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### The Work of the Deanship in the Ministerial Preparatory Schools of the Lutheran Church--Missouri Synod

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THE WORK OF THE DEANSHIP  
IN THE MINISTERIAL PREPARATORY SCHOOLS  
OF THE LUTHERAN CHURCH--MISSOURI SYNOD

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A Thesis Presented to the Faculty  
of Concordia Seminary, St. Louis,  
Department of Practical Theology  
in partial fulfillment of the  
requirements for the degree of  
Bachelor of Divinity

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by

Paul L. Knuth

June 1955

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

The basic assumption of this study is that the office of dean of students in the ministerial preparatory schools of The Lutheran Church--Missouri Synod can be a factor of major importance to the functioning of these institutions. This study is a normative and descriptive investigation of the duties and functions of this officer as they are carried on at the present time, together with the personal and professional characteristics of the present incumbents of this office. No attempt is made to set up ideal duties and qualifications for the office of dean of students, although periodically throughout the study certain conclusions and implications will be drawn from the existing conditions as to what might be considered desirable and possible for future development.

#### Objectives of the Study

Among the major objectives of this study are the following:

1. What factors led to the creation of the office of dean of students in the ministerial preparatory schools?
2. How many of the ministerial preparatory schools have an administrative officer specifically designated as dean of students?



3. What is the background and personal characteristics of the dean of the ministerial preparatory schools?

4. What value is placed upon the work of the dean by the presidents of the ministerial preparatory schools?

5. What is the professional background and previous experience of the dean of students?

6. What is the academic rank of the dean of the ministerial preparatory schools?

7. What is the tenure of the dean in his present position?

8. What are the teaching functions of the dean of students in the preparatory schools?

9. What social, academic, and other duties does the dean of students perform?

#### Definition of Terms

The title of "dean" is used throughout this study to refer to the dean of students, as contrasted with the officer designated as academic dean. Although the specific title given to the office of dean of students may vary with the individual institution, the concept of this office as that which works most directly with the students and their government and is most immediately charged with their welfare, remains applicable.

The term "ministerial preparatory schools" is used to designate those ten institutions sponsored by The Lutheran Church--Missouri Synod in which instruction is given which serves as a preparation for further training carried on at

Concordia Seminary, St. Louis, Missouri.<sup>1</sup> Appendix A lists the names of these preparatory schools together with their locations and the names of their respective deans of students.

The preparatory course at the majority of these schools consists of a four-year high school and a two-year junior college program. The pre-theological curriculum emphasizes liberal arts subject matter, with stress laid on such languages as German, Latin, and Greek.

Within the past four years, a Teacher-Training Division has been initiated at nine of these ten preparatory schools on the junior college level. This Division offers the first two years of undergraduate work in education, the remaining two years being taken at one of the two teacher training institutions.<sup>2</sup> The control and direction of this Teacher-Training Division is vested in the president of the respective preparatory schools, and its students are integrated with the pre-theological student-body. In all but two

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<sup>1</sup>A second seminary for the training of its clergy in the continental United States is sponsored by The Lutheran Church--Missouri Synod at Springfield, Illinois. No special preparatory work is required for entrance, other than a twelfth-year high school diploma.

<sup>2</sup>The Lutheran Church--Missouri Synod operates two four-year teacher training institutions for the training of its parochial school teachers at River Forest, Illinois and Seward, Nebraska. These institutions offer the Bachelor of Arts and the Bachelor of Science in Education degrees and are accredited by the North Central Association of Colleges and Secondary Schools.

instances,<sup>3</sup> these preparatory schools are coeducational in character.

The terms "ministerial preparatory schools," "preparatory schools," "colleges," and "institutions" will be used throughout this study in referring to these ten institutions.

#### Scope and Limitations

This study will confine itself exclusively to the work of the dean of students in the ten ministerial preparatory schools. Although the deans of students at the two seminaries and the two teacher-training institutions previously mentioned might conceivably have been included in such a study as this, it was thought inadvisable for this reason, that, although the duties of the deans at these four institutions and the administration of the institutions themselves would be generally comparable to the ten ministerial preparatory schools treated in this study, nevertheless, the nature of these institutions, their organization, the curriculum level, and the maturity of their students would be sufficiently divergent so as to eliminate any possibility of an homogeneous grouping and to necessitate a burdensome amount of distinction and characterization.

This study is further limited in this respect, that it

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<sup>3</sup>Austin, Texas and Milwaukee, Wisconsin.

confines itself solely to the duties and functions of the dean of students, and in no case attempts any description of such offices as academic dean, dean of faculty, or dean of a department or school. Other officers of the preparatory schools, together with their positions in the administrative organization, are considered incidentally and only from the standpoint of the interrelationships of the position of the dean of students with the entire administrative system of the school.

#### Method of Attack

The methods commonly used by researchers in the study of occupations are the questionnaire and the personal interview. The disadvantages of the questionnaire method are well known: the failure of a large per cent to answer the questions, failure to answer them accurately, and misinterpretation of the questions. However, these disadvantages become less in proportion to the care with which the questions are formulated, and to the intelligence and cooperation of the persons questioned. Two advantages of the questionnaire method are: the opportunity it gives for deliberate replies and the larger number of cases than is possible with face-to-face methods.

By the interview method answers may be obtained from most of those approached and misunderstandings can be corrected. Although a more comprehensive picture of a

situation can be obtained by means of an interview, certain disadvantages of the questionnaire method listed above attach also to this direct method.

Although certain valuable insights were gained from one exceptionally fine interview, the greatest percentage of data in this study was obtained by the questionnaire method which made possible a survey of all ten preparatory schools. The splendid cooperation of the presidents and the deans, in all but one instance, was responsible for the 100 per cent replies which made the data relatively reliable and representative of the current situation.

A five-page questionnaire was prepared, submitted for criticism to three specialists in the field of higher education, and sent to the presidents and deans of the ten preparatory schools. A copy of the questionnaire used in this investigation will be found in Appendix B.

## CHAPTER II

### ORIGIN AND DEVELOPMENT OF THE DEANSHIP

#### Historical Origin of the Deanship

##### Ancient Meaning of the Term "Dean"

The word "dean" is derived from the Greek "deka" and the Latin "decanus" meaning "ten," or "a leader of ten." Its first use seems to have been to denote a military grade as in De Re Militari of Vegetius, written in 536 A. D.

"Deans" as officers of the Roman civil administration are mentioned in the ancient codes of Theodosius and Justinian and designated "one having authority over ten." St. Jerome, in 400 A. D., used the term in this way in preference to "decurio" which was found in the old Latin versions. From then on it was used for various designations. Codes of the Visigoths and Lombards reveal that the title applied to a subordinate judge who had jurisdiction within a "decania" or deanery. The Anglo-Saxons used the title in a similar way, interchanging the words "dean," "tithing-man," and "head-borough."<sup>1</sup>

Very early in its history, the church appropriated

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<sup>1</sup>Merle Scott Ward, Philosophies of Administration Current in the Deanship of the Liberal Arts College (Teachers College Contribution No. 632; New York: Bureau of Publications, Columbia University, 1934), p. 12.

this designation and appointed a "decanus" in its monasteries who was to have charge of the discipline of every ten monks. These officers had administrative, disciplinary and spiritual responsibilities.<sup>2</sup> Later on there came into existence deans of chapters of clergy who were attached to the cathedrals. In England today these deans of cathedrals are appointed by the crown. There are also "deans of peculiars," such as at Westminster and Windsor, and "rural deans" whose duties consist in visiting the parishes and reporting to the bishop. In the United States, rural deans are termed "deans of convocation," the designation being used in some dioceses of the American Episcopal Church.<sup>3</sup>

#### Medieval Forms and Connotations

Not until the twelfth and thirteen centuries did administrative problems arise in the earliest universities and it is at this time that we find mentioned the deans or priors as officers of the administrative staff. This dean was elected by a group of teachers as their chief officer, his main duties being to preside at the gatherings of this group

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<sup>2</sup>C. A. Milner, The Dean of the Small College (Boston: Christopher, Inc., 1936), p. 17.

<sup>3</sup>Ward, op. cit., p. 13.

and to serve as a member of the university council.<sup>4</sup> The ancient title "Prefect of Studies," Præfectus Studiorum, came to be used by the Jesuits for the chief assistant to the president in their institutions of higher learning. This official was in charge of classes and instruction and had other duties which usually are assigned at the present time to deans, registrars, deans of men, and other specialized officers.<sup>5</sup>

The title was used from medieval times up to the formation of modern universities of Europe. The office of dean as first established at Oxford and Cambridge was to superintend discipline only, with the one exception being that of Christ Church, Oxford. At this latter institution, which was both cathedral and college, the dean exercised both administrative and disciplinary functions as head of the college. Oxford and Cambridge still use the term today for the official who supervises discipline, while the President of the Scottish Faculty of Advocates is called "Dean of the Faculty."

In addition to these disciplinary and administrative types of deans, the designation of "dean" is also used as

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<sup>4</sup>E. E. Lindsay and E. O. Holland, College and University Administration (New York: Macmillan Co., 1930), pp. 4, 6.

<sup>5</sup>Ward, op. cit., p. 16.



an honorary title for the oldest member of a group of equal rank, such as the senior Cardinal Bishop of the Roman Catholic Church, who always occupies the see of Ostia, and is called the Dean of the Sacred College.

### Types of Deans in American Colleges and Universities

Webster's New Collegiate Dictionary defines the term "dean" in U. S. education as "a university or college administrative officer, under the president, supervising a school, a faculty, a class or a sex of students."<sup>6</sup>

In higher education in the United States today, three definite types of deans can be distinguished: (1) dean by virtue of seniority, (2) dean of men or of women, and (3) academic dean or dean of faculty. Each of these three types can be traced back to early European practices in civil, religious and educational institutions.

The first type of dean, dean by virtue of seniority, is an honorary title and position, having few, if any, duties and responsibilities connected with it. In his study of 180 independent liberal arts colleges, Lubbers found that

. . . in twenty-five per cent of the colleges the Deans are men who have earned the right to an honorary title and the impression persists, despite

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<sup>6</sup> Webster's New Collegiate Dictionary (Springfield, Mass.: G. & C. Merriam Co., 1953), p. 212.

its subjective nature, that the office of Dean is used for the purpose of bestowing that honor.<sup>7</sup>

The second type of dean, the dean of men or of women, grew out of the European practice of placing one officer in charge of discipline. The University of Illinois was one of the first institutions to establish this office, naming Thomas Arkle Clark as dean of men in 1901.<sup>8</sup> It is with this type of deanship that this study is chiefly concerned.

The third type of dean is the academic dean. With increased enrollments, it became necessary for the president of an institution to delegate more and more of his responsibilities to members of his staff, various committees, and other officers of the college. Gradually this process was clarified, and out of these delegated functions arose the office of academic dean or dean of the faculty. The first person to hold this office in the United States was Ephraim W. Gurney, who was appointed Dean of the Faculty of Harvard College in 1870.<sup>9</sup>

A fourth type of dean might here be mentioned, that of dean of a school or department. This type of deanship is almost exclusively a product of the twentieth century. This

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<sup>7</sup>Irwin J. Lubbers, College Organization and Administration (Evanston, Ill.: Northwestern University Press, 1932), p. 81.

<sup>8</sup>Ward, op. cit., p. 14.

<sup>9</sup>Ibid., p. 17.

type of dean is the chief instructional and administrative officer of a faculty in a given department of instruction. This office is no doubt an outgrowth of the office of dean of faculty. Where these deans are present in a university, the academic dean is usually referred to as the Dean of Faculties.

### Historical Development of the Deanship

#### Early Deanships in American Colleges

The first instance of a dean being appointed in a collegiate institution in the United States occurred in 1870 when President Eliot of Harvard University appointed Professor Ephraim W. Gurney to be the Dean of the College Faculty.<sup>10</sup> Upon President Eliot's suggestion, early in his first year as chief executive, the new office of dean was established by statute.

The annual reports of Dean Gurney to the president for the six years he held that office contain information as to the areas of his work and the specific duties which he performed. The first report, for the academic year 1869-1870, discusses the following topics:

1. Number of students enrolled by classes
2. Courses of instruction

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<sup>10</sup> Charles W. Eliot, Forty-fifth Annual Report of Harvard College, p. 4 (as quoted in Ward, op. cit., p. 17).

3. Curriculum offerings
4. Examinations
5. Discipline
6. Bestowing of college honors
7. Admissions
8. Electives
9. Assignment of rooms in college dormitories
10. Need of recitation rooms and equipment
11. Decision of faculty that hereafter discipline and scholarship scales are to be kept apart.<sup>11</sup>

The succeeding five annual reports follow practically the same outline, with only an occasional addition as new problems arose.

By 1885 fifteen deanships had been established in the 319 liberal arts colleges furnishing the data for the study made by Ward.<sup>12</sup> The range in the dates of the founding of these 319 institutions is 297 years, while the range in the dates of the establishments of the deanships is only 63 years. The median date for the founding of these institutions is 1871. The median date for the establishment of the deanship is 1913. From this data which Ward presents, it can readily be seen that the deanship is a comparatively recent development in American higher education.

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<sup>11</sup>E. W. Gurney, Report of Dean of College Faculty to President of Harvard College, January, 1871 (as quoted in Ward, op. cit., p. 20).

<sup>12</sup>Ward, op. cit., pp. 21-22.

The Deanship in the Ministerial Preparatory Schools

In the ministerial preparatory schools of The Lutheran Church--Missouri Synod the deanship is also of a somewhat recent origin. Table 1 shows the dates of the founding of the ten ministerial preparatory schools together with the dates of the establishment of the deanship at these same institutions.

TABLE 1

DATES OF THE FOUNDING AND OF THE  
ESTABLISHMENT OF THE DEANSHIP IN THE  
MINISTERIAL PREPARATORY SCHOOLS

Location of School	College* Founded	Deanship Established
Fort Wayne, Indiana	1846	1951
Milwaukee, Wisconsin	1881	1943
Bronxville, New York	1881	----
Concordia, Missouri	1884	1950
St. Paul, Minnesota	1893	1946
Winfield, Kansas	1893	1940
Portland, Oregon	1905	1953
Oakland, California	1906	1952
Admonton, Alba., Canada	1921	----
Austin, Texas	1926	1926

\* The Lutheran Cyclopedia, edited by E. L. Luoker (St. Louis: Concordia Publishing House, 1954), p. 687.

As can be seen from the data in Table 1, the range in the dates of the founding of the schools included in this study is eighty years, while the range in the dates of the establishment of the deanships is twenty-nine years. The median date for the founding of these same institutions is

1895. The median date for the establishment of the deanship is 1948.

The circumstances leading to the creation of the office of dean of students in the preparatory schools in this study were varied. Frequently, it came about through the reorganization of the institution. Often it was a logical step in the natural development of the school. In the greatest number of cases, however, the deanship was established to aid the president in carrying out his duties and responsibilities. A complete list of the various reasons given for the establishment of the deanship, together with the number of schools assigning them, is given in Table 2.

TABLE 2

CIRCUMSTANCES LEADING TO THE ESTABLISHMENT  
OF THE OFFICE OF DEAN OF STUDENTS  
IN THE MINISTERIAL PREPARATORY SCHOOLS

Contributing Circumstances	Totals
To relieve the president of some of his duties and responsibilities.....	5
To promote greater efficiency in supervising student activities.....	3
To conform to good educational practice.....	2
Growth in enrollment.....	2
Need for a dormitory supervisor.....	1
The change to a junior college program.....	1
Addition of Teacher-Training Division.....	1
To distribute increased responsibilities of the accelerated program.....	1
A new president instituted the office.....	1
Established at founding of the college.....	1
Recommended by North Central Association.....	1

## Review of Previous Studies

Higher Education in General

Among others, Russell,<sup>13</sup> Milner,<sup>14</sup> Kinder,<sup>15</sup> and Ward<sup>16</sup> have made contributions in the internal administration of institutions of higher education which have a bearing on such organization on the junior college level. Of these four contributions, we shall briefly review the latter two.

Kinder,<sup>17</sup> studying 116 long-established liberal arts colleges, investigated the functions of administrative offices under a list of sixty administrative titles. Speaking primarily of presidents, deans, registrars, and treasurers, which offices were found in greatest frequencies, he stated that the duties of these officers had not been properly defined. He found a great amount of overlapping and lack of responsibility for duties of administrators, in addition to a large amount of sharing of functions. He noticed a certain

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<sup>13</sup>John D. Russell, The Administration and Finance of Higher Education (Chicago: University of Chicago Bookstore, 1944).

<sup>14</sup>Milner, op. cit.

<sup>15</sup>J. S. Kinder, The Internal Administration of the Liberal Arts College (Teachers College Contribution No. 597; New York: Bureau of Publications, Columbia University, 1934).

<sup>16</sup>Ward, op. cit.

<sup>17</sup>Kinder, op. cit., pp. 56-81.

amount of grouping of offices, e.g., dean-registrar, in the adaptation of administrative duties to the personnel available, and he believed that the amount of teaching done by administrators indicated poor possibilities for extension or enrichment of services to personnel of the schools.

Ward,<sup>18</sup> in her study, investigated 319 liberal arts colleges. Her primary thesis is: "The office is still in evolution. Expansion continues, and with it new opportunities for distinguished service present themselves."<sup>19</sup> She found an average age of deans of fifty years, 35 percent having the Doctor's degree and 70 per cent the Master's degree. In regard to previous teaching fields she found the following in order of frequency: education, philosophy, and psychology; natural sciences; social studies; English and public speaking; ancient languages; and mathematics. Ward found that 82 per cent of the deans had had college teaching experience, 56 per cent administrative experience, and 18 per cent previous experience as deans.

Ward's findings indicated less than satisfactory professional study and training in at least 50 per cent of the cases; the deanship existed in 85 per cent of the colleges; the tenure of deans was found to be greater than that usual for staff members; and the functions of the office included

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<sup>18</sup>Ward, loc. cit.

<sup>19</sup>Ibid., p. 28.



educational guidance of students, internal problems of the teaching staff, admissions, discipline, and research. Ward added, however, that in small colleges the functions of the dean and the registrar are combined, while in the larger institutions the registrar is subordinated to the dean. She believes that a clear definition of the duties of the deans should be made by each college. The basis for selection of a dean should be genuine leadership in his job, including such qualifications as scholarship, professional training and experience, natural endowment of mind and heart, and ". . . intellectual enough to command respect of the faculty-human enough to win and hold the confidence of the students."<sup>20</sup>

More recent periodical literature gives further light on the subject, but it is considerably narrower in its attack. At the 1945 workshop meeting of the North Central Association of Colleges and Secondary Schools, sixty-three colleges and universities were represented. Some of the principles of cooperative administration which they agreed upon and which are related to the deanship are the following: (1) administrative procedures work best when administrative functions are clearly outlined; (2) the dean and president should keep each other informed on all matters affecting policy; (3) the president and dean should be ex-officio

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<sup>20</sup>Ward, loc. cit.

members of all faculty committees; (4) minutes of all committee actions should be furnished to the dean and the president; and (5) all routine matters should be handled by stenographic workers.<sup>21</sup>

Higgins,<sup>22</sup> in a more recent study, shows that there is little difference in the picture of the deanship in liberal arts colleges from that pictured by Kinder<sup>23</sup> and Ward<sup>24</sup> over twenty years ago. Approximately a third, 161, of the members of the American Conference of Academic Deans showed in their answers to the author's questionnaire that the ages, degrees obtained, previous experience, and primary functions of deans had changed only in small ways. One difference was that 72 per cent of the deans entered their positions with the Ph. D. degree or other doctorate, and he mentioned that the deans were selected by the presidents of the colleges with the approval of the boards of control.

### Junior College Education

There is very little available literature regarding the second administrative officer in junior colleges. The

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<sup>21</sup>E. E. Emme, "What Deans and College Presidents Might Do," Journal of Higher Education, XVII (May, 1946), 266.

<sup>22</sup>R. L. Higgins, "Functions of the Academic Dean," Association of American Colleges Bulletin, XXI (May, 1947), 393-399.

<sup>23</sup>Kinder, loc. cit.

<sup>24</sup>Ward, loc. cit.

Following three sources are available and are relevant to the subject of this present study.

The first of these sources is a survey conducted in 1943 of 168 institutions, more than three-fourths of the public junior colleges at that time, made by Leonard V. Kees.<sup>25</sup> This study was wide enough in its sampling to assure adequate representation. The titles given to the chief administrators were as follows: dean in ninety-nine cases, assistant dean in two, president in thirty-seven, director in ten, principal in eleven, and superintendent in five. Contrasted with the chief executives just mentioned, the author lists such other administrative officers as these: registrar in 109 junior colleges, dean of women in ninety-eight, dean of men in sixty, director of personnel in thirty, dean in twenty-three, assistant dean in seventeen, business manager in seventeen, assistant principal in nine, and several other titles found in less than five schools in each case. This seems to indicate seventy-nine second officers in the general administration of these junior colleges (directors of student personnel, deans, assistant deans and assistant principals). There may be others, also, because any of the others listed might have had broader functions than indicated by their titles. The

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<sup>25</sup> Leonard V. Kees, "Junior College Administrators and the Scope of Their Functions," School Review, LII (March, 1944), 143-150.

author himself says that the title of "dean," being found in both the chief executives' list and in the list of the other administrators as well, shows that in these cases a dean is a subordinate to a president or a chief by some other title. This fact points out a significant consideration, namely, that there is an important second administrative officer in public and private junior colleges who has not been studied as such.

The second of the three sources of literature in junior college education is an unpublished Doctor's dissertation by Alfred C. Pierce.<sup>26</sup> This study indicates not only the present conditions but goes on to describe the desirable status of the deanship in public junior colleges. On the basis of the 177 public junior colleges used as a sample for this study, Pierce found that 60 per cent of the junior colleges have deans with more than half again as many being found in large schools as in small schools. Both the figures for the present and for the desirable status of the deanship indicated that the dean is usually second in authority to the president, and that the two administrators are supported and assisted by a staff of officers who are coordinate in rank and authority. The title of "dean" was the one most

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<sup>26</sup>Alfred C. Pierce, "The Qualifications and Training Necessary for Deans, Second Administrative Officers, of Public Junior Colleges (Unpublished Doctor's Dissertation; Austin: The University of Texas, 1950).

avored for second officers by the majority of those partici-  
in the study. The author states that the three chief func-  
tions of deans which stand out above all others are: (1) to  
assist and advise the chief executive; (2) to supervise in-  
struction, and (3) to supervise curriculum matters. The  
dean's chief committee assignments include curriculum, stu-  
dent activities, administration, and student discipline. It  
was found that 91 per cent of present deans have a Master's  
degree as their highest obtained and have studied for an  
average of twenty-four credit hours beyond the degree.

Pierce also stated that it was thought desirable by 55 per  
cent of those responding that the dean have the Master's  
degree, and that the Doctor of Philosophy degree was thought  
desirable by 34 per cent. For both the Master's degree and  
the Doctor's degree, education and educational administration  
were believed to be the most important major subjects. With  
regard to experience qualifications and previous training,  
Pierce found that present deans reported high school teach-  
ing in 83 per cent of the cases, college teaching in 71 per  
cent, public school administration in 60 per cent, and  
college administration in 44 per cent, with an average number  
of years of experience in each of these between seven and  
eight years. The dean's duties were found to be shared most  
often with presidents, registrars, personnel officers, and  
department chairmen. The median age of deans at the present  
time was found to be 44.25 years.

The last of the three sources in junior college education is in the greatest detail and probably has the greatest bearing on this present study. Johnson<sup>27</sup> has made an intensive and highly statistical study of the person who is called "dean," or the person who has the position usually having that title, in both public and private junior colleges, and found the chief functions of the "dean" according to his definition.

In studying Johnson's dissertation, it seems clear that he was examining both the first and the second administrative officers at the same time, but without distinguishing them from each other. For example, he cites the following figures: in studying 170 public junior colleges, he found ninety-seven with enrollments of under 200, forty-two with enrollments of 200-500, and thirty-one with enrollments of over 500. In the schools with less than 200 students, the administrative officers, in order of frequency, were: dean, librarian, registrar, director of athletics, and dean of women, with 87 per cent of the institutions having deans and 66 per cent having presidents, indicating that some of these colleges had both deans and presidents and that others had only deans or presidents. In the last group of schools having over 500 students, deans were not listed in the first six administrative

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<sup>27</sup>J. R. Johnson, "The Junior College Dean" (Unpublished Doctor's Dissertation; Columbia: The University of Missouri, 1940).

offices mentioned, while presidents were reported in 58 per cent of the cases.<sup>28</sup> Since a great number of junior colleges are small in enrollment, it is not surprising to find the administrative officers, listed in order of frequency for all, including dean, registrar, dean of women, and director of athletics; also, this finding of Johnson's seems to indicate that by far the majority of the deans he investigated were chief administrative officers of the institutions they represented.

With this idea in mind, it was found that Johnson showed the greatest number of functions of deans to include those pertaining to students and those applying to the teaching staff, with a small number of functions regarding publicity, community relations, relationships with school authorities, and personal duties.

In regard to the dean's relationship to the student body, the author found that over 75 per cent of the colleges listed the following seven functions:

1. Guiding students in selecting courses
2. Advising students in academic adjustments
3. Granting students permission to change courses
4. Helping failing students to discover their difficulties
5. Informing students regarding the rules of the college

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<sup>28</sup> Ibid., pp. 328-329.

6. Advising students regarding various vocations and professions
7. Helping students select their courses in higher institutions that they might attend.<sup>29</sup>

Johnson also listed forty-eight other duties of deans which were found in over 50 per cent of the public junior colleges regarding relations to the student body. There were ninety-seven additional duties allocated to the dean in less than 50 per cent of the colleges reporting.

When considering the dean's associations with the teaching staff, Johnson<sup>30</sup> found three functions in more than 75 per cent of the schools, namely, (1) representing the college as a delegate to educational meetings, (2) approving new courses, and (3) scheduling classes. There were twenty-eight duties listed in over 50 per cent of the colleges, including such duties as: adjusting teaching loads, advising faculty members, directing the educational activities of the college, appointing faculty committees, and determining the courses to be offered after conferences with instructors. Sixty-seven other responsibilities were listed, none of which were interpreted as to their relative importance to the institution in which they were being performed.

Johnson<sup>31</sup> found only one community-relations duty,

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<sup>29</sup>Ibid., pp. 332-335.

<sup>30</sup>Ibid., pp. 338-340 passim.

<sup>31</sup>Ibid., p. 348.



appearing on programs of local civic organizations, listed in more than 50 per cent of the colleges. Making reports was the only item listed in as many as forty-eight schools in the dean's relations to school authorities; but five functions were found in over 50 per cent of the colleges regarding the school's publicity program. These were the following: (1) directing the preparation of the school's catalogue, (2) providing information for high school students regarding college entrance, (3) distributing bulletins showing the courses offered by the college, (4) furnishing college publicity, and (5) furnishing news stories to the press. Personal duties of the deans included attending professional meetings and teaching courses. In order of their frequency, the subjects taught by deans were: mathematics, psychology, history, government, education, orientation, and economics.

Approximately two-thirds of these schools have between 200 to 250 students. Four of the ten schools have an enrollment of over 250 students.

#### TYPE OF HOUSING

The type of housing most commonly found in the industrial preparatory schools is the dormitory situation. In

These figures are a compilation of the data received in the questionnaire, together with the enrollment figures published in The National Business Directory, No. 27 (October 19, 1922), 275-277.

## CHAPTER III

### BACKGROUND FACTORS RELATED TO THE WORK OF THE DEANSHIP

#### The Institutions and Their Students

Certain characteristics of an institution, such as its size, the type of housing provided for its students, and the degree of maturity possessed by its students may be of significance and may indirectly influence the work of the deanship. Consequently, these three factors have been included in this study of the work of the deanship in the ministerial preparatory schools.

#### Size of Institutions

The range in size of the ten ministerial preparatory schools included in this study is from 92 to 425 students.<sup>1</sup> Approximately two-thirds of these schools have between 200 to 425 students. Four of the ten schools have an enrollment of over 320 students.

#### Type of Housing

The type of housing most commonly found in the ministerial preparatory schools is the dormitory situation. In

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<sup>1</sup>These figures are a compilation of the data received in the questionnaire, together with the enrollment figures published in The Lutheran Witness, LXXIII, No. 22 (October 26, 1954), 373-377.

the seven preparatory schools replying to this portion of the questionnaire, it was found that less than 1 per cent of the men students and less than 24 per cent of the women students lived off of the campus. In the great majority of instances, those students who do live off-campus, live in the homes of their parents, since no type of fraternity or sorority house is permitted by the authorities of the ministerial preparatory schools.

This situation has a direct influence on the work of the dean and his staff, as will be discussed later in this study.<sup>2</sup>

#### Maturity of Students

The age of the students is a factor which the dean must take into account in his work. According to estimates made by three of the deans, more than three-fourths (77 per cent) of the entering students are just out of junior high school. The remaining 23 per cent matriculate at various age levels.

Although these estimates are only approximate, they do suggest difference in interests and problems which in turn suggest different emphases in the dean's work.

#### Institutions Having Deans

It is interesting to determine how many of the

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<sup>2</sup>Infra, Chapter IV.

ministerial preparatory schools have at present a person officially appointed to supervise the welfare of the resident students. Of the ten preparatory schools included in this study, eight (80 per cent) have deans of students. Pierce<sup>3</sup> found that 36.8 per cent of the 177 junior colleges reporting in his study had deans. Jones,<sup>4</sup> on the other hand, reports that 93 per cent of the 422 liberal arts colleges and universities included in her study claim deans. Sturtevant and Strang,<sup>5</sup> in their survey of 178 teachers colleges and normal schools, struck somewhat of a mean between these two extremes, in that they found 77 per cent of the reporting schools claiming deans. This median figure might be accounted for by the fact that Sturtevant and Strang received a decidedly larger percentage of returns on their questionnaire (93.3 per cent) than either Pierce or Jones.

There are three chief factors which probably explain the situation that twenty per cent of the institutions

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<sup>3</sup>Alfred C. Pierce, "The Qualifications and Training Necessary for Deans, Second Administrative Officers, of Public Junior Colleges" (Unpublished Doctor's Dissertation; Austin: The University of Texas, 1950), p. 47.

<sup>4</sup>Jane Louise Jones, A Personnel Study of Women Deans in Colleges and Universities (Teachers College Contribution No. 326; New York: Bureau of Publications, Columbia University, 1938), pp. 12-14.

<sup>5</sup>Sarah M. Sturtevant and Ruth Strang, A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools (Teachers College Contribution No. 319; New York: Bureau of Publications, Columbia University, 1938), p. 11.

included in this study have no deans. Ward, Startevant and Strang, and others who have made studies of the work of the deanship have found these three factors occurring with the greatest degree of frequency. The first factor is the size of the institution itself. In general, it is the smaller school which has not as yet created the office of dean of students. Another factor is the lack of recognition of the need for a dean of students. A third factor explaining the absence of the position of dean is the practice of distributing the work among other members of the staff.

#### Titles of the Dean

Of the eight deans replying in this portion of the study, six (75 per cent) have the official title of "dean of students." The other titles given were "dean" and "Director of personnel services." In both of these latter two instances, the unofficial or commonly used title is dean of students. Other researchers, notably Pierce<sup>6</sup> and Koos<sup>7</sup> found that the title of "dean" was the one most frequently used in public junior colleges. The designation "dean of students" most accurately connotes the extent of the dean's field of work as it is broadly conceived.

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<sup>6</sup>Ibid., p. 53.

<sup>7</sup>Leonard V. Koos, "Junior College Administrators and the Scope of Their Functions," School Review (March, 1944), p. 151 f.

## Personal Characteristics of the Dean

The office of dean of students in the ministerial preparatory schools of The Lutheran Church--Missouri Synod has attained to date no definitive degree of standardization. In this anomalous situation the type of individual who holds the office is a factor of prime importance, for his personality and philosophy can and no doubt will influence the nature and extent of the activities of the deanship. Dean Carl E. Seashore of the University of Iowa once wrote:

It is likely that personal interests and aptitudes determine in large part what a dean shall do or not do, and it is probably wholesome that an officer's personality shall color the activities of the office in such a way as to retain and foster natural interests and not cover up the human element in the situation.<sup>8</sup>

The power of the dean very largely may be just what his personality and abilities can make it. It is therefore essential to know something of the background of the individual who occupies the deanship in the ministerial preparatory schools.

Age

Table 3 presents information regarding the ages of

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<sup>8</sup> Carl E. Seashore, "The Dean's Office," Trends in Graduate Work, Fifty Years of Progress, University of Iowa, 1925, p. 27.

deans of the ministerial preparatory schools as contrasted with the ages of fifty-five deans of junior colleges.

TABLE 3

THE AGES OF DEANS OF MINISTERIAL PREPARATORY SCHOOLS  
AND OF DEANS OF PUBLIC JUNIOR COLLEGES

Age Range	Preparatory Schools		Public Jr. Colleges*	
	Totals	Percentage	Totals	Percentage
25-29	1	.125	"	
30-39	4	.50	19	.35
40-49	2	.25	20	.37
50-59	1	.125	15	.27
60-69	"		1	.01
Totals	8	1.00	55	1.00

\*A. C. Pierce, "The Qualifications and Training Necessary for Deans, Second Administrative Officers, of Public Junior Colleges" (Unpublished Doctor's Dissertation; Austin: The University of Texas, 1950), p. 106.

This information shows, at first glance, that deans generally are mature individuals. Most of the deans in both groups are between the ages of thirty and fifty -- 75 per cent of the deans in the preparatory schools and 72 per cent of the deans in the public junior colleges. Of the eight deans of the ministerial preparatory schools represented in this table, only one is under thirty years of age, four (50 per cent) are between the ages of thirty and forty, two are between the ages of forty and fifty, and only one is older than fifty years of age. The age range is from twenty-six to fifty-one. The median age of deans of the preparatory

schools at the present time is thirty-six years, whereas Pierce found in 1950 the median age of deans of public junior colleges to be 44.25 years.<sup>9</sup> Ward<sup>10</sup> found a median age of fifty for 319 deans of liberal arts colleges in 1934. These figures would seem to bear out the recognized tendency for deans of smaller schools to be younger than deans of schools having large enrollments.

The median age at which the deans of the preparatory schools were appointed to their office is thirty-three years. This would indicate a period of from eight to twelve years of practical experience on the part of the dean prior to his appointment.

### Sex

The fact that all of the deans of students of the ministerial preparatory schools are men was a natural development of the institutions, which, until recently, were non-educational in character. Pierce<sup>11</sup> found, in asking those who were presently engaged in the work of the deanship in addition to educational specialists in the field what they considered desirable for future development, that an overwhelming majority (86 per cent) believed that deans should be

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<sup>9</sup>Pierce, op. cit., p. 105.

<sup>10</sup>Ward, op. cit., p. 30.

<sup>11</sup>Pierce, op. cit., pp. 108-109.



men, while only 14 per cent felt that deans should be either men or women.

### Family

The responses regarding the dean's family show a wide diversity in size. The range in size of the dean's family, including himself, is from one to seven members, with dual modes of one and five. The median size is 4.5 members. Pierce<sup>12</sup> found a strong single mode of four persons, with 49 per cent of the deans replying having families of this size. This difference can be accounted for to a large extent by the comparative difference in median age levels.<sup>13</sup>

### Activities of the Dean

The organizations of which the dean is a member is an indication of the nature and personality of the dean. Pierce<sup>14</sup> in one of his summaries, states emphatically that "throughout almost all of the materials of this study one notices the idea that no set pattern is to be indicated, that the primary importance is that the dean shall be active, sincere, and developed into a well-rounded extroverted personality." The organizations of which the dean is a member

<sup>12</sup>Ibid.

<sup>13</sup>Supra, Chapter III, p. 32.

<sup>14</sup>Ibid., p. 32.

and the avocational activities in which he is interested are one indication of the wholeness of the dean's personality. The next four subdivisions of this chapter consider the theological, educational, civic and other organizations of which the dean is a member, together with avocational fields of interest in which the dean is active.

### Participation in Theological Organizations

Of the seven deans replying to this portion of the questionnaire, six are at the present time ordained clergymen of The Lutheran Church--Missouri Synod.<sup>15</sup> This would mean that these six men are members not only of The Missouri Synod organization as a whole, but also of a particular district and Circuit organization.<sup>16</sup> Especially are these deans active at the Circuit level in the professional organizations known as "Pastoral Conferences," which conferences have been established for the purpose of professional association and in-service education. No other specific theological organizations were claimed by the deans reporting in this study.

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<sup>15</sup> Infra, Chapter IV.

<sup>16</sup> The Lutheran Church--Missouri Synod is divided into thirty-four Districts and 403 Circuits, both divisions being based on geographical factors, with the exception of one District (English).

Participation in Educational Organizations

The information given in Table 4 shows the dean's membership in various educational organizations.

TABLE 4

THE PARTICIPATION OF DEANS  
OF MINISTERIAL PREPARATORY SCHOOLS  
IN EDUCATIONAL ORGANIZATIONS

Educational Organizations	Totals
State Education Association	3
Lutheran Education Association	2
N. E. A.	2
N. E. A. - Elementary School Principals	2
Association of Higher Education	1
N.A.A.S.S.P.	1
Adult Education Association	1
American Personnel and Guidance Association	1
American Association of Collegiate Registrars	1
Mathematical Association of America	1
Speech Association of America	1
American Health and Physical Education Association	1
National Basketball Coaches' Association	1
<b>TOTALS</b>	<b>18</b>
Number of Deans Replying	7

At the present time the seven deans represented have a membership in eighteen educational organizations. An average of 2.57 groups is indicated. One observes immediately that only four organizations are reported with any great degree of frequency. Forty-three per cent of the deans are members of a State Education Association, 28 per cent are members of the Lutheran Education Association, 28 per cent are members of the National Education Association, and 28 per cent are members of the N.E.A.-Elementary Principals. Membership in other

organizations appear in only isolated instances.

Participation in Civic and Other Organizations

The dean's membership in civic and other organizations is tabulated in Table 5.

TABLE 5

THE PARTICIPATION OF DEANS  
OF MINISTERIAL PREPARATORY SCHOOLS  
IN CIVIC AND OTHER ORGANIZATIONS

Civic and Other Organizations	Totals
Lutheran Human Relations Society	1
Associated Lutheran Charities	1
Lutheran Layman's League	1
Concordia Historical Society	1
Synodical Boy Scout Committee	1
State District Walther League Board	1
Preparatory School Association	1
Chamber of Commerce	1
American Red Cross	1
Y. M. C. A.	1
City Athletic Department	1
Urban League	1
State Private School League	1
Institute for General Semantics	1
International Society for General Semantics	1
<b>TOTALS</b>	<b>15</b>
Number of Deans Replying	7

As can readily be seen, no two deans have claimed a membership in the same civic organization. However, as can be demonstrated from the returned questionnaire forms, the deans meant their listing of these organizations to be indicative rather than comprehensive. The deans of the ministerial preparatory schools belong to an average of 2.14 civic and other organizations.

Avocational Interests

The dean's avocational interests give us an idea of the kind of a person he is by showing what he does with his leisure time. Table 6 presents this information.

TABLE 6

THE AVOCATIONAL INTERESTS  
OF DEANS OF MINISTERIAL PREPARATORY SCHOOLS

Item	Totals
Outdoor Sports	4
Indoor Sports	3
Reading	3
Golf	2
Fishing	2
Family Recreation	2
Hunting	1
Mountain Climbing	1
Carpentry	1
Youth Work	1
Children's Camps	1
Travel	1
<b>TOTALS</b>	<b>22</b>
Number of Deans Replying	7

An immediately noticeable point is that the dean chooses his leisure activities to give him physical exercise, primarily out-of-doors. Sports, both of the outdoor and indoor types, lead the list. Reading is the favorite sedentary interest among the deans, followed by such other activities as golfing, fishing, and family recreation. Among the items listed by only one dean are hunting, mountain climbing, youth work, carpentry, and travel. The activities

range from the greatest frequency of 57 per cent in the case of outdoor sports to 14 per cent in such cases as hunting and travel. The average number of avocational interests is 3.14 for deans of the ministerial preparatory schools.

#### Statements of the College Presidents

In order to present as complete a picture of the deanship in the ministerial preparatory schools as possible, the presidents of these schools were asked to provide a short administrative analysis and evaluation of the deanship at their schools, which was to include "(1) an evaluation of the fitness and effectiveness of your dean in his present position, and (2) a brief sketch as to the lines of authority that exist between you and your dean."<sup>17</sup> The statements received in response to this request will be discussed in the two subdivisions of this chapter.

#### Effectiveness of the Dean in His Present Position

Without exception, the presidents of the ministerial preparatory schools replying approved and commended the work that their deans of students were doing. Indicative of this overall approval is this statement by the president

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<sup>17</sup> Infra, Appendix B.

of one of our larger preparatory schools: "He is doing a splendid piece of work as the dean of students. He takes a very personal interest in each boy, knows him, and is willing to encourage him to the utmost."

#### Place of the Deanship in the Internal Administration

No general trends or overall patterns were observed from the statements made by the college presidents as to the place of the dean of students in the internal administration of the preparatory school. At each of the eight preparatory schools having a dean of students, the dean is responsible directly to the president. At those institutions having, in addition, a dean of women, she is directly responsible to the dean of students.<sup>18</sup> At two of the eight schools having a person officially designated as dean of students, there is another officer designated as academic dean. In both of these schools, each of the two deans is responsible directly to the president and in no case to each other.

In only one instance was it found that the dean of students was officially the second administrative officer of the school. The close working association which the dean of students has with the president, registrar, and other officers of his institution will be seen more clearly in

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<sup>18</sup>Infra, Chapter V, "Assistants to the Dean."

the discussion of the functions and duties of the dean.<sup>19</sup>

#### Summary

Among the ten ministerial preparatory schools of The Lutheran Church--Missouri Synod, 40 per cent have an enrollment of over 320 students, with close to 90 per cent of these students in dormitory residence. More than three-fourths of the entering students are just out of junior high school.

Eight of the ten ministerial preparatory schools have an officer specifically designated as dean. The most common (75 per cent) official and unofficial title used to designate this officer is "dean of students."

The dean of the ministerial preparatory school is generally a mature individual. Seventy-five per cent of the deans of students are between the ages of thirty and fifty. The median age of the dean at the present time is thirty-six years, whereas the median age at which the dean was appointed to his office is thirty-three years.

The fact that all of the deans of students of the preparatory schools are men was a natural development of the institutions themselves, which until recently, were non-coeducational in character.

The range in the size of the dean's family, including

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<sup>19</sup>Infra, Chapter VI.



himself, is from one to seven members, with dual modes of one and five. The median size is 4.5 members.

Among the theological organizations of which the dean is a member, he is most active in the Pastoral Conference at the local or city level. Forty-three per cent of the deans are members of a State Education Association and of an average of 2.57 educational organizations.

The deans of the ministerial preparatory schools belong to an average of 2.14 civic and other organizations, although no two deans claimed a membership in the same organization.

In regard to avocational interests, the dean participates in 3.14 activities, with 57 per cent of the deans choosing such leisure activities as give him physical exercise, primarily out-of-doors.

The presidents of the preparatory schools which the deans serve are wholeheartedly enthusiastic in their approval of the work that their deans are doing.

No general trends or overall patterns were observed in the statements made by the college presidents as to the place of the dean of students in the internal administration of the preparatory schools, other than that he is directly responsible to the president of the institution.

## CHAPTER IV

### PROFESSIONAL BACKGROUND OF THE DEAN

#### Clerical Status of the Dean

In view of the fact that the ten ministerial preparatory schools which constitute the subject of this study prepare men for a ministry in The Lutheran Church--Missouri Synod, it is interesting to note how many of the deans of these schools are themselves clergymen. Of the eight deans replying to this portion of the questionnaire, six are at the present time ordained clergymen of The Lutheran Church--Missouri Synod. Although no official stipulation is made in the choosing of deans that they be ordained clergymen, the conclusion might justifiably be drawn from the fact that 75 per cent of the deans are clergymen that this condition is thought desirable.

#### The Highest Degree Obtained by Deans

An investigation of the dean's highest degree gives an overall picture of the extent of his education. Table 7 lists the findings in this matter. Since six of the eight respondents in this study are clergymen, both the highest theological and non-theological degrees of the deans are shown.

TABLE 7

THE HIGHEST THEOLOGICAL AND NON-THEOLOGICAL DEGREES  
OBTAINED BY DEANS OF MINISTERIAL PREPARATORY SCHOOLS

Highest Degree	Non-Theological	Theological
B. D.		3
B. A.	4	
M. A.	3	
M. Ed.	1	
TOTALS	8	3
Number of Deans Replying	8	6

The highest non-theological degree of one-half of the deans at the present time is the Bachelor of Arts Degree. Three have the Master of Arts Degree, with one dean reporting the Master of Education Degree. While 50 per cent of the deans of the ministerial preparatory schools have the Master's Degree, Pierce<sup>1</sup> found that 91 per cent of the deans of public junior colleges have the same degree.

The highest academic theological attainment of the deans of the Bachelor of Divinity Degree, with 50 per cent of the deans who are clergymen reporting this degree.

<sup>1</sup>Alfred C. Pierce, "The Qualifications and Training Necessary for Deans, Second Administrative Officers, of Public Junior Colleges" (Unpublished Doctor's Dissertation; Austin: The University of Texas, 1950), TABLE XXI, p. 126.

**Semester Credit Hours Beyond  
the Highest Degree Obtained by Deans**

When the information regarding the highest degree obtained by deans is viewed along with that indicating the semester hours of credit obtained by deans beyond these degrees, a clearer view of the total education of the deans of the ministerial preparatory schools is possible. Table 8, set up in a form which varies somewhat from Table 7, shows this material.

**TABLE 8**

**THE SEMESTER CREDIT HOURS OF WORK  
COMPLETED BEYOND THE HIGHEST DEGREES OBTAINED  
BY DEANS OF MINISTERIAL PREPARATORY SCHOOLS**

Item	Times Checked	Average No. of Hours
Beyond B.D.	1	30
Beyond B.A.	4	19.75
Beyond M.A.	4	18.75
<b>TOTALS</b>	<b>8</b>	<b>19.25</b>

The figures in the "Times Checked" column represent the times the item was checked, or the number of persons reporting in that category, while the figures in the "Average Number of Hours" column show the average number of semester credit hours reported by those who checked the item. Thus the last group of figures in the table, beginning at the left,

indicate that four of the deans represented in this portion of the study, have an average of 18.75 semester hours of credit beyond the Master's Degree. The other half of this group of eight deans have an average of 19.75 semester hours of credit beyond the Bachelor's Degree. Only one of the deans has done any graduate work in theology, having completed thirty semester hours of credit. At the present time, in a field other than theology, eight deans are represented as having acquired an average of approximately nineteen semester hours of graduate credit.

#### Undergraduate Major Studies

Of the eight deans replying in this study, seven have had a complete ministerial training, with their major being in theology. These deans spent an average of 5.85 years in the preparatory schools and four years at Concordia Seminary, St. Louis, Missouri. It is interesting to note that in 57 per cent of the cases, the dean is located at the same preparatory school which he attended as a student.

The one dean of a ministerial preparatory school who has not had a theological education took his undergraduate work at Concordia Teachers College, Seward, Nebraska, with a major in religious education.

#### Graduate Major Studies

It can be noted from a consideration of Table 9 that

there is a greater frequency of responses which indicate educational administration and educational psychology as the major subjects of the dean's graduate studies than any other subject at this level of preparation. One-fourth of the deans majored in educational administration on the graduate level, while another one-fourth majored in educational psychology. Other fields, listed as majors, are found with much frequency. One of the deans, in addition to majoring in a non-theological field, has also completed the academic course work toward the Master of Sacred Theology Degree.

TABLE 9

THE GRADUATE MAJOR STUDIES  
OF DEANS OF MINISTERIAL PREPARATORY SCHOOLS

Major Studies	Totals
Educational Administration	2
Educational Psychology	2
Education	1
History	1
Mathematics	1
Physical Education	1
TOTALS	8
Number of Deans Replying	8

Although none of the deans have taken a professional course designed specifically to prepare them for work as dean of students, approximately half of the deans have taken courses in guidance, personnel administration, counseling, adolescent psychology, and the like. While courses

involving specific techniques of the deanship doubtless have distinct values for those preparing for this office, no such high degree of standardization as to make them requisite is feasible at the present time. Ward,<sup>2</sup> in one of her conclusions concerning the advisability of the dean taking specific professional courses in preparation for his work, writes as follows:

Broad general and fundamental study of the problems of higher education as a whole, rather than minute, specific techniques used therein, should have the major emphasis. Adequate training of this type, both theoretical and practical, should increase the efficiency of the deans and enhance the educational importance of the office.

#### Previous Experience of the Dean

##### Experience in the Parish Ministry

The six deans of students of the ministerial preparatory schools who are ordained clergymen spent an average of 3.16 years in the parish ministry. One of these six deans has had no experience in the parish ministry as such. Excluding this one instance, the range in years of experience is from one-half year to ten years, with the median being two years. One of the two deans who is not an ordained clergyman spent fifteen years in the teaching ministry prior

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<sup>2</sup>Merle Scott Ward, Philosophies of Administration Current in the Deanship of the Liberal Arts College (Teachers College Contribution No. 632; New York: Bureau of Publications, Columbia University, 1934), p. 45.

to accepting a position as instructor at one of the ministerial preparatory schools. The other dean came directly to his position from Concordia Seminary, St. Louis, Missouri.

### Teaching Experience in the Preparatory Schools

The eight deans of students reporting in this study spent an average of 7.5 years as an instructor in the ministerial preparatory schools prior to their appointment as dean. Each of the deans has had experience in teaching in the preparatory schools ranging from two to twenty-six years, the median being three and one-half years.

The subjects which the dean has taught in the ministerial preparatory schools are shown in Table 10.

TABLE 10

#### THE SUBJECTS PREVIOUSLY TAUGHT BY DEANS OF MINISTERIAL PREPARATORY SCHOOLS

Subject	Totals
History	6
Religion	5
English	4
Latin	3
Algebra	3
Athletics	2
Education	1
Sociology	1
Economics	1
Physics	1
Chemistry	1
German	1
Others	9
<b>TOTALS</b>	<b>38</b>
Number of Deans Replying	8



The subject most frequently taught by deans of students is history, having been taught by six deans sometime in their career. Religion has been taught by five deans, English by four, Latin by three, and algebra by three. Other subjects listed occur much less frequently in the teaching experience of the deans.

An average of close to five subjects has been taught by the dean in his teaching career.

### Travel Experience

None of the deans have had any kind of foreign travel. Two of the deans visited selected towns and scenes in Canada and Mexico.

### Summary

Of the eight deans reporting in this study, six are at the present time ordained clergymen in The Lutheran Church--Missouri Synod.

One-half of the eight deans of the ministerial preparatory schools have the Master's Degree, with the remaining half holding the Bachelor of Arts Degree.

In addition, 50 per cent of the deans of students who are clergymen hold the Bachelor of Divinity Degree.

Four of the eight deans have acquired an average of 18.8 semester hours of credit beyond the Master's Degree,

with the remaining four deans having an average of 19.8 semester hours of credit beyond the Bachelor's Degree.

Seven of the eight deans have had a complete ministerial training. The one dean who has not had a ministerial training took his undergraduate major in religious education.

Educational administration and educational psychology are the two subjects most frequently listed by deans as comprising their major fields of interest in graduate studies.

The six deans of students of the ministerial preparatory schools who are ordained clergymen spent an average of 3.16 years in the parish ministry. Excluding the one dean of these six who has had no experience in the parish ministry as such, the range in years of experience is from one-half year to ten years, with the median being two years.

The eight deans of students reporting in this study spent an average of 7.5 years as an instructor in the preparatory schools prior to their appointment as dean. The subjects most frequently taught by them were history, religion and English. An average of almost five subjects has been taught by the dean in his teaching career.

## CHAPTER V

### POSITION OF THE DEAN IN THE INTERNAL ADMINISTRATION

#### Academic Rank of Dean

The academic rank of the dean of students has been included in this study since it is, to a certain extent, indicative of the value and worth placed upon the deanship from the standpoint of the hiring officials, and also because it is one of the most precise indices of the position of the deanship in the internal administration of the ministerial preparatory schools.

Five of the eight respondents of this study have the rank of Associate Professor, one has the rank of Assistant Professor, one the rank of Instructor, and one the rank of Assistant. The fact that the deans of students as a group are relatively young in age (the median age being thirty-six years<sup>1</sup>) may in part account for the fact that none of them has achieved the rank of full Professor. That the academic rank which the dean holds determines to a large extent the salary which he receives will be shown in a later part of this chapter.<sup>2</sup>

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<sup>1</sup>Supra, Chapter III.

<sup>2</sup>Infra, Chapter V, "Salary of the Dean."

### Contractual Status of the Dean

The five deans holding the rank of Associate Professor, have, by the very nature of the rank which they hold, a permanent contract of indefinite duration. One dean has a contract of two years duration and two deans each have a contract of one year duration. The five deans who hold the rank of Associate Professor are, with but one exception, ordained clergymen of The Lutheran Church--Missouri Synod. All academic ranks beginning with and including Associate Professor receive a divine, ministerial call to their positions, whereas the ranks of Assistant Professor, Instructor, and Assistant are appointed positions having a definite length of time stipulated in the contract.

### Tenure of the Dean in His Present Position

In the matter of tenure in their present position, the record of the deans of the ministerial preparatory schools cannot be compared favorably with the records of deans of other junior colleges and universities. Two of the deans had just assumed the office at the beginning of the 1954-'55 academic year. Since the report of this study was written up in the latter part of this academic year, these two deans show a tenure of one year in the deanship. Including these in the computations, the range is two years and the median is two years. Since these deans are still serving in their

present positions, the median may not seem a true measure of their tenure. However, the interquartile range and its median would not, in this instance, be any more of a satisfactory indication of the tenure of the dean in his present position.

In contrast with these figures, Green<sup>3</sup> found the median tenure for junior college deans to be 4.5 years, with a range of from 2.6 to 8.5 years for the interquartile range.

Reeves<sup>4</sup> reported the median tenure of staff members of all ranks combined at the University of Chicago to be 6.1 years.

The median tenure of the eight deans of students of the ministerial preparatory schools participating in this study is, therefore, two years less than the median tenure of junior college deans, and four years less than the median tenure of the typical college staff member as revealed by comparable data of available studies.

#### Other Administrative Offices Held by the Dean

In all but two instances, the deans of the ministerial preparatory schools hold some other administrative office

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<sup>3</sup>Rhue E. Green, "Administrative Deans of Public Junior Colleges," School Executive, XLIX (November, 1929), 123.

<sup>4</sup>F. W. Reeves, et. al., The University Faculty, The University of Chicago Survey (Chicago: University of Chicago Press, 1933), III, 61.

in addition to that of "dean of students." Table 11 presents this information. Three of the deans, simultaneous with the work of the deanship, also serve as the head of a particular department of instruction, one dean serves as registrar, one as director of athletics, and one as supervisor of all student activities. Such a situation is possible because of the relatively small size of the student bodies of the ministerial preparatory schools which these deans serve.

TABLE 11

ADMINISTRATIVE OFFICES OTHER THAN "DEAN OF STUDENTS"  
HELD BY DEANS OF MINISTERIAL PREPARATORY SCHOOLS

Office	Totals
Head of a Department	3
Registrar	1
Director of Athletics	1
Supervisor of All Student Activities	1
<b>TOTALS</b>	<b>6</b>
Number of Deans Replying	8

While two deans hold no administrative office other than "dean of students," no one dean holds more than one other administrative office in addition to "dean of students."

## Salary of the Dean

Although the salary received is not always proportional to the service rendered, it is frequently thought of as an index to the importance of a position. As was noted earlier in the chapter, the salary which the dean receives is directly related to the academic rank which he holds. Table 12 shows the basic salaries of the various ranks of professors at the ministerial preparatory schools.

TABLE 12

THE BASIC SALARIES OF THE PROFESSORS AND INSTRUCTORS  
OF THE MINISTERIAL PREPARATORY SCHOOLS<sup>5</sup>

Academic Rank	Salary
Professor	\$3300-\$4020
Associate Professor	\$3180-\$3750
Assistant Professor	\$2400-\$3900
Instructor	\$1800-\$3600
Assistant	\$1000-\$1800

The salaries shown in Table 12 are in effect for the 1954-'55 academic year. With the one exception of the rank of Assistant,<sup>6</sup> all salaries are figured on a twelve-month

<sup>5</sup>As determined in the "Prospectus of the Fiscal Conference of The Lutheran Church--Missouri Synod," (mimeographed bulletin, September, 1952), Exhibit C, p. 61.

<sup>6</sup>The salary of the Assistant is figured on a ten-month basis, and is in addition to room and board.

basis. All salaries shown in Table 12 are in addition to a housing allowance and a six per cent monthly pension allotment.

Two further considerations enter into the salaries received by the deans of the ministerial preparatory schools. The preparatory schools are classed as being in a low-cost area or a high-cost area. If in a low-cost area, the minimum salary applies plus 13.25 per cent; if in a high-cost area, the maximum salary applies. In determining additional remuneration for associate professors who are deans, an additional maximum amount of 5 per cent of the minimum scale at preparatory schools enrolling more than one hundred but less than three hundred professional students is applied.

Based on the above considerations and including both the six per cent pension fund allotment and a monthly housing allowance (\$50 for a home; \$30 for board; and \$20 for room) together with the applicable basic salary as listed in Table 12, the average maximum yearly salary of the dean of the ministerial preparatory school is \$4300. No recent studies of the salaries of deans of public junior colleges and universities were available with which to compare this figure.

#### Assistants to the Dean

An investigation of the work of the deanship in the ministerial preparatory schools soon reveals the fact that there are other positions which have arisen within recent



years — those of the assistants to the dean. Table 13 shows the number and types of assistants which the dean has. The figures in the "Number" column represent the number of a given type of assistant, while the figures in the "Times Checked"(TC) column represent the times the item was checked, or the number of deans reporting in that category. Thus, the first group of figures, reading from left to right, reveals the fact that one dean reported that he had one dormitory counselor, resulting in a total of one assistant of this type.

TABLE 13

THE NUMBER AND TYPES OF ASSISTANTS  
OF DEANS OF MINISTERIAL PREPARATORY SCHOOLS

Type of Assistant	Number	TC	Totals
<b>GROUP I</b>			
Dormitory Counselor	1	1	1
	2	1	2
	3	3	9
	4	1	4
	6	1	6
Ass't. Dormitory Counselor	4	1	4
<b>GROUP II</b>			
Dean of Women	1	2	2
Director of Women's Dormitories	1	2	2
	2	1	2
Ass't. Dir. of Women's Dormitories	1	1	1
<b>GROUP III</b>			
Associate Dean	1	1	1
Assistant Dean	1	1	1
Counselor-Instructor	1	2	2
	2	1	2
<b>TOTALS</b>			<b>39</b>
Number of Deans Replying			8

Assisting the eight deans of students whose work is here surveyed were found thirty-nine assistants or an average of 4.8 assistants to each dean. The type of assistant to the dean most frequently found in the ministerial preparatory schools is that listed in Group I of Table 13, the dormitory counselor and the assistant dormitory counselor. This type of assistant comprises two-thirds of the total number of assistants. The dormitory counselor is usually a student of a senior class who supervises living conditions in the dormitory and counsels the younger students in day-to-day situations. This is the only type of assistant of those listed in Table 13 who is unpaid.

The next largest group of assistants to the deans are the deans of women and directors of women's dormitories. This group comprises close to 18 per cent of the total number of assistants. While the great majority of deans of women in American colleges and universities work as co-ordinating officers with the deans of men,<sup>7</sup> in the ministerial preparatory schools the deans of women are assistants of and directly responsible to the deans of students.

The third and smallest group consists of such assistants as the associate dean, the assistant dean, and the

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<sup>7</sup> Sarah M. Sturtevant and Ruth Strang, A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools (Teachers College Contribution No. 319; New York: Bureau of Publications, Columbia University, 1928), pp. 13-14 passim.

counselor-instructor. The assistant dean is usually next in authority to the dean and acts as dean in his absence. The position of counselor-instructor or assistant to the dean does not usually carry such weighty responsibilities as does that of associate or assistant dean.

Only an intimate study of the organization of each institution would reveal how remote or how close the dean may be to the work of a given assistant.

#### Committee Assignments of the Dean

Much of the work of a democratically organized educational institution is carried on in the standing committees of its faculty. Table 14 shows the dean's relation to the standing faculty committees of the ministerial preparatory schools.

By way of preface it might be stated that, although the dean is not a member of a given committee in a preparatory school, this does not necessarily mean that he is not engaged in the work occupying the attention of the committee. For example, although the dean may not be an official member of the committee on curriculum development, he may be working very hard to promote and improve the overall effectiveness of the training of the students, co-operating wholeheartedly in the work of the committee. If, however, we have a definite statement that the dean is a member of a certain committee, we may safely assume that the work of the committee

has a direct relationship to the duties and functions of the work of the deanship. Furthermore, the specific relation of the dean to a given committee is significant. It is interesting to determine whether the dean is simply a member, an ex-officio member, a chairman, or an unofficial advisor.

TABLE 14

THE RELATION TO STANDING FACULTY COMMITTEES  
OF DEANS OF MINISTERIAL PREPARATORY SCHOOLS

Committee	Number of Comm.	Member Only	Ex- Officio	Chair- man	Unofficial Advisor
Student Activities	7	4	1	2	-
Educational Policies	5	-	-	-	1
Admissions	4	2	1	1	-
Adm. Council	3	1	2	-	-
Discipline	3	1	-	2	-
Academic Council	2	-	-	-	1
Counseling	1	-	-	1	-
Testing	1	1	-	-	-
Library	1	1	-	-	-
Convocations	1	-	1	-	-

The questionnaire used in this investigation asked for such information in regard to six types of faculty committees frequently found in institutions of higher learning. Table 14 summarizes this information. The dean of students of ministerial preparatory schools is in four cases out of seven a member of a faculty committee on student activities, and in two of the seven instances he is the chairman of the committee. In two of the four institutions having a

committee dealing with admissions the dean is a member only, in one institution he is an ex-officio member, and in one institution he is the chairman of the committee. At one of the three institutions having a committee on discipline, the dean is a member only, and at two of the three institutions he is the chairman of the committee. In other committees the dean functions less frequently and with a lesser degree of importance.

Jones,<sup>8</sup> in her study of 394 deans of women in American colleges and universities, found that in 52 cases out of 60 the dean in co-educational institutions is a member of a faculty committee on student activities, and in 47 cases out of 60 a member of the committee dealing with discipline.

One of the principles of co-operative administration adopted at the 1945 workshop meeting of the North Central Association of Colleges and Secondary Schools was that "the president and the dean should be ex-officio members of all faculty committees."<sup>9</sup>

On the basis of these data concerning the dean's relation to standing faculty committees we may conclude that the

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<sup>8</sup> Jane Louise Jones, A Personnel Study of Women Deans in Colleges and Universities (Teachers College Contribution No. 326; New York: Bureau of Publications, Columbia University, 1928), p. 65.

<sup>9</sup> E. E. Emme, "What Deans and College Presidents Might Do," Journal of Higher Education, XVII (May, 1946), 266.

dean in the ministerial preparatory schools is primarily concerned, if we may judge by representation on faculty committees, with student activities, discipline, and, to a lesser extent, with admissions.

### Summary

In this chapter we have discussed such factors as generally suggest the position of the dean in the internal administration of the ministerial preparatory schools.

Five of the eight deans responding in this study have the academic rank of Associate Professor, one has the rank of Assistant Professor, one the rank of Instructor, and one the rank of Assistant. The five deans holding the rank of Associate Professor, have, by the very nature of the rank which they hold, a permanent contract of indefinite duration. One dean has a contract of two years duration and two deans each have a contract of one year duration. The range in the tenure of the dean in his present position is two years. The median figure is also two years.

Six of the eight deans of ministerial preparatory schools hold some other administrative office in addition to that of dean of students. Three of the deans also serve as the head of a particular department of instruction, one dean serves as registrar, one as director of athletics, and one as supervisor of all student activities. No one dean

holds more than one other administrative office in addition to dean of students.

The salary which the dean receives is directly related to the academic rank which he holds. The salary of the dean is based on a table of salaries which shows a range in annual basic salary of from \$1000 to \$3750 in the academic ranks which the dean holds, together with a 6 per cent pension fund allotment and a monthly housing allowance. The average maximum yearly salary of the dean of the ministerial preparatory school is \$4300.

Assisting the eight deans of students whose work is here surveyed were found thirty-nine assistants or an average of 4.8 assistants to each dean. The type of assistant to the dean most frequently found is that of the dormitory counselor and the assistant dormitory counselor. This type of assistant comprises two-thirds of the total number of assistants. The dean of women was found to be directly responsible to the dean of students, rather than working as a co-ordinating officer with him.

On the basis of data concerning the dean's relation to standing faculty committees, we may conclude that the dean in the ministerial preparatory schools is primarily concerned, if we may judge by representation on faculty committees, with student activities, discipline, and, to a lesser extent, with admissions.

## CHAPTER VI

### THE FUNCTIONS AND DUTIES OF THE DEAN

#### Introduction

In the previous chapter of this study we have discussed various factors and details which help us obtain an overall picture of the deanship as it exists today in the ministerial preparatory schools of The Lutheran Church--Missouri Synod. Such topics were considered as the origin and development of the deanship, background factors related to the work of the deanship, the professional background of the dean, and the position of the dean in the internal administration.

With the data which has thus far been presented serving as a background, we shall in this chapter treat the duties and the functions of the dean as they are carried on at the present time. The teaching, counseling, and public speaking functions of the dean will be discussed, together with a detailed analysis of the social, academic, administrative, religious, and dormitory duties of the dean.

It should be stated at the outset that the office of the dean of students in the ministerial preparatory schools is by no means a standardized position. Its recency of origin and rather sporadic development precludes any such possibility.



Nor is it particularly necessary or desirable that there be any great amount of standardization in this office. As Dean Herbert E. Hawkes of Columbia College has so aptly stated:

There is no such thing as a standardized dean. There is the dean of this college and of that college, but I have never seen any two deans who could exchange places and retain the same duties.<sup>1</sup>

With this thought in mind, we can more properly proceed to a discussion of the functions and duties of the dean in the ministerial preparatory schools.

### Teaching Functions

Of great importance to a more complete understanding of the work of the deanship is the answer to the question: "Are deans teachers as well as deans?" Upon the answer to this question may depend other appointments to the teaching staff, the number of assistants assigned to the deans, his academic rank, his salary, and even the underlying conception of the office itself. The decision as to whether the dean should teach is one of significance in college administration.

### Number of Deans Who Teach

Of the eight deans of students reporting in this study, it was found that all of them were teaching in addition to

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<sup>1</sup>Herbert E. Hawkes, "College Administration," The Journal of Higher Education, I (May, 1930), 245.

performing the functions of deans.

Probably the chief factor contributing to this situation is the relatively small size of the ministerial preparatory schools. It has been found that there is a marked tendency in smaller colleges to expect the dean to teach, since the small enrollment does, to a certain extent, lighten the duties of the dean and an inadequately staffed faculty often makes the dean's help in teaching necessary.<sup>7</sup>

There is a marked trend today in American colleges and universities away from the dean as a specialist in a teaching subject toward the dean as a specialist in the duties peculiar to the dean's office. Such men as Kinder,<sup>3</sup> who affirm and foster this trend, hold that the personnel and administrative work of the office of dean of students requires all of the energy, insight, and capabilities that an individual can bring to it. On the other hand, the impetus given to student scholarship by a dean who is himself successfully engaged in the familiar type of teaching and studying may be precisely the most effective type of motivation for the students.

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<sup>2</sup>Jane Louise Jones, A Personnel Study of Women Deans in Colleges and Universities (Teachers College Contribution No. 326; New York: Bureau of Publications, Columbia University, 1938), pp. 29-32 passim.

<sup>3</sup>J. S. Kinder, The Internal Administration of the Liberal Arts College (Teachers College Contribution No. 597; New York: Bureau of Publications, Columbia University, 1934), pp. 56-81 passim.

Number of Hours Per Week Taught by the Dean

Among the eight deans reporting in this study, it was found that the range in the number of hours taught by the dean was from eight to twenty-one hours per week. The average number of hours taught by the dean is 13.3 hours per week, with the median number of hours being thirteen. These figures do not include the time given to preparation, correction of papers, interviews, and personal research; they represent only the number of hours spent by the dean in the classroom.

Koos,<sup>4</sup> in studying the teaching load of the faculty of the University of Washington, found that for all the work of an instructional nature, including time spent in class, preparation for class sessions, reading papers, and the supervision of student research, the average number of hours per week for seven deans was 22.9. To reach this amount, it would be necessary for the deans of the ministerial preparatory schools considered in this study, for whom the average number of hours per week is 13.3, to spend on their teaching outside of the classroom 9.6 hours per week. This would certainly be a considerably large amount of time for persons to spend who have such a variety of duties as do

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<sup>4</sup>Leonard V. Koos, Study of Standardizing Agencies (U. S. Bureau of Education, Bulletin No. 15; Washington, D.C.: U. S. Bureau of Education, 1919), p. 23.

the deans of students and who are not academic deans as are most of those considered by Koos.

### Subjects Taught by the Dean

As we have previously determined,<sup>5</sup> the dean of students in the ministerial preparatory schools was a teacher before he was a dean. On the whole, he chose his teaching field a number of years before he even thought of becoming a dean. He chose it on the basis of his own academic interests or for some other reason, taught it for a shorter or longer period of time, and, because he showed certain qualifications for the work of the deanship, he was officially appointed to the position, usually in the institution in which he was teaching. Occasionally he retained his full schedule of teaching duties in addition to his work as dean, but more often dropped a certain number of class hours. In no case, however, did the dean give up teaching altogether.

Whether or not the dean ought to be a teacher as well as a dean, the fact remains that the dean came to his office through a teaching position and that he is at the present time a teacher as well as a dean. It is interesting to determine which subjects, if any, are most commonly taught by deans of ministerial preparatory schools.

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<sup>5</sup> Supra, Chapter IV.

It was found that the eight deans responding in this portion of the study teach a total of eighteen different subjects. Four deans teach only one subject; one dean teaches two subjects; two deans teach three subjects; and one dean teaches more than seven subjects. Of the eighteen subjects listed, three stand out as being taught most frequently by the deans: religion, education, and history, in that order of frequency. Of these three subjects, religion and history were found in a previous portion of the study<sup>6</sup> to be the subjects most frequently taught by deans prior to their appointment to the deanship. The remainder of the eighteen subjects, such as English, German, Latin, algebra, physics, sociology and economics, were listed in only isolated instances.

#### Counseling Functions

Concerning the amount of time which the deans of students give to counseling functions, only approximate answers can be given. Without a detailed time-study, it would be impossible to determine the relative place of the counseling interview in the dean's work-day. The various face-to-face interviews in their offices constitute only a part of the time given by the deans to counseling. However, throughout

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<sup>6</sup>Supra, Chapter IV, Table 10.

the day, on the campus, in the dormitories, or in their homes, the deans are constantly having interviews with the president and other members of the faculty, with their assistants, with students, and with parents. In the data which follows, the total number of such interviews has been included in the computation of the average amount of time spent weekly by the dean in counseling functions.

In counseling students with personal problems, the eight deans reporting spent an average of 8.1 hours per week. The range is from one to thirty-one hours, with 88 per cent of the deans spending less than ten hours per week.

In counseling students with academic problems, the deans spend an average of 6.1 hours per week. The range is from two to twelve hours, with 62 per cent of the deans spending five hours per week or less.

In counseling with faculty members, the deans spent an average of 2.8 hours per week. The range here is from one to ten hours per week, with 25 per cent of the deans reporting no interviews in this category.

In connection with other, miscellaneous counseling situations, the deans spent an average of 2.9 hours per week. The range is from one to ten hours per week, with 62 per cent of the deans reporting one hour per week.

Among the deans of the ministerial preparatory schools by far the greatest amount of time given to counseling functions has to do with counseling students having personal

problems and academic problems. Other researchers have found a similar situation. Sturtevant and Strang<sup>7</sup> found that 97 per cent of the deans of women of teachers colleges and normal schools interview students who come to them with individual problems. Jones<sup>8</sup> found that 84 per cent of the deans of women in 394 colleges and universities interview students in regard to their individual problems and that 74.8 per cent of this same group interview students with regard to academic problems.

#### Public Speaking Functions

A duty which would not appear to rest conspicuously on the dean of students in the ministerial preparatory schools, but which is growing increasingly heavier, is the delivery of public addresses. The dean's addresses may vary from a fifteen-minute informal pep talk at a basketball rally to a carefully prepared, formal chapel address or conference paper. Much of the speaking involved in interpreting to the public the program of the preparatory schools is carried on by the presidents of the institutions.

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<sup>7</sup> Sarah M. Sturtevant and Ruth Strang, A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools (Teachers College Contribution No. 319; New York: Bureau of Publications, Columbia University, 1928), p. 37 ff.

<sup>8</sup> Jones, op. cit., pp. 80, 83.

The eight deans concerned in this investigation were asked to estimate the average number of public addresses they make each week. It was found that an average of almost two addresses were made by the deans each week. The range in the number of addresses was from one to five, with 62 per cent of the deans reporting an average of 1.2 addresses per week.

These responses, though only approximately accurate, can certainly be considered an indication that public speaking is a consistently uniform and integral part of the work of the deanship.

#### Duties of the Dean

In previous chapters of this report we have noted certain trends in the vocation of the deanship in the ministerial preparatory schools toward a uniformity in such matters as academic rank, professional training, and salary considerations. It is also highly desirable to know whether there is a tendency toward uniformity in the duties performed by the deans.

It is manifestly impossible to discover all of the duties which the dean performs. However, certain broad areas of responsibility can be determined and certain major duties can be defined on the basis of the type of work which deans of students perform in other colleges and universities. Thirty-eight such major duties were grouped



under five broad areas of responsibility and were included in the questionnaire.<sup>9</sup> The statements of the eight deans of students reporting in this study with regard to their personal relationship to the duties listed have been summarized in Table 15. The figures in the column marked "Jointly" represent the number of deans who work intimately with the President in performing a given duty. The dean's relationship with other officers of the preparatory schools in the performance of a given duty will be noted in the explanatory remarks which follow:

### Social Duties

Social duties appear to be quite prevalent among the total number of duties which the dean performs, regardless of the type or nature of the institution which he serves. Each of the ten social duties enumerated is performed by at least one dean. In all but three areas the dean shares the responsibility for the performance of a given duty with the president of the institution. Of the ten duties listed, the three most frequently performed by the dean as an individual officer are: working intimately with the student government (reported by 63 per cent of the respondents in this study), approving chaperons for parties (63 per cent), and supervising extra-curricular activities (50 per cent).

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<sup>9</sup>Infra, Appendix B.

TABLE 15

THE DUTIES OF THE DEAN  
OF MINISTERIAL PREPARATORY SCHOOLS

Duties*	By Whom Performed		
	Dean	President	Jointly
<b>SOCIAL DUTIES</b>			
1. Work intimately with student government (3)...	5	-	3
2. Supervise extra-curricular activities(1).	4	1	3
3. Supervise social calendar	3	2	2
4. Personally chaperon parties.....	1	-	-
5. Approve chaperons for parties.....	5	-	-
6. Supervise discipline in non-academic matters(2)..	3	-	5
7. Interview students with personal problems(5).....	-	-	8
8. Entertain college visitors.....	-	7	1
9. Report to parents on student personal progress(1).....	2	2	4
10. Supervise student work program.....	3	1	-
<b>ACADEMIC DUTIES</b>			
11. Supervise catalogue.....	1	5	-

TABLE 15 (Continued)

Duties	By Whom Performed		
	Dean	President	Jointly
12. Approve admissions.....	-	2	6
13. Interview students with academic problems.....	1	1	5
14. Administer indigent student grants.....	-	5	2
15. Administer scholarship grants.....	-	4	2
16. Supervise discipline in academic matters(2).....	-	1	7
17. Determine admissions (with registrar).....	-	2	4
18. Give excuses for class absences.....	5	1	1
19. Supervise in-service training of faculty.....	-	5	1
20. Supervise class schedules	2	4	-
21. Report to parents on student academic progress	1	4	3
22. Supervise all teaching...	-	7	1
ADMINISTRATIVE DUTIES			
23. Conduct faculty meetings.	-	8	-
24. Approve selection of college staff(bus. mgr.).	-	7	1
25. Assist in calling of faculty members.....	-	6	2
26. Approve purchase of equipment.....	-	6	2
27. Meet regularly with the Board of Control.....	-	8	-

TABLE 15 (Continued)

Duties	By Whom Performed		
	Dean	President	Jointly
28. Raise money for college...	-	1	2
DUTIES IN CONNECTION WITH RELIGION			
29. Plan chapel exercises.....	-	8	-
30. Regularly conduct chapel exercises.....	2	5	1
31. Supervise church attendance of students.....	2	1	5
32. Supervise communion attendance of students....	2	2	4
33. Guide students in personal use of the Bible.....	1	2	4
DORMITORY DUTIES			
34. Supervise study hours.....	7	-	1
35. Supervise room cleanliness	8	-	-
36. Grant permission for week-end absences.....	6	-	2
37. Enforce college curfew regulations.....	6	-	2
38. Supervise general dormitory decorum.....	6	-	2

\* The numbers in parentheses after certain of the duties indicate the number of deans who mentioned the duty as one of the three that takes the largest part of their time. For example, three deans estimate that working intimately with the student government is one of their three most time-consuming duties.

The one duty most frequently performed by the president of the institution is the entertaining of college visitors (88 per cent). The two areas in which the president and the dean most frequently work jointly are interviewing students with personal problems (100 per cent) and supervising discipline in non-academic matters (63 per cent). The extent to which each participates in the performance of a given duty cannot properly be determined.

In addition to these ten duties listed, two deans approve the entire program of social activities at the schools which they serve.

#### Academic Duties

It is significant to note that each of the twelve academic duties listed is performed by at least one dean, either individually or in co-operation with the president of the preparatory school. It is equally important to note that it is the president who most frequently performs the academic duties with the help of such other officers as the academic dean, registrar, and business manager. The academic dean was listed by two of the eight deans of students reporting in this study as supervising the catalog and supervising the in-service training of the faculty, and by one dean as approving admissions and supervising class schedules. The business manager, working jointly with the president, was

listed by one respondent as administering the indigent student grants and by two respondents as administering scholarship grants.

The academic duty most frequently performed by the dean is the giving of excuses for class absences (63 per cent). The four duties most frequently performed by the president are: supervising all teaching (88 per cent), supervising the catalogue (63 per cent), administering indigent student grants (63 per cent), and supervising the in-service training of the faculty (63 per cent). The three areas in which the dean and the president most frequently work jointly are: supervising discipline in academic matters (88 per cent), approving admissions (75 per cent), and interviewing students with academic problems (63 per cent).

In addition to the twelve duties listed, one dean supervises the orientation of entering students while another works jointly with the president in this area.

### Administrative Duties

In the sphere of the administration of the preparatory school the dean's duties seem to be the lightest. The dean does not perform any of the six administrative duties listed in the questionnaire individually. Two of the duties listed he does not perform at all. The three duties most frequently performed by the president of the institution are: conducting faculty meetings (100 per cent), meeting regularly with

the Board of Control (100 per cent), and approving the selection of the college staff (88 per cent). There are three areas in which the dean works jointly with the president: assisting in the calling of faculty members, approving the purchase of equipment, and raising money for the college.

In addition to these duties, one dean co-ordinates college and local church activities and another dean works jointly with the president in the recruitment of students.

#### Duties in Connection with Religion

The deans, acting in their individual capacity, are not primarily concerned with the performing of the duties in connection with religion. The president shoulders the greater portion of responsibility in connection with these duties, although in some areas the dean works jointly with him. The two duties which the president most frequently performs are the planning of chapel exercises (100 per cent) and the regular conducting of chapel exercises (63 per cent). The three areas in which the president and the dean most frequently work jointly are: Supervising the church attendance of students (63 per cent), supervising the communion attendance of students (50 per cent), and guiding the students in their personal use of the Bible (50 per cent).

In addition to the five duties in connection with

religion listed in Table 15, one dean plans all special religious programs and convocations.

### Dormitory Duties

It is in this area of duties connected with dormitory living that the dean bears the greatest degree of personal responsibility. As can be seen from Table 15, the president does not perform any of the five dormitory duties listed, and only in a limited number of cases shares the responsibility for these duties with the dean. The two dormitory duties most frequently performed by the dean are the supervision of room cleanliness (100 per cent) and the supervision of study hours (88 per cent). These two duties, together with the supervision of general dormitory decorum, are most frequently handled by the dean's assistants, specifically the dormitory counselors and their assistants.

In addition to these five dormitory duties, one dean assigns all dormitory rooms and two others supervise student health services.

It can readily be seen, that, while administrative duties take up the least amount of the dean's time, in the performance of social and dormitory duties he renders a necessary and distinct service to the students of the ministerial preparatory schools.



### Summary

Of the eight deans of students of ministerial preparatory schools reporting in this study, it was found that all of them were teaching in addition to performing the functions of deans. The range in the number of hours taught by the dean is from eight to twenty-one hours per week. The average number of hours taught by the dean is 13.5 hours per week, with the median number of hours being thirteen. The eight deans teach a total of eighteen different subjects. Of these eighteen different subjects, three stand out as being taught most frequently by the deans: religion, education, and history. Four deans teach only one subject; one dean teaches two subjects; two deans teach three subjects; and one dean teaches more than seven subjects.

In counseling students with personal problems, the deans spend an average of 8.1 hours per week. In counseling students with academic problems, the deans spend an average of 6.1 hours per week. In counseling with faculty members, the deans spend an average of 2.8 hours per week. And in connection with other, miscellaneous counseling situations, the deans spend an average of 2.9 hours per week.

With respect to the public speaking functions of the dean, it was found that an average of almost two addresses each week were made by the deans. The range in the number of addresses was from one to five, with 62 per cent of the

deans reporting an average of 1.2 addresses per week.

In an investigation of the various duties which the dean performs, social duties were found to be quite prevalent among the total number of duties which the dean performs, regardless of the size or nature of the institution which he serves. The social duty which is most frequently performed by the dean as an individual officer is "working intimately with the student government," which was reported by 63 per cent of the respondents in this study. The duty most frequently performed by the president of the institution is "the entertaining of college visitors" (88 per cent). The two areas in which the dean and the president most frequently work jointly are "interviewing students with personal problems" (100 per cent) and "supervising discipline in non-academic matters" (63 per cent).

The academic duty most frequently performed by the dean is "the giving of excuses for class absences" (63 per cent). The duty most frequently performed by the president is "the supervision of all teaching" (88 per cent). The area in which the dean and the president most frequently work jointly is "the supervision of discipline in academic matters" (88 per cent).

The dean does not concern himself with any administrative duty in the performance of his individual office. There are three areas in which he works jointly with the president: assisting in the calling of faculty members,

approving the purchase of equipment, and the raising of money for the college.

The three duties in connection with religion which the dean and the president most frequently share are: "supervising church attendance of students" (63 per cent), "supervising communion attendance of students" (50 per cent), and "guiding students in their personal use of the Bible" (50 per cent).

It is in the area of duties connected with dormitory living that the dean bears the greatest degree of personal responsibility. The two dormitory duties most frequently performed by the dean are "the supervision of room cleanliness" (100 per cent) and "the supervision of study hours" (88 per cent). These two duties, together with the supervision of general dormitory decorum, are most frequently handled by the dean's assistants.

While administrative duties take up the least amount of the dean's time, in the performance of social and dormitory duties the dean renders a necessary and distinct service to the students of the ministerial preparatory schools.

## CHAPTER VII

### GENERAL SUMMARY

#### Summary of Findings

This study has concerned itself exclusively with the office of dean of students of the ministerial preparatory schools of The Lutheran Church--Missouri Synod. The study is a normative and descriptive investigation of the duties and functions of this officer as they are carried on at the present time, together with the personal and professional characteristics of the present incumbents of this office. The data presented was obtained principally by means of the questionnaire method.

#### Background Factors Related to the Work of the Deanship

Among the ten ministerial preparatory schools of The Lutheran Church--Missouri Synod, the median date of the founding of these institutions is 1893, whereas the median date of the establishment of the deanship is 1948. In the greatest number of cases, the deanship was established to aid the president in carrying out his duties and responsibilities.

Forty per cent of the ten preparatory schools have an enrollment of over 320 students, with close to 90 per cent

of these students in dormitory residence. More than three-fourths of the entering students are just out of junior high school.

Eight of the ten ministerial preparatory schools have an officer specifically designated as dean. The most common (75 per cent) official and unofficial title used to designate this officer is "dean of students."

The dean of the preparatory school is generally a mature individual. Seventy-five per cent of the deans of students are between the ages of thirty and fifty. The median age of the dean at the present time is thirty-six years, whereas the median age at which the dean was appointed to his office is thirty-three years.

All of the deans of students are men.

The range in the size of the dean's family, including himself, is from one to seven members, with dual modes of one and five. The median size of the dean's family is 4.5 members.

Forty-three per cent of the deans are members of a State Education Association and of an average of 2.57 educational organizations. The deans also report an average membership in 2.14 civic and other organizations, although no two deans claimed a membership in the same organization.

In regard to avocational interests, the dean participates in 3.14 activities, with 57 per cent of the deans

choosing such leisure activities as give them physical exercise, primarily out-of-doors.

The presidents of the preparatory schools which the deans serve are wholeheartedly enthusiastic in their approval of the work that their deans are doing.

### Professional Background of the Dean

Of the eight deans reporting in this study, six are at the present time ordained clergymen in The Lutheran Church--Missouri Synod.

One-half of the eight deans of the ministerial schools have the Master's Degree, with the remaining half holding the Bachelor of Arts Degree. In addition, three of the six deans who are clergymen hold the Bachelor of Divinity Degree.

Four of the eight deans have acquired an average of 18.8 semester hours of credit beyond the Master's Degree, with the remaining four deans having an average of 19.8 semester hours of credit beyond the Bachelor of Arts Degree.

Seven of the eight deans have had a complete ministerial training. The one dean who has not had a ministerial training took his undergraduate major in religious education.

Educational administration and educational psychology are the two subjects most frequently listed by deans as comprising their major fields of interest in graduate studies.

The six deans of students of the ministerial preparatory schools who are ordained clergymen spent an average of 3.16

years in the parish ministry. Excluding the one dean of these six who has had no experience in the parish ministry as such, the range in years of experience is from one-half year to ten years, with the median being two years.

The eight deans of students reporting in this study spent an average of 7.5 years as an instructor in the preparatory schools prior to their appointment as dean. The subjects most frequently taught by them were history, religion, and English. An average of almost five subjects has been taught by the dean in his teaching career.

#### Position of the Dean in the Internal Administration

Five of the eight deans responding in this study have the academic rank of Associate Professor, one has the rank of Assistant Professor, one the rank of Instructor, and one the rank of Assistant. The five deans holding the rank of Associate Professor, have, by the very nature of the rank which they hold, a permanent contract of indefinite duration. One dean has a contract of two years duration, and two deans each have a contract of one year duration.

The range in the tenure of the dean in his present position is two years. The median figure is also two years.

Six of the eight deans of ministerial preparatory schools hold some other administrative office in addition to that of dean of students. Three of the deans are the heads of a particular department of instruction, one dean serves

as registrar, one as director of athletics, and one as supervisor of all student activities. No one dean holds more than one other administrative office in addition to dean of students.

The salary which the dean receives is directly related to the academic rank which he holds. The salary of the dean is based on a table of salaries which shows a range in annual basic salary of from \$1000 to \$3750 in the academic ranks which the dean holds, together with a 6 per cent pension fund allotment and a monthly housing allowance. The average maximum yearly salary of the dean of the ministerial preparatory school is \$4500.

Assisting the eight deans of students whose work is here surveyed were found thirty-nine assistants or an average of 4.8 assistants to each dean. The type of assistant to the dean most frequently found is that of the dormitory counselor and the assistant dormitory counselor. This type of assistant comprises two-thirds of the total number of assistants. The dean of women was found to be directly responsible to the dean of students, rather than working as a co-ordinating officer with him.

On the basis of the data concerning the dean's relation to standing faculty committees we may conclude that the dean in the preparatory schools is primarily concerned, if we may judge by representation on faculty committees, with student



activities, discipline, and, to a lesser extent, with admissions.

### The Functions and Duties of the Dean

It was found that all of the eight deans of students in the ministerial preparatory schools were teaching in addition to performing the functions of dean. The range in the number of hours taught by the dean is from eight to twenty-one hours per week. The average number of hours taught by the dean is 13.3 hours per week, with the median number of hours being thirteen. The eight deans teach a total of eighteen different subjects. Of these eighteen subjects, three stand out as being taught most frequently by the deans: religion, education, and history. Four deans teach only one subject; one dean teaches two subjects; two deans teach three subjects; and one dean teaches more than seven subjects.

In counseling students with personal problems, the deans spend an average of 8.1 hours per week. In counseling students with academic problems, the deans spend an average of 6.1 hours per week. In counseling with faculty members, the deans spend an average of 2.8 hours per week. And in connection with other, miscellaneous counseling situations, the deans spend an average of 2.9 hours per week.

With respect to the public speaking functions of the dean, it was found that an average of almost two addresses

each week were made by the deans. The range in the number of addresses was from one to five, with 62 per cent of the deans reporting an average of 1.2 addresses per week.

In an investigation of the various duties which the dean performs, social duties were found to be quite prevalent among the total number of duties which the dean performs, regardless of the size or nature of the institution which he serves. The social duty which is most frequently performed by the dean as an individual officer is "working intimately with the student government," which was reported by 65 per cent of the respondents in this study. The duty most frequently performed by the president of the institution is "the entertaining of college visitors" (88 per cent). The two areas in which the dean and the president most frequently work jointly are "interviewing students with personal problems" (100 per cent) and "supervising discipline in non-academic matters" (63 per cent).

The academic duty most frequently performed by the dean is "the giving of excuses for class absences" (63 per cent). The duty most frequently performed by the president is "the supervising of all teaching" (88 per cent). The area in which the dean and the president most frequently work jointly is "the supervision of discipline in academic matters" (88 per cent).

The dean does not concern himself with any administrative duty in the performance of his individual office.

There are three areas in which he works jointly with the president: assisting in the calling of faculty members, approving the purchase of equipment, and the raising of money for the college.

The three duties in connection with religion which the dean and the president most frequently share are: "supervising the church attendance of students" (63 per cent), "supervising the communion attendance of students" (50 per cent), and "guiding the students in their personal use of the Bible" (50 per cent).

It is in the area of duties connected with dormitory living that the dean bears the greatest degree of personal responsibility. The two dormitory duties most frequently performed by the dean are "the supervision of room cleanliness" (100 per cent) and "the supervision of study hours" (88 per cent). These two duties, together with the supervision of general dormitory decorum, are most frequently handled by the dean's assistants.

While administrative duties take up the least amount of the dean's time, in the performance of social and dormitory duties the dean renders a necessary and distinct service to the students of the ministerial preparatory schools of The Lutheran Church--Missouri Synod.

### Implications for Future Studies

During the process of this investigation and its summary, certain problems have appeared which seem to indicate the necessity and the possibility for further study. These problems are such as the following:

1. What duties properly belong to the dean of students?
2. Should the dean of students in the ministerial preparatory schools teach in addition to performing the duties and functions of dean? If so, what is a reasonable teaching load?
3. To what extent should the dean of students have charge of discipline in regard to non-academic matters?
4. What should be the dean's relation to the supervision of student health services?
5. In what ways can the assistant be of the greatest service to the dean of students?
6. What should be the specific position of the dean of students in the internal administration of the institution which he serves?
7. What can be done to improve the extent and the quality of democratic administration in the ministerial preparatory schools of The Lutheran Church--Missouri Synod?

APPENDIX A

List of the Ministerial Preparatory Schools  
of The Lutheran Church—Missouri Synod

Name of School	Location of School	Name of Head
Lutheran Concordia College of Texas	Austin, Texas	Harold J. Meinert

A P P E N D I C E S

Concordia College, Easton	Eastonville, New York	-----
St. Paul's College	Concordia, Missouri	Allen Jones
Concordia College	Winchester, Nevada	-----
Concordia College	Fort Wayne, Ind.	Walter G. John
Concordia College	Minneapolis, Minn.	William Johnson
California Concordia College	Oakland, Calif.	Walter G. John
Concordia College	Portland, Oregon	Karl W. Haller
Concordia College	St. Paul, Minnesota	A. B. Ahlstrom
St. John's Lutheran College	Winfield, Kansas	Scott Greger

APPENDIX A

List of the Ministerial Preparatory Schools  
of The Lutheran Church--Missouri Synod

<u>Name of School</u>	<u>Location of School</u>	<u>Name of Dean</u>
Lutheran Concordia College of Texas	Austin, Texas	Marvin J. Heinitz
Concordia Collegiate Institute	Bronxville, New York	- - - - -
St. Paul's College	Concordia, Missouri	Allen Nauss
Concordia College	Edmonton, Canada	- - - - -
Concordia College	Fort Wayne, Ind.	Walter G. Sohn
Concordia College	Milwaukee, Wisc.	William Ackmann
California Concor- dia College	Oakland, Calif.	Walter C. Rubke
Concordia College	Portland, Oregon	Karl W. Keller
Concordia College	St. Paul, Minnesota	A. M. Ahlschwede
St. John's Lutheran College	Winfield, Kansas	Obert Kruger

APPENDIX B

QUESTIONNAIRE CONCERNING

THE WORK OF THE DEANSHIP

The purpose of this study is to obtain a description of the work of the deanship in the ministerial preparatory schools of the Lutheran Church--Missouri Synod. The term "dean" is used in reference either to the dean of students or to the academic dean, as the case may be.

Please feel free to insert explanatory or critical notes anywhere in the questionnaire that you think necessary, in order to give the most accurate and comprehensive picture of your work as possible.

No specific data whatsoever will be published. The purpose of this study is solely to sketch the over-all picture of the work of the deanship.

Please return this questionnaire to: Paul L. Knuth, Concordia Seminary, 801 De Mun, St. Louis 5, Missouri.

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Location of Institutions: .....

Please indicate the number of students enrolled during the present semester (excluding those in post-graduate and auditor divisions):

Men:	On Campus.....	Women:	On Campus.....
	Off Campus.....		Off Campus.....

I. Name of Officer Reporting:.....

II. Age: At Present..... At becoming dean.....

III. (a) What is your exact administrative title (such as dean, dean of students, etc.)?.....

(b) In what year was the office of "dean" established at your school?.....Would you please list some of the chief factors which led to its establishment?

.....





## VIII. Organizations:

- (a) Of what theological organizations are you a member?.....
- (b) Of what educational organizations are you a member?.....
- (c) Of what other organizations are you a member?.....
- (d) Please list your chief avocational interests:.....

## IX. Teaching:

- (a) Do you now teach in addition to acting as dean?  
.....
- (b) If so, what subjects?.....
- (c) Number of hours per week? .....
- (d) What is your academic rank? (1) Instructor  
(2) Associate Professor (3) Professor  
(4) Other: .....
- (e) Do you have permanent tenure? YES NO  
If not, what is the length of your contract in terms of years? .....
- (f) Do you, in addition to acting as dean, perform such other functions as: (1) Librarian  
(2) Registrar (3) Head of a Department  
(4) Other .....

## X. Salary:

In addition to your salary, what other "fringe benefits" (home, utilities, etc.) do you receive?.....

**XI. Staff:**

Please indicate the number and types of assistants that you have (such as residence dormitory counselors, assistant dean, vicaring instructor-counselors, etc.):

<u>Descriptive Title</u>	<u>Number</u>
.....	.....
.....	.....
.....	.....

**XII. Public Speaking:**

Please estimate as best you can the average number of public addresses you make per week -- formal and informal, including chapel addresses, pep talks, pastoral conference papers, etc:

.....addresses per week

**XIII. Counseling:**

Please estimate as best you can the average number of hours per week given by you to interviews:

(a) with students

- (1) having personal problems: .....hrs. per week
- (2) having academic problems: .....hrs. per week

(b) with faculty members: .....hrs. per week

(c) with others: .....hrs. per week.

**XIV. Standing Faculty Committees:**

<u>NAME OF COMMITTEE</u>	<u>Is there one?</u>	<u>Are you member</u>	<u>Ex-officio member?</u>	<u>Chairman?</u>	<u>Un-official advisor</u>
<u>Educ. Policies</u>					
<u>Student Activities</u>					
<u>Adm. Council</u>					
<u>Admissions</u>					
<u>Discipline</u>					
<u>Other:</u>					
<u>Other:</u>					
<u>Academic Council</u>					

## XV. Distribution of Duties:

Check the appropriate column.

Please place an X before those 3 items which take the greatest proportion of your time.

SOCIAL DUTIES	(a) Do you as Dean?	(b) Does the President?	(c) Do you jointly?
Work intimately with student government			
Supervise extra-curricular activities			
Supervise social calendar			
Personally chaperon parties			
Approve chaperons for parties			
Supervise discipline in non-academic matters			
Interview students with personal problems			
Entertain college visitors			
Report to parents on student personal progress			
Supervise student work program			
Other			
Other			

ACADEMIC DUTIES	(a) Do you as Dean?	(b) Does the President?	(c) Do you jointly?
Supervise catalogue			
Approve admissions			
Interview students with academic problems			
Administer indigent student grants			
Administer scholarship grants			
Supervise discipline in academic matters			
Determine admissions (registrar)			
Give excuses for class absences			
Supervise in-service training of faculty			
Supervise class schedules			
Report to parents on student academic progress			
Supervise all teaching			
Other			



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**DUTIES IN CONNECTION  
WITH RELIGION**
**(a)  
Do you  
as Dean?**
**(b)  
Does the  
President?**
**(c)  
Do you  
jointly?**


---

 Plan chapel exercises
 

---

 Regularly conduct chapel  
exercises
 

---

 Supervise church attendance  
of students
 

---

 Supervise communion  
attendance of students
 

---

 Guide students in  
personal use of Bible
 

---

 Other
 

---

 Other
 

---



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**DORMITORY DUTIES**
**(a)  
Do you  
as Dean?**
**(b)  
Does the  
President?**
**(c)  
Do you  
jointly?**


---

 Supervise study hours
 

---

 Supervise room cleanliness
 

---

 Grant permission for  
week-end absences
 

---

 Enforce college curfew  
regulations
 

---

 Supervise general  
dormitory decorum
 

---

 Other
 

---

 Other
 

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December 6, 1954.

Dear Mr. President:

At the present time I am conducting a study, under the direction of the advisor signed below, on "The Work of the Deanship in the Ministerial Preparatory Schools of the Lutheran Church--Missouri Synod." This is to be a descriptive survey of the practices presently carried on by the deans of these schools.

Enclosed you will find a short, simple questionnaire form which is to be filled in by the dean of your school (or that professor in your school who carries on the work that a dean would ordinarily do), and which I would appreciate your forwarding to him after you have appended any notes or comments that you care to make for the sake of obtaining the clearest and most comprehensive picture possible.

However, in order to complete the picture of the work of the dean, an administrative evaluation is necessary. This may consist of a short statement from you including these two items: (1) an evaluation of the fitness and effectiveness of your dean in his position, and (2) a brief sketch as to the lines of authority that exist between you and your dean (in what areas you and he work jointly, in what areas you have delegated complete authority to him, etc.).

Realizing the limited time which you have to devote to this matter and thanking you most sincerely for your efforts, I remain,

Sincerely yours in Christ,

Paul L. Knuth

s/ L. C. Wuerffel  
L. C. Wuerffel  
Dean of Students,  
Concordia Seminary

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