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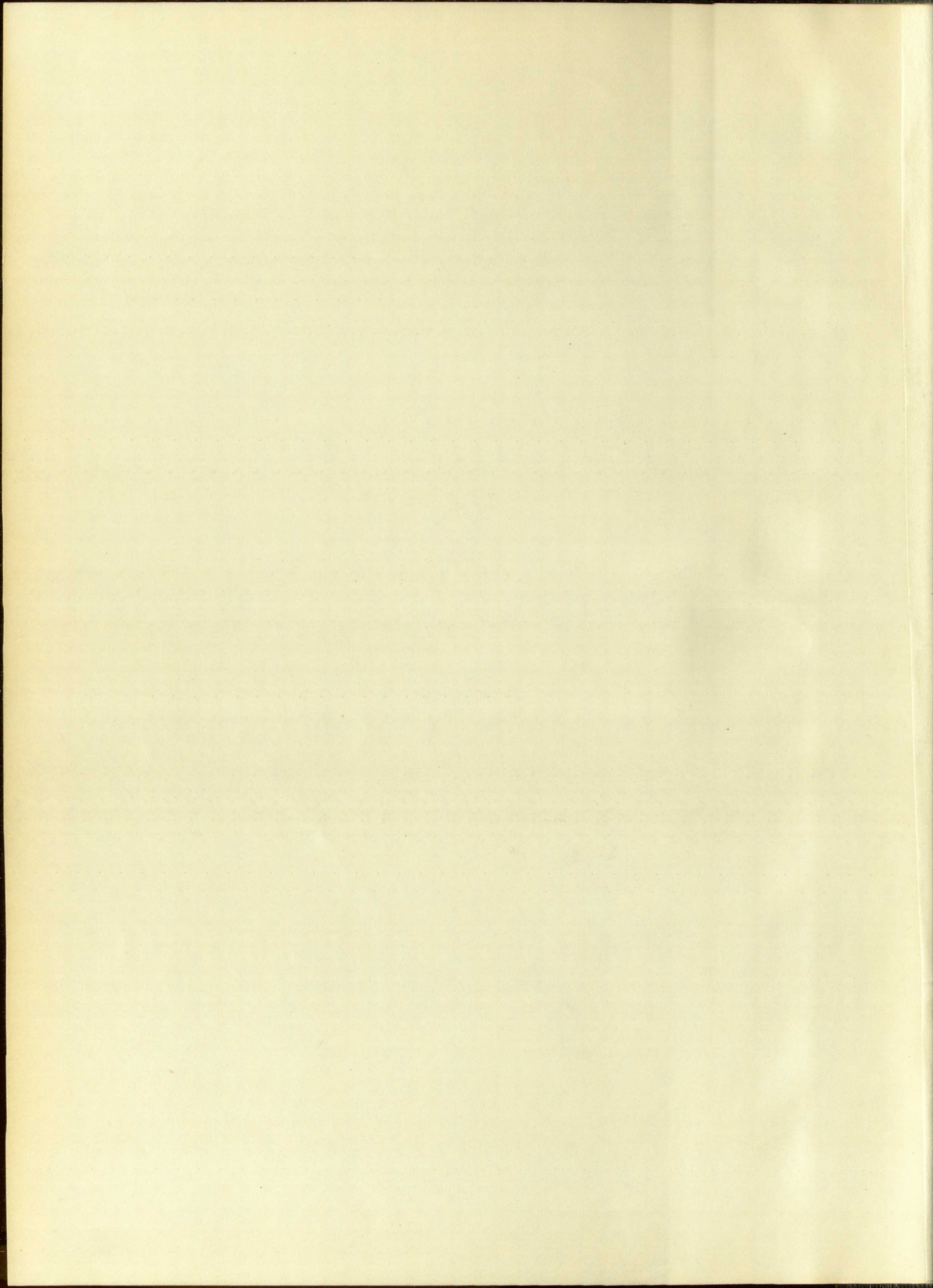
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THE WORK OF PERSONNEL DEANS OF WOMEN IN THE
HIGHER EDUCATIONAL INSTITUTIONS OF NEW MEXICO

By

Mabel Tracy Haggard

A Thesis

Submitted in partial fulfillment of the
Requirements for the Degree of
Master of Arts in Education

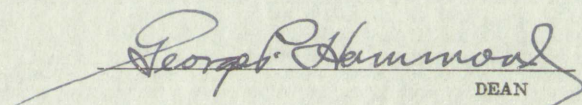
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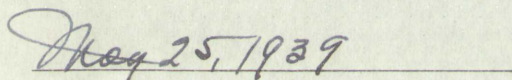
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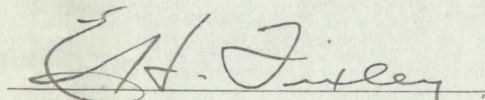
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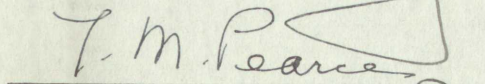
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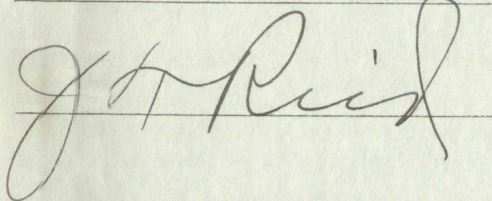

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Charles Talbot, *The Education of Negro Children* (Chicago: The University of Chicago Press, 1910), p. 17.

Statistical Bureau of Education, *Bulletin No. 8*, 1925 (Washington, D.C.: Office of Education, 1925), p. 5.

CHAPTER I

INTRODUCTION

When Oberlin College¹ in 1833 opened with a Female Department, fifteen women were enrolled. Almost one hundred years later, in 1932, there were registered in the different colleges and universities of the United States 486,931 women.² A recognition of the fact that the problems involved in directing these students are beyond the scope of the usual administrative officers or of the academic instructors has been responsible for the appearance on practically every college and university campus of a dean of women. Much confusion arises regarding her duties since they are usually vaguely stated to be "the care and supervision of women students." If this bewilderment is felt in the old, long-established institutions, how much more likely is it to exist in the comparatively recently established centers of learning?

I. THE PROBLEM

Statement of the problem. In recent years there has

¹Marion Talbot, The Education of Women (Chicago: The University of Chicago Press, 1910), p. 17.

²Statistical Summary of Education, Bulletin No. 2, 1933 (Washington, D.C.: Office of Education, 1933), p. 5.

been an increasing specialization of function in college organization. However, the duties of the position of dean of women are not always adequately defined. There are certain standards and ideals common to all colleges but in each college there exist different needs. It is the purpose of this study (1) to record specific conditions each dean of women in a higher educational institution in New Mexico is meeting on her own campus, (2) to discover the duties more or less similar in all institutions, and (3) finally, in the light of certain standards set down by the Research Committee of the National Association of Deans of Women in 1938,³ to attempt an evaluation of the work that is being done by the deans of women in the universities and colleges of New Mexico.

Delimitations. Data for this study were obtained from all the four-year, public-supported institutions of higher learning in New Mexico. The institutions included in this study are: the University of New Mexico, the New Mexico State College of Agriculture and Mechanic Arts, the New Mexico Normal University, the New Mexico State Teachers College and the New Mexico School of Mines. Although this last named institution is regarded as co-educational, by

³Research Committee Publication, "The Dean of Women in the Institutions of Higher Learning," 1938 (Washington, D.C.: National Association of Deans of Women, 1938).

the very nature of its offerings one would expect to find very few women students in attendance, only two being registered for the current school year. For that reason data from the School of Mines were not utilized in this study but for the sake of completeness the writer would like to make mention of the splendid work being done by the supervisor of men's dormitories at this institution. Naturally the school is not warranted in providing dormitory facilities for the women students. Last year the men's dormitories were completely redecorated, extensive use of New Mexico art having been made. A cultivation of courtesy and a grasp of the social amenities among the students has increased as a result of their improved standards of living.

Importance of the study. Community and environmental differences vary to such an extent that the solution of a problem for one area will not hold for another.⁴ Several surveys of the work of deans have already been made, but to the investigator's knowledge the area with which this problem is concerned has not as yet been covered. New Mexico has no women's colleges, private or public. The institutions open to women are all co-educational and it is in these co-educational institutions that the work of a

⁴Carter V. Good, A. S. Barr, and Douglass E. Scates, The Methodology of Educational Research (New York: D. Appleton-Century Company, 1936), p. 70.

personnel dean has assumed such increasing importance in recent years. It is believed that this study will prove helpful (1) to deans in general who would like a picture of existent conditions in an area not heretofore investigated; (2) to deans in New Mexico who would be interested in seeing how local problems are being met by their confreres; (3) to prospective deans who would desire a knowledge of the position; (4) to high school advisers who assist girls in planning their college life; and (5), by showing the provisions that are made for normal social life, for careful handling of health questions, and for sympathetic council on educational problems, to parents as an answer to their doubts as to how their daughters will be helped to make the transition, always difficult and dangerous, from high school to college.

II. DEFINITION OF TERMS

Personnel Dean. The term dean often has a confusion of meaning. In this problem personnel dean is to be interpreted as meaning a dean of students and not an academic or an administrative dean.

Personnel Work. Throughout the report of this investigation personnel work is to be regarded in its broadest sense and includes all work which is concerned with specific problems of the individual student. Even as early as 1905

William Rainey Harper said, "Every student should be treated as if he were the only student in the institution----as if the institution were created to meet his case."⁵

Guidance. Assisting students to make progress in their educational and vocational careers is guidance. Any measures which contribute to the favorable adjustment of an individual are considered a part of a guidance program but guidance is "neither adjusting nor suggesting, neither conditioning nor controlling, neither directing nor taking responsibility for anybody."⁶

III. SOURCES AND METHODS USED IN THE COLLECTION AND HANDLING OF DATA

Both primary and secondary sources have provided data for this investigation. The general background on which this study is based has been secured from secondary sources. The historical method of research was employed in a survey of related literature to serve as a means of contributing to the general scholarship of the investigator and to locate comparative data useful in the interpretation of results. The greater part of the data for the body of the study is based upon material from primary sources. A check-list was

⁵William Rainey Harper, The Trend in Higher Education (Chicago: The University of Chicago Press, 1905), p. 93.

⁶John M. Brewer, Education as Guidance (New York: The Macmillan Company, 1933), p. 2.

prepared as a basis for interviews. The usual objection to the interview, the expenditure of time and money, was not of great consideration in this study, since the group involved in this investigation was small and not greatly scattered. Visits to the various campuses gave opportunities for extensive interviews with the respective deans and for entertainment in dormitories, sorority houses, and dining halls, thus enabling the writer to see these deans at work upon their own problems in their own environment. In all cases they were cooperative in every way and most generous in making available certain records from their offices.

IV. THE ORGANIZATION OF THE REMAINDER OF THE THESIS

In Chapter II is offered a brief historical consideration of the position of dean of women from the time of the lady principal or preceptress down to the present. Chapter III endeavors to present resumes of certain valuable books and periodical articles which represent opinions of recognized leaders in the field of personnel work. Chapter IV is concerned with the duties of the dean of women as an administrative officer, Chapter V with her academic work and Chapter VI with her responsibilities as a personnel officer. Conclusions and recommendations will be presented in Chapter VII.

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CHAPTER II

THE HISTORY OF THE POSITION OF DEAN OF WOMEN

The office of dean of women has grown up in response to the needs of women students. A brief history of the gradually emerging position, from the days of the preceptress or lady-principal whose chief concern was the manners and morals of her charges to the 1939 dean whose "job is bigger than any prescribed formula, any objective system, or any standardized routine,"¹ is sketched with the hope that it may serve to acquaint the reader with the general field and thus effect a better interpretation of the specific matters with which this study is concerned.

The whole history of co-education can be followed in a study of the women directly responsible for the guidance of women students. Over a hundred years ago Oberlin College announced the opening of its Female Department with the stated purpose of elevating the "female character by bringing within the reach of the misjudged and neglected sex all the instructive privileges which hitherto have unreasonably distinguished the leading sex from theirs."² That the

¹Irma E. Voigt, "The N. A. D. W. in Retrospect and Prospect," Yearbook of the National Association of Deans of Women, 1936, p. 89.

²Marguerite Kehr, "Pioneer Days of the Deans of Women," The Journal of the National Education Association, 27: 6-8, January, 1938.

neglected sex profited by these instructive privileges goes unchallenged, for four years later (1837) the doors of the collegiate department were opened to young women and co-education was definitely established. Oberlin's first catalog mentions that "young ladies of good minds, unblemished morals, and respectable attainments" are received and placed under the supervision of "a judicious lady, whose duty it is to correct their habits and mould the female character." This judicious lady was Dr. Marianne Parker Dascomb and her official title was "Lady Principal of the Female Department." What were her duties? They can best be discovered by a glimpse into the daily activities of her charges. Marguerite Kehr³ describes the life of these first co-eds, their studies, their social and religious life, and their strenuous household tasks. The Acts of the Apostles in Greek, anatomy, universal history, and Hebrew were among the required courses. The literary societies, the Oberlin Female Moral Reform Society, and the co-educational Musical Union would be listed as extra-curricular activities today. Daily chapel and weekly religious lectures are proof that the religious life was not forgotten. These young women were registered in no home economics classes but they served meals, scrubbed floors, and cleaned their own rooms and

³Marguerite Kehr, "Pioneer Days of the Deans of Women," The Journal of the National Education Association, 27: 7-8, January, 1938.

agitated and provoked by their instinctive intelligence and
unhappiness, for their young later (1937) the words of the
collected documents were turned to young women and men
education was definitely deteriorated. Unhappily, their
existing conditions that "young ladies of good birth, and
lived social, and responsible circumstances, and received and
placed under the supervision of a motherly lady, whose
duty it is to protect their habits and within the limits
character." This condition lady was the "lady of the house"
household and her official title was "lady of the house".
Female Department. What were her duties? What was her
be discovered by a glimpse into the daily activities of her
changes. Her duties were described the life of these three
co-eds, their studies, their social and religious life, and
their afternoon household tasks. The work of the department
in Greek, English, universal history, and French were among
the regular courses. The literary collection, the library
female moral reform society, and the co-educational society
Union would be listed as extra-curricular activities during
daily chapel and weekly religious lessons and other work
the religious life was not forgotten. These were the
were reported in no more than a few lines in the annual
results, attached to the, and also their own work.

2. Margaret Kahn, "The Moral Life of the Woman of the
es," The Journal of the National Woman's Association,
37: 7-8, January, 1933.

those of the young men. For washing and ironing the clothes of the young men, they were paid 2 3/4 cents an hour. It would seem that the inscription on Oberlin's seal, "Learning and Labor," was indeed a reality. With the daily program so strenuous, one of the lady Principal's first problems was to help the girls safe-guard their health. She lectured to them once a week on such subjects as engagements, marriage, hygiene, politeness, dress, essential qualities for a minister's wife, and "rules for gaining knowledge and improvement." Problems of the relationship between young men and young women students existed then as now.

During the next thirty years other institutions gingerly accorded entrance to women. Life in their dormitories was not unlike life at Oberlin and their lady principals were concerned with such activities as supervision of living and working condition, improvement of manners and morals, and the regulation of relationship between the sexes. In 1870 Mrs. Alice Field Johnston⁴ of Oberlin was officially designated dean of women, the first to be given the official title. Mrs. Elizabeth Powell Bond, a teacher of physical education at Vassar, was appointed dean of women at Swarthmore College in 1886 and ten years later Dr. Clelia D.

⁴"The Dean of Women in Institutions of Higher Learning," National Association of Deans of Women. Research Committee Bulletin, 1938. p. 5.

those of the same kind, but in a different way.

of the same kind, but in a different way.

would seem to be the same, but in a different way.

and later, the same, but in a different way.

attention, and in a different way.

help the state to improve its condition.

then came a year of great change, and in a different way.

system, and in a different way.

and in a different way.

world, and in a different way.

young men, and in a different way.

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early morning, and in a different way.

was not only a year of change, but in a different way.

some of the same, but in a different way.

and in a different way.

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1870 was a year of change, and in a different way.

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Mosher was elected to Michigan. In 1899 Marion Talbot entered upon her duties at the University of Chicago where she was to remain for over a quarter of a century.

That these women realized the opportunist way in which their position had developed and felt the necessity for pooling their knowledge is evidenced by the first conference⁵ of deans of women which was held in Chicago and Evanston in 1893 at the invitation of Miss Talbot and of Mrs. Crow of Northwestern. What questions were brought before this group for discussion? The housing of women students was a definite problem. The enlarging student body had resulted in a lack of dormitory accommodations. The propriety of men and women students lodging in the same boarding house was a perplexing situation. Thoughtful discussion was given such questions as horse and buggy driving and the admission of men to women's gymnasium exhibitions and basketball games.

In 1905 the deans of women in state universities met. The place of domestic science in an academic course was heatedly argued. Sorority life and its influence were discussed; even at that time the number of social functions was considered too great and sorority expenditures extravagant. This convention went on record as advocating required

⁵Irma E. Voigt, "The N. A. D. W. in Retrospect and Prospect," Yearbook of the National Association of Deans of Women, 1936, p. 81.

physical training for all women students for at least one year.⁶ During the next few years scholarship, student self-government, the question of standards of eligibility for participation in inter-scholastic activities, the need for the employment of women physicians to examine freshmen students and later to do corrective work with them--all these subjects were in the foreground. College women of the country were becoming more interested in what was being done for women students and expressed this interest officially when in 1908 the Association of Collegiate Alumnae, now the American Association of University Women, recommended the presence of a dean of women in every co-educational institution as an absolute requirement. It was realized that these deans must have certain definite intellectual attainment, large mindedness, and wide experience if they were to receive the loyal support of either faculty or student body. In many institutions, even at that time, advisers to women were received resentfully, even antagonistically, due no doubt to the old idea which still prevailed that a dean was, above all, a disciplinarian. The two things which helped to break down this prejudice and to establish the position on a different basis were the development of the self-

⁶Irma E. Voigt, "The N. A. D. W. in Retrospect and Prospect," Yearbook of the National Association of Deans of Women, Research Committee Bulletin, 1938, p. 5.

appears to be a very common one, and is found in many of the
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government idea in many institutions and the recognition of the dean of women on numerous faculty committees.

During the post-war period with all its new freedom for youth, the dean of women passed through a particularly trying time. More than ever did she need all her resources, more than ever was she forced to modify her views and be open-minded. Ada L. Comstock, President of Radcliff College declares, "The absence of flexibility is the rock upon which the relation between old and young most often splits."⁷ Flexibility certainly was a most necessary requisite for the post-war dean. It was about this time that the over-crowded extra-curricular program found in every college presented a new problem. Many girls were participating in too many activities, to the detriment of both their health and their studies. Here was an adjustment that required tactful guidance. Then, too, almost all institutions were beginning to take cognizance of their responsibilities for vocational guidance and much of this work became a part of the dean's duties, the scope of which was constantly expanding.

To recount the more or less specific work of deans of women for the next decade and a half would be almost a duplication of the succeeding chapters of this study, which

⁷Ada L. Comstock, "Not Yet Twenty," Bulletin of the National Association of Deans of Women, XI: 4, March, 1937.

is concerned with present-day conditions. Suffice it to conclude that the lady-principal and her attempt to "mould the female character" has been supplanted by the professional dean of women whose central task, simple to state but most complex to accomplish, is the best development of every student.

SUMMARY

The evolution of co-education during the past hundred years may be described in terms of the women responsible for the supervision of women students, since the nature of this supervision depends upon the prevailing conditions of education for women.

When young women first left the shelter of their homes to enroll in co-educational institutions, parents and society in general insisted they be guarded and protected. Thus grew up the position of preceptress, lady-principal, even warden, the titles themselves connoting discipline.

Today different social and economic conditions have brought about an entirely different college atmosphere. No longer is the dean of women concerned chiefly with disciplinary functions; her position has merged into a definite administrative and academic office.

CHAPTER III

A SURVEY OF RELATED LITERATURE

A preliminary survey of previous related studies not only contributes to an investigator's general information but often suggests appropriate methods of research in handling a specific problem. A canvass of material available on many subjects pertinent to the work of deans of women in higher educational institutions was conducted with these two values in mind and résumés of several of the most authentic publications follow.

Mabelle Blake in Guidance for College Women¹ analyzed the needs of college women from the viewpoint of guidance and suggested a tentative program for coordinating in a personnel department all agencies in the college which dealt with student guidance. Included in her plan were the following suggestions: recognition of guidance; a thorough understanding of the aims of each college, based on a knowledge of its tradition and its development; the uniting under one department of all agencies dealing with student service; a required orientation course for all freshmen; advice about vocational education courses; a placement bureau; cooperation with

¹Mabelle Babcock Blake, Guidance for College Women (New York: D. Appleton and Company, 1926), pp. 218-220.

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agencies in the community; research as to the best methods to use in all phases of personnel work. It is worthy to note that practically all of Miss Blake's suggestions, made more than ten years ago, have become common practices in guidance work in present-day institutions.

Frank Pierrepont Graves in the introduction to Anna Eloise Pierce's Deans and Advisers of Women and Girls wrote that "Miss Pierce has modestly termed her work a study but as marking our first efforts in this direction it will ever be considered a classic."² Dean Pierce realized the scarcity of literature on the subject and attempted to assemble into one volume the essential material for everyday use of deans of women. In Part I she treated in much detail the fields of work and in Part II the dean's personal relations to the position. The book is a very comprehensive treatment of the subject.

A painstaking investigation was A Personnel Study of Women Deans in Colleges and Universities by Jane Louise Jones.³ Two aims marked this study, to discover certain facts about the women performing the function of dean in

²Anna Eloise Pierce, Deans and Advisers of Women and Girls (New York: Professional and Technical Press, 1928), p. ix.

³Jane Louise Jones, A Personnel Study of Deans in Colleges and Universities. Bureau of Publications, Teachers College, Columbia University, 1928; pp. 1-74.

agencies in the community; research as to the best methods to use in all phases of personnel work. It is worthy to note that practically all of Miss Blake's suggestions, made more than ten years ago, have become common practices in guidance work in present-day institutions.

Frank Pierpont Graves in the introduction to Anna Nicole Pierce's Plans and Advisers of Women and Girls wrote that "Miss Pierce has modestly termed her work a study but in marking our first efforts in this direction it will ever be considered a classic."² Jean Pierce realized the scarcity of literature on the subject and attempted to assemble into one volume the essential material for everyday use of deans of women. In Part I she treated in much detail the fields of work and in Part II the dean's personal relations to the position. The book is a very comprehensive treatment of the subject.

A painstaking investigation was a Personnel Study of Women Deans in Colleges and Universities by Jane Louise Jones.³ Two aims marked this study, to discover certain facts about the women performing the function of dean in

² Anna Nicole Pierce, Plans and Advisers of Women and Girls (New York: Professional and Technical Press, 1928), p. ix.

³ Jane Louise Jones, A Personnel Study of Deans in Colleges and Universities, Bureau of Educational Research, Teachers College, Columbia University, 1930, pp. 1-2.

colleges and universities and on a basis of these facts to make suggestions for the vocational guidance of deans and for the establishment of professional courses for deans. By the use of interviews, questionnaires, and time studies Miss Jones was able to collect more objective data than is noticeable in previous studies.

Shortly after this publication, appeared a similar work, A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools.⁴ The authors, Sarah M. Sturtevant and Ruth Strang, investigated the problem from the view of normal schools and teachers colleges, believing that certain factors were sufficiently different to warrant a separate study. It was suggested that helping students to build up a cultural background was one of the dean's most important duties since normal schools and teachers colleges are "essentially schools for the sons and daughters of the working people while the colleges and universities are just as essentially schools for the sons and daughters of business and professional men."

In Counseling the College Student, Helen G. Bragdon focused her study on those problems which demanded individual consultation between the student and some official repre-

⁴Sarah M. Sturtevant and Ruth Strang, A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools. Bureau of Publications, Teachers College, Columbia University, 1928. pp. 1-74.

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sentative of the institution. Interesting was the citing of the following norms for success in college: a certain minimum of native intelligence; a certain minimum of preparation; character and moral habits, especially of hard work; health; interest; adjustment of load to capacity; and avoidance of worry and distraction. Deviation from these norms furnished most of the problems of adjustment, according to Dr. Bragdon.⁵

A discussion by eight women deans of various phases of their work was included in Deans at Work,⁶ the combined effort of Sarah M. Sturtevant and Harriet Hayes. The several chapters were representative not only of their authors' work but also of a number of different fields. Thyrsa W. Amos, Dean of Women at the University of Pittsburgh, wrote with authenticity on the organization of the office of the dean of women, emphasizing the need for standard office practice. To present the organization of the department of student life in the New Jersey College for Women and some of the facts relating to its development was the task of Leah Boddie, dean of the college. The Woman's League in a Teachers College furnished the subject for Lydia I. Jones of Michigan State Normal School. Miss Jones stressed the

⁵Helen D. Bragdon, Counseling the College Student (Cambridge: Harvard University Press, 1929), p. 84.

⁶Sarah M. Sturtevant and Harriet Hayes, Deans at Work (New York: Harper and Brothers, 1930), pp. 1-288.

representative of the institution. Interesting was the effect of the following course for success in college: a certain amount of native intelligence; a certain amount of preparation; character and moral habits, especially of hard work; health; interest; adjustment of load to capacity; and avoidance of worry and distraction. Deviation from these norms formed the basis of the program of adjustment, according to Dr. Bragdon.

A discussion by eight women leaders of various phases of their work was included in Leaves of Work. The combined effort of Sister M. Sturtevant and Harriet Hayes. The several chapters were representative not only of their own work but also of a number of different fields. These women, born at home at the University of Pittsburgh, wrote with authenticity on the organization of the office of the dean of women, emphasizing the need for standard office practice. To present the organization of the department of student life in the New Jersey College for Women and some of the factors relating to its development was the task of Leah Boddie, dean of the college. The women's leaders in a Teachers College furnished the subject for Lydia I. Jones of Michigan State Normal School. Miss Jones stressed the

¹Leah I. Boddie, Organizing the College Student (Cambridge: Harvard University Press, 1935), p. 66.

²Harriet M. Sturtevant and Harriet Hayes, Leaves of Work (New York: Harper and Brothers, 1930), pp. 1-133.

diversified groups in teachers colleges and the difficulty in the development of solidarity of the women on the campus probably due to their striking variety of cultural background. The Woman's League was an attempt to give every woman a chance to "prove her mind outside the classroom."

The Dean and Director for Personnel for Women at Syracuse University, Iva L. Peters, pointed out methods by which vocational guidance of a helpful and reliable kind might be given through the dean's office. A particularly valuable personal interview guide chart was reproduced and an annotated bibliography on occupational literature for counselors was included. Various ways in which a dean might work with the students, the faculty, and the president, in fostering and encouraging scholarship concerned Dorothy Stimson, Dean at Goncher College. That the spiritual needs in this modern world are not to be overlooked, Dean Irma E. Voigt stressed in her chapter, *An Effective Y. W. C. A.* A section full of most practical suggestions on "Planning, Equipment, and Administration of Residence Halls" was contributed by Agnes E. Wells of Indiana University.

The last complete volume to be reviewed is The Effective Dean of Women, written by Eunice Mae Acheson under the sponsorship of Dr. Ruth Strang, a careful and detailed study of a group of deans of women who have achieved success in their position. Miss Acheson mentioned that a previous

study had listed sixty-four qualities ranging from "motherly interest, good Christian character, caution and prudence, to the ability to afford and drive a motor car and to play golf."⁷ Believing that the few existing investigations of the dean's qualifications emphasized undefined and idealistic general traits which did not offer concrete examples gained from a more or less objective study, she attempted to analyze the personalities of a group of successful deans by means of data obtained from questionnaires sent to students and presidents and to selected deans of women to whom certain standardized tests were given. Conclusions showed that the main contributory factors to a dean's success were the following: she keeps abreast with the world and seems to understand the modern student; she possesses skill and technique in counseling; she has emotional poise; she rarely dominates but guides indirectly; she tries to aid the individual student to develop his best potentialities; she creates a friendly atmosphere and is an adviser not a disciplinarian; she is consistent and fair in her dealings; and she uses constructive rather than destructive measures.⁸

Consideration of material other than books showed that much worthwhile information was contained in yearbooks of the National Association of Deans of Women and in the bulle-

⁷Eunice Mae Acheson, The Effective Dean of Women (Chicago: University of Chicago Press, 1932), p. 3.

⁸Ibid., p. 191.

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⁵Emilie Mae Anderson, The Effective Dean of Women
(Chicago: University of Chicago Press, 1932), p. 3.
⁶Ibid., p. 191.

tins published by the research committee of this organization. All fields of general interest to deans as well as specific subjects were investigated by this committee and many book, periodicals, masters' and doctoral theses were sifted in the search for valuable material for deans and counselors. The Deans of Women in the Institutions of Higher Learning,⁹ the 1938 research committee's report, proved particularly valuable to the investigator. The committee outlined the dean's central task as well as specifying her definite functions, bringing down to date much of the material suggested in the 1931 committee's longer report, A Study of the Knowledge and Techniques Needed in the Work of Deans of Women.¹⁰

In the 1937 Yearbook of the National Association of Deans of Women was printed an address delivered by A. J. Brumbaugh, Acting Dean of the College, University of Chicago, before the dean's convention. While advocating a centralized personnel department in all higher institutions, Dr. Brumbaugh declared that the supervision of part-time employment for women, the supervision of residences for women, the

⁹"The Dean of Women in Institutions of Higher Learning," National Association of Deans of Women. Research Committee Bulletin, 1938. pp. 1-15.

¹⁰"A Study of the Knowledge and Techniques Needed in the Work of Deans of Women," National Association of Deans of Women. Research Committee Bulletin, 1931. pp. 1-15.

direction of sororities and of extra-curricular activities where membership is exclusively for women and similar responsibilities are large enough to demand all the time, energy, and resources that the dean of women has available.¹¹

Recent periodicals have contained numerous interesting and helpful articles, only a few of which can be mentioned. In Occupations for May, 1938, Franklin J. Keller writes on "The Revelation and Nurture of Counselors"¹² stating that "counseling is certainly a personal service, a very personal service" and five distinct qualifications are required of a good counselor, good basic intelligence, copious general information, intensive special information, special skills or techniques, and special personal qualities. Elaborating on the last point, Mr. Keller believes a counselor must have both sympathy and objectivity, must be an integrated personality, must be wholesomely energetic yet delicately sensitive to the weaknesses of others.

In this same number of Occupations, W. H. Cowley gives reasons why co-ordination in personnel work in colleges is needed. The dozens to a score of kinds of personnel workers in schools and colleges are not pulling together as complete-

¹¹A. J. Brumbaugh, "An Adequate Personnel Program for a Teachers College," Yearbook of the National Association of Deans of Women, 1937. p. 83.

¹²Franklin J. Keller, "The Revelation and Nurture of Counselors," Occupations, 16: 710-714, May, 1938.

direction of association and of service to the community where membership is exclusively for service and where specialists are large enough to handle all the energy, and resources that the cause of service has available.

Recent periods have consisted of various changes and helpful articles, only a few of which are mentioned. In Governmental Service, 1937, p. 10, the writer on "The Revolution and Service of the Community" stating that "connecting is certainly a personal service, a very personal service" and that "the personal service is required of a good organizer, good public relations officer, one general information, responsive special information, special skills or techniques, and special service activities." Elaborating on the last point, Mr. Kellier delivers a new effort must have both sympathy and objectivity, must be interested personally, must be wholeheartedly interested, must be delicately sensitive to the sentiment of others.

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11. J. L. Brundage, "The National Personnel Project for a Teachers College," Yearbook of the National Association of Heads of Women, 1937, p. 20.
12. Franklin J. Kellier, "The Revolution and Service of the Community," Governmental Service, 1937, p. 10.

ly as they should. Records which accumulate in one office are not available in other offices and are not brought together for a complete picture of all available information about a student. A reason offered why no personnel program in any institution in the United States is adequately financed is that the administration does not see personnel work as a unified enterprise. Again, the social director sees the importance of helping students to become socially adept and mature but too often she knows little or nothing about the health implications of too much social activity; on the other hand the health officer sees the physical or emotional pathology but rarely the counseling and instructional facts of the health program. The author declares, "We resemble a lot of patches which belong on a quilt, but are not yet sewed together."¹³

Personnel Records, an article by E. A. Leonard in School and Society,¹⁴ contains excellent suggestions about the information a record should furnish. Essential data should be included but short, succinct statements are desirable. Terminology should be clarified and situations and symptoms described with greater accuracy if a record is to give an interpretative background to a student problem.

¹³W. H. Cowley, "The Strategy of Coordination," Occupations, 16: 724-727, May, 1938.

¹⁴E. A. Leonard, "Personnel Records," School and Society, 43: 543-47, April, 1936.

SUMMARY

Literature helpful to the understanding of the position of dean of women covers practically every field of educational research, so wide in scope are the duties of the dean. This chapter has reviewed books and articles of a more or less specialized nature, their subjects being the work of deans of women, the dean's personal relation to the position, and guidance and counseling of the college woman.

CHAPTER IV

THE ADMINISTRATIVE WORK OF DEANS OF WOMEN

I. THE SETTING FOR THE WORK OF NEW MEXICO DEANS OF WOMEN

Fifty years ago the citizens of New Mexico realized the importance of higher education. The Twenty-eighth Legislative Assembly in 1889 passed acts establishing the University of New Mexico and the New Mexico State College of Agriculture and Mechanic Arts. Four years later a statute created the New Mexico Normal School at Silver City and the New Mexico Normal School at Las Vegas. In 1899 this last-mentioned institution was re-named the New Mexico Normal University and in 1923 the Silver City school became the New Mexico State Teachers College. There have been occasional attempts, in the interest of economy, to combine several of these institutions but today they exist as originally founded.

The desire to turn out capable and intelligent citizens is the real purpose of all of these institutions, no matter what specific aim each one may have. The University of New Mexico places the resources of the higher education of the state at the disposal of any person who has sufficient qualifications to use them. The New Mexico State College of Agriculture and Mechanic Arts, while devoted principally to practical instruction in agriculture, mechanic arts,

and natural science, and all branches of learning bearing upon them, keeps in mind liberal education as well as vocational. The Teachers College and the Normal University were established for the definite purpose of providing training for public school teachers in the state but they, too, extend their services to those who desire a liberal education for its own sake as well as to those who wish to prepare for teaching.

These institutions from their beginning have been co-educational. No colleges solely for women have ever been established within the state. Today there are 1181 women students attending the four institutions. Registrations for the fall semester 1938 showed 608 women enrolled at the University, 227 at State College, 197 at the Normal University, and 86 at the Teachers College. These numbers probably appear small to many who are accustomed to figures from older, more densely populated states. Due consideration should be given to certain local conditions. New Mexico is one of the smallest states in the union from the point of population. As no private colleges exist in the state, many families desiring their children to attend denominational schools send them outside the state. Then, too, a sizable part of New Mexico's population consists of families living temporarily within the state for reasons of health; often the children from these families return to their former homes to attend

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college. Again, a large portion of the population is unable to afford college education for their children even though many means of self help are provided for needy students in all the institutions.

What general type of student is representative of New Mexico colleges? Max McConn, in What is the College For?,¹ makes a three-fold division of all students based on their purpose in attending college. The bread and butter purpose he puts first because it is the one of most frequent occurrence. Most students definitely desire college training as a means of making a better livelihood than would be possible without this training. The second purpose, the superkindergarten, is represented by a smaller class, those economically protected students who are too young to enter business or to marry and who use the college as a sort of select, private kindergarten where they are carefully tended, amused, and given some modicum of instruction. The third purpose of the college, the transmission of culture, is responsible for the presence of a still smaller group, those young people honestly possessed of a genuine zeal for knowledge. All three of these classes of students are to be found in New Mexico institutions of higher learning, the first class predominating. Most students are serious and sincere and work-

¹Max McConn, "What is the College For?" Modern English Readings (Roger S. Loomis and Donald L. Clark, editors; New York: Farrar and Rinehart, 1937), pp. 142-156.

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What general type of college is there in the
Mexico collected for the purpose of the study of the
when a three-fold division of all colleges is made
purpose in attending college. The first and best type
has been first because it is the one in which the student
receives. Most students of this type of college receive
a means of making a better living and thus work to make
themselves self-sufficient. The second type of college
garden, is known as the "college of the people" and is
is protected against the world and is a place where the
to marry and the world is a place where the world is
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and given to the world and is a place where the world is
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three of these things are found and is a place where the
Mexico has been the first to do so and is a place where
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1
New York: Farrar and Rinehart, 1930, pp. 1-100.
11th Edition, 1930.
New York: Farrar and Rinehart, 1930, pp. 1-100.

ing to fit themselves for adult life. On every campus the kindergarten group is always in evidence but not in such large numbers in New Mexico as is true in colleges in richer sections of the country. Fortunately a few students seeking a broad background of cultural interests still remain in every institution.

New Mexico is a state of small towns and of large ranches. The girls from these towns and ranches are for the most part from representative, democratic, middle or working class families. They are usually graduates from small high schools. Most of them lack the cultural advantages of the earlier college women who were, as a rule, daughters of professional men and who often had the social training given in private preparatory schools. A great many of these young women are experiencing their first removal from parental supervision and guidance. They are exposed to an entirely new kind of life and to many conflicting beliefs. Most of these students respond with enthusiasm to their new surroundings and are able to make the necessary adjustments with little difficulty. Very few, though, are so self-sufficient that they do not, at some period in their college life, feel the need for counsel. Counsel, which Webster defines as "an interchange of opinion, mutual advising, deliberation together, consultation," helps most girls to make decisions for themselves.

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New Mexico institutions of higher learning have realized the needs of its women students. Men are in the majority as faculty members and a woman's point of view is usually considered necessary in co-educational colleges. In each institution there has been appointed a woman whose problems of living conditions, of student discipline, of student employment, of vocational guidance, of the social and the intellectual life are in reality one problem, helping young women to adjust themselves to adult life. The woman who holds this exacting position is the dean of women. What duties she has to meet and how she meets them is the subject of this study. It is difficult to classify these duties, since each institution has its own peculiar need. However, since most deans are concerned with administrative, academic, and personnel work, this division seems a practical one. The remainder of this chapter will discuss the administrative responsibilities of deans of women in the colleges in New Mexico while succeeding chapters will attempt to recount academic and personnel duties.

II. THE DEAN OF WOMEN AS AN ADMINISTRATIVE OFFICER

The fact that the dean of women is both an administrative and a personnel officer makes it necessary that her office serve a dual purpose. It is a place for directing purely administrative work and also a place for personal

New Mexico institutions of higher learning have realized the needs of the women student. The role of the university as faculty sponsor and a woman's point of view is increasingly considered necessary in co-educational colleges. In such institutions there has been appointed a woman whose position of living conditions, of student discipline, of placement, of vocational guidance, of the social and the intellectual life are in reality one problem, helping women to adjust themselves to adult life. The woman who holds this existing position is the dean of women. Her duties she has to meet and how she meets them is the subject of this study. It is difficult to classify these duties since each institution has its own peculiar needs. However, since most deans are concerned with administrative, academic, and personal work, this division seems a practical one. The remainder of this chapter will discuss the administrative responsibilities of deans of women in the colleges in New Mexico while succeeding chapters will attempt to present academic and personal duties.

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The fact that the dean of women is both an administrative and a personal officer makes it necessary that her office serve a dual purpose. It is a place for classifying purely administrative work and also a place for personal

conferences. Its location is important to its proper functioning. Unless there is a special woman's building it is usually found along with other administrative offices. The size of the office naturally depends upon the number of people it serves. The only satisfactory arrangement calls for an outside office, with a smaller, private one for conferences. Furnishings should be simple but dignified, creating a restful atmosphere. Certain office practices are generally accepted as standard and should, whenever possible, be followed. For example, good records require time, precision, and energy to compile but they simplify work and increase efficiency.² A daily calendar for scheduling work proves a great time saver. Proper cabinets for the filing of records and of all letters received and carbon copies of all out-going letters are a practical necessity. As to office assistants, it seems a poor piece of economy to employ a high-priced dean and expect her to spend her time on routine clerical work.

Visits to New Mexico campuses revealed that several deans of women are working under handicaps of poor location, poor equipment, and lack of clerical assistants. However, it was evident that other departments were labouring under the same difficulties. More efficient work in every phase

²Sarah M. Sturtevant and Harriet Hays, Deans at Work (New York: Harper and Brothers, 1930), pp. 22-23.

considerable. The location is important in the general scheme of things. Unless there is a special reason for this, the building should be situated in a quiet, residential area, not too far from the city center, but not too close to the main business district. The building should be of a size of the office building, depending upon the number of people it serves. The only satisfactory arrangement for an outside office, with a smaller, private one for the executive, is to have the executive's office in a separate building, with a small, private one for the executive. This arrangement is generally accepted as standard and should be followed. For example, good records should be kept, and energy to compile and keep them should be maintained. A daily calendar for each executive should be provided. Proper business for the day should be noted and all letters received and carbon copies of all outgoing letters and a practical necessity. In the office, it seems a poor place of economy to keep a typewriter down and expect her to operate with the same electrical work.

Wishes to New Mexico companies traveling with several dozens of women are working under conditions of poor housing, poor equipment, and lack of electrical apparatus. It was evident that other departments were working under the same difficulties. More efficient work in these lines

of college life could be accomplished with better facilities at hand. It is to be hoped that financial aid will soon be available to bring about a number of much needed improvements.

At the University of New Mexico the dean of men and the dean of women are co-ordinate officers of the administration in charge of all personnel work. This department has its offices in the administration building, directly across from the registrar's office. A large outer office provides space for files used by both the dean of men and the dean of women and for the desks of their assistants. This office also is used as a waiting room. Private offices for both the dean of men and the dean of women open into this general office. An effective organization is sensed from the dignified furnishings, the modern equipment, and the number of assistants. A secretary serves the department jointly, as do two student assistants. The dean of women has a part-time assistant dean of women who has special duties delegated to her.

The New Mexico College of Agriculture and Mechanic Arts does not have a co-ordinate organization. The dean of students has full charge of all personnel work. The college has no dean of women but has an assistant dean of students who performs practically the same duties as dean of women in addition to her duties as head of the dormitory. In this

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study, for the sake of uniformity, this officer will be designated as dean of women. The personnel office is located next to the president's office and all records are kept here. The dean of women does not use this office but holds all her conferences in her office in the dormitory, where she has two part-time student assistants.

The library building houses the office of the dean of women at the Normal University. This dean also holds the position of director of student life. The director of personnel, who performs the duties of dean of men, uses the same office. All records bearing on student life of both men and women students are filed in this office. The dean of women has a part-time student assistant.

At the Teachers College in Silver City the dean of women has her office on the second floor of the administration building near the English department classrooms. She keeps in her files duplicates of all records she has need of. The complete files are in the registrar's office. The location of this office would seem poor from the point of accessibility to the student, but the college is small. As the dean of women is a teacher in the English department, she probably finds this location most convenient. Since she is also in charge of the women's dormitory she uses her office in the dormitory for many of her conferences.

The proportion of administrative work considered as a

part of the dean of women's duties varies with the institution. In the small college the dean does a minimum of administrative work and a maximum of counseling. In the larger institutions the dean appears more frequently as an administrative officer, with such recognized duties as directing the work of her office, representing women's interests officially to the faculty and to the administration through the committees on which she serves, and bringing to the notice of the public the concerns of women students. Deans of women frequently serve on such committees as general administration, housing, extra-curricular activities, discipline, employment, student loans, health, scholarship, and honors and usually are chairmen of the social committee.

At the University of New Mexico the dean of women directs the work of her office and serves on the administrative committee, which is composed of the president, the registrar, the bursar, the dean of men, and the dean of women. The business of this committee is to formulate all administrative policies, budgets and building plans being among its important considerations. The dean of women is also a member of the utilities committee, which is concerned in working out savings in the use of light, heat, and water on the campus. This year work with the semi-centennial committee will be another of her administrative tasks. She is the official faculty representative to the public when-

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and honors and awards and chairman of the women's studies
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registrars, the business, the dean of men, and the dean of women.
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is the official faculty representative to the public forum

ever women's interests are of moment and through her membership in such organizations as the American Association of University Women, the Altrusa Club, and various musical organizations she has many opportunities to represent the university unofficially and to form contacts for her institution. The question of housing is no doubt administrative to a large degree but it will be discussed later under the subject of personnel, which is broadly defined as concerning those problems dealing with the student as an individual.

The duties of the dean of women at the New Mexico College of Agriculture and Mechanic Arts are managing of the college dining hall and supervising McFie Hall, the dormitory for women. She serves as chairman of the social committee and is directly responsible for all affairs other than academic of the women students. As an assistant to the dean of students, she works through his office.

The dean of women is also director of student life at the New Mexico Normal University and an ex-officio member of the student council. She serves on the student personnel service committee. Her duties for the most part are of an academic and personnel nature rather than administrative.

The New Mexico State Teachers College realizes the need for a woman member on many faculty committees. The dean of women is chairman of the social committee and serves on the employment, discipline, and personnel work committees.

She also has direct supervision of the women's residence hall.

III. SUMMARY

Administrative duties of the dean of women at the University of New Mexico are more numerous than are those of the deans in the smaller institutions of the state. This situation seems due to the fact that the dean in the larger institution has several assistants to whom certain duties are delegated, allowing the dean time for administrative work. The dean who teaches or who supervises dormitories, or does both, with no trained assistants, has such a multiplicity of tasks occupying her entire time that she cannot function as an administrative officer.

CHAPTER V

THE ACADEMIC WORK OF DEANS OF WOMEN

Practically every academic dean continues his work as a professor. He feels it is a distinct advantage from many standpoints: mental stimulation, prestige, closer contacts with students, and membership on academic committees. According to the study made by Jane Louise Jones, "A Personnel Study of Women Deans in Colleges and Universities,"¹ deans of women have many of the same reasons for continuing to teach. An analysis of 263 cases revealed 72 per cent of deans of women teaching in addition to performing the duties of dean. Many deans in large institutions teach from choice and give as their reasons the pleasure they derive from teaching, the contacts with students which they can get in no other way, the academic prestige entailed, and the advantage of keeping abreast of the times in their special subject to which they may wish to return. In small colleges small enrollments are supposed to make the dean's duties light and as a result she is often more teacher than dean. At any rate there seems to be a "no more effective place for inculcating respect for women's powers and equipment than on

¹ Jane Louise Jones, A Personnel Study of Women Deans in Colleges and Universities, (Bureau of Publications, Teachers College, Columbia University, 1928), pp. 28-37.

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¹Jane Louise Jones, A Personal Study of Women Deans in Colleges and Universities, (Bureau of Publications, Teachers College, Columbia University, 1933), pp. 28-29.

the teaching side of a desk in a college class room,"² according to Dean Matthews. If 72 per cent of deans of women teach, it seems worthwhile to discover their preparation, their rank, and the subjects they most frequently teach. To make use of data collected in the Jones study of 263 cases, it is found that there are 25 deans of women with no degrees, 79 with A. B. degrees only, 119 with M. A. degrees only, and 40 with Ph. D. degrees.

To show the academic rank held by deans with various degrees, the figures in Table I have been prepared. A professorship with a Master's Degree appears most frequently.

TABLE I
ACADEMIC RANK HELD BY WOMEN DEANS (197 cases)

Rank on Faculty	Degrees			
	Ph.D.	M.A.	A.B.	No degree
Professor	28	54	20	3
Associate Professor	5	19	10	
Assistant Professor	3	19	10	2
Instructor	1	8	12	2
Lecturer	1			
Total	38	100	52	7

Jones's study disclosed that the higher the rank of the institution the smaller the number of hours taught by the dean of women in co-educational schools. The total range ran from 1 hour to 32 hours per week, with 6.49 hours

²Lois Kimball Matthews, The Dean of Women (Boston: Houghton Mifflin Company, 1915), p. 33.

represent one-half of a full-time college teacher's load and are certainly too much for a woman who already has a full-time job as dean. Standardization of the number of hours of teaching would be difficult, but common sense should place some minimum standards. This survey was made ten years ago; the present trend is away from the dean as a teacher. Today she concentrates more on the work in her office and becomes more definitely an administrator.

In teachers' colleges 91 per cent and in liberal arts colleges 81 per cent of deans of women were teachers before they became deans. They were usually high school or college teachers and continue to teach. From the point of view of college administration it appears easier to fit a dean into the department of English. This department requires more teachers, can assimilate a woman with considerable ease, and its methods and subject matter probably vary less from year to year than those in some other departments. Deans who have specialized in English speak of its values of general culture, knowledge of human relationships, and sympathy and understanding.³ However, the tendency of each dean is to emphasize the phase of work which she does best. Of 187 cases, 57 deans were teaching English, 21 history, 17 Latin, 16 French, 15 education, and 15 home economics. The trend

³Eunice May Acheson, The Effective Dean of Women (Chicago: The University of Chicago Press, 1932), p. 116.

represent one-half of a full-time college teacher's load and are certainly too much for a woman who already has a full-time job as dean. Standardization of the number of hours of teaching would be difficult, but even so some should place some minimum standards. This survey was made ten years ago; the present trend is away from the dean as a teacher. Today she concentrates more on the work in her office and becomes more definitely an administrator.

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²Ernest May Johnson, *The Effective Dean of Women* (Chicago: The University of Chicago Press, 1932), p. 116.

today is toward the giving of courses in the dean's own administrative field, orientation, guidance, social usage, correct dress. This, of course, is the result of more deans taking professional courses in preparation for their work.

Deans of women in New Mexico institutions appear to fit into the general picture in most respects. At the University of New Mexico the dean of women who has held the position for 10 years, the first to bear the title in that institution, holds an A. B. degree from the University of New Mexico and an M. A. degree from Teachers College, Columbia University, with a major in student personnel administration. She has academic rank as professor of music education, in which field she teaches courses 3 hours per week. She has stated that she enjoys the few hours she teaches and definitely considers it a great advantage to be able to continue teaching. Through her close association with the music interests in Albuquerque and throughout the state she is able to make many pleasant contacts for the University.

The dean of women at the Normal University at Las Vegas has been connected with the institution for the past 23 years as teacher and has served as dean of women for 18 years. She received her A. B. degree from the University of Wisconsin, her M. A. degree from Brigham Young University, and has studied at Oxford University and at Columbia

University. As associate professor of English she teaches ten hours a week and considers teaching "an advantage, as I learn to know the abilities of our students better. However, many hours of teaching make a heavy load."

A graduate of Grinnell College and the University of Arizona, the dean of women at the New Mexico State Teachers College expects to receive her Ph. D. degree from Stanford in the summer of 1939. While a graduate student at Stanford, she had charge of one of the smaller dormitories for women under the direction of Dean Yost. She is completing her fifth year at the Silver City institution where, in addition to her duties as dean of women and director of the women's dormitory, she teaches from 6 to 10 hours a week as associate professor in the English department. Only a real love of teaching could bring forth her enthusiastic, "Yes, I love to teach."

The dean of women who has been at the New Mexico State College of Agriculture and Mechanic Arts for the past eight years was formerly a teacher in the El Paso, Texas, schools. She is the only dean in New Mexico colleges who does not teach, her whole time being occupied with her duties as manager of the college dining hall and supervisor of the women's dormitory.

SUMMARY

From the academic standpoint, comparisons of New Mexico deans of women with deans of women throughout the country generally show 75 per cent teaching in New Mexico as against 72 per cent teaching for the country as a whole. The hours per week taught by deans of women in New Mexico are only slightly higher, 7 as compared to 6.49. The Master's degree is held by 75 per cent of New Mexico deans of women as compared to 30 per cent holding A. B. degrees, 45 per cent M. A. degrees, and 11 per cent Ph. D. degrees for the country at large.

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CHAPTER VI

THE PERSONNEL WORK OF DEANS OF WOMEN

I. INTRODUCTION

In previous chapters the administrative and academic duties of the dean of women have been discussed. It is the purpose of this chapter to make a necessarily limited survey of the many duties of a personnel nature which are the concern of the dean of women. M. E. Haggerty¹ speaking before the section of education of the American Association for the Advancement of Science once declared, "The improvement of college instruction is dependent upon improved methods of dealing with the intellectual, emotional, social, and vocational interests of students." It would not be true to say that personnel service is a new element in college education because the very essence of the matter has always been the adjustment of the educational machinery to the intellectual and personal needs of the students. However, recently developed techniques of personnel management have brought about enormous improvements. In most institutions the present tendency is to put the advisory work in the hands of a few highly skilled persons chosen for that work. In many colleges and universities all the systematic personnel work

¹M. E. Haggerty, "The Improvement of College Instruction," School and Society, 27: 35-36, January, 1928.

done for women students is in the hands of the dean of women. Women would find themselves inadequate to plan education for men because they cannot think or feel as men do, so it is obvious that men cannot plan a system of education for women. Broad-minded men are feeling the need of a woman's counsel in the organization of work concerned with women. The amount of personnel work which the dean of women does will depend, of course, on her skill in it and the amount of time she has for it but by virtue of her office, she has a special interest in all the problems and conditions that affect the achievement of women students.

Every college recognizes certain needs due to conditions peculiar to the institution itself but there appear to be certain objectives common to all. Every student should be encouraged to work at a maximum level of scholastic efficiency. Every student should be helped to work out for herself adequately defined vocational and educational objectives and to plan her educational program in the light of these objectives. Every student should be encouraged to follow a well-balanced program of activities and recreation. Every student should be helped to overcome handicaps in her personality. Every student should be assisted in securing financial aid or employment necessary for the continuing of her education. None of these goals is achieved by the dean of women alone. She works in close co-operation with the

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general personnel office, with the president, with the faculty members, with the school physician, with student organizations, and with the individual student.

II. CUMULATIVE RECORDS AND THEIR USE BY THE DEANS OF WOMEN

The contents of cumulative records. To be of help to the individual student, the dean must have easy access to the cumulative records of the school. These records combine the entire personal history into a single unit and make possible a discriminating understanding of each student. E. A. Leonard² writing in School and Society on personnel records says, "A sharp, clear outline of the person should be given: the essential quality of the student that differentiates him from others in the group is significant." Max McConn³ believes that sound educational guidance has been made possible through the cumulative record and standardized objective achievement tests. He thinks that these two techniques, plus the psychological or scholastic aptitude test, if used systematically, will place educational guidance on a scientific level somewhat comparable to medical diagnosis.

All institutions of higher learning in New Mexico

²E. A. Leonard, "Personnel Records," School and Society, 43: 543-47, April, 1936.

³Max McConn, "Educational Guidance is Now Possible," Educational Record, 14: 475-499, October, 1933.

make use of complete cumulative and personnel records. In the appendix to this study are included copies of several of the forms used. The New Mexico State College of Agriculture and Mechanic Arts has the most comprehensive form in its six-page personnel record. Form A is for personal information, B for family data, C for educational data, D for work experience and interest data, E for health and physical condition, and F for extra-curricular activities. These forms are all to be filled in by the student. These records, plus the official report given in the cumulative record, give a complete picture of the student.

Complete reports of a student's secondary school achievement are important to a counselor since significant correlations have been found to exist between a student's general average of high school work and her general average of college marks. A criticism could be offered that several of the records used by New Mexico colleges have space for entrance credits but not for the marks given by the secondary school.

Entrants into all New Mexico institutions are required to take psychological tests although these tests are not used as a basis of elimination. They are rather used as a basis of consultation and understanding of problem cases. Some institutions, it has been found, make use of them for the division of students into sections. The purpose of

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intelligence tests is not to deprive anyone of any educational opportunity for which he is fitted by ability to derive profit, but rather to enable the college to select the type of study from which the individual can profit. Psychological and achievement tests are a guide in helping counselors to see what qualifications a young woman has for the various educational and vocational opportunities which may interest her. The advice that is based upon a complete knowledge of the individual is the only kind that has any value.⁴ The University of New Mexico and the New Mexico State College make more use of these tests than do the two teacher training institutions.

A small photograph attached to each student's cumulative or personnel record has been found very desirable by many deans of women who speak of its value to them in remembering girls better. Only one dean in New Mexico was found who made use of the photograph for every student but other deans expressed the hope that this would become a part of the cumulative record in their institutions.

The use of records in counseling. Counseling of the individual student is considered by all deans of women who were interviewed as probably their most worth-while duty. Space does not permit a detailed analysis of all types of

⁴Mabelle Babcock Blake, Guidance for College Women (New York: D. Appleton and Company, 1926), p. 206.

problems brought to a dean's consideration but an attempt will be made to mention some of the most important ones. Every dean of women in New Mexico institutions stressed the importance of the freshman interview. The dean of women at the University of New Mexico begins her interviews immediately after the first grade report is made, at the end of the fourth week of school. She considers this an opportune time, particularly if a student is having scholastic difficulties. The dean of women at the Normal University has been connected with the institution for a number of years and spends a large part of her time personally advising the students. She is particularly helpful in placing the graduates. The deans at both State College and Teachers College reside in the dormitories so have more opportunities for informal interviews. At the Teachers College the dean of women works out a daily schedule for every freshman woman. Upper class students frequently ask to have their day scheduled. In the appendix to this study is to be found a copy of this schedule.

Educational problems, especially the question of poor work and its causes, are the basis of many interviews. Educational and vocational guidance are closely allied. Most deans feel that students should be acquainted with the fields of vocational opportunities and helped to acquire a method of studying the occupations in which they are espe-

cially interested. However, vocational choices in case of women students are notoriously impermanent. Broad preparation for a vocation and training for a home need not be mutually exclusive. The present economic situation makes vocational advising difficult, even when a dean keeps in close touch with placement fields.

The college woman's health, both physical and mental concerns the dean of women. The question of physical health is ordinarily handled through the school physician who makes a report of each freshman woman's physical examination to the dean. Dormitory matrons and sorority house mothers consult with the dean in case of illness of a girl. Most deans while not trained psychiatrists recognize conditions existing occasionally which should be dealt with by an expert in mental hygiene. The college student is part adolescent, part adult, and needs help in getting herself adjusted to the general demands of life.

The use of records in employment interviews. Interviews with all women students seeking employment are a part of a dean of women's duties. The need of the individual, the availability of aid, the effect of employment on classroom work, on health, and on social development vary so much with the individual that a flexible policy must be maintained. The National Youth Administration, the college itself, private homes, local offices and stores furnish employment.

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The University of New Mexico reports 22 per cent of its women students earning at least a part of their expenses. Offices of the school and the library use the largest part of these services. A few girls find work as assistants to the matron of the dormitory and one girl is clerk in the dining hall. A considerable number of students work for room and board in private families. A kind of employment agency is conducted in the dormitory, townspeople calling for girls to assist with housework or to care for children. A rate of 30 cents an hour for campus work and 25 cents for work in private homes is maintained. Certain limits as to the number of hours a girl may work are defined in the dean's office. At the New Mexico College of Agriculture and Mechanic Arts 50 per cent of the women students are employed. Their work is much the same as that at the state university. However, girls majoring in home economics are much in demand by townspeople to assist in preparation for social affairs. Few girls work for room and board in this institution. A rate of 25 cents per hour is maintained for most kinds of work. A very few skilled typists are paid 35 cents per hour. The teachers training institutions report large number of their students employed. The New Mexico State Teachers College has 95 per cent of employed women students. Typing, library work, a limited amount of directed research, playground supervision for the training school, study hall

The University of New Mexico reports 25 per cent of its students earning at least a part of their expenses. The fees of the school and the library are the largest part of these services. A few girls find work as waitresses in the canteen of the dormitory and one girl is clerk in the dining hall. A considerable number of students work for the board in private families. A kind of employment agency is conducted in the dormitory, housework being for \$1.00 an hour, with housework or to care for children. A rate of 25 cents an hour for campus work and 35 cents for work in private homes is maintained. Certain limits as to the number of hours a girl may work are defined in the dormitory. At the New Mexico College of Agriculture and Forestry 25 per cent of the women students are employed. Their work is much the same as that at the state university. However, girls majoring in home economics are much in demand by townpeople to assist in preparation for social affairs. Few girls work for room and board in this institution. A rate of 25 cents per hour is maintained for most kinds of work. A very few skilled typists are paid 35 cents an hour. The teachers training institutions report larger percentages of their students employed. The New Mexico State Teachers College has 25 per cent of employed women students. Typing, library work, a limited amount of directed research, playground supervision for the training school, study hall,

supervision and teachers assistants for the secondary school and office work at the health center provide this employment. A rate of 30 cents per hour prevails at this institution.

III. HOUSING SUPERVISION AS A DUTY OF DEANS OF WOMEN

It is generally understood that the deans of women shall be the head of the housing system for the women of an institution. The earlier privately endowed co-educational institutions all provided residence facilities for women students. State supported schools have not, as a rule, built dormitories sufficient for either men or women because of the necessity of first increasing class room, library, laboratory, gymnasium, and teaching facilities. As a consequence there has long existed the problem of the lodging and boarding house and the Greek-letter society house. One of the most obvious as well as the most complex problems with which the dean of women has to deal is that of finding and keeping suitable living conditions for the women students under her care.

In no institution in New Mexico is the problem the simple one of all women students residing in dormitories. The University of New Mexico with an enrollment of 608 women during the first semester of the 1938-1939 school year has one women's dormitory with space for 100 students. The five

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sorority houses take care of an additional 90. Over 400 women live off the campus either in their own homes or in approved lodging houses. A university ruling requires all under-graduate women under 21 years of age whose homes are not in Albuquerque or who are not working for their board and room to reside on the campus. Lack of dormitory space makes exceptions to this rule frequent. In the office of the dean of women is a list of approved rooming houses. The assistant to the dean is in charge of this work. No woman student is permitted to room in houses where men are rooming and no woman student may change her residence without permission from the dean of women.

The chaperon of the residence hall and sorority house mothers are appointed by the dean of women who meets with them regularly. These women are directly responsible to the dean for the conduct of their own particular group of students. Certain uniform rules, particularly those rules applying to hours for coming in at night, apply to all women living on the campus. Each house has its own system of student government. A sign-out sheet is kept for each girl and at the end of each month turned over to the dean of women. This record serves as a basis for interviews frequently. If failure in class work or a health problem exists, the dean may trace to trouble to too many late hours and recommend a curtailment of privileges.

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Other duties of the dean of women at University of New Mexico include purchasing of dormitory equipment, the employing of help, and attention to the use of utilities. The dean in this institution is not, however, in charge of any dining hall arrangements. This work is directly under the management of the head of the home economics department.

During the first semester of 1938-1939, there were 227 women enrolled at the New Mexico State College of Agriculture and Mechanic Arts. The dormitory was crowded in housing 69 girls while 20 lived in the two sorority houses. It is the policy of this college that young women students shall reside in the dormitory unless they stay with relatives or householders in the vicinity who will be fully responsible for them as guardians and chaperons. The dean of women, or the assistant dean of students as is her title under the present organization, resides in the dormitory as matron. She approves the appointments of sorority house mothers who are selected by the sororities. Although few formal meetings are held, the dean remains in close touch with these house mothers who are responsible to her. The college dining hall, open to men and women students is directly supervised by the dean of women who selects a cook and a second cook, the rest of the work being taken over by student help.

At the New Mexico Normal University 40 of the 197

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At the New Mexico Normal University as of the 193

women reside in the dormitory. There are no sorority houses on this campus so the majority of students find lodging out in town. Life in the dormitory is governed by a committee composed of members of the faculty and of the students occupying the dormitory. The dean of women, who is also director of student life, is a member of this committee as is the matron of the dormitory. The matron is appointed by the president of the institution, not by the dean of women. In so far as rooms are available freshmen women are required to live in the dormitory except those living with relatives or working in private homes. A very complete registration system for student householders is in force in this institution. In the appendix to this study are reproduced the blanks which householders are required to sign. They must have copies of the rules for student government and promise to enforce them. All rooms are classified A, B, or C according to location, size, and convenience and are priced accordingly.

The New Mexico Teachers College enrolled 86 women in the fall of 1938. The dormitory accomodates 40 of them. Women students usually desire to live on the campus. Occasionally several students from the same family, to lessen their expenses, wish to keep house. This policy is not approved of by the dean of women who feels that such students do not always get the proper food and care but at times it

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proved or the lack of some of the
do not necessarily get the proper food and care

has been permitted. The summer session at this institution always finds a crowded dormitory with many women living in town. However, these students are usually mature and serious so present no problem. The dean of women resides in the dormitory as matron. The college dining hall, located in the basement of the women's residence hall is open to both men and women students and is under the general supervision of the dean of women, although the head of the home economics department as dietitian assumes charge.

It appears that more dormitory space is needed in all of the New Mexico institutions of higher learning. The advantages of dormitories are obvious. Students are usually provided with better quarters and better food at a slightly lower cost than is asked elsewhere. Living in dormitories under the direction of college-trained people of fine character and high ideals of scholarship among students bound together by common ties and common interests develop a social sense which a great many girls lack when they enter college.

IV. SOCIAL AND EXTRA-CURRICULAR ACTIVITIES

If college is a place where young people come together to educate themselves and each other with the help of inspiring teachers, then their social life plays an important part in their education. It appears that interest in a social program has taken a decided leap in these depression

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years and deans of women feel there is a real need to help students find leisure time activity. Social life in every co-educational institution is of three sorts: that for men alone, that for women alone, and that for men and women together. In three New Mexico institutions the dean of women is personally responsible for making the complete social calendar; in one, this work is done by the personnel director. In the appendix to this study are blanks which several institutions use for this work. The general procedure is that any organization desiring a date on the social calendar makes formal petition to the dean of women at the beginning of a semester. For affairs not planned so far in advance, a week's notice is required. The dean assumes responsibility that every event is properly chaperoned. In some institutions the dean requires a report from the committee in charge of the affair which shows that all financial obligations incurred have been taken care of. The policy of all deans of women in New Mexico is to limit elaborate social affairs and to encourage small, informal ones. In the institutions in which the dean is matron of the dormitory, she is able to supervise personally many little affairs which cultivate an appreciation of what is good taste in the way of entertainment and hospitality. In those colleges in which the dean resides outside the dormitory, she encourages residence hall matrons and house mothers of the sororities to undertake

much the same sort of entertainment. While organized extra-curricular activities of an institution are usually under the jurisdiction of a faculty committee of which the dean of women may or may not be a member, she frequently uses her knowledge of these activities as a means of helping many students to make pleasant and helpful social contacts.

Some girls believe that the essence of college is its social life, its dances, its parties, and its athletic sports. These girls present a serious problem to the dean of women but hardly so serious as do the shy, oversensitive, unsocial girls. The real aim of the social program should be to give the broadest acquaintance possible with social activities, to cultivate ability to enjoy the widest possible variety of relaxations, and to learn discrimination in the choice of pleasures.⁵

V. SUMMARY

Personnel duties of the dean of women are, broadly, all duties concerned with the student as an individual. Since interviews are basic for this counseling, cumulative records are invaluable. The secondary school record, the college entrance achievement and psychological tests, marks made in college, extra-curricular activity participation,

⁵Anna Eloise Pierce, Deans and Advisers of Women and Girls (New York: Professional and Technical Press, 1928), p. 3.

much the same sort of conversation.

the-scientist activities of an individual

under the leadership of a group

team of women may or may not be

used for knowledge of their own

many students to make progress

Some girls believe that

social life, the dances, the parties

These girls present a picture of

but hardly as serious as the

girls. The real aim of the social

the broadest acceptance possible

to cultivate ability to enjoy

recreation, and to learn to

5
pleasures.

V. SUMMARY

Personal duties of the girls of

all duties connected with the

place interviews are held for

records are invaluable. The

college entrance achievement and

made in college, extra-curricular

the socio-economic status of the student as told by his employment record, and his health record combine the personal record of the student into a unit. The dean uses the knowledge gained from this source as a guide in her counseling the student on various problems, education, vocation, health, employment, or general non-adjustment to college life.

All deans of women in New Mexico institutions are responsible for the proper housing of women students. One half of the deans reside in their own homes, the other half serve as matrons of the dormitory. The social duties of all the deans interviewed appeared very similar.

the socio-economic status of the population, the level of employment, the level of education, the level of health, the level of housing, the level of food, the level of clothing, the level of recreation, the level of culture, the level of religion, the level of politics, the level of economics, the level of law, the level of justice, the level of order, the level of peace, the level of happiness, the level of life.

All forms of human life are based on the same principles of organization, the same principles of development, the same principles of growth, the same principles of change, the same principles of evolution, the same principles of progress, the same principles of improvement, the same principles of perfection, the same principles of excellence, the same principles of greatness, the same principles of glory, the same principles of honor, the same principles of power, the same principles of wealth, the same principles of fame, the same principles of love, the same principles of life.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

This investigation, conducted by means of the interview and the check list, shows that every institution of higher learning in New Mexico has a woman officially appointed to supervise the various phases of college life among the women students. An analysis of the specific duties being performed by these women shows considerable diversity, as is to be expected since personnel work must be adapted to the aim of the particular institution. The purpose of this chapter is to make comparison of these various duties with those described by the 1938 Research Committee of the National Association of Deans of Women¹ as constituting the essential functions of a dean of women and in this manner to attempt an evaluation of the work of deans of women in New Mexico institutions. These essential functions are to be listed in order and an analysis, in the light of conditions which this investigation shows to be existing, made as to how New Mexico deans of women are conforming.

These functions as given by the Research Committee and the writer's appraisal of their application in practice

¹"The Dean of Women in Institutions of Higher Learning," National Association of Deans of Women. Research Committee Bulletin, 1938. pp. 6-7.

This investigation... view and the... higher... pointed to... among the... being performed... as it is to be... the aim of the... chapter is to... those described... tional association... essential functions... attempt an... Mexico... listed in... which this... New Mexico... These functions... and the writer's...

¹The... the... Committee...

in the local situation in New Mexico follow:

1. Giving information about college to parents, prospective applicants for admission, and workers in secondary education.

All deans of women in New Mexico colleges mention these duties as a part of their work, the dean at New Mexico State College of Agriculture and Mechanic Arts reporting numerous letters and calls from parents of freshmen students. Parents of students entering the New Mexico State Teachers College very frequently consult the dean of women about off-campus living quarters.

2. Selecting applicants who are most likely to profit by what the college has to offer.

The institutions with which this investigation is concerned are all state supported and open to any student offering the required entrance credits from a secondary school. Under such conditions the dean of women has no part in selecting applicants.

3. Systematically acquainting students with the educational, recreational, and service opportunities of the college.

The fact that three-fourths of the deans of women in New Mexico institutions teach from 3 to 10 hours weekly would make much work of this nature impossible on account of lack of time. Failure on the part of the administration to recognize the importance of the personnel work of the dean is, no doubt, responsible for the heavy teaching burden

in the local situation in the United States.

1. Giving information about college to prospective applicants for admission and working in the college.

All issues of women in the United States.

these duties as a part of their work, the work of the women.

State College of Agriculture and Mechanical Arts.

numerous letters and calls from parents of students.

about the situation existing in the United States.

Teachers College were frequently consulted for advice.

about off-campus living quarters.

2. Selecting applicants who are most likely to be

fit by what the college has to offer.

The institutions with which this investigation

concerned are all state supported and open to all students.

offering the required entrance credits from a secondary

school. Under such conditions the work of women has been

in selecting applicants.

3. Systematically examining students with the

national, vocational, and service opportunities of the

colleges.

The fact that three-fourths of the women of senior

high schools institutions teach from 2 to 10 hours weekly.

would make much work of this nature impossible or extremely

lack of time. Failure on the part of the administration of

recognize the importance of the personnel work in the

is, no doubt, responsible for the heavy teaching burden.

assigned to her. Reduction of this load in the case of the deans at the two teacher-training institutions in New Mexico would afford them additional time for discharging advisory duties. The dean of women at the University of New Mexico, teaching 3 hours a week only, has more time for purely personnel work. One very valuable task performed by her is the carefully prepared announcements for the weekly calendar. All events of an educational or recreational nature of interest to students are scheduled on this calendar. A copy of this calendar appears in the appendix to this study.

4. Acquainting students with the fields of vocational opportunities and helping them to acquire a method of studying the occupations in which they are especially interested and thus to clarify their occupational aims.

Again, lack of time prevents any of the deans of women in New Mexico colleges from carrying on extensive vocational counseling. This work is done in most schools by faculty advisors. Some deans invite various specialists to speak concerning their particular field before such groups as the Charm School, an organization conducted by sophomore women at the University of New Mexico. The New Mexico Teachers College holds a career conference every spring which acquaints the students with different vocational opportunities. Short-unit or exploratory courses offered by the dean of women to freshmen women students are suggested as a means to help them find vocationally interesting

assigned to her. Included in this list are the
deans at the two research stations in the field
would afford them additional office for their
duties. The dean of women at the University of New Mexico
teaching 3 hours a week and was also in charge of
social work. The work of the dean of women at the
carefully prepared arrangements for the weekly meetings.
All events of an educational or recreational nature of in-
terest to students are included in this calendar. The copy
of this calendar appears in the appendix to this study.
4. Regarding relations with the field of education
at opportunities and help to women in various ways of
studying the conditions in which they are working in the
field and time to study their own conditions.
again, lack of time proved a hindrance to the work of the
on in New Mexico colleges from teaching in extensive work
tional counseling. This work is done in the field by
faculty advisors. Some have had the faculty advisors
speak concerning their particular field before the faculty
at the Chama School, an organization composed of students
women at the University of New Mexico. The New Mexico
Teachers College holds a career conference every year
which assists the students with different vocational
opportunities. Short-cuts or expedients are often found by
the dean of women to furnish women students with
as a means to help them find vocational opportunities.

material.

5. Making a continuous study of the students for the purpose of helping them to discover and develop their potentialities and to attain their goal.

From the time of the freshman interview at the beginning of school until the student comes to the dean of women for advice on following her chosen line of work after graduation, the individual student's welfare is a continuous concern of the dean of women. All New Mexico deans emphasize the importance of this work.

6. Helping students to solve their educational, financial, and personal problems; to make wise choices of courses of instruction, recreational activities, and social relationships; and to meet issues and crises.

Subjects mentioned by deans of women in New Mexico institutions as causes for interviews with students made evident the fact that these deans are trying to help students solve a great variety of problems. One dean is consulted most frequently about educational difficulties. In another institution the dean considered that her advice is asked probably more often on strictly personal matters. This dean does not teach but is head of the dormitory.

7. Providing an environment that is favorable to the all-round development of students. It involves:

a. A curriculum and methods of instruction suited to their needs and abilities.

b. Healthful recreational facilities.

c. Healthful and socially satisfying living conditions for all students, both commuting students and

those living in college dormitories and other houses on the campus.

d. Social experiences which will give them spontaneity and self-confidence in group life.

e. Opportunities for the development of aesthetic and religious appreciation.

f. Use of community as well as campus resources.

Deans of women in New Mexico institutions have little voice in curriculum making. This condition appears general in most co-educational institutions. The National Association of Deans of Women believe the dean's duties are too narrowly prescribed when she has no part on the curriculum committee.

Healthful recreational facilities are provided in all the colleges visited for this survey. The dean of women, while not personally directing many extra-curricular activities, has a broad picture of the whole field and is able to use this knowledge in advising students. Every student is urged to take an active part in recreational activity.

Deans of women are usually in charge of living quarters for college women. New Mexico deans are fulfilling this duty exceptionally well. Crowded dormitories make living off the campus necessary for a large number of women students in every institution. Whether a girl lives in the dormitory, a sorority house, or a town rooming house her place of residence is carefully supervised by the dean of

those living in college dormitories. They
on the campus.

5. Social organizations which will give
active and self-enclosed to campus life.

6. Organization for the education of students
and religious organizations.

7. Use of community as well as campus resources.

Means of women in few cases limited to have little
voice in curriculum making. This condition is being changed
in most co-educational institutions. The national associa-
tion of boards of women believe the study of women and the
narrowly prescribed when she has no part in the curriculum
decision.

Definite recreational facilities are provided for all
the colleges visited for this survey. The lack of such
while not personally directing many extra-curricular ac-
tivities, has a great picture of the whole field and in this
to use this knowledge in various studies. They believe
is urged to take an active part in recreational activities.

Means of women are usually provided in their own
terms for college women. New facilities have been built
this only exceptionally well. General facilities are being
ing off the campus necessary for a large number of women
students in every institution. Whether it is in the
dormitory, a society house, or a few typical women's
place of residence is carefully supervised by the college.

women. The dean at the New Mexico Normal University has a particularly careful check on all off-campus lodging houses.

It is recognized by all persons who work with young people that social life, even though it should be subordinated to the demands of the curriculum, nevertheless plays a most important part in college life. There should be a place where the social graces can be formulated and practiced. Deans in New Mexico institutions all speak of the value of adaptability, courtesy, and social ease and make every effort possible to develop these traits in students. As chairman of the social committee the dean of women is charged with the responsibility of guiding the social life of the college and one of her aims should be the development of a social consciousness, an interest in others, and a desire to associate with others in work and play. A social life beneficial to every type of student is provided on all New Mexico campuses.

The aesthetic and religious life is not neglected in New Mexico colleges. Deans of women, recognizing the value of broad cultural background, arrange for concerts, plays, art exhibits, travel lectures, and lyceum courses. A recent change in the student activities ticket at the University of New Mexico makes possible a student's attendance at all Community Concerts. The dean of women made this plan possible. The dean of women at the Normal University takes an active

part in fostering many affairs of an artistic value. The conviction that the spiritual life of the students is tremendously important brings an active interest in all organized religious activities seeking to express themselves in religious thinking.

Community contacts bring the dean of women into touch with some of her most valuable facilities. Knowledge of the recreational resources provided by a community is of value when a dean is seeking means of meeting social needs. Deans of women in New Mexico are particularly alive to this fact. The dean at the New Mexico College of Agriculture and Mechanic Arts in arranging the yearly social calendar utilizes her knowledge of local social affairs and avoids conflicts when possible.

8. Helping the student to choose, prepare for, enter, and succeed in a suitable occupational field.

Deans of women realize that they have a great responsibility in helping students choose an occupation if vocational guidance is a part of their responsibility. The requirements in training and experience for this work are becoming highly technical and as a result many deans attempt vocational guidance in a very general way only. Placing persons in jobs and following them afterwards are most important phases of the work. New Mexico deans of women do a somewhat limited amount of vocational guidance. The dean

at the Normal University is possibly most active in placing graduates in positions.

9. Helping the student to prepare for, enter, and succeed in adult, family, and community life.

College education today is making a real effort to prepare students for the duties which they will perform in a very topsy-turvy world. There is the recognition that education must be an individual matter and that the college should not only consider the difference in abilities and variations in preparation, but capitalize on these very differences.

10. Assisting in the study and evaluation of the curriculum, of instruction, and of techniques and procedures used in accomplishing the task of personnel work.

As stated previously, deans of women in New Mexico have little to do with curriculum making in their respective institutions. They are administrative officers in affairs that concern women, such as supervising plans for dormitory construction, appointment of dormitory matrons; in the work of faculty committees dealing with discipline, loan funds and scholarship, hygiene, and social affairs, but they have no voice in faculty selection or in methods of instruction. By far the greater part of a dean's work in New Mexico institutions, exclusive of her teaching load, is of a personnel nature. She works with and through other faculty members, realizing she cannot know each student adequately, and she works with individual students whose problems of adjust-

graduates in positions.

College education today is making a great stride.

prepare students for the duties which they will have to perform. There is the tendency to make the education must be an individual matter and that the student should not only consider the difference in education but variations in preparation, but capitalizing on these very differences.

12. Another in the study and preparation of the curriculum, of preparation, and of technical and scientific education used in preparation for the work of the future. As stated previously, much of the work in the future have little to do with preparation for the future. Institutions, they are administrative bodies and are not that concern them, such as engineering, law, medicine, construction, appointment of doubtful persons is the work of faculty committees dealing with discipline, and the and relationships, systems, and social affairs, and they have no voice in the study of the subject of preparation. By far the greater part of a man's work in preparation is in the study of the subject of preparation, and it is a serious situation, exclusive of the teaching itself, and it is a serious matter. The work of the man and woman who are preparing for the work, realizing the danger that such a situation represents, and the work with individual students whose problem of preparation.

ment require more time and special knowledge than the faculty members can give. She must supply during college years that protection and encouragement which the student misses away from home contacts. The dean of women must be not only a diagnostician but an ever-watchful physicial of the incipient difficulties in students.²

²Dorothy C. Stratton, "Minutes, University Section," National Association of Deans of Women Yearbook, 15: 28-29.

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 ility requires can give. The most supply during college
 years that protection and encouragement which the student
 needs away from home contacts. The dean of women must be
 not only a diagnostician but an ever-watchful physician of
 the incipient difficulties in students.

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APPENDIX

APPENDIX

OFFICE OF THE DEAN OF STUDENTS
NEW MEXICO STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS
Informational Data for Personnel Record File:

PERSONAL INFORMATION - Form A

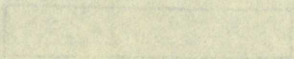
Date: _____

1. Name (Print) _____

Last
First
Middle
2. Present Academic Classification: New Transfer ☐ Beginning Student ☐ Old Student ☐

(Here, one or more Sem.)
3. Sex: Male () Female () 4. Married () Single ()
5. Home Address: _____
6. Place of Birth _____ Date _____

(City)
(State)
(mo.) (day) (year)
7. Of what country are you a citizen? _____ Nationality _____
8. Name of Parent or Guardian: _____
9. Address of Parent or Guardian: _____
10. Number in order of importance, three or more chief influences that led you to come to this college: College Publicity(); College Reputation(); College Faculty(); Parent(); Other Relative(); Friends(); Teacher(); Acquaintance(); Intellectual Curiosity(); Athletics(); Social Clubs(); Interest in Special Subjects(), give name of subject: _____
 Give any other influence _____
11. About how many students were in your graduating class in high school? _____ About where do you think you ranked in the class: (1) Upper tenth; (2) Upper fourth (3) Upper third; (4) Upper half (5) Lower half; (6) Lower third (7) Lower fourth; (8) Lowest tenth. (Underscore exact response)
12. What quality of college work do you think you are able to do on the average? (Circle the desired response) A; B; C; D; E.
13. What quality of college work do you fully expect to do on the average? (Circle the desired response) A; B; C; D; E.
14. Give the Name and Address of your last advisor, principal, or dean: _____
15. List the title of as many books as you can rapidly recall having read during the past year outside of school requirements: _____
16. What magazines and newspapers do you read, (Underscore names of those you read regularly) _____
17. In a few words, state plans for financing your college course: _____



Informational material is being furnished to you for your information.

Very truly yours,

1. Name (Last, First, Middle Initial)

2. Present Address (Street, City, State, Zip)

3. Former Address (Street, City, State, Zip)

4. Date of Birth (Month, Day, Year)

5. Place of Birth (City, State, Country)

6. Education (School, City, State, Year)

7. Occupation (Job Title, Employer, City, State, Year)

8. Marital Status (Single, Married, Divorced, Widowed)

9. Number of Children (Total, Male, Female)

10. Date of Marriage (Month, Day, Year)

11. Name of Spouse (Last, First, Middle Initial)

12. Date of Divorce (Month, Day, Year)

13. Name of Divorcing Spouse (Last, First, Middle Initial)

14. Date of Divorce (Month, Day, Year)

15. Name of Divorcing Spouse (Last, First, Middle Initial)

16. Date of Divorce (Month, Day, Year)

17. Name of Divorcing Spouse (Last, First, Middle Initial)

18. Date of Divorce (Month, Day, Year)

19. Name of Divorcing Spouse (Last, First, Middle Initial)

20. Date of Divorce (Month, Day, Year)

21. Name of Divorcing Spouse (Last, First, Middle Initial)

22. Date of Divorce (Month, Day, Year)

23. Name of Divorcing Spouse (Last, First, Middle Initial)

24. Date of Divorce (Month, Day, Year)

25. Name of Divorcing Spouse (Last, First, Middle Initial)

OFFICE OF THE DEAN OF STUDENTS

NEW MEXICO STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS

Information Data for Personnel Record of:

Name: (Print) _____ Date: _____
 Last First Middle

Now Registered in the School of: Arts and Sciences () Engineering ()
 Agriculture ()

FAMILY DATA - Form B

1. Father's Name _____
 Address: _____
 Country or State of Father's Birth: _____
 (i.e. England, France, New York, Calif.) _____
 Last School Attended: Grammar School(); Junior High(); High School(); Trade or Vocational School (); Junior College(); Business College(); College();
 What is your father's regular occupation or trade: _____
 At this time he is (cross out words not applying)--still in this work--engaged in other work--virtually retired--in bad health--not living (died in _____).
2. Mother's Name(Maiden) _____
 Address: _____
 Country or State of Mother's Birth: _____
 (i.e. England, France, New York, Calif.) _____
 Last school Attended: Grammar School(); Junior High(); High School(); Trade or Vocational School(); Junior College(); Business College(); College().
 Occupation: _____ Living? _____ If deceased, when? _____
3. Number of children in your family older than yourself? _____
 Younger? _____
4. What languages are spoken in your home? _____
5. Religious Preference _____ Are you, or your family a member? _____
6. If family is broken, with whom are you maintaining your home?
 Father () Mother () Relatives () Others _____()
7. Name and addresses of relative who are attending or have attended this institution:
 (a) _____
 (Name) (Address) (How related)
 (b) _____
 (c) _____
8. How long have your parents lived in New Mexico? _____
9. How long have you lived in New Mexico? _____

NAME: _____

ADDRESS: _____

TELEPHONE: _____

DATE: _____

HOW LONG HAVE YOU LIVED IN THIS AREA? _____

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OFFICE OF THE DEAN OF STUDENTS

NEW MEXICO STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS

Informational Data For Personnel Record of:

Name: (Print) _____ Date: _____
 Last First Middle

Now Registered in School of: Arts and Sciences() Engineering()
 Agriculture()

EDUCATIONAL DATA - Form C

1. From what high school did you graduate? _____ Date: _____
 2. Give names of any other school or college attended, and dates of attendance:

_____ 19__ to 19__
 (Name of School) (City) (State)
 _____ 19__ to 19__

3. Avocational Interests: Do you have a hobby? _____ What?: Reading _____ Stamps _____ Photographs _____ Music _____ 4-H Club _____
 Handicraft _____ Kind _____ Others _____
 (Leathercraft, woodcraft, etc.)
 _____ Do you play a musical instrument? _____
 What _____ Do you have one? _____ What sports do you participate in? _____

4. Place an "L" after two subjects taken by you in high school that you liked best; and a "D" after the two subjects you dislike most or like least:
- | | | |
|------------------------|------------------|---------------------------|
| Eng. Literature _____ | Spanish _____ | Commercial Subjects _____ |
| Eng. Composition _____ | History _____ | Industrial Arts _____ |
| Algebra _____ | Social Sci _____ | Mechanical Arts _____ |
| Geometry _____ | Physics _____ | Music _____ |
| Latin _____ | Chemistry _____ | Painting _____ |
| French _____ | Botany _____ | Drawing _____ |
| German _____ | Physiology _____ | Others: _____ |

5. List contests, honors, and awards won in high school or college activities outside of athletics: _____

 6. If you are or have attended college, what subjects are most difficult for you? _____

 7. If you are or have attended college, what subjects have you spent the most time in studying? _____

THE NEW YORK PUBLIC LIBRARY

ASTOR LENOX TILDEN FOUNDATION

500 5th Ave. New York 17, N.Y.

NEW YORK PUBLIC LIBRARY
ASTOR LENOX TILDEN FOUNDATION

1. From the New York Public Library
2. Give name of the person or persons

3. Address of the person or persons
4. Place of birth of the person or persons

5. Date of birth of the person or persons
6. Date of death of the person or persons

7. If you are of the age of 18 years or over, give your occupation
8. If you are of the age of 18 years or over, give your education

OFFICE OF THE DEAN OF STUDENTS

NEW MEXICO STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS
Informational Data for Personnel Record of:Name: (Print) _____ Date: _____
Last First MiddleNow Registered Arts and Sciences() Engineering() Agriculture()
in School of:WORK EXPERIENCE AND INTEREST DATA - Form D

1. Agricultural, business, or industrial experience
- other
- than those received at State College by Part-Time Employment:

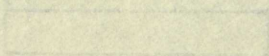
Kind of Work	Just what did you do	Summers	Years	Mos.	Sal. Earned	Per

2. Name in order of preference to you three occupations you have considered or are considering for a life work, and tell why you are or were interested in each.

	<u>Occupation</u>	<u>Reason for Interest</u>	<u>Now Interested?</u>
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____

3. It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following lists, indicate in order of preference (1, 2 and 3) the groups in which you believe you would best fit.

-Occupations involving business contacts with people such as the various fields of selling, promotion work, politics, etc.
-Occupations involving detail work such as accountancy, business statistician, cashier, banker, stenographer, office and clerical work.
-Occupations involving social service activities, such as YMCA, Boy Scout, personnel worker, social case work, welfare worker.
-Occupations requiring special artistic abilities such as musician, actor, artist, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.
-Occupations involving executive responsibilities such as director, office manager, foreman, etc.
-Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising, professor, librarian, teacher, etc.



NAME: _____
ADDRESS: _____
CITY: _____
STATE: _____
ZIP: _____

Kind of work	Time spent	Place	How often

2. Name in order of importance to you the persons who are most important to you in your life.

1. _____
2. _____
3. _____

3. It is possible to have a good life without having a good job. Do you agree or disagree? Why?

4. Do you think it is better to be a man or a woman? Why?
5. Do you think it is better to be rich or poor? Why?
6. Do you think it is better to be a doctor or a teacher? Why?
7. Do you think it is better to be a soldier or a farmer? Why?
8. Do you think it is better to be a scientist or a writer? Why?
9. Do you think it is better to be a politician or a businessman? Why?
10. Do you think it is better to be a lawyer or a judge? Why?

OFFICE OF THE DEAN OF STUDENTS
NEW MEXICO STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS
Informational Data for Personnel Record of:

Name; (Print) _____ Date: _____
 Last First Middle
 Registered Arts and Sciences() Engineering() Agriculture()
 in School of:

HEALTH, PHYSICAL CONDITION AND
OTHER DATA - Form E

1. Height _____ ft. _____ in. Weight _____ lbs. As far as you know
 are you physically sound? Yes (); Except for _____ ()
2. Other Defects _____
3. What severe illnesses have you had, if any? _____
4. What operations, if any? _____
5. What has been the condition of your health for the last two
 or three years? Good (); Average (); Poor ().
6. How many days were you absent from school or college last year
 because of illness? _____ injury? _____.
7. Give any details which you think the college should have con-
 cerning your physical condition: _____

(Information will be kept confidential)

8. Living conditions while attending this institution or other
 institutions? Check (✓) correct one.

	1st year	2nd year	3rd year	4th year
Living at home				
Living with relatives				
Living at Col. Dorm.				
Living at frat. or sor.				
Living in Apartment				

	1st year	2nd year	3rd year	4th year
Eating at dining room				
Eating at frat. or sor.				
Eating at boarding hse.				
Eating at cooperative				
Eating at private home				
Otherwise: _____				

Underline each of the following activities you participated in while attending high school or college, naming the organization and checking the offices or committee positions you held, if any:

[illegible][illegible][illegible]

UNITED STATES DEPARTMENT OF AGRICULTURE

WATER RESOURCES DIVISION

INVESTIGATION OF THE WATER RESOURCES OF THE

STATE OF TEXAS

REPORT OF THE COMMISSIONER OF WATER RESOURCES

IN THE STATE OF TEXAS

FOR THE YEAR 1907

BY THE COMMISSIONER OF WATER RESOURCES

AND ASSISTANT COMMISSIONERS

AND OTHERS

OF THE STATE OF TEXAS

FOR THE YEAR 1907

BY THE COMMISSIONER OF WATER RESOURCES

AND ASSISTANT COMMISSIONERS

AND OTHERS

OF THE STATE OF TEXAS

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BY THE COMMISSIONER OF WATER RESOURCES

AND ASSISTANT COMMISSIONERS

AND OTHERS

OF THE STATE OF TEXAS

FOR THE YEAR 1907

BY THE COMMISSIONER OF WATER RESOURCES

AND ASSISTANT COMMISSIONERS

Hand of Thomas
C. Appleton

1862

RULES GOVERNING COLLEGE STUDENTS LIVING OFF THE CAMPUS

Believing that lapses in conduct are frequently due to lack of knowledge, we recommend: That householders renting rooms to students be requested to take some supervision over students rooming in their homes and report infringement of rules. Householders who do not conform to school rules shall be removed from the approved list.

RULES GOVERNING SOCIAL LIFE OF COLLEGE STUDENTS

1. Freshmen and Sophomores are required to observe study hours on Monday, Tuesday, Wednesday and Thursday evening after 7:30 o'clock and on Sunday evenings all college students are requested to be in their rooms by 10:00 o'clock.
2. Freshmen and Sophomores to be granted three "free nights" each month, provided that their conduct and standing are approved by the faculty and the hostesses.
3. Freshmen and Sophomores are, on open nights, required to return to their rooms not later than 10:30 o'clock except when attending a dancing party or a party in a private home. All students are denied permission to remain out later than 12:30 o'clock on the former occasion or 10:30 o'clock on the latter occasion.
4. College students above Freshmen and Sophomore rank are exempt from rules 2 and 3 subject to the approval of the hostess and the Dean of Personnel. Upper class students must be in their rooms not later than 11:00 o'clock each evening except when exempted by rule 3.
5. Men and women students are not permitted to room in the same house.
6. Householders who do not enforce these rules will not be continued on our approved list and will not be permitted to have student roomers.
7. No student is permitted to change his residence during the quarter except by mutual consent of the householder and the New Mexico Normal University.
8. Householder should notify the College Nurse in any case of students' illness.

RULES EFFECTIVE SEPTEMBER 1st, 1936.

THE CONSTITUTION OF THE UNITED STATES

Article I, Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Article II, Section 1. The executive Power shall be vested in a President of the United States of America.

1. The President shall hold Office for four Years; and, together with the Vice President, chosen for the same Term, in and to the Office of the President of the United States.

2. The President shall be elected by the Electors in each State, and the Electors in each State shall have the Qualifications requisite for Electors in that State.

3. The President shall, before entering on the Office, take the following Oath or Affirmation: "I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

4. The President shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint and dismiss Ambassadors, Ministers, Consuls, Judges of the supreme Court, and Judges of such inferior Courts as the Congress may from time to time ordain and establish; and he shall receive such Ambassadors, Ministers, and Consuls as may be presented to him according to their respective Credentials.

5. The President shall have Power to grant Reprieves and Pardons for all Crimes and Offenses, except in Cases of Impeachment.

6. The President shall have the Power to fill up all Vacancies that may happen during the recess of the Senate, by granting Commissions that shall expire at the end of their next Session, unless he shall order otherwise.

7. He shall receive such Ambassadors, Ministers, and Consuls as may be presented to him according to their respective Credentials.

8. He shall have the Power to grant Reprieves and Pardons for all Crimes and Offenses, except in Cases of Impeachment.

9. He shall have the Power to fill up all Vacancies that may happen during the recess of the Senate, by granting Commissions that shall expire at the end of their next Session, unless he shall order otherwise.

REGISTRATION FORM FOR STUDENT HOUSEHOLDERS

Name of Householder _____
Local Address _____
No. of students wanted _____ Amount of rent asked _____
Type of students preferred: Men Women Anglo. Span. Amer.
Size of Room _____ How is floor covered? _____
How many windows? _____ Do windows have curtains? _____
Do the windows have full length shades? _____
Is there a bookcase? _____ Dresser? _____ Mirror? _____
Is there a desk or table? _____ Straight back chair? _____
Easy chair? _____ Amount of closet space _____
Is there a reception room available for callers? _____
Number of beds in room _____ Single or Double? _____
Type of springs on bed _____ Type of mattress _____
Amount of covering _____
Is lighting available at all hours? _____ Is there a floor
plug? _____ Is lighting direct or indirect? _____
No. of watts (60 or 75) _____ Kind of heat: hot water,
steam, hot air, stove.
Is temperature kept between 68° and 70° F.? _____
Is there a thermometer in the room? _____
Can the room be ventilated adequately? _____
Is a means of supplying extra moisture provided? _____
Is there an inside toilet? _____ Bath? _____
How far is toilet from room? _____
Is there sufficient hot water provided? _____
Do you have a copy of "Rules Governing College Students Living
off the Campus", and do you promise to enforce them? _____
(PLEASE RETURN FORM TO PERSONNEL DEPT., NEW MEXICO NORMAL UNIV.)

INQUIRY FORM FOR ROOMS AND BATHS

Name of Hotel _____
 Local Address _____
 No. of rooms wanted _____
 Type of room _____
 Size of room _____
 How many bathrooms _____
 Do the windows have roll down shades? _____
 Is there a kitchen? _____
 Is there a bath or shower? _____
 Amount of floor space _____
 Is there a separate room available for children? _____
 Number of beds in room _____
 Type of spring bed _____
 Amount of covering _____
 Is heating available at all times? _____
 Is lighting direct or indirect? _____
 No. of outlets (100 or 25) _____
 Steam, hot air, stove _____
 Is temperature kept between 65° and 70° F. _____
 Is there a thermometer in the room? _____
 Can the room be ventilated separately? _____
 Is a means of escape in case of fire provided? _____
 Is there an inside toilet? _____
 How far is toilet from room? _____
 Is there sufficient hot water provided? _____
 Do you have a copy of "Hotel Operating Rules" provided during off the hours, and for guests to enter (check) _____
 (Please return form to _____)

Room---A---Classification

Name of Householder_____

Local Address_____

Location_____

Environment_____

Condition of Room

Good Size

Clean--well-kept

Furnishings

A. General

1. Floor--covered with clean attractive rug.
2. Walls--clean, sightly
3. Window space--adequate for floor space.
4. Proper window shades
5. Pretty, clean curtains
6. Bookcase
7. Dresser--attractive, ample drawer space, good mirror.
8. Desk--comfortable desk chair.
9. Restful rocking chair
10. Closet space--adequate
11. Reception room available for callers.

B. Beds

1. Single
2. Good coil springs
3. Hair mattress
4. Clean and adequate covering

C. Lighting

1. Available at all hours
2. Indirect (75 watts)
3. Desk Lamp (60 watts)
4. Floor Plug
5. Proper placement of furniture in relation to lighting.

D. Heating

1. Type (hot water, steam, hot air)
2. Adequacy (68-70 degrees Fahrenheit)
3. Thermometer

E. Ventilation

1. Proper window ventilation
2. Means for supplying extra moisture

F. Toilet Facilities

1. Sanitary
2. Adequate (hot water in sufficient quantities)

To be an "A" room, it should be inviting, clean, sunny, cheerful,
homelike and liveable.

Omissions for "B" room

Condition of Room

1. Fair size
2. Clean--well-kept
3. Furnishings--
 - A. General
 1. Same as in "A" rooms with exception of bookcase.
 - B. Beds
 1. Same as in "A" rooms except:
Good type of spring
Good mattress
 - C. Lighting--Same as in "A" room
 - D. Heating
 1. Adequate stove
 - E. Ventilation
 2. Omit
 - F. Toilet Facilities
 2. Hot water cannot be required at all times.

Continued on p. 2

Condition of Room

1. Light
2. Ventilation
3. Temperature
4. Humidity
5. Noise
6. Air Quality
7. Acoustics
8. Visual Quality
9. Thermal Comfort
10. Air Motion
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299. Air Quality
300. Thermal Comfort

Omissions for "C" Rooms

Condition of Room

1. Small size
2. Clean--well-kept
3. Furnishings

- A. General same as in "A" rooms with exceptions of
Pretty, clean curtains
Bookcase
Supplement desk with table
Rocking chair may be omitted
- B. Beds
Fair springs
Fair mattress
- C. Lighting
Omit indirect (75 watts)
Omit desk lamp (60 watts)
Omit floor plug
- D. Heating
1. Modification--stove (wood or oil)
3. Thermometer (omit)
- E. Ventilation
2. Omit means of supplying extra moisture
- F. Toilet facilities
1. Fair

Condition of soil

1. Soil type
2. Soil texture
3. Soil color

General description of soil
Soil is light brown
Soil is sandy
Soil is loamy
Soil is silty

Soil

1. Soil type
2. Soil texture

Soil

1. Soil type
2. Soil texture
3. Soil color

Soil

1. Soil type
2. Soil texture

Soil

1. Soil type
2. Soil texture

Soil

1. Soil type

New Mexico State Teachers College
Registration of Social Events

(To be filed in the office of the Dean of Women at least three days before the event)

Date _____	
Name of Organization.....	Date of event.....
Place.....
Plan of Entertainment (dance, picnic, etc.).....
Students Responsible:	
Chairman and Committee in Charge.....
Chairman and Committee, Decorations.....
Chairman and Committee, Program.....
Chairman and Committee, Clean-up.....
Other Committees.....
Estimated Expense.....	Method of Financing.....
The following people have CONSENTED to act as Chaperones for this affair.....	
.....	
Consent to use campus buildings has been give.....(President's office)	
Approved.....(Head of Organization	
.....(Sponsors)	
.....(Dean of Women)	

(I have not stated what I have done in regard to the matter)

and

nothing has been done in regard to the matter

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UNIVERSITY OF NEW MEXICO
Albuquerque

Application for Social Dates on Semester Calendar

_____ requests the following dates on the social calendar for the _____ semester, 19__-19__.

Signed _____
Social Chairman

Note: Please list requests below. These requests must be returned to the office of the Dean of Women between _____ and _____

_____. Dates will be assigned in order of application.

Date Place

THE UNIVERSITY OF CHICAGO
LIBRARY

APR 10 1964

THE UNIVERSITY OF CHICAGO

LIBRARY

APR 10 1964

THE UNIVERSITY OF CHICAGO

LIBRARY

UNIVERSITY OF NEW MEXICO
ALBUQUERQUE

REQUEST FOR ANNOUNCEMENT ON WEEKLY PROGRAM

Function: _____

Given by whom: _____ Person in charge: _____

Date (with opening and closing hour) : _____

Place: _____

Signatures of persons who will act as chaperons (if chaperons are required): _____

The above function is approved: _____, Dean of Women

In order that the printer may finish the Weekly Program promptly for distribution each Friday, it is necessary that accurate data for all events be reported to the **Personnel Office** not later than **Thursday noon** for approval and announcement. Any information reported later than that time cannot be scheduled.

It is important that the social chairmen of all campus groups announce the social affairs sponsored by their groups, since failure to report these affairs in time for announcement on the Weekly Program **automatically cancels these affairs**. No exceptions will be made to this rule.

This blank must be returned to the Personnel Office by _____

Friday

Saturday

5

Weekly Program

WEEK OF MAY 14-20, 1939

Events marked with the asterisk (*) are open to the public. Notices to be published in the Weekly Program must be in the hands of Dean Lena C. Clauve on Thursday before noon. Persons desiring to receive the Weekly Program regularly may secure the same by remitting in advance fifty cents per academic year, to cover partial cost of printing and postage. The University has assumed responsibility for investigating and approving the management and chaperonage of social affairs announced on this Weekly Program and approves only affairs so announced.

Sunday

*Services in churches throughout the city.

*Last day for Fine Arts Festival Exhibits in Dining Hall, Art Building, and Museum in Administration Building.

Pi Kappa Alpha Mothers' Day Tea, 2:30 to 4:00 p. m., Mr. Tom Childers in charge, Pi Kappa Alpha House.

Phrateres Founders' Day Banquet, 6:15 p. m., Miss Wilna Gillespie in charge, Student Union Patio.

Monday

*Annual Exhibition of Student Art Work, Art Building and Dining Hall; daily from 8:00 a. m., to 6:00 p. m., and Sunday from 2:00 to 6:00 p. m. This exhibition will hang through the Commencement and Semi-Centennial Exercises.

Athletic Council meeting, 3:00 p. m., Dean S. P. Nanninga in charge, Dean Nanninga's Office.

University Dames Club meeting, 3:00 p. m., Mrs. Robert Hurd in charge, South Parlor of Hokona Hall.

Committee on Open House meeting, 4:00 p. m., Dean M. E. Farris in charge, Dean Farris' Office in Hadley Hall.

Publications Board meeting, 5:00 p. m., Dean J. L. Bostwick in charge, Dean Bostwick's Office.

Alpha Delta Pi Founders' Day Banquet, 6:30 p. m., Miss Betty Fischer in charge, Alvarado Hotel.

*Music Record Program, 7:00 p. m., Mr. Walter Keller in charge, Stadium Building, Room 243.

Independent Men's meeting, 7:30 p. m., Mr. Robert Easley in charge, Student Union Lounge.

Laughlin Sub-Chapter meeting, 7:30 p. m., Miss Mildred Corder in charge, Basement Lounge of Student Union Building.

Town Club meeting, 7:30 p. m., Miss Mary Jo Starrett in charge, Student Union Dining Room.

Tuesday

Sigma Alpha Iota meeting, 5:00 p. m., Miss Jean Ellis in charge, place to be announced later.

Phi Kappa Phi Initiation and Banquet, Dr. E. F. Smellie in charge; initiation at 6:00 p. m., Sara Raynolds Hall; banquet at 7:00 p. m., Alvarado Hotel. Mr. Thomas D. Campbell will speak on "Russia—a Factor in World Peace."

Spur Pledging and Banquet, Miss Betty Burton in charge, Casa Manana; pledging at 5:00 p. m., and banquet at 6:00 p. m.

*Joint Recital of Miss Dorothea Caldwell, soprano, and Mr. George Brooks, tenor; 8:15 p. m., Mrs. Bess C. Redman in charge, Music Auditorium in Stadium Building.

Wednesday

Honors and Awards Committee meeting, 4:15 p. m., Dr. Veon C. Kiech in charge, Dr. Kiech's office.

*Recital of Miss Peggy Paxton, pianist, 8:15 p. m., Mr. Walter Keller in charge, Music Auditorium in Stadium Building.

Thursday

Las Damlas Party for Laughlin Sub-Chapter, 4:00 p. m., Miss Leonore Rodulfo in charge, Basement Lounge in Student Union Building.

A. I. E. E. (Student Chapter) meeting, 7:30 p. m., Mr. John Jacobson in charge, Hadley Hall.

Phi Sigma meeting, 7:30 p. m., Mr. Portz Bretney in charge, Biology Building, Room 6.

Dramatic Club meeting, 8:00 p. m., Miss Louise King in charge, Rodey Hall.

Friday

Athletic Awards Assembly, 11:00 a. m., Dean J. L. Bostwick in charge, Carlisle Gymnasium. Attendance is required.

*Music Record Program, 3:00 p. m., Mr. Walter Keller in charge, Stadium Building, Room 243.

Club Coronado meeting, 4:00 p. m., Mr. Gilbert Miera in charge, North Lounge of Student Union Building.

Kappa Sigma "Casa Lopez" Dance, 7:00 to 12:00 midnight, Mr. Thomas Pilkington and Mr. James Ferguson in charge; dinner at Casa Manana, dancing at Kappa Sigma House; Mrs. L. H. Allen, chaperon.

*Benefit Dance sponsored by Club Coronado, 9:00 to 12:00 midnight, Mr. Gilbert Miera in charge, Carlisle Gymnasium; Dean and Mrs. J. L. Bostwick and Mr. and Mrs. George White, faculty guests.

Publications Board Banquet, 7:30 p. m., Student Union Building. Admission to general public, \$1.00 per plate.

Saturday

Closed Season begins at 8:00 a. m.

NEW MEXICO NORMAL UNIVERSITY

ACTIVITY REPORT

Name of Organization _____ Term _____ Year _____

President _____ Vice-President _____

Secretary _____ Treasurer _____

Other Officers _____

Below give a list in alphabetical order, with last name first, of all members for this term.

Members' Names	Members' Names
1. _____	22. _____
2. _____	23. _____
3. _____	24. _____
4. _____	25. _____
5. _____	26. _____
6. _____	27. _____
7. _____	28. _____
8. _____	29. _____
9. _____	30. _____
10. _____	31. _____
11. _____	32. _____
12. _____	33. _____
13. _____	34. _____
14. _____	35. _____
15. _____	36. _____
16. _____	37. _____
17. _____	38. _____
18. _____	39. _____
19. _____	40. _____
20. _____	41. _____
21. _____	42. _____

NEW BRITAIN HOSPITAL, BRITAIN

ACTIVITY REPORT

Name of Organization _____

President _____

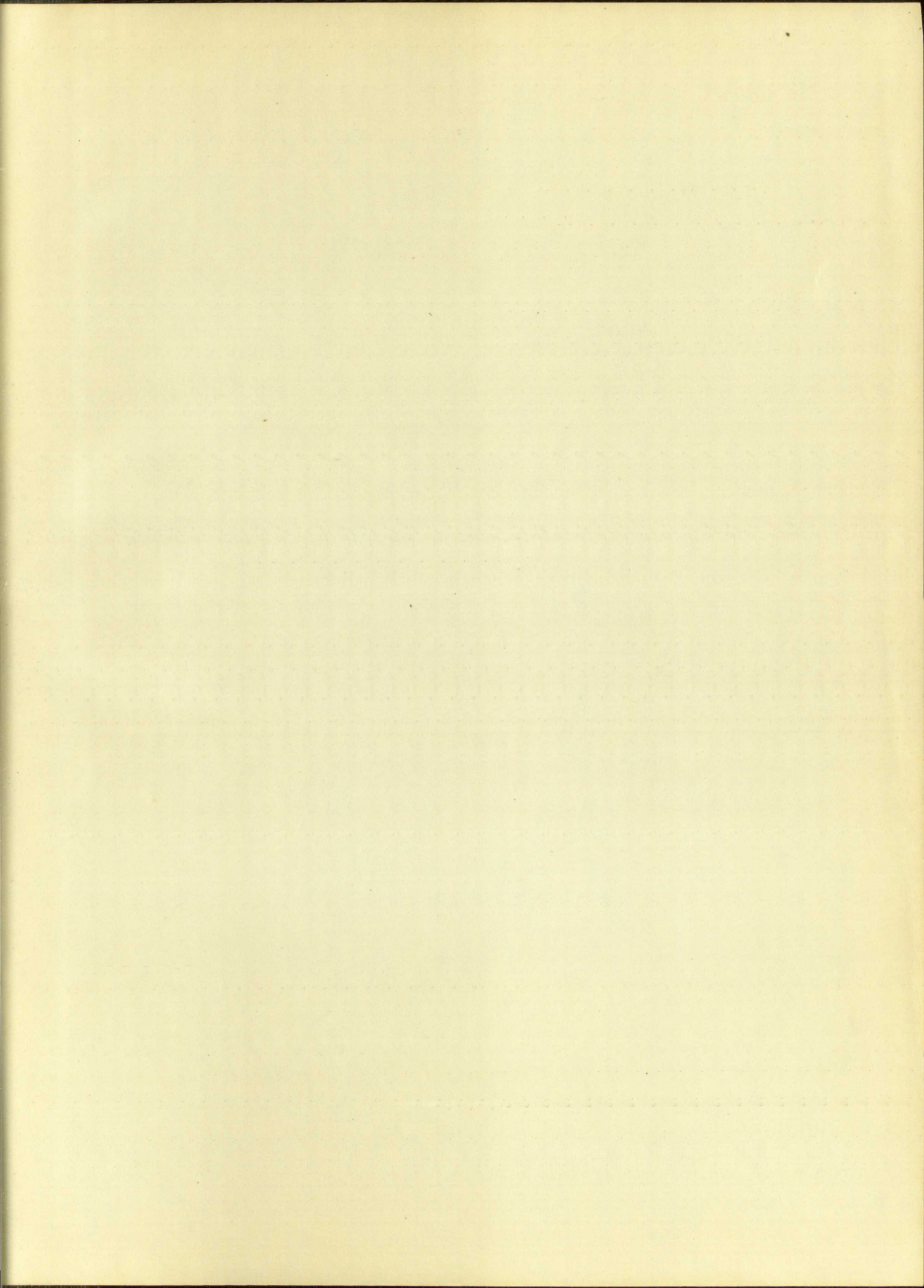
Secretary _____

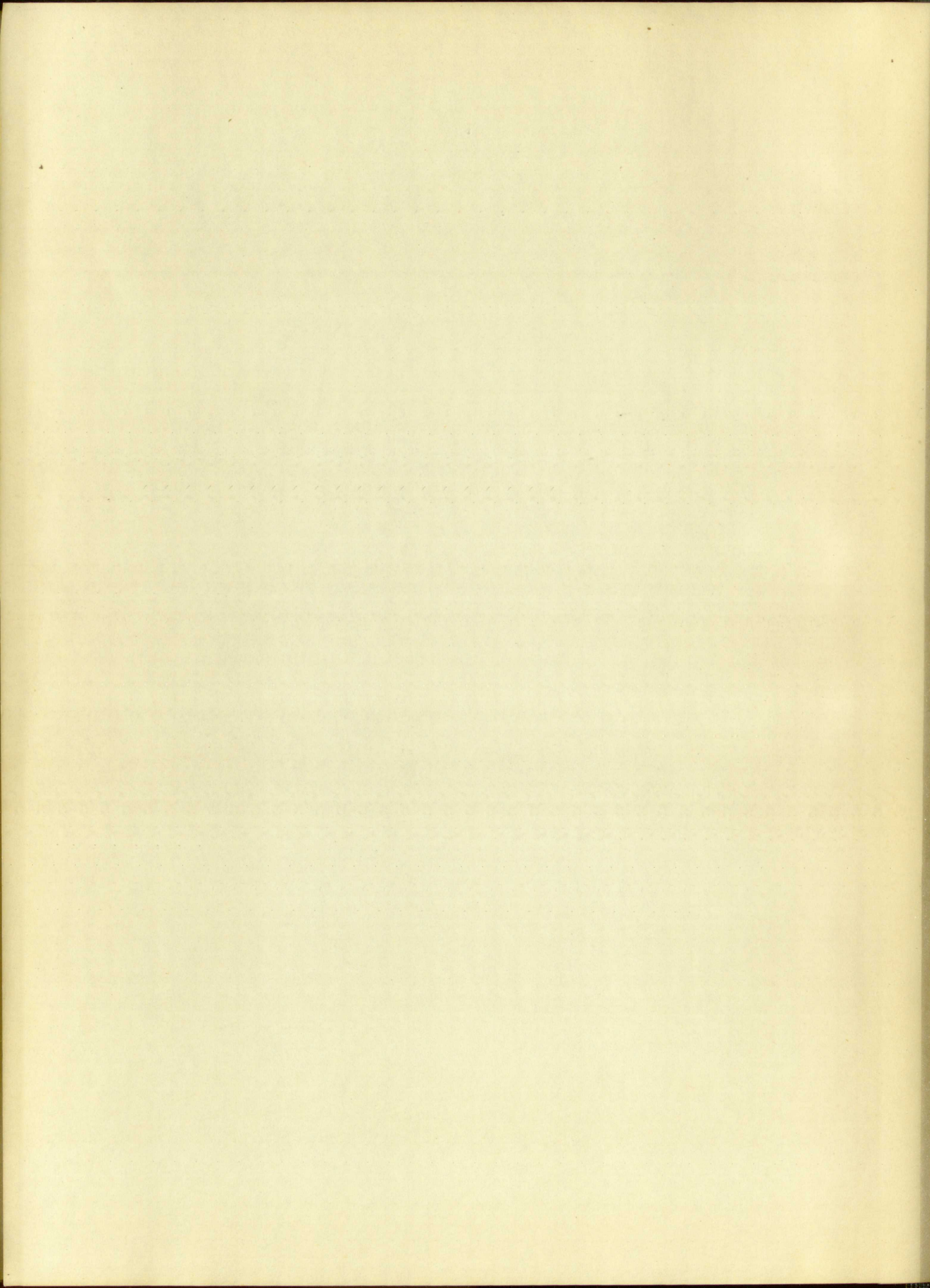
Other Officers _____

Below give a list of all individuals in the group, with last name first, of all members for this year.

Members' Names

1. _____
2. _____
3. _____
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10. _____
11. _____
12. _____
13. _____
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19. _____
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21. _____





IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.



