role for deans of women is the lack of recent studies on the subject. There is at least one doctoral study being made, but the results are not as yet compiled.

Another limiting factor is the varying types and sizes of the educational institutions. In the larger colleges and universities it is quite obvious that the dean has more administrative duties and can have less time for a personal acquaintance with the individual student. She therefore finds it necessary to delegate many duties to her assistants and office staff. It is required in some institutions that the dean hold one, two, or three degrees, while other institutions require no degree. Because these variations exist, only generalities can be set forth concerning qualifications, duties, and status.

Since the writer of this paper is primarily interested in and presently working with small church-related colleges, the functions described here are those workable in the small, church-related schools, rather than all one

might find in larger colleges and universities.

Definition

Hereafter in this paper the title National Association of Women Deans and Counselors will often be referred to as NAWDC, as it is found throughout the literature of the organization.

CHAPTER II

PROFESSIONAL ORGANIZATION OF WOMEN DEANS

In a few colleges, as much as eighty-five years ago according to records, there were women on the staff appointed to care for the women students on the campus. They worked with the president of the institution, helping to lighten his load, but there was no uniform title which they held. About the beginning of this century the women began holding informal meetings which lead to their professional organization now called the National Association of Women Deans and Counselors. The history, growth and values of this organization are discussed next.

Organizational History

The office of the dean of women actually came into being before the office of the dean of men. The first to use that title was Swarthmore College near Philadelphia in 1890, according to Wren.[1] However, the NAWDC speaks of Alice Field Johnson of Oberlin College as the first to hold the office in 1870.[2] The reason for creating the office was to relieve the dean of the college of some of the

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[1]Wren, C. Gilbert, Student Personnel Work in College, The Ronald Press Co., N.Y., 1951, p 33.

[2]Hilton, M. Eunice, chairman, The Dean of Women in the Institution of Higher Learning, NAWDC, Washington, D.C. 1950, p. 6.

existing responsibilities for student relationships. Since the dean of the college is usually a man, he could not be expected to adequately understand and deal with the numerous and varying personal problems of the women students plus housing, social activities, dress, and general conduct.

At first the women deans were expected only to protect the morals of the women students and to set up regulations pertaining to conduct, but as they worked more closely with the girls, counseling became a definite part of their task, especially as they were able to see that classroom performance was directly related to social status and to outside activities.

No special training was required or even available in those beginning days of the office, in fact not until around 1920. The first deans were teachers, as are many today, so they were educated people, but they were not required to meet any specified standards before taking the office.

In 1916 the formal organization known then as the National Association of Deans of Women was organized. The women deans met that year not as an organization, but in connection with the National Education Association as a Conference of Deans of Women. Out of this conference the new organization was started with a membership of fifty women.

The purpose of the organization was three fold:

(1) to bring together women in student personnel work, (2) to strengthen the NADWC professional status, and (3) to conduct research and study.[3]

Organizational Growth

By 1926 the membership of the organization had grown to 980, and the major issue of the first decade was the qualifications and training of the deans. Also by this time high school deans were added to the National Assoiation of Deans of Women.

On the 40th anniversary of the organization at the convention in 1956 when the membership had grown to 1,634, it was voted to change the name to the present title - National Association of Women Deans and Counselors. Long since these women deans had learned the value of counseling in their offices, and realized the need for specific training in the field. The term counselor was often used in referring to a dean.

By April 1962, the membership in the organization stood at 1,875.

Orgainzational Values

The National Association of Women Deans and Counselors, is keenly aware of the changing role of women in

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[3]National Education Ass'n., "National Association of Women Deans and Counselors," 1960. Washington, D.C.

today's society, and especially stresses the need for a well rounded education from junior high through college. Their annual meetings are designed to help the individual deans and counselors take an introspective view to see if they are measuring up to the standards set, and to the accomplishments of others. The convention each year provides a place to go for help for the many, so-far unanswered questions, because of the research and studies which are being carried on by members of the association.

Even though the institutions, and the functions within the institutions may vary across the nation, yet because the deans and counselors are working with human individuals, the problems and needs are much the same. The pooling of problems helps in the solution of them, but the writers of the NAWDC Journals feel that the pooling of ideas and results of projects and studies lends much strength to these who give so much of their time and energy to the students.

Summary

A review of the history of the organization now known as the National Association of Women Deans and Counselors reveals the fact that as late as 1900 there were no formal organization of the group now called women deans. The office now known as dean of women was formed to relieve the dean of the college from some of his heavy duties, to protect the morals of the women students, and to set up

rules of conduct for the women. The office was usually filled by a teacher and no special training was required beyond what she already had. By 1916 these women from various campuses were usually known as women deans and had formulated a national organization with 50 members which has grown in membership to 1,875 by 1962. Two major values held by the organization are educational standards for its members (at least a master's degree) and the continuence of research studies. Desirable qualifications for a dean of women are discussed in the next section.

CHAPTER III

QUALIFICATIONS OF THE DEAN OF WOMEN

In the early days when women were first supervising women students on college campuses they were chosen, according to various writers, because of their leadership abilities as demonstrated in the classroom, not because they could qualify according to any set of standards. Even today no definite rules for training requirements or experiences for the dean of women are available in printed form as a guide for all colleges, but each institution makes its own requirements according to the standards it wishes to maintain. However, the NAWDC does have a standard which every dean of women must meet in order to become a member of the national organization. This section deals with qualifications in training and experience, personality, and point of view of the dean of women.

Training and Experience of Women Deans

To point out how the standards vary from one institution to another the following summarization is cited. As early as 1932 from studies made of small samplings it was found that 41% in one study and 79% in another of the deans questioned had their master's degrees. In two other studies it varied from 83% to 15% with master's degrees. One dean had her doctor's degree, while 13% in one study had no

degrees whatsoever.[1] Standards have improved until today most colleges and universities do require their deans to have at least a master's degree. However, there are still some small colleges where the dean of women does not hold a degree.

Where the master's degree is required, it is usually with emphasis on education, psychology, and/or sociolgy. Some schools will make exceptions if the dean is currently doing graduate work in one or more of these areas.

A small percent of colleges and universities require doctor's degrees and desire experience in teaching, educational administration of various types, social work, and business or industrial personnel work.

In order to be an active member of the NAWDC one must have at least a master's degree, cultural and broad educational preparation, plus knowledge of the principles and techniques of counseling and administration. One can become an associate member without a master's degree if she is a women's personnel worker.[2]

From a brochure put out by the National Association of Women Deans and Counselors in 1950 comes the following statement regarding qualifications ranging from common

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[1]Acheson, Eunice Mae, The Effective Dean of Women, The University of Chicago Press, Chicago, 1932, p. 113.

[2]National Education Ass'n., op. cit.,

sense and natural traits to the professional level through education.

> Although there can be no substitute for common sense in a dean of women or for poise, balance, sympathy, and understanding of youth and their problems and opportunities in the world today, the more background a dean has for her work, the more competent she should be to fulfill her duties. Her natural qualifications may be reinforced if she secures professional training against a background of experience, preferably teaching.
>
> The professional education for this position is on the graduate level... . Not only should the history, philosophy and techniques of personnel work be a part of the graduate curriculum for deans of women, but certain aspects of psychology, sociology, anthropology and other social sciences are an invaluable addition to the dean's knowledge of the individual and of human relationships... . Techniques of working with individuals and groups should be developed in the course of her total program.[3]

Although the first deans, as mentioned earlier in the paper, were merely chaperones or matrons, it soon became most apparent that they needed also to be counselors. Today the opinion is generally held that the more successful experiences one has had as a counselor, the better one is able to fill the position of dean. Even when the institution is so large that the dean herself rarely deals directly with more than a small percent of the students, she still needs to be a counselor.

The knowledge of people and the ability to understand them, and the ability to help them understand themselves is of invaluable worth. The types of experiences

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[3]Hilton, op. cit., p. 15.

learned in the study of psychology, sociology, and anthropology are very valuable, but it is helpful to add to this the practical experiences of working with and for people in the every day work-a-day world of business. Many of the women deans bring to their campuses the culture, refinement, and good tastes developed through travel either abroad or in our own country. It is so much easier to understand and appreciate another person's problems, if one has walked where that person walks.

Personality of the Dean of Women

Personality is being defined in this paper as an individual's total characteristics. The dean should first of all be her own mature self with a healthy, enthusastic way of life that prompts others to want to get to know her better. She should have a warm, friendly, responsive approach to people which attracts and inspires student confidences. A good sense of humor is important along with the ability to be serious and sincere. Students are critical in the matter of dress. They want the dean to be neatly attractive, yet dressed in good taste for her years.

As this idealistic picture develops on the canvas of the mind, surely no one person can all-together measure up in every detail, neither should she become discouraged as the short-comings appear, but as the writers in the literature point out, use this as a model and strive for

improvement.

Students desire in a dean of women a person who is fairminded and able to look at all sides of the issue before crystalizing an opinion. They are looking for an adult who will listen open-mindedly to the opinions and views of the students.

Religious convictions should be mentioned also. A high percentage of the deans reporting in the various studies over the last thirty years have shown strong religious convictions. The deans reporting were from various types of institutions, and not just from church-related schools. The tests of the years have shown the importance of the dean having a working philosophy that satisfies her in a changing world. It will provide her with the courage to stand by her convictions and also make her a tower of strength to those who desire her counsel. Merely church membership is not adequate; one needs firm convictions as guidelines for life.

Level-headedness is invaluable along with the ability to place oneself in the student's position and look at the situation through his eyes. The knack of never seeming to be rushed is a very real asset when properly developed.

The dean's office needs to reflect her personality. Not four cold, stark walls, a few books, and straight, stiff chairs; but a warm, friendly atmosphere to which the

students are drawn. An attractive place in which a student even with a grave problem could relax and feel protected from himself and society.

The subject of personality is touched upon by all the writers, but just to point out a few comments, Sturtevant speaks of integrity, insight and knowledge.

> The success of the dean's work depends primarily upon her integrity in dealing with people, her insight into the motives of human behavior, her accurate knowledge regarding all problems with which she has to deal and her health and social intelligence.[4]

Strang goes further into the subject in stressing abilities, attitudes, skills, stability and interests.

> The desirable factors most frequently mentioned were ability to keep abreast of the modern world, a sympathic attitude, skills in counseling, emotional stability, ability to "think straight", lack of domination in relationships with students, a personal interest in each student, a genuine desire to help each individual attain his optimum development, social ability, interest in student affairs, ability to develop a friendly attitude in her office, skill in utilizing student participation in government and in profiting by student opinion, impartiality in all dealings with all students.[5]

Many of these factors have been mentioned in the above paragraphs, but the following is a summarized list of qualifications as given by the NAWDC stressing personality, knowledge, skills and abilities needed by the dean of women.

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[4]Sturtevant, Sarah M., Strang, R., and McKim, M., Trends in Student Personnel Work, Teachers College, Columbia University, Camden, N.J., 1940, p. 56.

[5]Strang, Ruth, Personal Development and Guidance in College and Secondary Schools, Harper Bros., Pub., N.Y., 1934, p. 35

Qualifications as listed:

1. Character and personality - integrity, fairness, objectivity, common sense, ability to establish friendly relationships with students, faculty, and outside agencies;

2. Knowledge of the academic potentialities of students, their problems, and the ways in which faculty may serve in their realization and solutions;

3. Skill in diagnosis and therapy;

4. Skill in methods of democratic policy-making and administration with students and faculty;

5. Ability to work with groups as advisor or discussion leader so as to create purposeful group morale;

6. Ability to avoid preoccupation with detail and to work toward goals and objectives.[6]

Point of View of the Dean of Women

In some fields of endeavor it is possible to hold one of many successful viewpoints, but the choices are much more limited for women deans. The dean of women needs to be able to recognize each student as an individual in a group situation yet with definite individual differences, and be able to recognize that of the total educational program of a college, the student personnel program is an intergal part. It is so necessary for the dean to be aware of the student as one who is reaching for maturity rather than as one who has already attained for the most part this status.

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[6]Hilton, op. cit., p. 14.

Because she is not so interested in the student and his achievement only in a major or minor field, the dean is in a better position to envision the total environment within the institution that can induce well-rounded development. From her wide functioning viewpoint she should be able to counsel the administration, faculty, and students in accomplish such an environment.

While exercising her right of leadership the dean should not make the choices for the students nor force her opinions upon them, but rather assist in the development of those who are equipped to function, and trained in the art of making their own decisions. Maturity should be measured by the degree in which formal rules can be eliminated because the individual has built within himself a code of ethics with respect and appreciation for the rights of others.

From the writers who have for many years been active in the organization for women deans comes the idea that no dean of women should ever show favoritisms, but rather maintain a deep personal interest in each of the women students on the campus.

Always it is important for the dean of women to have a positive approach towards each student and her problems. For if she is thought of as a trouble-maker, she more easily becomes just that to the one viewing her and possibly to herself, even though she may be striving to overcome her difficulties.

The counselor for women students needs always to be able to admit her own mistakes and shortcomings to herself and others, and be willing to accept student ideas. New and workable ideas should be sought out from both faculty and students, and should be put to work whenever and wherever possible.

Summary

When women supervisors were first appointed on college campuses they were known by various titles, and were chosen because of their leadership ability as demonstrated by their teaching. Today most campuses still do not have a written standard one must measure up to in order to be dean of women, but the NAWDC has set up a standard for its members. To be an active member one must have at least a master's degree with a broad educational background and experience. A warm, attractive personality is desirable with a workable, satisfying philosophy and the ability to allow others to be themselves. Writers in the field have listed a number of desirable traits such as: integrity, insight and knowledge, skills, stability and wide interests. Skills in counseling, administration, and ability to work with others objectively are important. The status and functions of the dean of women are presented in the following section.

CHAPTER IV

STATUS AND FUNCTIONS OF THE DEAN OF WOMEN

The deans of women across the nation can not expect to hold equal rank when they vary so much in educational background as has been pointed out in the preceeding chapter. Neither can a rigid set of functions be established that will fit all institutions. The views stressed here are mainly those discussed by writers in connection with the NAWDC.

Status of the Dean of Women

As stated earlier in this paper the positions of dean of women vary greatly from institution to institution. In an institution where the student personnel work is not highly organized and there are active offices of the dean of men and the dean of women, then they are usually of equal rank and directly responsible to either the dean of the college or to the vice-president for student affairs.

When there is a dean of personnel administration, the offices of dean of men and dean of women may be absorbed by his office and replaced by a woman counselor and a man counselor without the duties of discipline and housing.

In other institutions under the dean of students there may be assistant deans, one of which, being a woman, will represent the women students on the campus in their various needs for counseling, housing, activities, job

placement, and personal problems.

The status of the individual dean will depend somewhat upon her rank educationally. From a number of studies which have been made it seems safe to estimate that 75% of the deans teach on the average of six or seven hours in addition to their load of deanship. Therefore they would rank with other teachers with like degrees and experience. Naturally one holding a doctor's degree would be expected to have a higher status than one without any degree -- even a B.A. She is at least a co-worker with the rest of the teaching staff.

According to NAWDC the following definition of the position of dean of women would be appropriate in most situations. She is an administrative officer whose responsibilities are to develop personnel work, carry concern for campus life, act as women's advisor and represent the women at the administrative level.

1. To develop through shared thinking with the president, the dean of men, other appropriate administrative officers and faculty and student committees the philosophy and policies of a student personnel program appropriate to her institutions and to share in coordinating and integrating the program of personnel work;

2. To be concerned with the quality of campus life in general, with special responsibility for the needs of women students; and to give leadership in its improvement individually and through service upon appropriate committees, e.g. -- Social, Activities, etc.;

3. To act as counselor or chairman of counselors for women in their particular problems of

adjustment, to act as adviser or adviser exofficio in all areas of student life with which women are concerned, and to do research in problems of student life with special reference to the education of women;

4. To represent women and the femine point of view in administrative and faculty councils and to serve on administrative councils and faculty committees that deal with problems which concern women, e.g. - university senate, council of deans, scholarship, curriculum, admissions committees, etc.[1]

Two statements from the policy sheets of the American Association of University Women show their interpretation of the role and status of the dean of women in colleges and universities as one who holds some administrative responsibilities concerning the women students in policies related to them.

> The dean of women or comparable woman officer should be responsible for making and administering the budget for personnel services or should have an equal share in the process; should be a member of top policy-making committees of the institution (and it should be so stated in the faculty organization rules); should have a salary comparable to that of other administrative officers with equal education and experience.[2]

> The AAUW assumes that an institution will have on its staff a dean of women or comparable woman officer whose responsibilities include the concerns of all women students throughout the institution and whose status is such that she is involved in the formulating of policies and budget for the student

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[1]Hilton, op. cit., p. 11.

[2]American Association of University Women, Administrative Rules of the Committee of Higher Education, AAUW, Wash. D.C., 1960, p. 3.

personnel program.[3]

Functions of Dean of Women

Over the past thirty years the duties of the dean of women have changed in many ways, especially where there are now other personnel officers. However, where there is a dean or comparable officer she is still the main source of contact for the women students. Her reason for being is to create an atmosphere where women students can do their best on all occasions both academic and social. The dean of women's office should be interested in the male students to any extent that would affect the women students on the campus. The dean of women should be a major officer in the personnel program ever striving to develop each student to his optimum, not only intellectually, but also physically, socially, morally, spiritually and aesthetically.

The NAWDC has set up a list of specific functions in which the dean of women acts as counselor, supervisor, advisor, disciplinarian, tutor, as well as serving on many committees.

1. To counsel women students on all problems (vocational, financial and personal);
2. To supervise housing for women;
3. To supervise the social life of the college (men and women);

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[3]American Ass'n of University Women, Criteria For AAUW Membership Standards, AAUW, Wash. D.C., 1961, p 4.

4. To investigate and improve the personality of women;

5. To act as advisor to student activities (chiefly women's or coeducational including student government);

6. To discipline in cases of misconduct;

7. To serve on appropriate committees;

8. To secure information about students and to keep adequate personnel records;

9. To provide with others, an effective orientation program for new students.[4]

The dean of women should not be considered today a policeman, or even a guardian of student morals, but rather a tutor in the various phases of student education.

Counseling

If counseling were her only task, the dean of women could without a doubt keep busy helping the women students with their various problems and getting to know the male students. This would mean the dean of women's office should maintain an open-door policy to all at all times. Counseling is not merely advise giving or dogmatically stating one's opinions, but rather it is the willingness to listen with the heart as well as the head, to help the counselee weigh and evaluate the problems and possible solutions, and the using of wisdom in encouraging him to make and maintain his own decisions.

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[4]Hilton, op. cit., p. 12.

The counselor must never betray the confidence of the counselee, play one student against another, or encourage the students to gossip or tattle on others. It is important for the dean to remember the students, to develop the ability to call them by name, and to remember enough about each to enable her to maintain a genuine interest in each of their lives.

The amount of individual counseling done by the dean will to some extent depend upon the time element and how many other duties she takes upon herself, but it will more directly depend upon the dean herself and her point of view. She should not assume the role of a psychiatrist or specialist, but should know how and when to make referrals, and to whom the student should be sent if special services are necessary.

Vocational counseling will also fall to the dean of women's office on many occasions. Current literature on job opportunities at home or abroad should always be available in her office, and she should keep in touch with the local employment agencies, or be able to direct the students to someone on campus who is in touch with them. Also such information as student loans, grants, fellowships, or any such financial aid should be at her finger tips.

Supervisor of Women's Housing

One of the major tasks falling to the dean of women is the supervision of campus housing for the women students. A residence hall should always be considered a place where learning will continue outside and beyond the formal classroom. The type of learning will be directly contingent upon the type of buildings in which the girls reside. If an institution desires its women students to learn cooperation, graciousness, cultural ethics, and good tastes, it must construct adequate residence halls in order that the learning experiences there will not be substandard. Artistic design, good taste in furnishings, interior decoration, and wise choice in color combinations are all extremely important. No residence hall should be operated for profit, or to support other projects. Its one function should be to provide gracious living for the women students and their guests. The dean of women should certainly be a part of the planning committee for the new halls, or on the redecorating committee for the present buildings. Study rooms with proper lighting, and a reading room equipped with good books and choice magazines, a hi-fi and good paintings can do much to assist in an academic pursuit, while comfortable rooms and a cozy lounge can do much to add to the graciousness of the student home away from home.

It takes a great deal of time and thought to place each girl with a congenial roommate. Wherever possible the

girl should be granted her choice. The admissions office can lend a helping hand with the data they have concerning the girls being placed. Also the dean needs to take into account the mutual interests, hobbies, future plans, and backgrounds when two girls are being housed together in one room. Any serious problems or disagreements should be referred by the residence hall supervisor to the dean of women, and any changing of roommates should be approved by her.

Some institutions have what is known as deans in residence which means the dean lives in the girls' hall as the supervisor, or assisting the supervisor. There are both advantages and disadvantages in this. It is possible to become better acquainted with each girl by seeing how she lives in her own surroundings with roommates and friends. Also some students will seek counsel after the closing hour in a more relaxed atmosphere when there is no schedule to be met. The dean would have more opportunity to get into little informal parties, discussion groups, and friendly pranks if she lives in with the girls. However, the dean is usually far too busy with her many responsibilities to keep the kind of hours required of a supervisor in a residence hall. If she is up every night until the last girl is in and the halls are quiet, the doors all checked and the lights out, then it is virtually impossible for her to be up early each day for office hours and classroom duties. Then too if there are several residence halls for the women

students on the campus the dean might find it difficult to always remain impartial to the girls of her own hall and not show favoritisms.

According to many college catalogs permission for the girls to be off campus over night, or to stay all night in another women's hall must be gotten in writing from the dean of women to be given to the supervisor and/or proctor.

Any temporary or permanent changes of the rules as found in the campus handbook which pertain to the women students should be made through the office of the dean of women. And she should be notified of any other changes which have to be made.

Supervision of College Social Life

Studies show that on more and more campuses the social life activities are being taken over by the director of student affairs or some comparable personnel worker. However this area should not be neglected or ignored by the dean of women's office. Through her periodical contact with each girl she should make an effort to discover the shy, lonely, unsocial ones and help them to become involved in the social life of the campus. This could be done through the dean's contacts with the various committees or social groups, or be referred to the social director. It is equally important that she find help for the overly aggressive ones who are neglecting their studies for their social

interests and extra-curricular activities.

Crowded conditions on almost all campuses of higher learning are forcing the older, more formal dining habits out to make way for speedier serving by cafeteria service. There is not too much the dean of women can do to hold back this change as it becomes necessary to feed so many more in the same time schedule. So many niceties and common courtesies are neglected to the danger point of being lost forever through the rush of the meal-line. Therefore the dean of women should certainly give some time and thought in helping those who are planning for the more formal occasions and dress-up meals where cultural values can be taught through experience and enjoyment, rather than sacrificed to save a little time.

The dean of women's home should be open for social affairs for students as well as faculty, and she should also make an effort to attend a goodly number of the student-sponsored activities. Perhaps through her office many of the other faculty homes could be made available to the students for social affairs. Since good manners are more often caught than taught, the dean needs to know and practice the secrets of being both a good hostess and a welcome guest.

Personality training for Women Students

In our society personality development ranks as high in a student's scholastic advancement as academic

achievement and should be as carefully watched over. The teacher in the classroom is interested in a specific field and the grades given mark the advances in the subject at hand, but the dean's office should be marking the personality development as improvement is made in poise, charm, and ability to handle situations as they arise. The dean of women should set the example in proper dress, creative hobbies, culture, and social graces.

Advisor for Student Activities

On a number of campuses today the student activities are under the direction of the personnel office through the director of student affairs, but even so the dean of women's office must keep informed concerning the social calendar, and be alerted to any changes. Where there isn't a director of student affairs, the dean of women is the advisor to the student activities - at least to those that are strictly feminine or coeducational. Although she should never force her own ideas and plans, the dean should become a resource person in helping the girls develop into successful chairmen, or competent hostesses. Enough affairs with the right kinds of activities should be planned through the year to allow the girls successful accomplishments in a variety of experiences.

In a majority of colleges and universities the residence halls have their own self-governing council made up of

students within the hall elected for office by the residents. The number elected to the council would be determined by the size of the hall, and the duties assigned to the group. The residence head or supervisor is an advisory member to the council, and the group is responsible to the dean of women. The minutes of each business meeting, or a similar report sent to the dean of women would keep her informed and help her in maintaining uniformity throughout the campus. Where there are several women's halls on a campus the president, or a representative, from each hall may make up a general committee to work together with the dean. It is becoming quite widely accepted for this governing group with the dean of women as advisor to revise the handbook, or rules, for the women students each year, and to be responsible for enforcing said rules. A great many students can have in-service training for leadership and executive type training where this is practiced, and excellent relationships can be established between staff and students providing the students are really allowed the responsibility they are said to have. All items of business for the residence hall are reported to the dean of women, but only the major disciplinary problems which the council feels unable to handle are referred to her for action.

The proctor or student-counselor system for residence hall living is also gaining in popularity on many college campuses. The prospective proctors in many colleges are

required to make written, formal application and are then selected from this list by the dean of women, assisted perhaps by the residence supervisors. For their services they are given some remuneration such as room rent for the year. In-service training for the proctors is advisable. This might be done by periodical meetings with the dean of women, and/or the school counselor, or in some of the institutions a class in counseling is required for the proctors and they are given one or two hours of credit. The proctors are directly responsible to the elected council and supervisor within their hall in reporting needs, problems, and misdemeanors, and should also be responsible for periodical reporting to the dean of women.

Disciplinarian for Women Students

Such misdemeanors as referred to before make it still necessary today for the dean of women to be a disciplinarian, but a cold authoritarion atmosphere need not pervade her office or her personality. When discipline can be interpreted as - beginning with the student where she is and helping her to arrive where she wishes to go with the ability to advance on her own - then discipline should definitely be a function of the dean of women. Making the punishment fit the crime has often proved a good rule, also redirection of pent-up energy into worthwhile channels has at times eliminated a necessity for severe punishment.

The dean of women's office should never be allowed to become, even in the minds of the students, a place solely for correction or disciplinary measures. But many studies show the dean of women's office functioning best as the place where all types of problems can be discussed, and the student allowed to explain her side of the issue. All should be made to feel that while the dean is firm, her standards are just and fair for each one. Each college woman wants to feel that she is being trusted and treated like an adult rather than a child. Certainly the dean needs to be broadminded, level-headed, and calm.

Committee Work

While the dean of women's office is an extremely busy place, still she needs to have time for serving on various committees both faculty and student wise. As stated earlier she is an ex-officio member of the women's residence councils and will need to meet with them or their representatives from time to time. She should be a member of the building committee in order to help with the planning of the residence halls. Since she needs to be in on at least some of the policy making where the women of the campus are concerned, the dean of women should take her place on some administrative committees. She should also work with the orientation committee, and help with the planning of the school calendar. The above mentioned tasks are but a few of

the reasons the dean of women can not find time to teach many classes, or really get to know personally all of the women students, especially on a large campus.

Record Keeping

The task of handling the records for each woman student may be cared for by the dean or one of her assistants, but records should be kept on each girl in the dean's office. Some background materials can be obtained from the admissions office and from the director of tests, but all should be treated with utmost confidence. It is necessary for the dean of women to know enough about each girl in order to be able to counsel her wisely.

Most writers agree that the number of personal interviews with each woman student will have to be worked out by the dean according to her busy schedule, but if each girl knows that all the others are being called in too, for a routine interview, it might help to eleviate any stigma that could be attached to having to appear in the dean's office. It would seem advantagious if the dean could keep some record of the extra-curricular involvements of each girl to enable her to better counsel those who are over loaded, and to attempt to get others into more activities.

Since the dean of women has more to do than file records, she should not attempt any elaborate or cumbersome system; just enough to make her feel acquainted with the

student and her situation.

Orientation

Orientation is also on the list of duties for the dean of women. She should not be required to plan this, only to cooperate with other personnel officers. She must be enough a part of the orientation days so that the students are aware of her and of her position in the institution. She should plan at least one meeting with all of the new girls - both transfer and freshmen - either together or meeting in separate groups to discuss the rules in the handbook. It might be wise to keep this meeting quite brief since each residence hall usually has a time for rule discussion with the new girls and their proctors at the beginning of each term, and especially so if the dean had already had an orientation of the handbook with the new proctors and council members. She should see that every woman student on campus has access to a current handbook. According to women deans who have successfully held their office for a number of years, there may be some unwritten rules of long standing which have become somewhat of a tradition with the institution, these should be explained to the new girls in one of these early meetings.

If orientation is continued throughout the semester or term by means of an orientation class, the course on some campuses is taught by the dean of women. Although this has

its disadvantages, it is one way whereby the dean can become acquainted with the new students.

To this long list of functions could no doubt be added a great many more until the load would become too cumbersome for any one office to carry. Each campus must sort out those functions which are most needful for them in their particular situations. It might be of interest here to note the six projects which a university in the East considered most important in establishing the office of dean of women on their campus. This university had at one time been an all-male campus, but now is co-educational. When it became necessary to include a dean of women on their staff, the following six projects went into immediate action to care for the women students' personal life through courses, counseling, better equipment, social life and faculty co-operation.

1. A course (still a non-credit course) is offered covering such topics as personality, appearance and grooming, speech, health (six slim young ladies came to the lecture on reducing), friendships, fashion, interests and hobbies.

2. Individual interviewing, record keeping and counseling have been established for all women students.

3. Discipline for all women is channeled through the Dean of Women, and preventive work toward self discipline has been started.

4. Social activities have been organized with great success. Gradually space and furnishings are being provided, and teas, dances, swimming, and other activities have attracted

enthusiastic response.

5. Faculty cooperation has been enlisted for, and better student-faculty relationships made possible through, receptions and less formal affairs.

6. A lounge and kitchen for the women students has been provided, for entertainment, study and relaxation. Working with students, faculty and staff to secure and to furnish these rooms has done much to raise morale and to further social contact among the students.5

The position of dean of women actually sits on the lines of cross-fire between the faculty and student opinions, and the choices of madly rushing from one appointment to the other, or burying oneself beneath stacks of reports. But a good dean will be more concerned with the needs of the struggling youth, than in defending herself against her critics. One writer has so ably brought out the bind in which deans so often find themselves by the statement which is entitled, "Blamed if You Do and Blamed if You Don't."

If we try to go to all the school social functions,
we're trying to win a popularity contest,
If we don't, we're snobbish and undemocratic.
If we suspend a student from school for disciplinary
reasons, we are too rough on him,
If we don't suspend him, we are too easy on him.
If we give students responsibility, we are allowing
them to take over the school,
If we don't we are smothering their leadership
potential.
If we try to help teachers understand student individual differences, we are coddling and being anti-intellectual,

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5Dugan, Ruth N., "How the Office of the Dean was Established in a Large Eastern University," in Journal of the National Association of Women Deans and Counselors, 18:133, March, 1955.

> If we don't we are not upholding the personnel point of view.
> If we try to be responsible for our students' conduct 24 hours a day, we are taking our jobs too seriously,
> If we don't attempt to control students' behavior at least during their waking hours, we are asked why we allowed them to get into trouble.[6]

This can be offset by three suggestions, according to Mr. Tompkins.[6] First of all deans must know what they are attempting to do. Basic assumptions need to be evaluated. Then the student personnel work must be successfully sold to the administrators, and thirdly the deans need to take themselves less seriously.

The final function to be mentioned deals with the future. If the future of the office of the dean of women, or whatever title, is to be secure, then the image of such an office needs to be clear-cut in the minds of the women students today and be such a position as to be respected, admired, and aspired to. The current dean can be passing on the office through proper training to the next generation of women. She needs to make her office and functions indispensable in the image of campus living to students, fellow teachers and staff, and to the administration. In a recent article the retiring president of NAWDC announced that for over a year an appointed committee had been making a study of the necessary training for future personnel

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[6]Tompkins, W.L., "Blamed if You Do and Blamed if You Don't," in Journal of the National Association of Women Deans and Counselors, 21:74, January, 1958.

workers.

> No part in our work is any more important than this. The kind of training for the young coming into our field and those of us already in the field must be our deep concern, for the problems we face in education are making demands on us that give us no choice but to increase our stature, our competency, our knowledge, our understanding and hence our ability to be effective.
>
> Is the "public image" of a dean of women the kind that will attract our brightest, ablest young women to the profession? Or are some ... still working against the odds of an outmoded disciplinarian stereotype?[7]

The dean of women should be cognizant of her responsibilities. On the campus where the duties have not been clearly defined it becomes necessary for her to decide how many of the functions she can best handle through her office, and how many could be successfully shared. Too often the failure to accomplish the most is simply a lack of vision and understanding of responsibilities.

Summary

Status of the dean of women on any campus should be directly related to her educational standing and years of experience and should be earned rather than sought after. Thus status varies from one institution to another which is also true of her work load. The dean of women should function as a counselor, a supervisor, an advisor as well as a disciplinarian. She will be required to keep records in her office and to serve on various committees both on student and faculty level. On many campuses the dean of women

is a teacher and/or tutor. She will need to work with the administration in policy making as well as orientation of new students. The relationship of the dean of women to other staff members is discussed in the next section.

CHAPTER V

RELATIONSHIP OF WOMEN DEANS TO STAFF

The dean of women is a personnel worker, and on many of the campuses she is also a teacher. Staff relationships are so often easier to establish than to define, because they vary so much. They vary from institution to institution, and also they vary on different occasions. At times, as some writers expressed, the personnel workers feel as if they are servents of the teaching staff with their hands tied so that they are not able to do anything creative or personal for the students, while at other times the image is developed of teachers catering to personnel demands. Sometimes the dean of women does not have a clear picture of her own position, and thus does not know how she can or should best relate to her colleagues. It may be true that the dean does not have a true concept of her own position because the institution has never really defined the office to her, or for that matter, to themselves. If the latter be true, then the dean of women needs to outline for herself just what she is trying to do and in some manner get her ideas across to the administration and staff members. At any rate the spirit of cooperation must be stressed always, and the best for the student be worked out.

Director of Student Affairs

Since the dean of women is a personnel worker she

works very closely with the director of student affairs, and if their philosophies are somewhat similar, the working conditions should be more pleasant, and more progress could certainly be gained. Gilbert Wren[1] has defined different organizational plans. On the campus which has an office of dean of students, the staff members representing the interests of the men and women may carry the titles of assistant deans of students, and would be working jointly under the direct supervision of the student dean. If the campus has a vice president for student affairs, then the titles of dean of men and dean of women are more commonly used, and they are directly and jointly responsible to the vice president. The dean of student affairs or the vice president is in turn directly responsible to the president of the college. Whether the title be dean of women, assistant dean of student affairs, or women's counselor she needs to work in harmony with the office of students affairs and coordinate her program with that planned for the entire student body.

Guidance Counselor

As pointed out many times by the NAWDC, the dean of women should not be held directly responsible to the school counselor except on the cooperative basis, but she should relate all her functions to the total counseling and welfare services. As stated earlier she must keep well informed on

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[1]Wren, op. cit., p.41.

all the services available, keep alert to vocational opportunities, and see that her office is in touch with current literature in vocational guidance. It is equally important to know one's limitations in counseling and be willing to make referrals to the counseling office or psychiatric attention when it is necessary. The counselor in turn can do a great deal to make the dean's work easier and more worthwhile by sharing test results and other pertinent materials; several colleges use this plan.

It is possible that the dean of women could work through the counseling office in having her proctors and student counselors trained for their duties in the residence halls. Some institutions which were interviewed do require training classes with credit given for their student counselors. These could be taught by someone in the counseling department.

Dean of Men

Many institutions consider the functions of the two deans of students, dean of men and dean of women, to be of equal importance, but because the women are housed under more strict regulations than the men, the responsibilities of the dean of women are greater according to many experts. On campuses where there is not yet a student-affairs director, the chairmanship of the over-all personnel committee may be shared by the dean of men and the dean of women, or they

may each assume the full responsibility on alternate years.[2] It is quite important for each to be aware of the other's activities and to work out together the year's calendar pertaining to student, faculty, and community affairs. Consideration and co-operation between the two offices are of utmost importance since they are both working for the best interests of the entire student body. The final formulation of the handbook (after the revision and alterations by the residence counsels) is jointly shared by the two deans on many campuses.

The co-operation stressed in the above paragraph will be difficult to maintain unless the dean of women accepts tactfully the difference in thinking and working between men and women as Kate Havner Mueller points out in Williamson's book.

> The leadership which women must develop is different from the leadership qualities appropriate for men. To be sure, they must learn the techniques of the men in order to be able to deal with them, but in so far as a woman's own leadership may be exercised among other women, it must be based on different personal qualities and different interests to meet the different social forces. A woman's leadership, or perhaps we should call it a certain kind of "followership," for dealing with men must also be of a special kind. She can never assume that men will have acquired her point of view, and she must learn to teach it to them with patience and good humor while she indulges them by pretending to learn their patterns of ideals and behaviors, which she already knows.[3]

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[2]National Education Association, op. cit.

[3]Mueller, Kate Havner, "Problems in Counseling Women," in Trends in Student Personnel Work, by Williamson, E.G., University of Minnesota Press, Minneapolis, 1950, p. 368.

Other Staff Members

On the majority of campuses the dean of women is also a member of the teaching staff, and should cultivate the same good relationships as any other teacher. She should never attempt to interfer with or regulate what is being done in the other classrooms unless she has real cause to know that a student is not receiving fair treatment in some way. If she is not teaching, she should still be regarded as one among the teaching staff rather than over them in any way. She is a fellow staff member with a voice in the policy-making, only because she is vitally interested in the total environment of the students.

Summary

As a personnel worker the dean of women ranks equally on most campuses with the dean of men, and they share many responsibilities for student activities. They are directly responsible to the dean of students or vice president for student affairs, whichever the case might be. Much help can be gained, if the dean of women will share information and resource materials with the guidance counselor and draw from his abilities. The dean of women should have some administrative duties in the policy making for the women's activities on the campus. As a teacher and/or tutor of personalities the dean of women is a co-worker with the other teachers and staff members. Therefore, good relationships will include co-operation and consideration for others.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It has been the purpose of this study to formulate a clear picture of the position of the dean of women in small, church-related colleges and to determine how much the image of the position and the duties have changed over the past thirty years. A review of the literature showed no set standards to be uniform throughout the campuses and that the only real guide lines were those held by the NAWDC. One may hold the position of dean of women without belonging to the national organization, but no one can be a member of the organization without measuring up to the standards it has set.

Summary

The literature reviewed showed that as early as 1900 the women, who later became known as women deans, began holding informal meetings which later developed into what is now called the National Association of Women Deans and Counselors. The membership when first organized in 1916 totaled fifty, and by 1962 had reached a total of 1,875. Two major values of the organization are the educational requirements for membership and the research projects being carried on and shared by its members.

Qualifications for a woman dean, according to expert opinion in education and guidance, should include at least

a master's degree with a wide variety of experiences through travel and work, and a broad educational background. The personality of the woman dean needs to be warm, friendly, and understanding. She should have a good sense of humor, inspire student confidences, and be sincere. The dean of women needs to have integrity, stability, insight, abilities, and many interests. She should keep herself and her office neat and attractive. She needs strong convictions and a workable philosophy that will enable her to accept a student as he is and help him reach his capacities.

Status of the dean of women should be earned by educational standing and faithfulness to the many necessary duties. Counseling, supervising, advising, and disciplining are all a part of the functions of the woman deans. Also record keeping, policy making, orientation, and perhaps teaching occupy her time and thought.

While the dean of women needs to be able to work with students, she needs to be able to work equally well with the administrators, teachers, and other staff members. She is often a teacher among teachers, but her role is that of leadership and policy making where she needs to practice consideration and cooperation. She will need to work closely with the dean of men in student activities and discipline and share her information and resources with the guidance counselor.

Conclusions

The following conclusions concerning the position of the dean of women were made as the result of the study.

1. The dean of women needs to have at least a master's degree, some training in counseling and guidance, and a wide variety of experiences aside from teaching.

2. The functions of the dean of women's office are too many to be adequately handled by one person alone, but should be shared by office assistance, or other personnel workers, and/or students.

3. The dean of women should have equal status with others of the staff holding the same degree of educational background.

4. The dean of women should assist in formulating the policies for the women students on the campus.

5. While the dean of women will at times have to be a disciplinarian, she should strive to make her office a friendly haven where students will want to go for help.

6. When the dean of women and the dean of men are the only personnel workers on the campus, they should share in the oversight of the student activities. Where there are other personnel workers, the dean of women should co-operate, and keep herself informed of all the activities.

7. Since the role of the dean of women is changing from an authoritarian to that of an assistant to the dean of student affairs, or someone of like position, her view point

must also undergo a change from a keeper-of-the-rules to a helper-of-the-girls.

8. It is a wise dean of women who will make an effort to become acquainted with the male students and welcome their suggestions.

9. It is further concluded that an institution would do well in following the standards set up by the NAWDC concerning qualifications and functions of the dean of women.

Recommendations

It is the opinion of the writer that women rather than men can best understand and appreciate the needs and problems of the women students on a campus. Further studies should be made in the personnel field before women are eliminated from this position of dean of women.

Because of the help which a woman dean or counselor can receive from the NAWDC, an institution would do well to affiliate itself with the organization either through active or associate membership.

Students should be encouraged to take a course in counseling and personnel training on the undergraduate level, and colleges should encourage such training by offering it for credit.

Council members and counselors, or proctors, in the residence halls can create better living conditions by the attitude with which they regard the rules. If they see the

rules as protection and guides for the most congenial living for all, rather than authority and a force to hold them captive, they can lead the others to feel the same. This should be a part of the orientation of the residence hall leaders.

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