



THROUGH
A DEAN'S
OPEN
DOOR

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*A Guide for Students,
Parents, and Counselors*

BY

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AND

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"His mind was always open and his door was never closed."

—IRWIN EDMAN.

(Frontispiece.)

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The "open door" is a phrase that characterized the point of view and the educational policy of the late Dean Hawkes as well as anything could. It was a phrase often used by his colleagues, his students, and himself. His office door was always open when he was in his office; through *his* office one passed to that of his secretary. The open door described his mind and his method. Students and colleagues came always to a receptive, flexible, and hospitable spirit.

This book describes some of the aspects of college education to which were freely admitted those who crossed the threshold of a mind for forty years open to growth and change in education.

—IRWIN EDMAN.

Preface

THIS volume was undertaken with two groups of readers in mind: first, prospective college candidates and their parents, who often must plan far ahead and make many sacrifices to ensure a college education; and second, personnel officers and college administrators, who are interested in providing for each student a situation in which he may find opportunity for his best development.

This approach may lay the book open to the criticism that it has, so to speak, a split personality; but we believe that no reader should be confused because of this. A situation in which each student may find the circumstances conducive to his best development is, of course, the one in which he will discover the benefits and opportunities that he hopes to gain from his college experience. The principles of personnel procedure and the standards of education that will afford him these opportunities are among the most important things about a college with which the entering student should be familiar. We have tried quite deliberately to make the book simple enough and to use language nontechnical enough so that the lay reader will not lose interest in a description of the organization and the actual functioning of such a personnel plan.

Furthermore, our experience leads us to believe that, even today, there are many colleges that do not practice the procedures, methods, and principles that we feel confident will provide the desired learning situation

for students. We are likewise sure that there are many academic deans and probably some personnel officers who are not convinced that the education of the individual student is of more worth than are the prescribed requirements for the degree in their particular institutions. Consequently, we have gone into sufficient detail relative to these fundamental ideals of adequate consideration for the individual student to interest this type of reader. It has been our hope that each group, although reading from a different point of view, may find something of value in this modest presentation of the subject.

Of one thing we have been quite certain. We had no intention of writing a textbook on personnel procedure and practices. If that had been our intention, we certainly should have been much more specific about technical methods and about some of the recent excellent tests and counseling devices in which experienced counselors are interested. We have been always aware that we were writing from limited experience in three institutions, each of them urban and each of them a liberal-arts college within a university. Our constant aim was to be simple, practical, and direct and to discuss only those theories which we had seen work for the best interests of the individual student. The cases presented are all actual cases. We have tried to preserve complete anonymity regarding them but, if some former student recognizes himself within these pages, we want him to know that we are grateful for his contribution, however unconscious it has been, to our limited knowledge of human relationships. While we apologize for drawing so freely on our own experience, we offer in

extenuation the simple fact that it is the only experience that we have.

It is not only extremely difficult, but almost impossible, to finish alone an undertaking begun in such close collaboration as was this. My husband had had this volume in mind for years before I knew him. From the time we were married, eleven years ago, we had talked of doing it together. But, like most people who are successful in some particular field, he was always much too occupied with his special work to find adequate time for writing about it. However, at the behest of the American Council on Education, we finally began the writing, in 1941. Our method of collaboration was simple. Each took certain portions of the book and wrote for these the first rough draft. The other would then go over that section ruthlessly, and the original author would revise it in the light of that criticism. Then we would go over the second drafts together, discussing, analyzing, and editing. With the exception of the last chapter, my husband had not only seen every word of the manuscript, but he considered it finished and ready for the publisher.

We had discussed together the outline for the last chapter and had agreed that it should be merely a brief summing up of the ideas previously expressed. I have felt free to use his own words wherever I thought that they were appropriate. The last paragraph is from a speech that he made several years ago in Dallas, Texas, before the Southern Association of Colleges. It seemed so fitting an ending to such a volume that I have used it verbatim.

When war was declared, in December, 1941, we temporarily laid aside the manuscript. My husband's responsibilities and duties as Dean of Columbia College were heavier than ever, and we both felt that there would be less interest in such a volume in wartime than in peacetime. However, as the war dragged along, and as more and more conferences were held to discuss postwar adjustment of returned veterans in the colleges, the Dean began to feel that the fundamental issues of student adjustment, to which he was so deeply committed, would be no different in the difficult period after the war than they had been in peacetime. "We don't especially need any new ideas," he said once, "we shall only have to work harder to fit the college to the boy and keep everlastingly at the job of learning the student."

Because the book was so nearly finished at the time of his sudden and unexpected death, in May, 1943, and because he was so greatly interested in it, I have gone ahead with it, even at the cost of bringing it out at what may be an inauspicious time for such a subject.

In this undertaking, I am under pleasant obligations to many people. To my husband's colleagues, Associate Dean Nicholas McKnight, Professor Irwin Edman, Professor Horace Taylor, Professor Ben Wood, and Professor Esther Lloyd-Jones; to President and Mrs. W. E. Weld, of Wells College; and to Dr. George F. Zook, of the American Council on Education, I owe more than can ever be repaid. Without their encouragement, their unbiased criticism, and their timely suggestions, I should never have been able to complete this task, so happily begun.

ANNA L. ROSE HAWKES.

Foreword

THROUGH A DEAN'S OPEN DOOR is a particularly apt title for this book. It effectively characterizes the attitude of Dean Hawkes toward his work. His door was always open to students and teachers and, equally important, to new ideas.

Although Dean Hawkes was a distinguished mathematician, his greatest contributions were to the development of student personnel work in colleges and universities. For more than thirty years at Columbia College his office was a center where students and teachers came for friendly help and guidance. He once said, apropos of his attempt to escape administrative duties by transferring from his alma mater, Yale, to Columbia, "In spite of my fiercest resolution, I began 'deaning' as soon as I arrived in Hamilton Hall. Keppel would send boys to me and I didn't know any better than to treat them as human beings."

Over the span of many years, Dean Hawkes saw the treatment of students as human beings in social situations, and not as disembodied intellects in an academic vacuum, become a basic tenet of educational philosophy in most colleges and universities. He wisely guided the student personnel movement which during his lifetime attained professional status. In this developmental work, Dean Hawkes adopted a common-sense, pragmatic approach. As scientific tools for the study of the individual were refined, he considered them in terms of what

aid they gave to the college or university in helping the students. Scarcely one research or experimental undertaking dealing with students during the last thirty years can be found with which he was not actively associated. His influence spread in ever-widening circles over the country. President Seymour of Yale said of him, "He was more than Dean of Columbia—he was really Dean of American Deans."

Dean Hawkes was certainly the dean of the far-flung personnel and guidance activities of the American Council on Education. For twenty years he served as chairman of the council's important Committee on Measurement and Guidance. In this capacity he steered the development of psychological measures which have been used by thousands of secondary schools and colleges on literally millions of students. He was active in the sponsorship of aptitude and achievement tests, personality rating forms, cumulative records, occupational analyses, and surveys of practices in educational institutions. Many of those contributions were accomplished through the Cooperative Test Service, in the establishment of which in 1930 he played a leading part.

The Dean's chief interest in all these endeavors was, however, their application to the total growth of the student. When the council in 1937 created a special committee to consider the problems of student personnel work in colleges and universities, it was natural that the group should immediately turn to the Dean for help. One of the first actions of the committee was to ask Dean and Mrs. Hawkes to prepare a book "outlining the problems of college students from the nontechnical, nonpathological point of view, with particular emphasis

on the average student." The council's Committee on Student Personnel Work believed that the volume should be directed to parents and teachers.

Through a Dean's Open Door is the result of that request. In it is found ably stated the philosophy and experience of a man who profoundly influenced higher education. Here, in language which the nonspecialist can understand, is the story of the application of the student personnel point of view: a philosophy which "considers the student as a whole—his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciations. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone."

When the Dean passed away in 1943, his wife, Anna Rose Hawkes, who had worked closely with him on so many of these problems, was able to complete this book which they together had carefully planned. It is with a great deal of personal pleasure that I am able to record here the debt which the American Council on Education owes to the late Dean Hawkes and to Mrs. Hawkes for this readable and stimulating volume.

GEORGE F. ZOOK,
President, American Council on Education.

February, 1945.

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PART ONE



THE INDIVIDUAL AND THE COLLEGE

*"We have not to train up a soul nor
yet a body, but a man, and you cannot
divide him."*

MONTAIGNE.

