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The Dean of women, her work in the North Dakota state teachers colleges

Julia M. Shea

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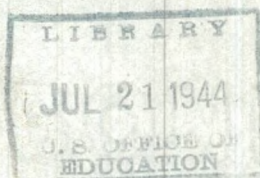
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THE DEAN OF WOMEN - HER WORK IN
THE NORTH DAKOTA STATE TEACHERS COLLEGES

A Thesis

Submitted to the Faculty of the Graduate School
of the
University of North Dakota



By

Julia M. Shea

In Partial Fulfillment of the Requirements
for the Degree of
Master of Science in Education
July 1942

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C. J.

This thesis, submitted by Julia M. Shea in partial fulfillment of the requirements for the degree of Master of Science in Education in the University of North Dakota, is hereby approved by the Committee of Instruction in charge of the work.

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CHAPTER I

Introduction

The degree of progress which a state makes in its educational trends is aided by a comparison of the characteristics of its school systems which have been developed in accordance with experiences of that individual state, and information gathered from other states along that same line.

In our teachers colleges, a relatively large number of inexperienced girls are away from home for the first time and it becomes the duty of the deans of women to try to develop these personalities so that they may make the best social adjustments possible. The study herewith presented seeks to show the conditions pertaining to the office of the Dean of Women in North Dakota State Teachers Colleges, particularly in the face of the current unrest.

Statement of Problem

"A major purpose of education today is the development of the personality of the individual in all his relations so that he will become a useful and effective citizen. In the hope, therefore, of producing citizens who can achieve a national and international life that is constructive and cooperative, free from aggressions, and hatreds, educators are attempting to direct the youth of the nation so that they will become well-informed and well-rounded persons, basing their progress on the individual's capacities, his interests, his emotional make-up, his entire physical, intellectual and

spiritual life."¹

With the ever-growing complexity of society, the increase of teacher load, not only in the classroom but in the community, also the unstable trends industrially, economically, and sociologically, the Dean of Women finds herself confronted with many and diverse factors. These factors arise from many sources such as the old and the new environments, home conditions, habits, family customs, social adjustments, attitudes toward self and the group into which the student comes, and her behavior manifestations toward everything with which she comes in contact.

The marked heterogeneity of the group with which the Deans of Women in North Dakota State Teachers Colleges are working would tend to indicate, to some extent, that many methods must be employed in order to unify life for this group as they proceed with their training for the teaching profession.

The vast number of problems in the education of girls with which a dean of women has to deal does not permit of complete enumeration here, but a few are presented which may be of specific interest.

Housing. This problem had its beginning in European Universities in the twelfth and thirteenth centuries. At that time the problem was treated as unrelated to an education of the individual as a whole.²

¹ Stewart, Helen Quien, *Some Aspects of Residence Halls for Col. Women*, Professional and Technical Press, N. Y., 1942, p. VII.

² *Ibid.*, p. 26.

Much thought has been given to the situation since then and the feeling seems to be that more and more attention should be focused upon the Students' personal development in all phases of his life. Students' living conditions and their adjustment to them are of vital significance if these girls, away from home for the first time, are to live happily throughout their college life.

"The hours spent outside the classrooms and laboratories are fully as potent for the students future character and contribution to society as are the hours which the institution controls through its courses of study."¹

Light Housekeeping.

The five colleges studied have this problem to solve to some degree. Many difficulties were found to arise for various reasons: 1. Maladjustment in a group beyond family size; 2. Imposition of duties on others; 3. Avoiding responsibilities; 4. Distaste for household tasks; 5. Lack of experience in doing household tasks in their homes; 6. Lack of interest

¹ Stewart, Helen Quien, op. cit., p. 26

due, often, to the fact that parents feel there is economy in this mode of going to college.

Smoking.

In making inquiry regarding this problem it was the five State Teachers Colleges report that smoking is not permitted in the halls, and one of these three further states that those girls who smoke are asked to live off-campus. The fifth college reports that smoking is more or less a moot topic because of the attitude and feeling of the community.

Late Leaves.

Study of this problem showed that four of five colleges studied granted permissions for late leaves as the request for them was made, depending upon the legitimacy of the reason. In the fifth college each girl was permitted one late leave per week until 10:45 p.m., and no late leaves were permitted on week-ends. Special requests were arranged for according to the judgment of the dean.

Social Adjustments.

While this problem is one of the most vital problems in the integral life of a student, yet it is difficult in its solution because so many factors enter

in which make it intangible. Cole¹ states that a study made of a typical group of 348 college students, who had received 1,051 recognitions of prominence in secondary schools, received only 452 such recognitions in college. Such a result makes adjustment difficult. Some other factors which enter into this problem were found to be:

1. Rurality of the group in experience and associations.
2. Confusion and irritations arising because of contacts with a strange and larger group.
3. Disinterestedness in a college education, but attending because of parents' decision.
4. Financial status.
5. Differences in traits and customs because of foreign parentage.
6. Unpreparedness for college work.
7. Social immaturity.

Student Employment. In the colleges studied, due to the relatively small size of the colleges themselves as well as the size of the cities in

¹ Cole, Luella, The Background for College Teaching, Farrar & Rinehart, Inc., New York, 1940, p. 270.

which they are located this problem offers its difficulties. That is, because of these limitations the number of agencies offering employment is negligible. On the campuses of the State Teachers Colleges, those agencies giving employment to girls, most commonly, are kitchens, dining halls, campus cafeterias, libraries, health centers, and care of parlors and reception rooms. Local homes make requests for girls to take care of children, help with the laundry, and general housework. While this employment is very meager, it does offer a degree of partial support as well as giving the girls an opportunity to make contacts which they may not do otherwise. This work tends to expand their knowledge of family habits and customs.

Mental Hygiene.

"The average college freshman has lived at home during his high school days, has met only a comparatively few people, has attended small classes in which he has received much individual attention, and has been taught subjects that were, in the main, not too hard for him. He has usually never needed before to concern himself with such

mundane matters as food, room rent, clothing, or laundry. Both his family and his school have simplified life for him, even though he may not have known it. When he comes to college, he enters a new scene. He has more independence than he sometimes wants, he meets a large number of new people, and his lessons are suddenly much harder. Some of the problems he meets are concerned with classwork, others with adaptation to the social life of the college."¹

The following is a partial list of problems commonly reported by students:²

I. Difficulties in connection with classwork

A. Methods of instruction

1. Lecturing unfamiliar
2. Assignments not clear or too long for the time allowed.
3. Too little attention to individual needs.

B. Administrative features

1. Classes too large
2. Too little guidance in selection of courses
3. Registration too complicated

¹ Cole, op. cit., p. 203.

² Ibid., p. 204.

C. Characteristics of teachers

1. Inadequate understanding of students as people
2. Refusal to talk with individual students outside of class
3. Indifference to students welfare

II. Difficulties in connection with social adjustment

- A. Being away from home (homesickness)
- B. Newness and strangeness of campus life, with result in feeling of being insecure and lost in a crowd
- C. Ignorance of how to make social contacts

III. Difficulties caused by personal inadequacies

- A. Physical difficulties
 1. Constant fatigue
 2. Frequent headaches
- B. Intellectual difficulties
 1. Inadequate methods of study
 2. Inability to take notes
 3. Inadequate budgeting of time
 4. Inadequate fundamental preparation
- C. Emotional difficulties
 1. General feelings and attitudes
 - a. Feelings of inferiority and insecurity
 - b. Embarrassment or self-consciousness
 2. Special difficulties
 - a. Timidity in class

There are many other problems that arise in the mass of details of a dean's work that are far too numerous for mention here. These problems are of a various nature incidental to the process of growing up, and are, therefore, unavoidable.

Survey of Literature

Two more or less general studies concerning the work of deans of women have been published. Sarah M. Sturtevant and Ruth Strang of Columbia University made a study of the work entitled "A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools." Another study was made by the same authors entitled "A Personnel Study of Deans of Girls in High Schools."

No specific study has been made of the work of the deans of women in the State Teachers Colleges in North Dakota.

Scope and Method of Study

The purpose of this study is (1) to show the nature of the work done by a dean of women, (2) to show the need for such an advisor, and (3) to make suggestions for formulating a broader advisory program.

A combination of methods were used in obtaining data for this study: (1) Personal interviews with the deans in the State Teachers Colleges, (2) An analysis of catalogs, (3) Use of information given out at the Deans' meeting held at Valley City State Teachers College, May 6, 1943, and (4) Correspondence with the deans of women regarding matters peculiar to their specific colleges.

Limitations

The writer does not attempt to cover all the teacher training institutions in North Dakota. This study is definitely limited to the five teacher training institutions known as the State Teachers Colleges, located at Dickinson, Ellendale, Mayville, Minot and Valley City.

Further limitation is caused by current demands for economy in funds and material which are necessary for the publication of more up to date catalogs.

CHAPTER II

STATE TEACHERS COLLEGES IN NORTH DAKOTA

State Teachers College at DickinsonHistory and Statutory Provisions

In 1916 by constitutional amendment a normal school was located at Dickinson. The North Dakota State Legislature, in 1917, established this normal school which began active teaching work with the summer session of 1918.

The Dickinson Normal School was not given a land grant, but is maintained entirely by legislative appropriations and by institution collections.¹

In 1931, the Dickinson Normal School extended its curricula and in that year became a State Teachers College.²

Purposes and Objectives

The State Teachers College at Dickinson was instituted for the purpose of training teachers for the common schools of the State and "especially for the Slope Area" where statistics showed the need was great.³

The following outline of "A Platform of Principles"⁴ indicates the evolution of philosophy which determines the program and shapes the practices of the College.

1. Teacher education in a democracy must have a definite objective.
2. Teacher education must lead to an understanding

¹ North Dakota Bluebook, Compiled by Legislative Authority, 1942, p. 86.

² Catalog, Dickinson State Teachers College, 1941-42.

³ Twenty-fifth Anniversary Bulletin, Dickinson State Teachers College, 1942, p. 9.

⁴ Ibid., p. 11.

of the major problem of social life.

3. Teacher must develop leaders in the major learning areas and learning levels.
4. Teacher must provide for professional integration and orientation.
5. Teacher education must provide for selection and guidance, and for evaluating results.

Physical Plant of the School¹

The twelve-acre campus butte at Dickinson State College is crowned by a large main building, two girls dormitories, a power-house, and a workshop. The most recent development in the building program enclosed the campus in a three-foot scoria stone wall, perhaps the only one of its kind.

The building and grounds program had its inception when Stark County and the City of Dickinson offered a site for the college, to be selected by the Board of Regents. After inspecting several sites, the present location was approved by the Board. The sixty-seven acre plot chosen was purchased by the City and County and donated to the State of North Dakota.

Academic Curricula²

Dickinson State Teachers College has shown a comparatively steady growth in its curricula. "In 1918 the average young person in western North Dakota who was interested in attending the new normal school, had an eighth grade education, was over-age, had no good high school near at hand, and was anxious to

¹ Catalog, op. cit., pp. 5-7

² Twenty-fifth Anniversary Bulletin, op. cit., p. 13.

prepare for a life's vocation. Some there were who still had not completed an elementary education. Facing these conditions, the Normal School at Dickinson, in 1920, offered the following curricula:" (1) Vocational, and (2) General Education and Preparatory.

In 1925 the curricula was extended to include: (1) A standard Curricula, (2) Commercial Education, (3) Three Curricula in High School Courses, namely, teaching preparatory, business preparatory, and college preparatory, and (4) A two-year college curriculum.

In 1931, the Dickinson Normal School announced two four-year degree curricula, one designed for elementary teachers, supervisors, and administrators; the other for high school teachers and Administrators.

Extracurricular Learning Program¹

"While the term "extra curricular" suggests activities not in the regular program of instruction, the very considerable variety of clubs and other student-controlled organizations are considered by the administration and faculty to have important educational values." This program includes the following organizations: Departmental, which includes such activities as a Sketch Club, Women's Athletic Association (college), Girl's Athletic Association (high school), Pep Club, and Rural Life Club, and Publications.

Living Accommodations for Girls²

¹ Twenty-fifth Anniversary Bulletin, op. cit., p. 15.

² Catalog, op. cit., p. 17.

South Hall furnishes a college home on the campus for 135 women. The building is a four story fireproof structure.

Stickney Hall, accomodates 53 women, provides light house-keeping privileges.

Women are expected to live in the college dormitories, insofar as accommodations are available. This ruling does not apply to girls who live with their parents in Dickinson. Girls for whom accommodations cannot be provided in dormitories are housed in private homes. All rooms which are offered for rent to girls must be registered by the householders in the office of the Dean of Women and must conform to the standards of sanitation and comfort which are prescribed by the college. All such rooms are inspected periodically by the Dean.

State Normal and Industrial School at Ellendale History and Statutory Provisions¹

The State Normal and Industrial School was located at Ellendale in accordance with a provision of the State Constitution adopted by the people on October 1, 1889. This school was established by the Legislature of 1893, as an Industrial School and School for Manual Training, and began active school work in the fall of that same year. By an act of the 1907 Legislature, the school was charged with the additional duty to prepare teachers for the public school as

¹ North Dakota Bluebook, Compiled by Legislative Authority, 1942, p. 87.

well as teachers of industrial subjects, and its name was changed to State Normal and Industrial School. The Legislature of 1925 authorized the school to grant the Degree of Bachelor of Science in Industrial Education to students having met the requirements therefor.

The Enabling Act granted to the Ellendale School 40,000 acres. The income from this source with biennial appropriations by the legislature and certain institutional collections comprise the financial support for the maintenance of this institution.

By a law passed in 1925,¹ the State Board of Administration extended the curricula of this school and granted its graduates the Bachelor of Science degree in industrial education. It is the only school in the state which grants such a degree.

Purposes and Objectives²

A survey of the Ellendale school was made by President E. F. Riley, of the State Science School in April, 1936. This report contained the following condensed recommendations: "The school at Ellendale should concentrate on the following courses."

1. A normal school for the training of teachers offering special training for Manual Training and Home Economics teachers.

¹ N. D. Session Laws, 1925, Chap. 173, p. 215.

² State Normal and Industrial School Bulletin, 1941-1942, pp. 13 and 14.

3. A Junior College course offering the first two years of all college work to include two years of work in Science, History, Economics, and Mathematics.

3. A practical, vocational two-year course in commercial subjects, designed for maximum of about seventy-five students.

4. A practical farm machinery course designed especially for farm boys over sixteen years of age and operating from November 1 to April 1. A similar basis was designed for girls in home-making.

The industrial features of the school have been materially strengthened by the addition of a two-year trade course in Farm Machinery and a practical two-year course in Secretarial Training.

Physical Plant of the School¹

The very attractive campus of the State Normal and Industrial School comprises about forty acres of land.

The buildings comprise Carnegie Hall, the Manual Training Building, the Gymnasium, the Mechanic Arts Building, Dakotah Hall, the Library, the Welding Shop, Demonstration Rural School.

Academic Curricula²

"The purpose of the department is not, however, to cater only to those who are preparing to teach industrial education in high school, but also in accordance with the original constitutional provision for the school, it trains young men for

¹ Bulletin, op. cit., p. 15-16.

² Ibid., pp. 36-50.

industry and to go out and develop the vast industrial opportunities present in every community in such a young state as North Dakota. To this end the scope of industrial training was enlarged, after the 1936 survey of the school, to include practical trade training in Farm Machinery, Home Making and Stenographic and Secretarial Training."

1. The Industrial Department offers the following curricula: (1) Mechanic Arts, (2) Farm Machinery, (3) Home Economics, (4) Commercial.

The data of Table I¹ illustrating the distribution of enrollment for the year 1940-1941 would tend to show to some degree the demand and need for industrial education. The Normal and Industrial School, as its name implies, is both a normal and industrial school, and Table I further indicates that the two departments closely parallel each other in enrollment.

2. Normal Department. "In 1907, the State Legislature revised the law pertaining to the school, giving it its present name and empowering it to continue industrial training in broader and more comprehensive ways and, in addition; to train teachers in the science of education and the art of teaching. Under this broadened mission the normal department has been developed in a rather unique association with industrial training. The industrial atmosphere for teachers in training lends sympathy for the situations in which the industrial masses of

¹ Bulletin, op. cit., p. 97.

Table I

Distribution of Enrollment for 1940-1941

	Fall Quarter			Winter Quarter			Spring Quarter			Total Indivi- duals
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
Industrial Arts.....	75	15	90	70	13	83	63	16	75	99
Stand. Normal.....	30	48	78	32	49	81	39	52	81	96
Commercial.....	24	43	67	25	43	68	25	43	68	69
Junior College.....	11	2	13	10	1	11	9	1	10	13
Special Home										
Economics...		27	27		25	25		14	14	40
Ind. High School...	9	14	23	9	13	22	8	13	21	23
Special Music.....	2	15	17	3	13	16	2	12	14	20
Correspondence.....		2	2	3	2	5	4	4	8	14
Trades.....				11		11				11
	151	166	417	163	159	322	140	151	291	385
Defense Welding....										36
Defense Machine Shop										57
									Total	478
Summer Term 1940...										98
									Total	576
Counted Twice.....										25
Number of Individual Students 1940-1941									Total	551

society must necessarily live. To this sympathy and understanding is attributed much of the success with which graduates of this department have secured and retained teaching positions."¹

The Normal curricula prepare for three fields: The lower grades, the rural schools, and the upper grades. This department also offers the Sixty Quarter Hour Rural Curriculum, and the Standard Normal Special Curriculum by which students may earn special certificates in Commercial work, Home Economics, Manual Arts, Physical, Primary work, Public School Art, and Public School Music.

3. Junior College Curricula.² This curricula which offers two years of standard college work aims to serve several different types of students: (1) Those who desire two of liberal arts and science courses leading to different majors; (2) Those who desire two years of pre-professional courses; (3) Those who wish one or two years of business training or other vocational courses; (4) Those who do not expect to complete a four-year college course but who desire two years of general education beyond high school; (5) Those who wish to continue a general or special education for one or two years.

Student Activities

"The student life of an educational institution can well be judged by the interest manifested by the student body in the

¹ Bulletin, op. cit., p. 50.

² Ibid., p. 58.

extra-curricular activities. One of the surest methods of developing initiative and leadership is active participation in one or several of the different activities sponsored by the school or groups within the school.¹

From a study of the activity program offered by the State Normal and Industrial School it is found that it sponsors the following learning experiences: Student Council, Clubs organized in each department, religious organizations, musical activities, athletic associations, literary societies, publications, and informal dancing.

Living Accommodations for Girls²

Dakotah Hall for women students is one of the most attractive buildings on the campus, and furnishes an ideal home for those from out of town. This hall, also, offers light housekeeping privileges for approximately twenty-five girls.

Private homes offer residence to women students, but the college advises that all freshmen girls reside in Dakotah Hall. Only those homes which are on the approved list in the Dean's office are accepted as residences for girls.

State Teachers College at Mayville

History and Statutory Provision³

¹ Ibid., p. 13.

² Ibid., p. 20.

³ North Dakota Bluebook, Compiled by Legislative Authority, 1943, p. 86.

By statutory provision of the North Dakota State Constitution adopted by the people on October 1, 1889, a normal school was located at Mayville. This school began active teaching December 1, 1890. A land grant of 30,000 acres, and biennial appropriations by the Legislature and certain institutional collections comprise the financial support for the maintenance of the institution.

By extending its course of study, the Mayville normal was authorized by the State Legislature to begin work as a teachers college in 1921.

Purposes and Objectives

"The founders of our state felt the public schools were essential to the welfare and progress of the people; they realized also the well-trained teachers are a first essential in the building of a democracy."¹

It further purposes to develop the special aptitudes and abilities of each individual, to build physical vigor, stability of character, and strength of personality.

Physical Plant of the School²

The attractive college campus covers approximately twenty-five acres. The buildings include the Main Building, Science Hall, the gymnasium, East Hall, West Hall, the Barracks, the President's home, a log cabin school house, which was one of

¹ Bulletin of the State Teachers College, 1942-1943, p. 10.

² Ibid., p. 13.

the first schools built in Trail county, a greenhouse, the central power and heating plant, and several service buildings,
Academic Curricula and Special Courses¹

The following curricula are offered at the Mayville State Teachers College :

1. Degree curriculum.
2. Standard two-year curriculum.
3. Elementary rural curriculum.
4. Junior college.

Special courses offered are: War service courses and special training in art, music, commerce, and courses in training for teacher librarians.

Student Life and Activities²

"The faculty of the Mayville State Teachers College feels that one of its primary duties is to help the students develop the kind of personality that will enable them as teachers to guide and direct others. The college emphasizes in all its activities, both curricular and extra-curricular, the development of self-control, self-reliance, initiative, tolerance, the spirit of cooperation and service, respect for law and for the rights of others."

The valuable training indicated above is apparently realized through the activity point system which the college has

¹ Bulletin, op. cit., p. 30.

² Ibid., p. 30.

set up for the purpose of developing a well-rounded individual by encouraging participation in its student organizations, which are as follows:¹

1. The Student Association
2. The Student Council
3. The Alumni Association
4. Publications
5. Religious organizations
6. International Relations
7. Rural Life Club
8. Association of Childhood Education
9. Future Teachers of America
10. Music
11. Drama and Forensics
12. Clubs
13. Boy Scout, and Girl Scout Leaderships
14. Camp Fire Girls

Living Accommodations for Girls²

The Mayville State Teachers College has two dormitories for women on its campus, namely, East and West Halls. Facilities for light housekeeping have been provided in both of these halls. Approximately a hundred girls are accommodated in this way. Women not living in the dormitories may find residence in private homes, but only in those homes that are on the approved list of the Dean of Women.

State Teachers College at Minot

History and Statutory Provision³

By constitutional amendment in 1911 a normal school was

¹ Bulletin, op. cit., p. 39.

² Ibid., pp. 35 and 36.

³ Bluebook, op. cit., p. 86.

located at Minot. This normal school was established by an act of the Legislature, and opened for active teaching September 30, 1913. The school has no land grant, and is maintained entirely by appropriation made by legislation and institutional collections. The Minot Normal extended its course of study and was authorized to do the work of a teachers college by an act of the legislature of 1921.

Purposes and Objectives¹

The North Dakota State Teachers College at Minot is an institution of higher education devoted primarily to the education of teachers for the elementary and secondary schools.

To meet their objectives, in preparing teachers for the schools of tomorrow and the individual for successful living in a democracy, this college proposes the following basic factors: (1) A sound philosophy of life; (2) An understanding of the problems that concern contemporary life and the processes that will educate a generation for self-realization, right human relationships, economic efficiency, and civic responsibility.

Physical Plant of the School²

The College has an exceptionally large and attractive campus which offers opportunities for all kinds of outdoor sports, such as tennis, football, volley ball, archery, baseball, and track.

¹ Bulletin of the State Teachers College, Minot, 1941-42, p. 2.

² Ibid., p. 12.

Since this institution is comparatively young, the buildings are new and modern and consist of the Main Building, the Central Heating Plant, Dakota Hall, Pioneer Hall, the Training School Building, and the Student Union.

Academic Curricula¹

The College offers five curricula:

1. The degree curriculum for secondary teachers
2. The degree curriculum for elementary teachers
3. The two-year curriculum for elementary teachers
4. The one-year curriculum for rural teachers
5. Junior College

College and Life Opportunities²

The Minot State Teachers College aims "to appeal to and satisfy ambitious, alert, critical, and forward-looking young people."

This college indicates that these objectives are realized in large measure (1) by its staff, which consists of men and women selected for their scholarship, experience, and wholesome outlook upon life, and (2) by its curriculum which is revised and evaluated constantly in order to ascertain whether or not they are meeting the demands of contemporary life and preparing for success in business and professional life.

The College indicates its social development of the individual in its program as follows: (1) Religious organizations,

¹ Bulletin, op. cit., p. 12.

² Ibid., p. 17.

(2) Lecture and entertainment program, (3) Convocations, (4) Music, (5) Honor Societies, (6) Publications, (7) Alumni Association, (8) Annual Homecoming, (9) Dramatics, (10) Country Life Club, (11) Forensics, (12) Athletics, (13) Fraternities and Sororities.

Living Accommodations for Girls¹

Dakota Hall is a new and modern dormitory which accommodates 135 women.

Out of town women may select their own homes, but since they are required to stay in homes on the approved list, they are advised to consult the Dean of Women before making permanent arrangements.

State Teachers College at Valley City

History and Statutory Provision³

In accordance with provisions of the State Constitution a normal school was located at Valley City. This school began active teaching work on October 13, 1890. In the Enabling Act, Congress granted the institution a land endowment of 40,000 acres. Income from this source, with biennial appropriations by the Legislature, and certain institutional collections comprise the financial support for the maintenance of the institution. The Legislature of 1921 authorized the Board of Administration to extend the courses of study in this normal

¹ Bulletin, op. cit., pp. 13, 15, and 16.

² North Dakota Bluebook, op. cit., p. 86.

school beyond the former limit of two years above high school graduation, and provided for the granting of bachelor of arts in education upon completion of such work.

Purposes and Objectives¹

With its work extended, the purpose of the institution was enlarged to include the training of secondary school teachers as well as elementary. The combined elementary and secondary school training provides the necessary fields of study for prospective principals and city or county superintendents of schools.

Physical Plant of the School²

The picturesque and beautiful campus of the college consists of approximately eighty acres of wooded park. In addition to the campus, the College owns an institutional farm of some thirty acres, on the level river bottom west of the city, but only three or four blocks from the campus. This farm provides facilities for the teaching of agriculture and gardening.

The college has on its campus fifteen buildings: (1) the Main Building, (2) the Auditorium, (3) the Science Building, (4) the Old Training School Building, (5) the New Training and School Building, (6) the Industrial Arts Building, (7) the Physical Education Building, (7) Golf Club House, (8) the Dormitories (9) the Power Plant, (10) the President's House.

¹ Bulletin of the State Teachers College at Valley City, 1942-1943, p. 15.

² Ibid., pp. 16-17.

Academic Curricula¹

The State Teachers College at Valley City offers the following curricula:

1. The Degree Curricula comprised of two divisions; namely, the secondary school degree curriculum, and the elementary school degree curriculum.
2. The Standard Curriculum
3. The Sixty-hour Rural Curriculum
4. The Junior College Curriculum

Student Life and Activities

"The social activities of the school, directed by a committee of the faculty of which the dean of women is chairman, are intended to create a closer social relation between teacher and student and among the students themselves; to furnish a wholesome social environment; and to offer a healthful means of general culture that the classroom cannot give."²

Various activities flourish on the campus for the personal growth of the students such as: (1) Informal dancing, (2) Religious organizations, (3) Athletics, (4) Musical activities, (5) Dramatics, (6) Forensics, (7) Campus societies, (8) Student Academic Organizations which include Pi Omega Pi, Gamma Theta Upsilon, and Alpha Psi Omega, (9) Rural Life Club, (10) International Relations Club, and (11) School Publications.³

¹ Op. Cit., p. 39.

² Op. Cit., p. 24.

³ Ibid., pp. 24-27.

Living Accommodations for Girls¹

The Valley City State Teachers College owns and operates three halls for the accommodation of women students: East Hall, West Hall, and Euclid Cottage. Light housekeeping privileges are provided for in East Hall and Euclid Cottage.

All out of town women students are required to live in the dormitory unless excused for special reasons by the dean of women. Women are not permitted to engage living quarters outside the college dormitories in advance of securing permission to do so by the dean of women.

Summary

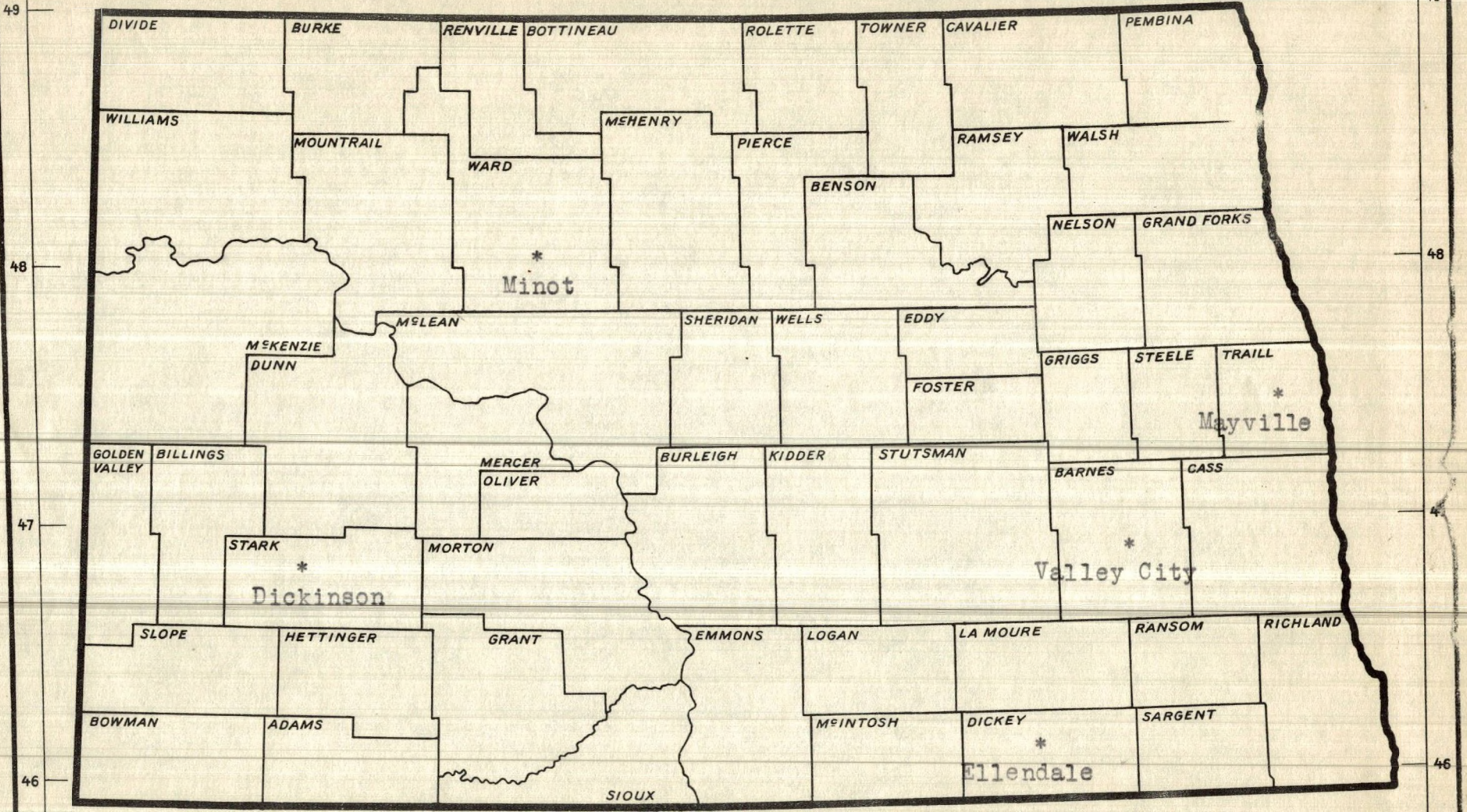
All of these state teachers colleges have dormitories housing from approximately seventy-five to one hundred thirty-five girls. Light housekeeping accommodations are found to exist in all of these dormitories to some extent, that is, either a kitchen and dining facilities are available, or a complete building has been remodeled for this purpose.

While all of these institutions emphasize the training of teachers, yet at the Ellendale school much stress is put upon industrial education. Here are found the facilities for training in welding, machine shop, farm mechanics, and industrial arts.

These institutions take precaution to have as pleasant

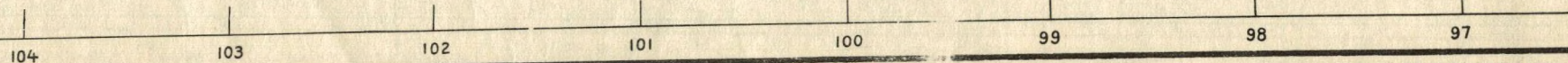
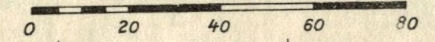
¹ Op. Cit., p. 21.

and comfortable homes as possible for their girls. A list of available homes is on file in the dean's office, so that the girls may choose the type of home they feel they would be most happy in. The feeling is that pleasant, comfortable surroundings lend much in helping the girls establish themselves in their new college environment.



Location of the North Dakota State Teachers Colleges

SCALE - STATUTE MILES



CHAPTER III

THE DEAN

History¹

The history of the dean of women began with the appointment of Miss Marion Talbot as Dean of Women in the University of Chicago in the year 1893 and continuing to 1925.

"During the twentieth century, because of the increase in the number of students in colleges and universities, the shift in the responsibility for students from the home to the college, and the present-day emphasis upon personnel work there has come to be a steady increase in the number of deans of women students and the importance of their function in the public eye."

Sturtevant and Strang² found that of the 114 teachers colleges, with which this study is concerned, 101 or 89 percent have deans.

Qualifications

Sturtevant, Strang, and McKin³ found that more than three-fourths of the deans in higher institutions of learning reporting in the 1936 follow-up study of the 1926 Jones research had

¹ Jones, Jane Louise, A Personnel Study of the Women Deans in Colleges and Universities, Teachers College, Columbia University, New York City, 1928, p. 1.

² Sturtevant, Sarah M., and Strang, Ruth, A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools, Bureau of Publications, Teachers College, Columbia University, New York City, 1928, p. 11.

³ Hilton, M. Eunice, Deans of Women and Head Residents -- A Forward Look into Their Qualifications, Journal of the National Association of Deans of Women, June 1943, p. 151.

master's degrees as opposed to almost fifty percent in 1926. Their training has not reached the doctor's level as yet but is moving in that direction and requests for recommendations of candidates so prepared are increasing.

Aside from academic training there are certain personal traits which have much to do with the success or failure of a dean. These traits are great in number but a few are here enumerated: Sincerity, poise, tact, humor, sympathetic understanding, emotional stability and sociability. However, the core of the training courses for deans of women has centered itself largely about the techniques needed to carry out the functions.¹

Functions of the Dean

The functions of a dean of women cover such a multitude of activities that neither time nor space permits of their complete enumeration. A few specific functions will be given here. Later in this thesis these functions of the deans of women in the North Dakota State Teachers Colleges will be given specific attention.

The specific functions referred to above include: (1) assisting students in their social and personal adjustments, (2) arranging and supervising of social activities, (3) supervision of housing, (4) responsibility in problems concerning discipline, (5) aiding in committee work, and (6) holding

¹ Cole, op. cit., p. 76.

individual conferences regarding academic and non-academic problems.

Another function of the dean of women, not in any way to be minimized, is that of helping a student to make a satisfying transition from her home environment to college. Many girls coming from their high school associations bring with them ideas and social customs practiced there only to find they are not accepted in their new environment. Social approval or disapproval may cause a great deal of happiness or unhappiness in a girl's entrance into college life if some attempt is not made to help the freshman girl adjust herself to her new situations.

Because the girl's past experiences may not be sufficiently adequate to place her wholly acceptable into the pattern of college life, there is need for counseling services on the part of a dean, upper-class students, instructors, and house mothers. Foster and Wilson¹ found that several factors were associated with the difficulties encountered the first year in college. Freshmen have broken away for the first time from their dependence upon the family, and have to assume responsibility for themselves in an entirely different way. They found their courses more difficult than those they had taken in high school, and their anxiety of possible failure gives them much distress which often results in minor physical and emotional upsets.

In her daily routine of duties the dean of women very

¹ Foster, Robert G., and Wilson, Pauline Park, Women After College, Columbia University Press, New York, 1942.

often functions as a mental hygienist. The physical strain characteristic of the adolescent age brings with it its attendant periods of depression, and the understanding dean relieves this stress as she sees best. Perhaps an explanation of glandular changes which influence the body tone, and which education has been so often neglected by the home in the upbringing of girls, would relieve the strain of this mental anguish. To be mentally healthy the student must be taught to adjust herself to the world about her if she is to make effective and happy contributions to society. A girl lacking in the habit of conversation finds herself sensing a feeling of being alone or left out of social affairs. She becomes unhappy and withdraws from the group. At this point the dean is challenged with the problem of finding out the basic cause and offering a remedy for this ill so as to avoid, if possible, its recurrence. Participation in campus activities will often offset dissatisfaction with life at college, and by encouraging such attendance the dean of women may be able to instill in the girls a new sense of values in their undertakings.

Bennett¹ in his study on achieving mental health lists the following significant conditions:

1. Learn to face facts with courage and optimism.
2. Growing up emotionally.
3. A good balance is needed between self-reliance

¹ Bennett, M. E., College and Life, McGraw-Hill Company, Inc., New York and London, 1941.

and a normal sense of dependence.

4. Keeping physically fit.
5. Live in the present.
6. Develop self-mastery through controlled self-expression.
7. Adjust your environment and way of life to the strain that you can stand.
8. Learn to control unhealthful reactions.
9. Develop your sense of humor.
10. Maintain a fairly consistent cheerfulness or sense of happiness in living.

Other functions of the dean of women which may be listed are those of an administrative nature, as director of halls which often includes dormitory management, as coordinating officer, supervisor of employment service, and functions of a disciplinary tendency in regard to academic and non-academic matters.

CHAPTER IV

Nature of the Work of Deans in the
North Dakota State Teachers CollegesAnalysis of Duties

Each institution having a dean of women makes its own specific demands on her position, yet the basic patterns of functions do not vary greatly in her responsibilities and duties. In this study it was found that each dean felt compelled to make such divisions of the time element as she saw would best fit her daily schedule. Many situations of momentary importance that arise unexpectedly require immediate attention, so that the dean must constantly revise her plans. However, some major divisions of the dean's responsibilities are offered here:

1. Social Duties. There is comparatively little difference in the social duties of the deans of women in the five state teachers colleges studied. Time is divided among the various activities which include: Supervision of the social calendar; helping to make personal and social adjustments; correcting, if possible, maladjustments; interviewing students in regard to their individual problems; entertaining college visitors; discovering and following up cases of maladjustments; helping the students to see the value of extra-class activities as a means of maturation.

2. Academic Duties. At the meeting of Deans of Women held at Valley City on May 6, 1943, it was found that in the North Dakota State Teachers Colleges any girl failing in her

work, or on the borderline of failing, received individual attention at an early period in her beginning quarter. The aim of this contact was to determine the cause of failure and to suggest a possible remedy. Many cases cleared almost immediately, others improved by the follow-up plan, and only those that were unable to do the work failed.

Interviews with girls who come in voluntarily with personal problems are invaluable in preventing maladjustments that may arise from the influence which emotional, social, and physical factors exert upon their academic achievement.

Absences and cases of tardiness in the five state teachers colleges in North Dakota are handled by various methods, and are given here separately for each college:

Dickinson¹

1. If a student has more absences than one per quarter hour, reinstatement must be secured from one of the deans before that student is permitted to attend another class.
2. Absences before or on the day following a vacation count as double cuts.
3. Tardiness in class shall be controlled by faculty members.
4. Reinstatements are issued by the Deans only if the absences have occurred because of illness, death in the immediate family, debate trips, or other occasions when students

¹ List of regulations from the Office of the Dean of Women.

are representing the College. Reinstatements for these reasons must be arranged for before the absence occurs.

5. A student will not be given a reinstatement in a course if he or she has been absent for other reasons than those stated in number four.

6. Students not living in their own home must have an excuse from the college nurse for absences due to illness. The excuse must then be signed by one of the Deans and by each faculty member from whose class the student is back in school following the illness.

7. Students who live in their own homes should bring the excuse from one of their parents on the first day back in school, following the absence. The excuse must then be signed by one of the Deans and by the faculty members from whose class the student was absent. This excuse must then be filed in the Dean's office.

Ellendale¹

1. No absences from classes are allowed. In case of sickness, accidents, or trips sponsored by the school, absences will be excused. All other reasons for absences are questionable.

2. After any absence, for whatever reason, the student must get an absence slip before he is admitted to class. These excuses must be secured from one of the Deans.

¹ Student Handbook, Ellendale, 1942-1943, p. 14.

3. The penalty for unexcused absences is the deduction of two points from the quarter's grades for each unexcused absence, at the discretion of the individual instructors.

4. Unexcused absence from a regularly scheduled or previously announced quiz will be considered a failure and no opportunity will be given to make up work thus lost.

5. Absences must be excused the day following the return of the student to the class or the absence will remain permanently unexcused.

6. Regarding tardiness instructors may use their own discretion.

Mayville¹

1. Three excused absences, three tardinesses, or one unexcused absence, constitute a "cut". One hour is added to the requirements for a degree, diploma, or certificate for the first seven cuts, and one hour for each additional four cuts incurred during the quarter; but no more than three cuts will be allowed in any one course without incurring the penalty. Double cuts are incurred for unexcused absences from classes on a day immediately preceding or following a vacation.

2. A student who finds it necessary to be absent from classes because of illness or because of some other emergency must report that absence to the dean or to the nurse before the close of the first class from which he is absent.

¹ Bulletin, op. cit., p. 30.

3. All excuses for absences must be secured from the dean immediately upon the student's return to classes. Any absence, even though it may be justified, will be recorded as a "cut" if this regulation has not been observed.

Minot¹

The following rules govern absences from classes:

1. Cuts are defined as follows:

- a. One unexcused absence is one cut
- b. Four excused absences are one cut
- c. One unexcused absence immediately before or after vacation is two cuts.

2. One quarter hour shall be added to the requirements for a degree, diploma, or certificate for each cut incurred in excess of one cut per credit hour per course during the quarter (4 cuts allowed for a 4 hour course; 3 hours for a 3 hour course). This additional penalty hour or hours shall not be counted toward any higher certificate, diploma, or degree.

Exceptions: Additional hours shall not be added to the requirements for graduation in the case of Juniors or Seniors whose final grades average "B" or higher for the quarter during which the absences incurred.

The deans are authorized to excuse absences caused by illnesses and absences caused by participation in games, contests, debates, and other performances authorized by the college, pro-

¹ Bulletin, Minot, op. cit., p. 30.

vided such absences are reported to the deans by the faculty member in charge of such groups at a date prior to their occurrence. Absences for illness will be excused only if the deans have been notified at the time it occurs by parents, householders, or matrons of dormitories. Upon return to school, the student must report within three days to the dean and ask to have the absence excused. In cases of illness caused by colds or possible infectious diseases students are asked to report to the school doctor and secure a permit to re-enter school. This permit should then be presented to the deans, who will issue an excuse.

Valley City¹

A student returning to school after an absence may make application for excuse on a blank provided for that purpose. Those returning after illness shall report to the school nurse to whom application for excuse may be made. Students whose absences have been excused will be officially notified. A faculty attendance committee will pass on the validity of excuses.

The following penalties apply:

1. One hour shall be added to the requirements for a certificate, diploma, or degree for each five unexcused absences per quarter.
2. One unexcused absence immediately before or after

¹ Bulletin, Valley City, op. cit., p. 37.

holidays and vacations is equivalent to three unexcused absences.

3. Additional hours shall not be added to the requirements for graduation in the case of Juniors and Seniors whose final grades average "B" or higher for the quarter during which the absences were incurred.

4. Any student incurring absences in twenty-five per cent of the meetings of a course shall be dropped from the course with a grade of "F". Students can be reinstated only by action of the Administrative Council.

The same regulations and penalties apply to absences from the official convocation period which is compulsory.

Duties in Connection with Health

The value of a healthy environment cannot be too strongly emphasized since it influences the social poise, physical health, mental attitudes, and emotional stability of the individual. Living accommodations not only furnish physical shelter but are agencies of educational significance.

Every dean is vitally interested in health. In her social, advisory, academic, housing, employment, or other several duties and responsibilities, the dean is alert to the psychological and physical effects of a wholesome environment. "The physical health of residents should be as steadily held an aim as their mental and moral growth. The means for its maintenance and improvement -- sanitary surroundings, a well-planned dietary, a consulting nurse of either the resident or the visiting type, capable physicians available at call, a

satisfactory system of physical and medical examinations with provision for periodic re-examination or check-up, are specific and measurable."¹

Each state teachers college here studied seems to be well equipped to take care of the health situation. At least one physician and a nurse are found in each college, and in some instances it was found that there were two consulting physicians. These together with the supervision of each dean would appear to give efficient and adequate health service. The dean, in her visits to local residences which house some of the girls, to lounges, to residence halls, or to other social rooms would give further evidence of the interest taken in providing students comfortable and sanitary surroundings.

Teaching Duties

In this study it was found that the amount of teaching done by Deans of Women varied in the different colleges as follows:

In the Dickinson State Teachers College it was found that the Dean of Women² is scheduled to teach two hours per day.

Investigation showed that in the Minot State Teachers College the Dean* does eight hours of teaching per week.

The teaching duties of the Dean* in the Valley City State Teachers College is done in orientation classes for both boys

¹ Stewart, Helen Quien, op. cit., p. 35.

² Woods, Leila G., Letters, May 17, 1943.

* Reported at the Deans' Meeting at Valley City, May 6, 1943.

and girls throughout two quarters for one period per week.

In the State Teachers Colleges at Mayville* and Ellendale it was found that the Deans of Women have no teaching duties. The Dean of Women at Mayville who is a trained nurse serves in three capacities: As a nurse, a house mother, and as Dean. In the Ellendale school the dean also serves in three capacities: As house mother, dormitory manager, and as Dean.

The mass of details that make up the duties and responsibilities which enter into the functions of a dean of women are far too great to permit enumeration here, but the following are fairly representative:

1. Enforcing the hours for closing residence halls in the evening. It was found that these hours vary from institution to institution in the colleges studied. A variation was also found during week-ends.
2. Responsibility of locking doors if she resides in a residence hall.
3. Making of menus, and marketing.
4. Attending committee meetings.
5. Reporting emergency illnesses.
6. Conferring with officers and committees of girls' organizations.
7. Entertaining school visitors.
8. Holding meetings of girls in residence hall to acquaint them with regulations peculiar to a college dining room.

* Deans' Meeting, op. cit.

9. Holding house meetings.
10. Conference with House Council.
11. Arranging for social affairs in Residence Halls.
12. Supervision of household duties if the Dean lives in the Residence Hall, and is dormitory manager.

A large percentage of the population of North Dakota lives in the open country. This rurality of education would present rural and heterogeneous groups coming into colleges, as shown in Table III, page 49. This table further illustrates the comparatively small number of graduates coming from rural districts, as well as the number of teachers in the high schools who must carry a heavy teaching load in order to give the students the required subject matter for graduation.

In the investigation made by Peik¹ in regard to the training of teachers in North Dakota, it was found that eighty-seven and four-tenths per cent of its people are rural in their life interests. This signifies that the teacher training program must be one which will fit the open country and the smaller town. This survey further found that over one-half of North Dakota teachers are one-room teachers, as indicated in Table II², page 47.

With the per cent of one-room schools so great, there is also in evidence the factor of isolation. The presence of

¹ Peik, W. E., The Training of Teachers in North Dakota, p. 3, Department of Public Instruction, Bismarck, North Dakota, 1930.

² *Ibid.*, p. 8.

Table II
 Composition of North Dakota Teaching Positions
 for the Year 1929-30 on December 1, 1929

Type of Position	Number of Teachers	Per Cent of all North Dakota Teachers
One-room Schools.....	4361	51.1
Elementary Grades in Schools of More Than One Room....	2603	30.5
High School Departments*		
Classified.....	1017	
Unclassified 4 yr....	368	
Less than 4 yr. High School Department....	185	18.4
Total.....	8534	100.0

* According to the 1928-29 report, there were 492 teachers in open country schools of more than one room. These are included in this total. The rest are in villages and towns.

such a condition would have a tendency to bring about a feeling of estrangement from the world. Being aware that such circumstances may prevail in so rural a state as North Dakota, the State Teachers Colleges of that state have attempted to alleviate that condition through the enrichment of their curricula and their extracurricular learning programs. Breitwieser¹ has said: "It is the business of education to provide stimuli, objectives, and outlets for the innate and acquired tendencies of the individual. The school can in no way supplement hereditary capacity, but it can or should provide for every varied possibility of development."

The purposive nature of the work of deans of women in North Dakota State Teachers Colleges is greatly influenced by several factors, the knowledge of which is an asset in helping to build an effective and functional learning program. These factors manifest themselves in products from certain types of environments, foreign born parentage, inexperience, modes of behavior, attitudes and interests, inadequate and incompetent instruction in their elementary and secondary school work, and various other situations that become evident in the college life of the student.

The Deans of Women in the five colleges studied appear to function in four main capacities: (1) Advisory, (2) Administrative, (3) Coordinating, and (4) Social director. In the inter-

¹ Breitwieser, J. V., Psychological Education, p. 52, Crofts, New York, 1926.

Table III

Heterogeneity of the Group Enrolled at the
Ellendale State Normal and Industrial School

Location	Years of work offered in High School	Number enrolled in High School	Number of teachers in High School
Brampton	4	12	2
Kintyre	2	17	1
Berlin	4	23	2
Elliott	4	24	2
Stirum	4	26	2
Walcott	4	26	2
Guelph	4	37	2
Fullerton	4	35	2
Jud	4	35	2
Pettibone	4	37	2
Monango	4	38	2
Forbes	4	38	2
Havana	4	48	3
Verona	4	53	3
Streeter	4	63	3
Carson	4	64	3
Zeeland	4	67	3
Cogswell	4	73	4
Gackle	4	80	4
Strasburg	4	88	5
St. Johns Academy	4	105	3
Napoleon	4	113	3
Fairmount	4	121	5
Edgeley	4	123	6
LaMoure	4	125	6
Wyndmere	4	130	8
Wishek	4	135	7
New Rockford	4	155	6
Ellendale	4	158	7
Oakes	4	204	8
Linton	4	214	9
Ashley	4	220	7
Lisbon	4	242	10

relation of her work in these divisions, the dean tries to contribute to the development of the well-balanced citizen, so that he may accept civic responsibility, train for life's daily needs, adjust himself to the modern world, and enrich himself in his leisure time.

Because of the limited enrollment in the colleges studied the deans are able to advise the girls fairly regularly. In their advisory capacities the deans attempt to treat all kinds of adjustments such as educational, economic, social and physical through the various types of campus activities offered by the colleges, through personal conversations, and through interviews with girls who come through their own volition.

The three of the five deans who have teaching duties have further opportunity to build an active and well integrated personality. In her personal advisement duties the dean learns the cultural backgrounds of the girls. This background is of acute importance to the adviser in that she is better able to meet her objective in helping the girls to make the best possible transition from her home community to her new college environment. Another objective gained in these personal contacts is the development of creative thinking, initiative, and leadership in the girls. The knowledge of college life and its opportunities tends to lead the girls to participate in the various activities, and in so doing they may develop, through a follow-up plan, an integrated and wholesome philosophy of the aesthetic values of life. "The truly educated person has developed standards of beauty and worth in the

various expressive arts, ethical standards and ideals for human relationships, and appreciation of the value and elusiveness of truth."¹

An effective agency for instilling democratic ideals and training for life's daily needs is the residence hall. With an organized group working for the benefit of the whole, the girls learn to assume responsibility, hold office, develop leadership, execute democratic forms of control, make contacts, and through practice these become part of their daily lives. Through these practices the girls learn tolerance of others, to work cooperatively, to recognize wise and able leadership, and also to reject that leadership which is ineffective. Wholesome emotional attitudes are encouraged which creates congeniality in a small group and may be carried over into a broader society. "The successful person develops social characteristics which are equally as important as intellectual techniques. Among them are integrity, judgment, cooperation, initiative, perseverance, ambition and industry."²

In her constant association with the girls the Dean of Women can give much casual knowledge as will be conducive toward intellectual maturation, wholesome attitudes toward the opposite sex, and toward worthy home membership.

¹ Bennett, M. E., op. cit., p. 33.

² Stewart, Helen Quien, op. cit., p. 36.

CHAPTER V

DEVELOPMENT OF THE DEAN'S OFFICE

In the study made in 1938¹ it was found that the then existing State Teachers Colleges in North Dakota reported that each had a dean of women. One of the two normal schools had a dean, but the other had none. Since that time these two normal schools have become State Teachers Colleges. The normal school reporting no dean has consistently elected a dean up to the present time.

It is found that in the case of the Mayville State Teachers College² that with the selection of a trained nurse to do the work of a dean her duties have been greatly increased. While this college does not have service men on its campus, the dean is giving considerable time to war service in that she encourages the girls to give their leisure time to the making of surgical dressings and assisting in the hospital. Aside from her other several duties, this dean administers as house mother in which function she is in close association with the girls for their better guidance and direction.

In the Valley City State Teachers College³, a course in orientation for freshman students is taught once a week throughout the fall and winter quarters with the dean of women as the instructor. The dean, in this way, has an opportunity of meet-

¹ Sturtevant, Sarah M., and Strang, Ruth, op. cit., pp. 78 and 82.
² Reported at the Deans' Meeting in Valley City, May 6, 1943.

ing all college beginners so that she may learn to know their attitudes, backgrounds, and their ideas regarding their future. She has opportunity to direct them in their academic work, as well as encourage their participation in the social life of the college. With the advent of service men on the campus and their occupancy of the girls' halls, the dean finds the housing problem more acute and difficult.

The administration of the Minot State Teachers College found need for someone to serve in the capacity of dean of women when the former dean resigned because of her marriage. The one selected is head of the physical education department.* This choice made it convenient for the new dean of women to contact the girls, thus the time-consuming element is greatly reduced. This dean has added duties since service men have occupied the girls' hall. The housing situation for the girls demanded immediate attention.

Orientation classes at Minot is taught by the dean once a week for the first quarter and continues to meet once a month thereafter throughout the year.

At the Ellendale State Normal and Industrial School, the dean of women has no teaching duties. As a resident of the girls' hall she has time for many associations with the girls living there. This dean has home economics training as a background which is valuable in her functions as dormitory manager. There is opportunity to give information on social usage, and

* Reported at Deans' Meeting at Valley City.

developing standards of democratic living. Due to the limited enrollment, this dean finds it convenient to make contacts with other girls on the campus very frequently, learning their backgrounds, their interests and attitudes, their problems, and offering advice wherever and whenever it is possible to do so.

In all these colleges, it is found that the objectives are fairly comparable. Each college is attempting to develop creative thinking, to instill in each individual American ideals, to enrich cultural backgrounds, to develop initiative and leadership, so that each individual may leave the college with a rich fund of knowledge and take her place in the world as a faithful friend, worker, and citizen.

The Dickinson State Teachers College has a dean* who devotes her full time to those duties characteristic of her office with the exception of her teaching duties of two hours per day. Here, the dean has added duties, also, in regard to the housing situation. Service men are quartered in the girls' hall, and lodging for the girls must be secured in local homes. Through her personal advisement, coordinating, and social duties this dean functions in building of character, imparting democratic ideals, developing appreciations and attitudes with a view to establishing goals for wholesome living.

Summary

It would appear from this study that the deans have come

* Reported at Deans' Meeting at Valley City.

into their positions primarily because of a background of experiences and training related to the interests of girls.

One of the five deans selected from the group of faculty members is a trained nurse, and now functions in the capacity of a dean.

Another dean was also selected from among the faculty members. In her regular work in the physical education field she comes into the deanship with adequate experience in working with girls.

The other three deans seem to have sufficient educational background and experience to carry on their work fairly adequately.

CHAPTER VI

FORMULATING A COUNSELING PROGRAM

Definition

"Counseling is that part of student personnel work in which a counselor marshals the resources of an institution and of the community to assist a student to achieve the optimum adjustment of which he is capable."¹

Need for a Program

Programs of counseling are being adopted by colleges and universities for the following reasons: (1) Counseling personalizes education, (2) Counseling integrates education, and (3) Counseling coordinates the various student personnel services."²

Colleges have to deal with vast differences in personalities which may detract from, or add to, the students best integration in their college as well as in their later life. The scope of counseling is not limited to any one sort of problem but extends over every problem which college students may have. No certain time nor place can be set for counseling to be done, for everywhere that people meet human contacts are made in which some molding of personality takes place. However, it is "still true that the setting up of a specific counseling program in terms of offices and hours will serve to direct this counseling

¹ Williamson, E. G., How to Counsel Students, p. 24, McGraw-Hill Book Company, Inc., 1939.

² The quotation is from Esther Lloyd-Jones' and Margaret Ruth Smith's A Student Personnel Program for Higher Education, p. 102.

attitude into its most fruitful channels."¹

In order that counseling be of a purposive nature, the counselor must consider the students' backgrounds, home conditions, their specific interests, attitudes, and desires, environments, types of high schools from which they have come, their scholastic aptitudes, and emotional stability. Many other vital bits of information evolves whenever casual contacts are made between counselor and counselee. "Standard procedures are merely resources to be modified and adapted to the individual. The very essence of counseling is that the program of action shall be appropriate to the individuality of the student."² Another factor to consider in counseling is that the worthwhileness of the program depends on the local situation.

There are a number of services in the college closely related to the curricula, and which play a vital part in the counseling program. Included in those services are: Admitting of students to college; studying the student by means of diagnostic tests to help him discover his abilities, aptitudes, and objectives; advising the student in the various choices open to him; assisting the student to find employment, providing he needs it; supervision of the health status; setting up and administering a system of cumulative records; providing a

¹ May, Rollo, The Art of Counseling, p. 120, Abingdon-Cokesbury Press, New York, 1939.

² Williamson, E. G., *op. cit.*, p. 137.

housing program; supervising, evaluating, and developing the social life and extracurricular activities of students.

Factors affecting the lives of college girls are so enumerable, so varied in their nature, and so broad in scope that the component parts of a counseling program must be carefully considered. It would seem advisable to encourage cooperation on the part of all forces operating within the college to work toward a definite unification of its entire program, sufficiently flexible in its nature that it will meet the changing needs of its participants.

The Program

The following program is merely suggestive rather than exhaustive, and is intended to show only some aspects in the counseling field.

- I. Educational
 - A. Knowledge of various types of curricula offered.
 1. Content of courses in different departments.
 2. Objectives of each curricula.
 3. Relationship of the curricula to the community, the nation, and to the world.
- II. Physical surroundings
 - A. Location of buildings and rooms of immediate use to the students.
 1. Registrar's office
 2. Business office
 3. Classrooms
 4. Adviser's office
 5. Recreational rooms or centers
- III. Analytical data
 - A. Collection and study of objective facts upon which to build procedures.
 1. Diagnostic tests
 2. Cumulative records
 3. Anecdotal records
 4. Autobiographies
 5. Grades from former school attended

- IV. Cooperation of Faculty and Counselor
- A. Conferences: Individual, committee, or whole group.
 1. Discussion of students' problems.
 2. Counselor give knowledge and information collected.
 3. Coordination of counselor's information with the program of instruction.
- V. Employment and Finance
- A. Financial status of the student.
 1. Interest in self-support.
 2. Interest in type of work desired.
 - B. List of jobs available to students.
- VI. Establishing certain counseling hours¹
- A. Convenient to both counselor and counselee
 - B. Place: Office, or more informal room in which the student is at ease, and where interruptions are as few as possible.
- VII. Interviews: These may be discussions on such matters as employment, class schedules, or other business which the student may present. Later this may lead to individual interviews regarding specific personal problems, thus enabling the counselor to establish rapport.
- VIII. Housing
- A. List of available homes.
 1. Location
 2. Privileges given in homes
 3. Cost
 - a. Room, light, laundry
 4. Availability of light housekeeping privileges
 5. Healthy atmosphere
 - B. Residence Halls
 1. Social development
- IX. Social Campus Program
- A. Extracurricular
 1. Student Organizations
 - a. Athletics
 - b. Department Clubs
 - c. Religious organizations
 - d. Music and Drama

¹ May, Rollo, op. cit., p. 125.

- e. Literary Societies
- f. Student Council
- g. Honorary Societies and Scholarships
- h. Publications

X. Orientation

- A. Explanation of the college and its traditions
- B. Values of a college education
- C. Development of Personality
- D. Social Usages
 - 1. In college
 - 2. In Resident Halls
 - 3. In the College Dining Room
 - 4. In Public Dining Places
 - 5. In speech
- E. Personal health
- F. Wholesome adjustments
- G. Philosophy of life

Applications

The counseling program and its underlying philosophy are basically sound in their concepts. The program appears to be meeting a definite need in that it provides a better understanding of the girls' previous environments, their interests and desires in coming to college.

Further needs of the girls are met in the counseling program by the tendency toward coordination and integration of the entire college curricula.

The counseling program serves to establish the girls in their college life by: (1) An explanation of its educational opportunities which would tend to widen the horizons of these inexperienced girls, (2) By a knowledge of the physical settings of the college, (3) By diagnostic tests which acquaint the counselor with a basic understanding of scholastic aptitudes, and interests, (4) By cooperation of the faculty and counselor, (5) By the interview which tends to bring to the foreground

many situations which may not have been made known before, and (6) The social campus program provides a means of developing initiative, tolerance, and cooperation.

Implications

Important considerations in the problems in counseling are those involving the attraction of competent counselors, the retention of those in the work, and the maintenance of a growing staff.

Those entering the work of a counselor would do well to make such investigations to satisfy themselves that their basic knowledge, their temperament, their sympathetic nature, and their inclination for the work justify their entrance into such a career.

Personalities change with environments so that college populations change in accordance. It would appear, then, that constant study and research would be enriching to the counselor.

Another feature to consider in counseling is the individual case which present difficulties. Since there are no standard techniques in the counseling of such particular problems, the casual contact and the social campus activities are measures for the prevention of such occurrences. The counselor attempts the adaptation of specific techniques to the individuality and problem pattern of the student.

The role of the Dean of Women in public relations appears to vary in the colleges studied. In the case of the dean being

a resident in the hall, it is convenient to meet the parents at such times as they visit their daughters, or in the case that they take the girls home over the week-end. In these contacts the dean may learn much about girls's backgrounds, and in turn she is able to explain regulations of the hall and policies of the school to the parents. Often the dean is called upon to make a lecture, or give a talk to a local organization. The local newspaper is interested in the activities and college attractions, and invariably the dean is called upon for this information.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

Reports¹ show that eighty-seven per cent of the teachers colleges have created the office of dean of women. The increase in this type of service would tend to prove the invaluable services this office is able to give through the supervision of the various phases of college life among college women.

In meeting the needs of the girls, the time element is a very significant factor in the dean's daily schedule. It is recommended that the dean have an assistant so that her program allows her more time to make such informal contacts as she may deem essential in her attempts to develop well-adjusted individuals. Activities outside the classroom are of major importance in the lives of the girls. There is need for more nonintellectual aspects of personality, of the various levels of maturation, of the modification of attitudes, and there should be time for the dean to make studies of the current trends in her work. There is need to lead the girls to see the relationship of their college life to that of their later life. Each girl with her individual differences, varieties of social and cultural backgrounds, attitudes and interests, abilities and capacities, there is need for constant study of each personality in order to acquire information which can be used to help her formulate her immediate and future plans. With wholesome

¹ Sturtevant, Sarah M., and Strang, Ruth, op. cit., p. 63.

teacher-student relationships established, much can be done in personalizing the student's educational program, and in coordinating his efforts, the result of which would tend to produce a well-integrated member of society.

It is advisable that the dean have available time to make home visits. Much valuable knowledge is gained through this channel. A knowledge of the home, its physical setting, customs and habits, and parents' feeling toward education and the college would be a great asset in the emotional stabilization of the incoming student. This may appear to be an exaggerated viewpoint, but it has been the privilege of the writer to have had this experience in the various types of work done by her before entering into her present work, and it has proved invaluable in understanding the girl's mannerisms, her background, and the community from which she comes, and the type of high school from which she graduated.

Attendance at State and National meetings is further recommended. In this way the dean is able to keep abreast of the times in regard to new methods and findings relative to her work. An initial step was taken in this direction when on May 6, 1943, deans of all the North Dakota State Educational institutions were invited to meet at Valley City. This meeting was called for the purposes of giving the deans an opportunity of exchanging ideas, and of learning how each dean dealt with problems of similar nature, and offering whatever remedial measures might seem appropriate. Those in attendance at the

meeting agreed to organize with the hope that the organization become permanent, have a department in the North Dakota Educational Association, and later affiliating with the National Association of Deans of Women. Through such organization further investigations, study, and research would be encouraged, thereby increasing the knowledge of the work involved in the office of the dean of women, giving the work greater professional status and enabling a clearer understanding of the function of a dean to be given to the public.

Another recommendation is that of working out a system for freshman counseling.¹ At the end of the first semester all those freshman who seem most likely material are selected, given a stimulating series of group discussions during the second semester, and are groomed to serve the next year's incoming class. In this way, they are offered the best possible training in leadership, and they could go on "developing within the college for three more years. This would also develop within the college three classes that have as their cores leaders who can be counted on."²

Frequent meetings with the heads of resident halls, house mothers, and householders are advisable in order that they may understand the objectives set up for them, and learn of any changes that may have come up, also to appreciate their place

¹ Lloyd-Jones, and Smith, op. cit., p. 76.

² Ibid., p. 77.

in the molding of character.

The Dean of Women receives many challenges and she needs to be constantly alert to the interests and desires of her group. This is especially true in the face of present chaotic conditions arising from a world at war.

APPENDIX

APPENDIX

Forms

All forms used by the Deans of Women in their respective Colleges were not available, but these presented here are fairly representative.

Permit Blank

Name _____
Place _____
Parents _____
Friends _____
With whom going _____
Method of transportation _____
Date you expect to leave _____
Date you expect to return _____
Permission given by _____
Date and time of return _____
House mother _____

(Form 5½x6)

Week-end Permit

_____ has permission
to go home this week-end.

Substitute _____

Date _____

Dean _____

(Card 3x5)

Request for Student Help

Date _____

To _____

Address _____

In response to your request for
a student to work as _____
this introduces _____
for an interview.

Signed _____

Dean of Men
Women

(Card 3x5)

Application for Excuse for Class Absence

Name _____ Date _____

Class year _____ Seat No. _____

Applies to be excused for the following absences:

Course	Period	Dates	Instructor
--------	--------	-------	------------

Reason for absence:

Committee Action:

(Form 4x5½)

Reinstatement

Name _____ Date _____

Reason for absence _____

Classes missed	Date	Instructor
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

Reinstated by _____

(Form 4x6)

Job Card

Firm _____

Manager _____

Type of work _____

Hours _____

Remuneration offered _____

Students sent for interviews:

(Card 3x5)

Standing Dates at the Ellendale
State Normal and Industrial School

First Monday of each month	Normalian Club
Every Tuesday	Recreation - Games and Dancing
First and Third Wednesday's	Young Women's and Young Men's Chris- tian Association. Newman Club.
First and Third Thursday's	Alphian Literary Society, and Delta Epsilon Phi.
Fourth Monday	Home Economics Club
Third Monday	Commercial Club
Second Wednesday	Industrial Arts Club
Fourth Wednesday	Women's Athletic Association
Second and Fourth Thursday's	Band and Orchestra Practices

Attendance Record for the Year 1940-1941

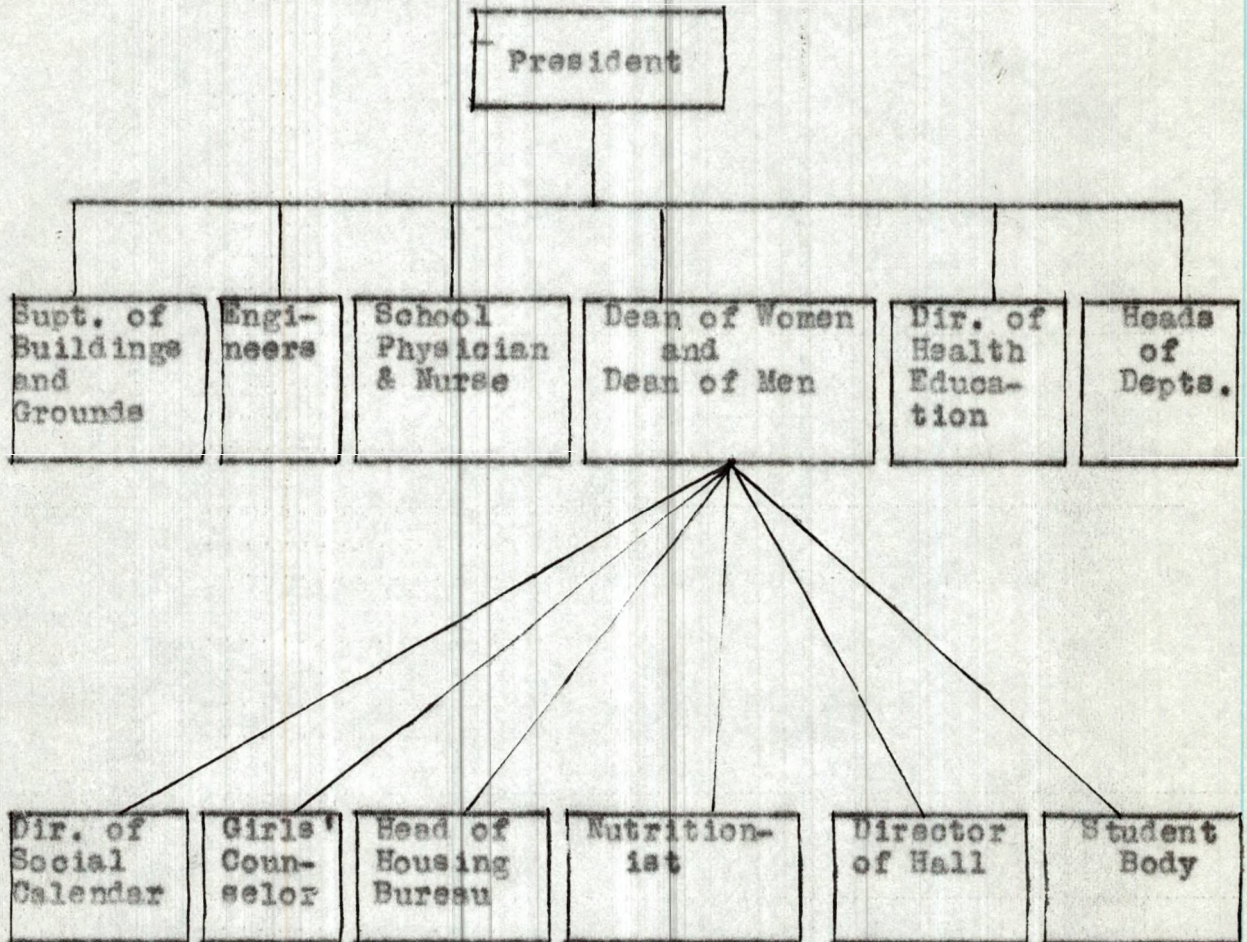
College	Fall Quarter		Winter Quarter		Spring Quarter		Summer Session	
	Men	Women	Men	Women	Men	Women	Men	Women
Ellendale	151	166	163	159	140	151	37	65
Minot	301	494	308	492	246	467	139	403
Valley City	201	390	188	367	364	163	80	305
Mayville	132	262	130	262	114	265	27	155*
Dickinson	215	249	211	241	163	226	69	261

* Does not include special music students, nor correspondence students.

Dean's Typical Daily Schedule
at the Ellendale College

7:15	.....	Breakfast
7:45	.....	Office: Issue absence and tardy slips
8:00	.....	Menus: Check food supplies and telephone market list
8:30	.....	Personal
9:00	.....	Room inspection
9:30	.....	Telephone call: Householder regarding girl's illness, absence, etc.
9:45	.....	Inspection light housekeeping kitchen
10:00	.....	Conference with doctor or nurse, or both (occasional)
10:20	.....	College office
10:45	.....	Conference with faculty members
11:00	.....	Social call
11:10	.....	Correspondence
11:30	.....	Visit to sick girl
11:40	.....	Prepare tray for sick girl
11:50	.....	Check readiness of noon lunch
12:00	.....	Lunch hour
12:50	.....	Office: Issue absence and tardy slips
1:00	.....	Personal
1:30	.....	Student conference
1:35	.....	Telephone call: Request for girl's help
1:45	.....	Conference with registrar
2:00	.....	Student conference: Date on calendar
2:10	.....	Girl's individual problems
2:40	.....	Check absence slips on file and post those not returned
2:55	.....	Students' requests for material for class projects
3:15	.....	Acting in capacity of buyer: Wholesale agent
4:45	.....	Student conference: Personal conduct
4:05	.....	Conference with girls doing part time work
4:20	.....	Student conference: Late Leave
4:30	.....	Curriculum Revision Committee Work
5:45	.....	Check market deliveries
5:50	.....	Personal
6:00	.....	Dinner
7:00	.....	Informal visits with girls
7:30	.....	Conference: House council
7:40	.....	Check kitchen and dining room
7:50	.....	Check light housekeeping kitchen
8:00	.....	Quiet hour gong
10:00	.....	Retire

Relationship of the Dean of Women to Other
Members of the State Normal and Industrial School



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