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THE DEVELOPMENT OF A SOCIAL PROGRAM IN A CHURCH-RELATED
COLLEGE ENGAGED IN TEACHER PREPARATION

by

FRANCES ALEXANDER MACLEOD

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Anna Reger
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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Importance of Study.	1
Statement of Problem	6
Scope of Problem	6
II. CONSIDERATIONS INVOLVED IN MAKING A SOCIAL PROGRAM IN A CHURCH-RELATED COLLEGE FOR WOMEN.	9
Introduction	9
Factor of Size	9
Factor of Location	11
Factor of Segregation.	13
Factor of Church-Relationship.	15
Summary	18
III. CHARACTER TRAITS ESSENTIAL IN TEACHERS	20
Introduction	20
Traits as Revealed by the Literature	22
Traits as Revealed by Interviews	25
Traits as Revealed by Check-List	26
Summary	29
IV. SOCIAL PROGRAM FOR TEACHER GROWTH.	30
Introduction.	30
Objectives and Activities.	31
Cooperative Groups.	33
Suggested Plan	37
Summary	38

CHAPTER	PAGE
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS. . . .	40
Summary	40
Conclusions	42
Recommendations	43
BIBLIOGRAPHY	45
APPENDIXES	49
A. Check-List of Teachers' Traits.	50
B. Tentative Social Calendar	51

CHAPTER I

INTRODUCTION

Importance of the Study

The importance of developing a social program in a church-related school engaged in preparing teachers becomes more and more apparent with the passing of the years, for, although the people of every generation have great tasks facing them, the present age is one of rapid development and unprecedented material progress. It is at the same time a period of apparent social and spiritual lag.

"The child of today is born into a world whose traditions and standards are weakened, a world with inherited good habits but no ruling philosophy of life,"¹ asserts Sir Richard Livingstone, President of Corpus Christi College, Oxford, England. He comments further on this age:

We are advanced, united, international in our material civilization; when we pass beyond it, Babel begins—in our relations with others and even within ourselves. We and our education have been too absorbed in the matter of life to think of the spirit. We must restore to it a vitamin, deficient both there and in our life--a religion, a philosophy of living, a definite ideal to guide, discipline and dominate the lives of individuals, and through them national life. Education, that maid-of-all work, has to set her hand to as many duties as a general servant. But two things she should give everybody before her work is complete--

1. Sir Richard Livingstone, Education for a World Adrift. New York: Macmillan, 1944. p. 17.

an intellectual attitude to life and a philosophy of life.²

Other educators have also expressed the opinion that education would do well to look beyond the material and immediate needs to the development of the spirit. Everett Dean Martin thinks "the best teacher is the seeker after truth amongst his students."³ Referring to the obligation of our colleges in training for the good life, President Coffman of the University of Minnesota says:

Our colleges will fail in their duty to their students unless they are able to inspire them with a broader understanding of the spiritual meaning of science, of literature and of the arts. Unless our college graduates are inspired with these ideals, our colleges have failed in their most important function and our people will be lacking in true culture Our colleges must teach not only science but character.⁴

There has been a similar dissatisfaction with education in America. Albert Outler says "it has sobering implications" and adds:

Premiums are offered for amassing information or acquiring special skills in particular intellectual disciplines rather than for synoptic vision and intellectual virtue; the approved aim is intellectual competence rather than personal excellence.⁵

There have been many studies of this point, such as the Harvard Report, the purpose of which was to discover the

2. Sir Richard Livingstone, On Education. New York: Macmillan, 1944. pp. 31-32.

3. Everett Dean Martin, Meaning of a Liberal Education. New York: Norton, 1926. p. viii.

4. Dennis Clayton Troth, Selected Readings in Character Education. Boston: The Beacon Press, 1930. p. 64.

5. Albert C. Outler, A Christian Context for Counseling, Hazen Pamphlets, No. 18. New Haven: The Edward W. Hazen Foundation, 1948. p. 17.

deficiencies in our educational system and find ways to strengthen it. Committees have worked to improve curricula and have made many suggestions for improving both methods of instruction and courses of study.

As a result, many educators feel that schools generally need to make a careful study of their moral and spiritual as well as their intellectual atmosphere. Outler asserts:

A good college is a community of people living together and mutually dedicated for the time of their residence to the common good of their several minds, bodies and estates. The intellectual disciplines and competence of these people are important; but so also are their social competence and their moral character.⁶

Introducing a report on Education in the Southern Presbyterian Church, Dr. James A. Jones made the following statement:

Beyond all question one of the central features of the church's ministry is a ministry of education. From the very beginning when our Lord commanded His disciples "should teach," the Christian Church has maintained with more or less zeal a constructive and aggressive teaching program.

There is no dissent today from the proposition that our society stands in need of education. We have heard over and over again that one of the chief obligations upon our contemporary culture is to "educate for freedom." Having been engaged recently in armed strife to preserve those rights and privileges which belong to liberty, we are now engaged in a less spectacular but none the less real strife to create a society capable of being free. In that task education will play a primary role. The so-called "secular" educators are seemingly aware that their responsibility is increasingly grave. It is high time that the Christian Church realized that its responsibilities are even more acute. Having fathered the movement of popular education, the Protestant Church of late has appeared to abdicate its eminence of other days. Such a practice is not only a mistake in strategy but a fatal blunder if Protestant Christianity is to perform its high purpose of interpreting to our times the cardinal truths that wisdom begins with the fear of the Lord, and that until we are set free in Spirit by

6. Ibid., p. 17.

the Son of Man our liberties will be license and illusion.⁷

The basic aim of Christian higher education is to provide for the continuous development of well-rounded Christian personalities who are to become leaders in the church and in society.⁸

The question is not, "what are the scientists going to do with the atomic power?" but rather, "what will the Christian religion do with the hearts, the minds, and the wills, the motives, the intentions and the desires of men who hold that power in their hands?" At such a moment in history the architecture of the church college can well be formed in terms of a question mark standing before the door of the future. Integral to any intelligent answer to the question as to the destiny of our world is the question of how well the church college will perform its function. Will it produce a Christian leadership?⁹

Since Flora Macdonald is a church-related liberal arts college, most of whose graduates become directors of religious education, church organists, choir leaders, or teachers and since its stated aim "is to develop and educate young women for successful Christian living and service, in the home, the church, the school and the community,"¹⁰ the question arises: Is the college spending too much time and effort teaching skills and not enough training the hearts and wills of its students?

If, as has been stated before, the present generation seems adrift, without an anchor, the failure to furnish the

7. James A. Jones. From a report on Education in the Southern Presbyterian Church in the Synod of North Carolina, given at the meeting of the Synod at Flora Macdonald College, Red Springs, North Carolina, September 9, 1947. p. 1.

8. W. P. Hieronymus, "Design for Christian Higher Education Today," Christian Education, XXXI (June, 1948), 113.

9. Ray Lindley, "The Church College Speaks to the Church," Christian Education, XXXI (June, 1948), 126.

10. Flora Macdonald College, Bulletin 1948-49. Red Springs, North Carolina: The College, 1949. p. 19.

needed environment necessary to abundant living for these young people is not only the fault of their biological heritage and the public schools which they have attended, but, to a certain degree, it is also the fault of the college. It has apparently failed to teach true values or to give to its students the kind of education which prepares them to meet the complexities of this age.

It is not the function of any college to try to imitate Pygmalion and mold a person into the form it pleases to have him become, but it is its highest duty to create an atmosphere in which each person can find the materials and guidance which will help him plan and promote his own personal development so that he may become a true scholar with his mind open to the truth. "We need to stimulate the operation of democratic idealism by cooperation and demonstration on the college level."¹¹

When a graduate from a church college goes into a community as a choir director, director of religious education, teacher in the public schools, or wife, her intellectual attainments are important, but her personality as expressed in her appearance and in her way of life are more important. This young woman should be the kind of person whose influence is of the finest and best. The people of the community, especially in the rural sections to which many of them go, look to these graduates for their pattern of life.

¹¹ H. S. Tigner, "Learning by the Experience of Suffering," Christian Century, XX (February 12, 1947), 486.

Statement of the Problem

The purpose of this study is to determine, as nearly as possible, the best type of social program to be developed in Flora Macdonald College, a church-related liberal arts college engaged in teacher preparation. Through this program it is hoped that each student can be helped to develop into a young woman prepared for successful Christian living.

In the solution of the major problem one finds lesser problems, which are suggested by such questions as these:

1. What limitations do such terms as "church-related" and "college for women" place on a social program?
2. What traits and qualities are desired for all women and for teachers in particular?
3. What social activities can promote these traits in a college which is church-related and which limits its enrollment to women?

The Scope of the Problem

In considering the scope of the problem, it should be remembered that there are two types of colleges in the Southern Presbyterian Church: the first is owned, controlled, and financed (in part) by the church; the second is privately owned but has been, at one time, under the control of the church and still looks to the church for moral support. This study is concerned only with the first type of college--the one controlled by the church.

It should also be stated that the study is unique in that it is primarily concerned with a college whose enrollment

is limited to three hundred students, all of whom are women, and which is situated in a small town nearly one hundred miles from a large city.

However, the study is primarily concerned with determining the qualities which are necessary in a successful teacher and selecting a social program at Flora Macdonald College which will help the prospective teachers there develop these traits of character.

To further clarify the last statement the following definition is offered: a social program is one which includes all activities engaged in by the students of the above college other than those which are purely academic or strictly religious.

Method Used

The procedure of the present study may be outlined briefly. First, a careful survey was made of various reference sources to determine what work had been done in this field. The survey revealed that there is no study directly related to this area.

Next, an extensive and careful study of more than one hundred college catalogues, handbooks, outlines of social activities and other data relevant to the study was made to determine what other colleges are doing in recreation and social life.

In addition a survey of the literature on character education, guidance, and counseling, as well as the social activities, in the colleges was made to determine the opinion

of the authorities on this subject.

To supplement the data collected from the literature a validated check-list of eighty-three character traits was used in securing the opinions of four groups of people interested in the subject of successful teaching. The check-list and results of the study are treated in Chapter III.

Finally, in order to study the social life of similar institutions, most of the church-related colleges for women in North Carolina were visited.

CHAPTER II

CONSIDERATIONS INVOLVED IN MAKING A SOCIAL PROGRAM IN A CHURCH-RELATED COLLEGE FOR WOMEN

Introduction

The very nature of the institution creates inevitable limitations which must be taken into consideration in planning a social program in a college which is church controlled; and when this college has only women students, there are additional problems and limitations.

What then are some of the problems which will be encountered in planning a social program for a woman's college, limited to three hundred students, located in a small southern town, and controlled by the Southern Presbyterian Church?

Factor of Size

There are both advantages and disadvantages in attending a college with a small enrollment. In such colleges the members of the faculty can know personally every member of the student body; each student can know with a fair degree of intimacy every other student, and the administrative officers can be intimately associated with both faculty members and students; this last fact allows for the selection of an adviser best suited to the needs of each student, which tends to create a feeling of unity not possible in a large college or university.

On the other hand the curriculum is less diversified and the choice of courses is confined to the basic courses of the Liberal Arts because there are not sufficient funds to employ extra teachers, nor space to house the necessary classrooms, laboratories, and studios for classes in special subjects.

In most cases the library and other facilities for intellectual development and cultural pleasure are not as extensive in a small college as in the larger ones. But in this particular college the library has been built up rapidly in the past three years to meet the demands of the Southern Association and is now adequate for the needs of its faculty and students. This college supports a concert and lecture course consisting of six numbers. Often the visiting artist or lecturer will spend several days at the college. In this way the students and faculty members have the advantage of close association with many of them. On the other hand, in a large college the library facilities may be multiplied a hundredfold in the book collections, other materials offered, and in superior advice and assistance available from the library staff. The larger schools also have a larger number and often better artists and lecturers appearing on their concert and lecture courses and are able to offer many extra attractions each season.

It is likewise true that the recreational equipment and program in the small school are often limited by the size of the plant and by the lack of funds necessary to maintain a

satisfying program. Herbert A. Hawkes says that "the practical human values acquired from extra-curricular activities are often more important than much of the classroom instruction."¹ This lack of funds for a recreational program is, therefore, quite a serious disadvantage.

There are many reasons for the inadequate financing of these "extras" in a small college of the type with which this study is concerned. The endowment is small—about three hundred thousand dollars—and is a source of very little income at the present rate of interest. The registration fees, which must compete with those of heavily subsidized state-supported schools, must be kept low. Then many overhead expenses diminish proportionally after a certain size or enrollment figure is reached in larger institutions but this is not true in smaller ones. Also to be considered is the fact that the college draws students for the most part from the rural communities and small towns within a radius of about two hundred miles; very few members of this group could receive higher education unless the fees were kept comparatively low.

Factor of Location

There are certain advantages, as well as disadvantages, in having a college located in a town with a population of less than five thousand people. One of the benefits is that the people of the college community and the citizens of the town can know each other more intimately than they could in a large

1. Herbert A. Hawkes, Through a Dean's Open Door. New York: McGraw-Hill, 1945. p. 135.

town, and the people of a small town are much more likely to include the students and faculty members in their social and civic functions, thus giving the students in a small college this broadening experience. The membership of village churches is smaller than that of most of the city churches, making it possible for the students of a small college town to have a closer relationship with the people of their church and to feel more at home in their surroundings. This feeling of belonging to a local church group has been found to be a helpful factor in dispelling homesickness and unrest.

On the other hand, the shopping facilities of a small town are often inadequate, making it necessary for the students and faculty members to travel to larger towns to purchase their wearing apparel and other necessary articles. A small town located in an agricultural community must of necessity cater to the needs and tastes of the farm people insofar as possible. As most of the farmers have automobiles, their wives and daughters may do their shopping in larger cities; therefore the town may offer much better farm equipment than the kind of merchandise which college people wish to purchase.

It is desirable, if not necessary, for a college community to have attractive and pleasant lodging and restaurant facilities for families and friends who are frequent guests of both students and faculty. The complete lack of such accommodations is an embarrassment and handicap in the social life of a college. Likewise the absence of outside places of recreation, such as public parks, city auditoriums, and

museums is a handicap to any college community. Small towns rarely provide such advantages.

Motion picture theatres are an almost indispensable part of the recreational life of the college student. The theatres in small towns are often small, unattractive, poorly housed and equipped, and their pictures are of second rank and often inferior quality, while in large communities the theatres are more numerous, more attractive and offer superior and more entertaining pictures.

Another, and a very serious and objectionable feature of a college located in a small town in a rather isolated section, is the fact that there are few suitable young men with whom the students may associate. For example, there is only one men's college, and it is a very small junior college, near the woman's college which is the subject of this study. Most of the town boys, who would be congenial companions for the college girls, are away from home during the school year in college, the army or navy, or working in other communities.

Factor of Segregation

The fact that the college is limited to women students also has its advantages and its disadvantages.

For instance, in an issue of Life Magazine, Janet Trowbridge of Smith College gives good reasons why she likes a college for women only. She says that she saves a lot of time because there are no boys around. In the mornings she doesn't have to wear make-up and that during the week her dress can be less formal; this makes it possible for her to

save money for more important things, such as summer trips and her best clothes for week-end trips. In addition the girls can be much freer in their sports. She adds the time that otherwise would be spent dating in the evenings is spent holding debates and club meetings or singing songs. The girls "throw" huge dances two or three times a year to which men from other colleges are invited and it is much more fun because the occasions are less frequent. One of the professors of Smith College also comments that many students would "cut out" half of their questions in class were there men present.

Many faculty members are convinced that the woman's college set-up is best. They think that there is less tension in class, that the assignments are better prepared, and that there is no need to worry for fear a boy will snicker or a girl blush. They answer the accusation that there is segregation by the fact that many men's colleges do not enroll women and no one speaks of segregation in such cases.²

In the same article, on the other side of the question, a Missouri professor says, in speaking of mixed classes:

I like it because that's life. My objection to a girls' school is that there's no sense to such practice. Why should a girl grow up with boys, date them, study with them in high school and then suddenly be barred from their association except on certain social occasions? In the most advanced and most important stage of their education such girls are forced to live in a world of unreality, at the end of which they will be graduated back into reality where women must live and work with men.³

2. "Missouri vs. Smith: Girl Student at One and Co-ed at Other Lead Different Lives," Life, XXVI (May 9, 1949), 67-72.

3. Ibid., 80.

Students in a woman's college are often restless and dissatisfied because of the lack of male companionship. As the men must be imported for all special social activities, it is more difficult to provide suitable companions for every young woman; therefore, many will not have dates for week-ends and special events.

Another disadvantage lies in the fact that one of the dangers in a woman's college most difficult to handle is "crushes." Some young women may develop sentimental attachments for each other or for members of the faculty, especially for the young, attractive faculty members, both men and women.

Factor of Church Relationship

In a church-related college the majority of the students are earnest young people who are eager for a college education and are willing to work hard to become useful, efficient citizens. They are usually of about the same social and economic level, which makes for a happier situation. They are likely to be less spoiled and less sophisticated as a group and more eager to do what is best for the college community than are the students of state or privately supported institutions.

However, a college that is supported by the Southern Presbyterian Church is limited in its social functions and activities not so much by the rules of the Book of Church Order as by the interpretation of these rules by the administrators, boards of trustees, and faculty members of the college.

In the past it has been the custom to elect to the

presidency a man familiar with the Bible and versed in theology rather than an educator. Such a man might be a fine Christian gentleman but have little sympathy or understanding of the younger generation.

Members of the boards of trustees of the colleges under the supervision of the Southern Presbyterian Church, as a rule, have been elders and ministers in the church. The same men, and, until recently, only men served on the board, would continue as trustees indefinitely, which caused in many cases decisions characterized by lack of vision. A great many of their ideas had been set several decades ago and were unchanged and unchangeable.

Even now the criteria for the selection of trustees may be prestige in the community, success in business, or leadership in the local church; while a knowledge of academic problems or an understanding of the heart and mind of a young person seldom seems to be considered. In recent years there has been a rotation system for the election of trustees and women, who are often prominent alumnae and in many cases mothers of students, have been added to the membership.

This means that there are always some experienced members on the board, some with new ideas, and women who understand the problems of young women. This makes for a more liberal minded group. Their presence has already begun to be reflected in the attitudes of the trustees toward many college activities, both academic and social.

In many church schools, faculty members have been

selected because of their college degrees and their church affiliation, with little consideration being given to their understanding or love of young people. In the early days of these schools the entire program—academic, social and religious—was in the hands of the administrative officers and the members of the faculty. Later, when conditions changed, a few faculty members still seemed unwilling to relinquish this responsibility or right. In this day when student government and responsibility are generally recognized and accepted by colleges this has caused students to resent adult planning or interference. Therefore, it appears that the criteria for the selection of faculty members in colleges as well as in other schools should include human qualities as well as intellectual ability.

Parents often send a daughter to a church school because they cannot control her at home and they wish some one else to do what they have been unable to do. If the young person rather than the parents selects the college which she is to attend, there is a possibility that she will be more content with the college routine. Many parents expect the college to make and enforce definite restrictions concerning smoking, riding, dating, and other behavior which have been allowed at home. When the college does this, it causes discontent, restlessness, and often misconduct.

In the church, as in the entire world, there is the conservative, usually older, element of men and women, and the more liberal element. This causes differences of opinion

and in some cases open conflict on the floor of the Presbytery, Synod or General Assembly. Such conflict among their elders causes dissatisfaction and confusion in the minds and lives of the young people. If the students are aware that certain leaders at home and among the trustees feel sympathetic toward activities in which they desire to engage, but which are disapproved by the president and certain faculty members, they are likely to by-pass the disapproving group and try to secure approval for the desired activity from the board of trustees. This division in the college family makes for distrust and unhappiness.

Summary

Briefly then these are some of the advantages and disadvantages of the small church school for women, which have an important bearing upon the planning and execution of an adequate social program. A small college in a small town has the advantage of a feeling of unity within the college community and with the town community and its churches. The students are more nearly of an equal social and financial level, which makes for contentment. In classes composed only of women there is the absence of tension, and there is more freedom in asking questions and lecturing on the part of the **faculty** members.

Visiting lecturers and concert artists can be informal and give the students the opportunity to know them more intimately. On the other hand the small college cannot present as many or as famous names on the lecture course. Also lacking

is the wide range of choice in the curricula because of the dearth of funds necessary for instruction and equipment of various kinds. Nor are the library facilities as adequate as in a larger college or university. The town does not offer good picture theatres, hotels, restaurants or parks and museums. There are few congenial young men available for dates or social functions.

In planning a satisfying social program all these factors must be taken into consideration. Every advantage must be known and used and the disadvantages overcome, so far as possible.

CHAPTER III

CHARACTER TRAITS ESSENTIAL IN TEACHERS

Introduction

That traits of character and personality are important in teaching has always been recognized. Dean McIntosh, of Barnard, emphasizes this fact, through the Herald Tribune Forum, when she makes this strong plea for moral values in our present education system.

The actual content of courses is not so important as the method by which it is presented; the material of the curriculum is insignificant in comparison with the quality of those who teach. Thus, Thomas Arnold of Rugby could influence hundreds of English boys to accept the call of duty and of citizenship not through expensive "integrated" courses but through the sheer force of his own conviction and the clarity of his own goals. So have devoted teachers through the ages met the challenge of their own time I believe that this moral synthesis should be a major objective of education, but that it can be provided only through freedom of inquiry and discussion, and by the personal idealism of the administrators and teachers who themselves cannot escape the necessity of coming to terms with the major problems of living. In this, we are surrounded by a cloud of witnesses: great teachers from Socrates to Whitehead and Toynbee, who were aware of the moral and spiritual implications of knowledge, and accepted fully the responsibility for passing these on to their students and the world.¹

Holden, speaking of the qualifications for prospective teachers, says:

A student going out from the college to teach should be qualified by measures more significant than a major in some subject field accompanied by a given

1. Mrs. Rustin McIntosh, "Curriculum for a Crisis," The Intercollegian, LXVI (March, 1949), 6.

number of certification credits in education. It was keenly felt that the personal characteristics were of as great importance as competence in subject matter and professional background. Furthermore, it was recognized that many students in their senior practice teaching who show various degrees of deficiency in such traits as voice, poise, personal adjustment and professional attitude could have developed more desirably along these lines, had the importance of such development been called to their attention early in their college career.²

Elizabeth Barker of Teachers' College, St. Cloud, Minnesota, comments on the relationship of personality adjustments to teacher efficiency thus "personality, emotional stability and adjustment are important factors in teaching efficiency."³ She defines personality as

. . . the sum of one's quality of body, mind and character, which implies all of those mental, emotional and physical factors in an individual which have come through heredity and environmental influences.⁴

She also says that personalities are constantly altered by changing circumstances. Charters, of Stephens College, defines personality as "the integrated total of the traits possessed by an individual,"⁵ and character as "the most fundamental of the traits of personality."⁶ He says further that in order to bring about the development of desirable personality and character in ourselves and others it is

2. John A. Holden, "Guidance of Prospective Teachers in a Liberal Arts College," School and Society, LXVI (November 22, 1947), 394.

3. Elizabeth Barker, "The Relation of Personality Adjustments of Teachers to Their Efficiency in Teaching," Journal of Educational Research, LXI (May, 1948), 664.

4. Ibid.

5. W. W. Charters, The Teaching of Ideals. New York: Macmillan, 1928. p. 39.

6. Ibid., p. 41.

necessary to discover the incentives which "may create a desire for" these desirable traits or ideals.

A vast body of fact and opinion is available for the training of teachers, but some basis for selection from this store of information is needed. Therefore, it was considered necessary to ascertain the traits which characterize good teachers and also to determine what qualities of character in women are essential for successful living.

Traits as Revealed by the Literature

In determining these traits the following procedure was used. First, an extensive survey of the literature on the subject was made. This survey revealed that the distinguishing qualities that make a person successful in any profession, with a few exceptions, are the same as those which make him a successful teacher. W. K. Wisheart, for instance, in an interview with Charters, found that he considers the following characteristics very important to success in general:

. . . ambition, industriousness, persistence and patience, dependability, forcefulness, effectiveness of speech, self-confidence, friendliness, adaptability, tact, cheerfulness, good judgment, sensitiveness to criticism, ability to size up people, memory, neatness, health habits, discrimination, economy, and capacity to delegate work.⁷

In a list of desirable teacher traits Charters and Waples include:

. . . adaptability, appreciativeness, attractive personal appearance, breadth of interest, considerateness, cooperation, definiteness, dependability,

⁷ W. K. Wisheart, "Personality—Its Twenty Factors and How You Can Develop Them," American Magazine, XCVII (April, 1924), 9-11.

diligence, enthusiasm, exactness, fluency, forcefulness, good judgment, good taste, health, honesty, leadership, magnetism, open-mindedness, progressiveness, promptness, propriety, scholarship, self-possession and thrift.⁸

It is apparent that Charters believes that the traits which make for success in one line of endeavor are in many respects similar to those making for success in other lines of endeavor.

Webster P. Reese, discussing personality and success in teaching, stresses

. . . intelligence, initiative, health and a pleasing personal appearance, self-control, self-confidence and confidence in others, decisiveness, economy, friendliness, adaptability, cheerfulness, tact, effectiveness of speech, ambition, industriousness, persistence and patience, and forcefulness.⁹

Books and articles on this subject often refer to the list of W. W. Charters and use it for the traits or qualities which are needed for teachers. Therefore it becomes apparent that authorities are more or less agreed as to what traits are desirable for success in teaching. Elizabeth Hunt Morris, commenting on personal factors in successful teaching, says:

In general, it is the way traits supplement and influence each other, rather than the possession of certain ones, that determines the degree of a teacher's success from a personal standpoint.¹⁰

The following list of qualities of a good teacher was

⁸ W. W. Charters and Douglas Waples, The Commonwealth Teacher-Training Study. Chicago: University of Chicago Press, 1929. p. 67.

⁹ Webster P. Reese, Personality and Success in Teaching. Boston: The Gorham Press, 1928. pp. 53-95.

¹⁰ Elizabeth Hunt Morris, Personal Traits and Success in Teaching. New York: Teachers' College, Columbia University, 1929. p. 42.

drawn up at the National Conference on the Education of Teachers, held during the summer of 1948 in Bowling Green, Ohio:

- (1) Possesses human qualities (sympathetic understanding, fairness, patience);
- (2) Is emotionally stable;
- (3) Possesses outstanding native ability together with adequate professional training;
- (4) Is intellectually alert and curious;
- (5) Has pleasing personality and appearance;
- (6) Is capable of full participation in a democratic society;
- (7) Possesses ability to think critically and objectively;
- (8) Has well-rounded interests and possesses healthy outlook on life;
- (9) Keeps up-to-date with and participates in professional affairs;
- (10) Understands the importance of developing world citizenship and better human relations.¹¹

In 1926 the faculty of Stephens College conducted a project in search of traits which were applicable to women and which might become objects of development in a woman's college.

As a final step in the study a list of these traits was submitted to the students of Stephens for their judgment. With some revisions the list became the "Ten Ideals of Stephens College." These ten ideals were arranged in an acrostic and published for college use in this form:

Stephens College girls will strive to be:
 Tireless and forceful in doing
 Everything they set their minds to do;
 Proud of their natural endowment of
Health and determined to guard it.
 Ever willing to discipline themselves;
 Never failing in cheerfulness and poise;

¹¹. National Committee on Teachers' Examinations of the American Council on Education, The Selection of Teachers, Bulletin No. 10, December 30, 1948. Washington, D. C.: The Council, 1948. p. 2.

Sincere and honest in word and deed;
 Courteous in speech, and action,
 Overlooking all false social barriers;
 Lovers of careful and exact scholarship,
Lovers, too, of beauty, wherever found;
 Ever reverent toward the spiritual;
 Generous in womanly service, whether
 Enlisted for home, friend or community.¹²

A survey of the literature revealed uniformity in the opinions of authorities regarding the qualifications a woman needs in order to be successful in the teaching profession. Although similar terms were often used, the following characteristics were mentioned most frequently: forcefulness, adaptability, good health and a pleasing personal appearance, fairness, dependability, intelligence, good judgment, cheerfulness, and friendliness.

Traits as Revealed by Interviews

Turning next to students and colleagues for aid in the compilation of a useful list of character traits, the writer planned interviews and discussions with these groups. Pertinent information was recorded during or immediately after the discussions. Those interviewed were asked to list the ten qualities which, in their opinion, were those qualities most necessary to the development of a successful teacher. The discussion showed that the following traits were ones upon which the largest number agreed: adaptability, courtesy, cooperation, generosity (in act and spirit), attractive personal appearance, straightforwardness, intelligence, unselfishness, understanding of and love for young people, respect for personality, and appreciation

¹². W. W. Charters, The Teaching of Ideals. New York: Macmillan, 1928. pp. 60-61.

of humor, people, beauty and spiritual values.

It is interesting to note that the result of these interviews showed a high degree of correlation between the type of qualifications selected by these groups and those suggested in the survey of literature on the subject.

Traits as Revealed by Check-List

In an effort to supplement the opinions found in the literature and the discussions and interviews with interested people, the writer prepared a check-list¹³ for sampling the opinions of a selected group of educators and prospective teachers.

The check-list, which was sent to college professors, administrative officers, and college students, as well as grade teachers, was one taken from a study made by Charters and Waples. Each person was asked to check the ten characteristics, which to him seemed most important, using as a criteria [traits] (1) for women in general, (2) for teachers in particular, and (3) those which could be developed at Flora Macdonald College.

Eighty-three characteristics were included in the list submitted for consideration and checking. From this number, as shown in Table I, twenty-three persons checked personal appearance and twenty-two dependability, thus giving these two traits the top rating. Interest in pupils and a sense of humor came second, with nineteen votes each; honesty was third with eighteen checks. Adaptability was checked by sixteen, cooperation by fourteen, self-control by thirteen, with

¹³. A copy of the check-list will be found in Appendix A, p. 50.

TABLE I

RANK-LIST OF TRAITS CONSIDERED DESIRABLE FOR COLLEGE WOMEN
AND TEACHERS, AS RATED BY A GROUP OF COLLEGE PROFESSORS
AND ADMINISTRATORS, PUBLIC SCHOOL TEACHERS, AND
COLLEGE STUDENTS

Trait	Group* Indicating Each Trait			Total (45)
	College Professors and Administrators (8)	Public School Teachers (17)	College Students (20)	
Attractive personal appearance	2	10	11	23
Dependability	3	5	14	22
Interest in pupils	4	12	3	19
Sense of humor	1	9	9	19
Honesty	6	4	8	18
Adaptability	3	6	7	16
Cooperation	2	8	4	14
Self-control	2	2	9	13
Open-mindedness	2	4	5	11
Fairness	2	6	3	11
Morality	3	5	3	11
Intellectual curiosity	1	3	6	10
Patience	0	4	5	9
Good judgment	2	6	1	9
Unselfishness	2	1	6	9
Poise	2	3	4	9
Ambition	0	6	2	8
Enthusiasm	2	1	5	8
Health	1	5	2	8
Initiative	1	1	6	8
Refinement	3	2	3	8
Interest in community	0	6	1	7
Intelligence	0	4	3	7
Breadth of interest	3	2	2	7
Accuracy	3	3	1	7
Sympathy	1	3	2	6
Industry	4	2	0	6
Loyalty	1	2	3	6
Courtesy	5	0	1	6
Resourcefulness	1	3	2	6
Considerateness	0	3	3	6
Punctuality	0	3	3	6
Scholarship	4	0	1	5
Interest in profession	0	4	1	5
Kindliness	0	3	2	5
Appreciativeness	0	3	2	5
Alertness	1	2	2	5
Self-confidence	0	1	4	5
Approachability	3	0	2	5

TABLE I (continued)

RANK-LIST OF TRAITS CONSIDERED DESIRABLE FOR COLLEGE WOMEN AND TEACHERS, AS RATED BY A GROUP OF COLLEGE PROFESSORS AND ADMINISTRATORS, PUBLIC SCHOOL TEACHERS, AND COLLEGE STUDENTS

Trait	Group* Indicating Each Trait			
	College Professors and Administrators (8)	Public School Teachers (17)	College Students (20)	Total (45)
Purposefulness	2	0	3	5
Consistency	1	0	3	4
Leadership	0	2	2	4
Discretion	1	1	1	3
Courage	1	1	1	3
Definiteness	1	0	2	3
Independence	0	0	3	3
Calmness	0	0	3	3
Foresight	0	0	3	3
Pleasing voice	0	1	2	3
Consistency	0	1	2	3
Modesty	0	1	1	2
Carefulness	1	0	1	2
Cheerfulness	0	2	0	2
Originality	0	1	1	2
Dignity	0	1	1	2
Sobriety	0	1	1	2
Helpfulness	0	2	0	2
Good taste	0	0	2	2
Imaginativeness	0	1	0	1
Insight	0	0	1	1
Progressiveness	0	0	1	1
Magnetism	0	0	1	1
Pleasantness	1	0	0	1
Thoroughness	0	0	1	1
Perseverance	0	1	0	1
Firmness	1	0	0	1

*The number of persons who replied to the check-list is given in parentheses at the head of each column.

morality and open-mindedness and fairness getting eleven points each. It was noticed that intellectual curiosity came eighth with only ten people checking it. Patience, good judgment, unselfishness, poise were rated by nine people each. Ambition, enthusiasm, health, initiative, refinement were checked

eight times, whereas intelligence, breadth of interest, and accuracy were checked by seven of the forty-five respondents. Sympathy, industry, loyalty, courtesy, resourcefulness, considerateness and punctuality were given only six checks. Other items, such as cheerfulness, firmness and self-confidence, received from one to five checks.

The traits or qualities which were rated highest in this study were used with the other studies in suggesting a proposed social program at Flora Macdonald College to help develop successful teachers.

Summary

As a result of a careful study of the above data and in cooperation with two committees, one of faculty members and one of students, the following qualities were selected as desirable to consider in the proposed social program for Flora Macdonald:

1. A generous measure of human qualities such as: adaptability, courtesy, generosity, dependability, fairness and love and understanding of young people;
2. Breadth of interests and a healthy outlook on life;
3. More than average ability and adequate professional training;
4. Pleasing personality and personal appearance;
5. Appreciation of beauty, humor and people;
6. Reverence for the spiritual.

CHAPTER IV

SOCIAL PROGRAM FOR TEACHER GROWTH

Introduction

It is generally recognized that the extra-curricular program for women affords the opportunity for character development that makes more interesting and more successful women. Through its very limitations a small college offers extensive opportunities for the development of cooperation, initiative, and other qualities which make for a richer life. The college situation offers one of the greatest contributions to social responsibility. Here are a large group of young women from numbers of homes and communities brought together in the narrow confines of a college campus. All community relationships are multiplied because the people must live and work in constant proximity. College is not a preparation for life; it is life. It provides the finest opportunity for the development of social attitudes and responsibility.

As Ordway Tead says:

The social life of students, and especially the functions where boy meets girl, can have splendid character-building value, I need hardly point out. But such social life will profit best where there is subtle but genuine adult aid in the setting of standards and in support to help assure the social affairs live up to them. In a day when confusion exists in the general community about the conduct together of men and women, an ounce of wholesome example in having fun together is worth a pound of preachment or policing. Our young people do not need to be

policed but they do need to see embodied in dances, hikes, dramatics and other activities, a kind of behavior which has a hearty tone, a considerate spirit, and a wholesome attitude toward the other sex. Young people will take pride in social functions of all kinds which have form and comeliness, if they can habitually have the experience of participating in occasions where sensible (not straight-laced) standards are in force, which commend themselves to the innate good taste and good sense of the majority of the students.¹

Objectives and Activities

As shown in Chapter III, the following qualities were selected as desirable outcomes of the proposed program at Flora Macdonald College:

1. The human qualities of adaptability, courtesy, generosity, dependability, fairness and understanding;
2. Breadth of interests and a healthy outlook on life;
3. Above average ability, and adequate professional training;
4. Pleasing personality and appearance;
5. An appreciation of beauty, humor and people;
6. Reverence for the spiritual.

There are many activities which may be utilized as an aid in inculcating desirable character traits in students. The types of activities most likely to encourage students to develop the human qualities are sports, such as basketball, hockey and table tennis; participation and cooperation in the conduct of the halls; working on committees of all kinds, where compromises must be made to come to general agreement;

1. Ordway Tead, Education for Character, Hazen Pamphlets, No. 22. New Haven: The Edward W. Hazen Foundation, 1947. p. 13.

taking part in Thanksgiving and Christmas parties, where others who are less fortunate are the central figures; and doing voluntary hostess work, such as answering the telephone and other hostess duties.

If, similarly, a student can become interested in listening to good music, joining the International Relations Club (and working energetically in it), working on one of the college publications, taking an unrequired course in poetry or biography or even required courses, she most probably will gain a breadth of interest and a healthy outlook on life.

Although the Education Department by intelligence tests sees that everyone selected as a student teacher has average or above average intelligence, is equipped with professional training and is interested in her profession, many other qualities can be acquired or promoted in less formal manner. For instance the example of faculty members can do much to make young women conscious of their personal appearance and social poise, but their classmates can do more. If it is the practice or "the thing to do" to be dressed properly for every occasion, practically everyone will fall in step. An adolescent would rather be wrong than different. The students will take interest in their personal appearance if others pay attention when they are well dressed and if there are many occasions when their good or indifferent appearance makes a difference.

An appreciation for beauty can be developed in students by surrounding them with beautiful things and pointing

out their points of excellence. The beauties of nature, fine paintings, beautiful music, and good literature can be used to great advantage in a college to develop this esthetic sense.

In like manner by beginning the day with a short prayer at the breakfast table, regular attendance at a chapel period of meditation, daily reading of the Bible, attendance at prayer bands and regular and special services of the Christian Association, a student has the opportunity to develop a feeling of deep reverence for the spiritual.

Cooperative Groups

There are many groups on a college campus which may cooperate in the development of this social program at Flora Macdonald. For example, the two social activities committees plan and supervise, to a limited degree, all social functions. One committee is made up of faculty members; the other is composed entirely of students. The dean of women is chairman of the faculty committee and the president of the Epsilon Chi Society is chairman of the student committee.

The home economics department, whose head is a member of the social activities committee, may contribute much to broaden the social outlook of the students and to add to the pleasure of every member of the college family. This department may help to develop social graces through the training in sewing, cooking, and home furnishing. It may give style shows where correct dress for many occasions can be illustrated. It may encourage its members to give dinners and teas, thus giving them practice not only in the preparation of such

occasions, but in the act of meeting people and in the art of conversation. In addition, through its nursery school, love and understanding of children can be developed and practiced.

The International Relations Club and the Highland Players, which are controlled and operated by students with faculty advisers, can contribute much that is valuable to the members of the clubs and to the entire college community. Membership in the International Relations Club is based on a student's active interest in present day affairs—local, national, and international—and her participation in discussions and reports at club meetings. Each student, together with other members, acts as hostess at one of the meetings. Several programs may be given by the students to inform and interest others in these events.

The dramatics club membership is determined by talent and ability. The officers and adviser should be alert to the needs of non-member students, and in this way might discover unsuspected talent, especially in a timid person who needs the training which this club offers. This organization may also develop dependability, consideration for others, good taste, artistic ability, and a pleasing voice. A class in speech is conducted by the adviser of the dramatics club. All student teachers should be advised and urged to take this course.

Through recitals, the Glee Club, the teaching of public school music, and a course in music appreciation, the music department can contribute to the development of an appreciation of music, a willingness to persevere to attain

perfection, a pleasure in cooperative performance as well as an appreciation of the talents and performances of others.

Individual faculty members may contribute to the social and cultural development of the students in many ways. An English professor, for example, could organize a "Writer's Club." Those who are interested in poetry and other literature and who wish to improve their own writing could join this club. In this way they would cultivate a taste for the best in literature, learn to be diligent at a task begun, and work in cooperation with fellow students. Teachers who have traveled widely at home and abroad may make their courses entertaining and instructive with stories of their travels, interesting in this way, the students in further study and giving them an understanding of other people and a knowledge of their country.

Through library service and insistence of its head upon accuracy, promptness and cheerfulness, students may have many opportunities to develop character. If the library is kept beautiful and inviting at all times it will attract the students, who once they are drawn to it will soon become more interested in books and their message.

The Christian Association brings to the campus important people in various fields each year for lectures, discussion groups and individual conferences. Through close cooperation with student leaders and advisers, these could be more valuable by having the different outside leaders more informed as to the immediate needs of the individual students and the college family as a group. At Christmastide a Dome Service is given which is inspiring and develops a deep sense of reverence

and spiritual understanding.

The director of physical education, who is also assistant dean of women, makes very definite contributions to the development of the student's body, mind, and spirit. During the year she may conduct lectures and discussion periods on sleep, rest, posture, proper diet, leisure time and general physical fitness.

As all students are required to take physical education three years, a diversified program is given. Much enthusiasm is displayed in intra-mural basketball, hockey, and table tennis. Through these activities the student learns teamwork, to think quickly, patience, fairness and perseverance as well as a loyalty to her particular group. Special classes for those who have poor posture are conducted. Furthermore, all students are taught the importance of attractive personal appearance and a cheerful, optimistic disposition.

The physical education department presents a May Day Festival each year. It is a most colorful and varied event. The celebration is presented before the splendor of the Court, under the excellent direction of the director of physical education. The occasion is unique in that every student, who has no physical handicap, takes part in the festival. There are two traditional acts which are never omitted, the drill (which includes all freshmen) and the Highland Fling. The plan is evolved by the director with the assistance of numerous students. The costumes, which are made by the students, are stored and used from year to year. But there are always new ones to be designed. The entire student body and many of the

faculty members work diligently together for two weeks to make this occasion a success.

This event can be used to create a pride in and loyalty to the college and to the standards which it tries to maintain. It definitely can make many a timid young woman gain self-confidence and poise because of a task well done. It may help to develop a sense of humor by teaching a student to laugh at her own efforts in the time when she is learning intricate dances, such as the ballet or the Highland Fling.

Suggested Plan

It has been shown that there are many agencies in the college environment which are ready to cooperate in whatever project is used to help develop the students socially, mentally, physically, and spiritually. Each agency has its function, and the directors of each group, if informed of the desired goals and if consulted as to procedure, will afford invaluable assistance in the proposed plan.

Using the departments and individuals already mentioned, the social program for the development of qualities most likely to make a successful teacher could be inaugurated at Flora Macdonald College under the supervision of the department of education, the academic dean, the dean of women, her assistant, and the social activities committees.

The desirable qualities already mentioned and a tentative plan to develop these qualities in students may be submitted to the combined social activities committees for their

study and approval. Moreover, the following ideas may be submitted to this same committee, to the president of the college, the academic dean, the head of the department of education, and the president and vice-president of the student body.

It would be helpful if during the spring quarter of the sophomore year of all prospective teachers, the proposed plan of character development be discussed with them and their advisers and that they study the results of all tests—intelligence, achievement, and attitude—which they had during their freshmen and sophomore years. From these discussions a plan may be worked out by which each student will make her own list of desirable qualities to meet her special needs.

Moreover, it seems advisable that the deans and advisers have data available concerning each student's family background, dormitory life, social attitudes as well as her intellectual record and interests. This can be used to help each student with her progress in self-development toward becoming a successful teacher.

Summary

It has been found that extra-curricular activities are a strong force in character building. One of the best methods of teaching proper social attitudes and behavior is to provide good examples in the conduct of all adults who are in contact with the young people.

In our study of the situation under consideration, it is evident that many departments and individuals are able and

willing to help in a program for the development of character.

It would appear that the best method is to collect all available data concerning prospective teachers and then to explain to them the proposed plan. All interested faculty members and students could then pool their ideas and see what each person could do toward a program of self-development, using the suggested qualities as a guide and securing any needed help from advisers or other qualified persons.

To facilitate the inauguration of this program, a tentative calendar² of social activities with suggestions for its successful development was made for Flora Macdonald College. It was also suggested that it is not so much what students or others do as the way in which it is done that causes the development of right or wrong attitudes.

2. See Appendix B, p. 51.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the character traits or qualities of effective and successful teachers and to develop a plan for a social program which will aid the student teachers of Flora Macdonald College to attain these qualities.

It was found that men and women in all walks of life, particularly educators, feel that the American system of education is in need of more emphasis upon character education. They do not suggest that less attention be given to literature, science, French and history but that the schools and colleges should wield more influence upon habits, morals, and character of the students.

The advantages and disadvantages of a church-related college for women located in a small town were discussed. Among the advantages were the fact that the town people and the members of the college community can know each other more intimately, the students are more equal in social and economic status, there can be more freedom in class discussion, and the administrators can select advisers more wisely as they know both students and faculty members.

Some of the disadvantages were lack of funds for an enlarged curriculum for lecture courses and for proper recrea-

tional equipment, meagre shopping facilities, little opportunity for congenial male companionship. The conclusion was drawn that the advantages should be considered and the handicaps overcome, so far as possible, in the formation of a social program.

In order to determine what personality traits are essential to success in teaching, a survey was made of the literature on the subject, interviews and discussion groups were arranged, and a check-list was prepared and sent to representative groups who are interested in this subject. A comparison was made of the opinions gained in this manner and a list was made of the qualities which would be desirable and practical to consider in the plan at Flora Macdonald College. These characteristics were the human qualities of courtesy, generosity, honesty, adaptability and understanding; breadth of interest and a healthy outlook on life; above average ability and adequate professional training; pleasing personality and appearance; an appreciation of beauty, humor and people; reverence for the spiritual.

The individuals at the college under consideration who will be available in helping prospective teachers to develop the kind of personalities which will make for success were found to be teachers who have traveled widely, those who have special talents, and those who were especially trained for this work. Helpful departments were the home economics group, the International Relations and Highland Players Clubs, the Music department, the dormitory life, the Christian Asso-

ciation and the two social activities committees.

Finally a program of social activities was drawn up which may be submitted to the administrative officers, faculty and students of Flora Macdonald College for their consideration. This program, if properly executed, seems to have the elements necessary for success in helping the prospective teachers develop desirable character traits and at the same time seems to provide a satisfying social life for the entire student body.

Conclusions

As a result of this study, the following conclusions may be drawn:

- I. Character education, which has always been important, is more needed than ever today.
- II. Prospective teachers should receive special attention in a program to develop desirable personality because of their influence upon the younger generation.
- III. The qualities which need special attention are the human qualities of adaptability, generosity, fairness, dependability and love and understanding of young people.
- IV. Extra-curricular activities are the best medium for the development of these characteristics.
- V. There are many agencies and individuals on the Flora Macdonald Campus who are able and willing to help in this project.

Recommendations

In planning a program to develop the personality and character of a student in order that she may become an effective and successful teacher, the following recommendations are suggested:

1. Explain in detail to all prospective student teachers the plan to help them develop their personalities.
2. Have all data from tests—Achievement, Intelligence, and Attitude—which were given prospective teachers during the Freshman and Sophomore years available for conferences between faculty advisers and students.
3. Obtain a list of all rising Juniors and Seniors, who plan to teach, with notations by the deans, advisers, and other faculty members concerning the family background, dormitory life record, social attitudes, intellectual record, and interests.
4. Give each student a typed list of the suggested qualities for student teachers and describe the list to her.
 - a. It may be suggested that each student make a Guide for Self-Development, using these traits and adding others in which she feels that she is deficient. She could check her weekly or monthly progress.
5. Have the faculty advisers study the records of each student and in conference with each individual help her to decide whether she is fitted to become a teacher.
6. Take each student's strong and weak points into

consideration in making plans for her participation in social functions and other activities.

- a. Each girl should have the opportunity to select activities most likely to help her develop along the lines in which she seems most deficient.
- b. Every student should be given responsible places on committees for planning the different events. The same group should not be used often in the making and execution of plans.

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APPENDIXES

APPENDIX A

CHECK-LIST OF TEACHERS' TRAITS

Name _____ Position _____

The following is a list of Teachers' Traits developed by W. W. Charters and Douglas Waples and published in COMMON-WEALTH TEACHER-TRAINING STUDY. Kindly check the 10 traits which you consider most desirable in terms of the following criteria: (1) Traits desirable for all women, (2) Traits desirable for teachers, and (3) Traits which can be developed at Flora Macdonald College. (Check only 10.)

- | | | |
|---|--|--|
| <input type="checkbox"/> Accuracy | <input type="checkbox"/> Fluency | <input type="checkbox"/> Optimism |
| <input type="checkbox"/> Adaptability | <input type="checkbox"/> Forcefulness | <input type="checkbox"/> Originality |
| <input type="checkbox"/> Alertness | <input type="checkbox"/> Foresight | <input type="checkbox"/> Patience |
| <input type="checkbox"/> Ambition | <input type="checkbox"/> Frankness | <input type="checkbox"/> Perseverance |
| <input type="checkbox"/> Animation | <input type="checkbox"/> Good judgment | <input type="checkbox"/> Pleasantness |
| <input type="checkbox"/> Appreciativeness | <input type="checkbox"/> Good taste | <input type="checkbox"/> Pleasing voice |
| <input type="checkbox"/> Approachability | <input type="checkbox"/> Health | <input type="checkbox"/> Poise |
| <input type="checkbox"/> Attractive personal appearance | <input type="checkbox"/> Helpfulness | <input type="checkbox"/> Progressiveness |
| <input type="checkbox"/> Breadth of interest | <input type="checkbox"/> Honesty | <input type="checkbox"/> Punctuality |
| <input type="checkbox"/> Calmness | <input type="checkbox"/> Imaginativeness | <input type="checkbox"/> Purposefulness |
| <input type="checkbox"/> Carefulness | <input type="checkbox"/> Industry | <input type="checkbox"/> Refinement |
| <input type="checkbox"/> Cheerfulness | <input type="checkbox"/> Initiative | <input type="checkbox"/> Reserve |
| <input type="checkbox"/> Cleanliness | <input type="checkbox"/> Insight | <input type="checkbox"/> Resourcefulness |
| <input type="checkbox"/> Considerateness | <input type="checkbox"/> Inspiration | <input type="checkbox"/> Scholarship |
| <input type="checkbox"/> Consistency | <input type="checkbox"/> Intellectual curiosity | <input type="checkbox"/> Self-confidence |
| <input type="checkbox"/> Conventionality | <input type="checkbox"/> Intelligence | <input type="checkbox"/> Self-control |
| <input type="checkbox"/> Cooperation | <input type="checkbox"/> Interest in the community | <input type="checkbox"/> Sense of humor |
| <input type="checkbox"/> Courage | <input type="checkbox"/> Interest in profession | <input type="checkbox"/> Simplicity |
| <input type="checkbox"/> Courtesy | <input type="checkbox"/> Interest in pupils | <input type="checkbox"/> Sobriety |
| <input type="checkbox"/> Decisiveness | <input type="checkbox"/> Leadership | <input type="checkbox"/> Sociability |
| <input type="checkbox"/> Definiteness | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Spontaneity |
| <input type="checkbox"/> Dependability | <input type="checkbox"/> Magnetism | <input type="checkbox"/> Sympathy |
| <input type="checkbox"/> Dignity | <input type="checkbox"/> Modesty | <input type="checkbox"/> Tact |
| <input type="checkbox"/> Discretion | <input type="checkbox"/> Morality | <input type="checkbox"/> Thoroughness |
| <input type="checkbox"/> Dispatch | <input type="checkbox"/> Neatness | <input type="checkbox"/> Thrift |
| <input type="checkbox"/> Enthusiasm | <input type="checkbox"/> Open-mindedness | <input type="checkbox"/> Unselfishness |
| <input type="checkbox"/> Fairness | | <input type="checkbox"/> Wittiness |
| <input type="checkbox"/> Firmness | | <input type="checkbox"/> Independence |
| | | <input type="checkbox"/> Kindliness |

APPENDIX B

FLORA MACDONALD COLLEGE
TENTATIVE SOCIAL CALENDAR
1949-1950

- September 9.
5:00 p.m. Freshman Tea
- September 10.
9:30 p.m. Christian Association Pajama Party for
Freshmen.
- September 11.
6:00 p.m. Council Supper for Freshmen.The Court
- September 12.
3:00 p.m. Hikes Sponsored by Juniors for Freshmen.
7:00 p.m. Supper. Outdoor Fireplace
- September 18.
1:45 p.m. Coffee for Faculty by Dean of
Women College Parlors
- September 19.
8:15 p.m. Reception Honoring New Faculty Members
and Students College Parlors
- September 24.
6:00 p.m. Church Suppers for Students of Respective
Denominations.
- September 29.
7:15 p.m. Theatre Party for Old and New Students,
Guests of Manager Local Theatre
9:30 p.m. Refreshments by Student Council . . .Tea Room
- October 1.
7:00 p.m. Zetesian SocietyZetesian Society Hall
8:15 p.m. Epsilon Chi Society. . .Epsilon Chi Society Hall
- October 2.
6:00 p.m. Christian Association SupperThe Court
- October 3.
8:15 p.m. Faculty Recital Auditorium
- October 5.
6:45 p.m. Open Meeting International Relations
ClubCollege Parlors

- October 8, 9, 10.
"Christian Living" Workshop sponsored by
Christian Association.
- October 16.
8:15 p.m. Concert or Lecture Auditorium
Reception College Parlors
- October 22.
6:00 p.m. Outdoor Supper Sponsored by Senior Class
and Dean of Women Fireplace
- October 29.
8:30 p.m. Informal Hallowe'en Dance, Sponsored by
Athletic Association The Gymnasium
- November 20.
8:15 p.m. Concert or Lecture Auditorium
Reception College Parlors
- November 24.
2:00 p.m. Thanksgiving Dinner (Dr. Vardell and Miss
Mary Johnston Guests of Honor).
8:30 p.m. Harvest Ball, Sponsored by Student Council.
- November 25.
8:15 p.m. Highland Players Performance . . . Auditorium
- December 5.
3:00 p.m. Christmas Concert Auditorium
- December 10.
7:30 p.m. Zetesian and Epsilon Chi Christmas
Parties Society Halls
- December 11.
8:15 p.m. White Gift Service. Auditorium
- December 12.
3:00 p.m. Christmas Party for Servants and their
Children, Sponsored by Christian
Association Watkins Hall
6:45 p.m. Coffee. Senior Class and Faculty Guests of
Academic Dean and Dean of Women. .College Parlors
- December 15.
10:00 p.m. Dome Service Rotunda
- December 16 - January 3.
Christmas Recess.
- January 9.
8:15 p.m. Concert or Lecture Auditorium
Reception College Parlors

- January 21.
8:30 p.m. Formal Freshman-Sophomore
Dance Dining Hall
- February 6, 7, 8.
Religious Emphasis.
- February 10.
6:00 p.m. Birthday Dinner for Dr. Vardell
and Guests Dining Hall
- February 13.
8:30 p.m. Informal Dance sponsored by Zetasian and
Epsilon Chi Societies Gymnasium
- March 6.
8:15 p.m. Concert or Lecture Auditorium
Reception. College Parlors
- March 17.
4:00 p.m. St. Patrick's Day Tea. Sophomores
Guests of Seniors Recreation Room
- March 18.
8:15 p.m. Highland Players Performance. . . Auditorium
- April 1.
8:30 p.m. Junior-Senior Banquet and
Spring Ball Dining Hall
- April 7 - April 12.
Spring Recess.
- April 17.
8:15 p.m. Concert or Lecture Auditorium
Reception College Parlors
- April 22.
8:15 p.m. Voice Recital Auditorium
9:30 p.m. Reception College Parlors
- May 2.
5:00 p.m. May Day Festival.
8:15 p.m. Formal Dance for May Court and
Guests Dining Hall
- May 13.
4:00 p.m. Tea. Juniors and Seniors Guests of Freshmen
and Sophomores and Advisers Terrace
- May 27.
1:30 p.m. Alumnae Luncheon.
4:00 p.m. Tea Dance.
8:15 p.m. Class Night.

May 29.

4:00 p.m. Tea. Seniors and Families Guests of
Academic Dean and Senior Adviser . . Terrace
8:15 p.m. Annual Concert Auditorium

May 30.

10:30 a.m. Graduation Day.