

# Florida State University Libraries

---

Electronic Theses, Treatises and Dissertations

The Graduate School

---

2004

## "True Spirit of Pioneer Traditions": An Historical Analysis of the University of Florida's First Dean of Women, Marna Brady

Rita I. Herron



THE FLORIDA STATE UNIVERSITY  
COLLEGE OF EDUCATION

"TRUE SPIRIT OF PIONEER TRADITIONS:"  
AN HISTORICAL ANALYSIS OF THE UNIVERSITY OF FLORIDA'S  
FIRST DEAN OF WOMEN, MARNA BRADY

By

RITA I. HERRON

A Dissertation submitted to the  
Department of Educational Leadership and Policy Studies  
in partial fulfillment of the  
requirements for the degree of  
Doctor of Philosophy

Degree Awarded:  
Summer Semester, 2004

The members of the Committee approve the dissertation of Rita Herron defended on June 2, 2004.

_____	Victoria-Maria MacDonald Professor Directing Dissertation
_____	Robert Schwartz Outside Committee Member
_____	Emanuel Shargel Committee Member
_____	Sande Milton Committee Member

Approved:

---

Beverly Bower, Chair, Educational Leadership and Policy Studies

The Office of Graduate Studies has verified and approved the above named committee members.

## ACKNOWLEDGEMENTS

First and foremost, I should like to thank my devoted husband, Douglas, for standing by and assisting me in whatever possible way with this endeavor. I thank my wonderful parents for instilling my thirst for knowledge and desire to obtain a higher educational degree, and our cat, Camilla, for relieving stress.

I would like to thank all of my friends, family members, co-workers and students who have pushed me along the way and have, at times, had more faith in me than I had in myself.

I would like to thank my committee for supporting my research and writing. I would especially like to thank my committee head, Dr. Victoria-Maria MacDonald, for her guidance and the opportunity to pursue a life-long desire.

I would especially like to thank Carl Van Ness, Head Archivist at UF, and his staff. The Ohio State University archivists, and Dean Phyllis Meek, who were all extremely helpful.

## TABLE OF CONTENTS

ABSTRACT	vi
1. COEDUCATION AND DEANS OF WOMEN IN HISTORICAL CONTEXT	Page 1
Progression of Coeducation	Page 1
Conception, Transformation and Disappearance of Deans of Women	Page 5
2. "A LONG WAY TO GO:" THE EARLY YEARS: 1948-1953	Page 15
Historical Synopsis of the University of Florida	Page 15
Background of Marna V. Brady	Page 20
Women's Organizations	Page 28
Housing	Page 40
Future Plans and Needs	Page 54
3. THE STRENGTHENING AND THE "GROWTH IN THE HISTORY OF WOMEN:" 1953-1958	Page 59
The Reshaping of the UF Campus	Page 59
Women's Organizations	Page 61
Housing	Page 68
Counseling	Page 79
Academic/Scholarship	Page 82
Social	Page 85
Health	Page 85
Safety	Page 87
Residence Hall Newspapers	Page 88

Off-Campus Housing	Page 89
Dean of Women's Counseling and Other Duties	Page 91
Strengthening and Growth	Page 94
4. PROGRESSION AND PROBLEMS: 1958-1962	Page 95
Women's Organizations	Page 98
Housing	Page 104
Counseling	Page 113
Academic Scholarship	Page 116
Off-Campus Housing	Page 121
Dean of Women's Counseling and Other Duties	Page 122
5. END OF A CAREER: 1962-1966	Page 133
Continual Reconfiguration	Page 133
Women's Organizations	Page 144
Housing	Page 151
Counseling	Page 164
Off-Campus Housing	Page 167
Dean of Women's Counseling and Other Duties	Page 168
6. A NEW BEGINNING FOR "AN EXCEPTIONAL WOMAN"	Page 174
REFERENCES	Page 200
BIOGRAPHICAL SKETCH	Page 209

## ABSTRACT

The dissertation is an examination of the position of Dean of Women at the University of Florida (UF) and the first woman appointed to the post, Dr. Marna Brady. The scope of the study was from the position's creation on UF's campus, in 1947, until Dean Brady's resignation in 1966. The study examines the shifts in Dean Brady's responsibilities as well as the changes occurring on the university campus concerning women students. The backdrop of Dean Brady's tenure varied from the entrance of ex-GIs into higher education via the GI Bill, to the judgment and implementation of *Brown v. Board of Education*, the McCarthy Era, the Civil Rights Movement, the passage of The Higher Education Act and the beginning of the student movement.

To uncover the history of Brady's tenure and the development of the position various primary documents were used: annual and biennium reports of the Dean of Women, correspondence and reports, newspaper articles, and works of Dean Brady that were published. Although there have been other works written related to deans of women, the amount is small compared to other topics in the realm of educational history. This dissertation is a departure from the other works concerning deans of women. In the literature that exists, the majority of the material compares and contrasts two or more deans of women at various colleges/universities and the multitude of their responsibilities and additional literature was written in the early part of the twentieth-century and is comparative in nature for it concentrates upon an individual dean at a particular university.

This history considers the changes with the physical aspects of campus and the modifications of administration, staff and the students Brady served.

## CHAPTER ONE

### COEDUCATION AND DEANS OF WOMEN IN HISTORICAL CONTEXT

Why is it, that, whenever anything is done for women, in the way of education it is called an 'experiment' -something that is to be long considered, slowly opposed, grudgingly yielded, and dubiously watched, - while if the same thing is done for men, its desirableness is assumed as a matter of course, and the thing is done? - Thomas Wentworth Higginson, 1892<sup>1</sup>

#### **Progression of Coeducation**

The initial purpose of hiring a Dean of Women at coeducational institutions was to monitor the growing number of female students' activities on campuses. Coeducational higher educational institutions had come about through years of change that can be traced to the founding of the nation.

Although New England colonies had set up elementary type schools that young girls could attend, their education was limited to a few years. It was seen as impractical for a woman to learn anything other than how to become an excellent wife and

---

<sup>1</sup> Patricia Palmieri, *In Adamless Eden: The Community of Women Faculty at Wellesley* (New Haven, CT: Yale University Press, 1995), p. 4.

mother in colonial America.<sup>2</sup> The learning of young female children was limited to the ability to read Biblical passages and complete the stitching of a sampler. Barbara Solomon states that "the demands of Puritan religion and Yankee commerce accelerated the growth of literacy; bible reading as a means of achieving piety was as important for females as males."<sup>3</sup> However, women reformers, in the late 1700s, such as Mary Wollstonecraft, began to gain momentum as they asserted that the "lack of education made women frivolous and socially irresponsible, unfit to be companions to their husbands, good mothers to their children, or self-supporting in the absence of a male provider."<sup>4</sup> Responding to this cry Benjamin Rush stated that the "education of women was critical to the well-being of the new nation, with emphasis on mother's responsibilities for the early instruction of children."<sup>5</sup>

Coeducation was a slow, "decentralized and obscure process" during the second half of the nineteenth century that continued to grow "despite a number of challenges."<sup>6</sup> The opinion that women gaining education would be beneficial to the whole of the nation infiltrated the societal mainstream and the "adoption of coeducation " was a gradual movement that shifted from "why to why not."<sup>7</sup> There was a growth in academies, seminaries and

---

<sup>2</sup> Amy Thompson McCandless, *The Past in the Present: Women's Higher Education in the Twentieth-Century American South* (Tuscaloosa, AL: The University of Alabama Press, 1999), p. 24.

<sup>3</sup> Barbara Miller Solomon, *In the Company of Educated Women: A History of Women and Higher Education in America* (New Haven, CT: Yale University Press, 1985), p. 3.

<sup>4</sup> Lynn Gordon, *A Gender and Higher Education in the Progressive Era, 1890-1920* (New Haven, CT: Yale University Press, 1990), p. 474.

<sup>5</sup> Solomon, 1985, p. 12.

<sup>6</sup> David Tyack and Elisabeth Hansot, *Learning Together: A History of Coeducation in American Public Schools* (New York: Russell Sage Foundation, 1990), pp. 46, 5.

<sup>7</sup> *Ibid.*, p. 47.

normal institutions that welcomed women into their educational community and these women were pioneers.<sup>8</sup> It is important to note that during this time not all of society agreed with women studying at higher levels of education. In some schools, specifically high schools, there was a sharp decrease in male students, which became known as the "feminization of public education."<sup>9</sup> Medical personnel began to worry about the connection between studying and a female student's health. Claims were made that a woman's health, specifically to her "catamenial function," otherwise known as her reproductive system, could be severely damaged.<sup>10</sup> It was argued that over activity in a woman's mind would drain energy away from her reproductive organs and threaten "her basic physiological development and future health and happiness."<sup>11</sup> Regardless of such allegations women's education experienced rapid growth and the foundation was laid for the rationale of the movement of women to be accepted into established male colleges, thus creating coeducational institutions.<sup>12</sup>

The woman's movement claimed that coeducational schooling should not be restricted mainly to elementary and secondary institutions since women's education "should open to them any occupations and activities available to men."<sup>13</sup> Some opponents of the coeducational higher educational movement argued that such schooling would "blur the God-ordained differences between the

---

<sup>8</sup> Usually the women who enrolled in these higher education institutions became teachers. This was a culturally accepted position for women at that time. It was seen as a respectable way in which women could support themselves until marriage. Solomon, 1990, p. 71.

<sup>9</sup> Tyack and Hansot, 1990, p. 145.

<sup>10</sup> Gordon, 1990, p. 476.

<sup>11</sup> Tyack and Hansot, 1990, p. 152.

<sup>12</sup> Palmieri, 1995, p. 5.

<sup>13</sup> Tyack and Hansot, 1990, p. 112.

sexes.”<sup>14</sup> However, to meet the educational demands of female students, traditionally all-male establishments of higher learning began admitting women. In 1833, Oberlin Collegiate Institute of Ohio became the first higher educational institution to accept both males and females. Coeducation was dubbed a “dangerous experiment” at the time, but by the end of the century coeducational institutions encompassed 70% of the total makeup of colleges; a gain of 40% from the 1870s.<sup>15</sup> By the 1870s women’s choices aggrandized as more coeducational institutions were established. From the beginning of women’s admittance into Oberlin “the myriad arguments against women’s higher education in general, and coeducation in particular, were articulated and refuted.”<sup>16</sup>

The most significant factor of women’s ability to gain higher education was the passage of the federal government’s Morrill Act of 1862. The act assisted by providing more opportunities for men and women, as public education was developed via land grant colleges, causing coeducation to no longer be mainly a private collegiate endeavor. The opening of college doors to females ushered in a new type of curriculum: the female studies department. This new department equated to home economic courses offered at a higher instructional level, thus women were able to pursue higher educational degrees than were previously available. However, the new course offerings did not quench women’s desires to pursue more subjects in the realm of higher education.

Women began taking courses in the established men-only liberal arts areas when male students began to migrate from the traditional liberal arts toward hard sciences. With this shift,

---

<sup>14</sup> Ibid., p. 112.

<sup>15</sup> Jana Nidiffer, *Pioneering Deans of Women: More than Wise and Pious Matrons* (New York: Teacher’s College Press, 2000), pp. 15, 4.

<sup>16</sup> Ibid, p. 20.

faculty and administrators believed that a "feminizing" of study fields was occurring and standards were being lowered.<sup>17</sup> By the turn of the nineteenth century, women had a strong foothold in access to higher education and the pioneers of women's education were "boasting of the remarkable success" of it, but they were constantly trying to prove their worth of the education.<sup>18</sup>

### **Conception, Transformation and Disappearance of Dean of Women**

Due to the increase in female admissions, the collegiate administrations believed it to be important to protect and supervise the new students entering their institutions. Oberlin College created the position that ultimately existed in various higher educational institutions throughout the United States until the 1970s under the name "Dean of Women." Oberlin hired the first woman ever to be in charge of supervising young female students in 1833, on their newly coeducational campus and named the post "Lady Principal of the Female Department."<sup>19</sup> The Lady Principal was in charge of residential arrangements and the moral well being of every woman who chose to study at the college. Although this position was a part of the administrative duties of the college, it was not categorized as such. In fact, many Presidents resisted hiring a woman for this duty, but instead had "faculty wives and local club women" perform "some duties that

---

<sup>17</sup> Feminization was defined when male students began "deserting the humanities and languages" for the sciences and women began to fill the vacancies left by them in the Arts and Letters. Faculty members charged that "women were feminizing (and therefore devaluing) their disciplines by driving the men away." Nidiffer, 2000, pp. 27-28.

<sup>18</sup> Palmieri, 1995, p. 97.

<sup>19</sup> Carolyn Terry Bashaw, *"Stalwart Women:" A Historical Analysis of Deans of Women in the South* (New York: Teacher's College Press, 1999), p. 3.

later became associated with the work of Deans of Women."<sup>20</sup> It was not until 1892 that the position was in fact categorized as administrative in nature and the individual holding the position was entitled to "university-wide authority (at least with respect to women) and was not limited to matron-esque duties."<sup>21</sup> However, the title of "dean" was not given to the position's name until the University of Michigan bestowed it to the post in 1896.

The concept of a woman in the administration was revolutionary for the higher education community; "with the exception of Dean of the College of Home, women did not become deans."<sup>22</sup> However, since women's enrollment jumped from "11,100 in 1870 to 56,300 in 1890 to 282,900 by 1920" coeducational institutes followed suit with Oberlin College, University of Chicago, and the University of Michigan and began hiring Deans of Women.<sup>23</sup>

Even though women had begun to triumph by earning college degrees, they were not achieving to the same degree in gaining employment at colleges. The female faculty members that were hired at coeducational institutions were forced to take positions in the women's department, even if this was not their area of expertise.<sup>24</sup> The creation of Deans of Women positions produced viable opportunities for women attempting to become professional parts of academe. At some institutions women hired as Deans of Women were required to teach courses along with their

---

<sup>20</sup> Nidiffer, 2000, p. 13.

<sup>21</sup> The University of Chicago was the first to deem the position as administrative. Ibid, 2000, p. 6.

<sup>22</sup> Shira Birnbaum, "Making Southern Belles in Progressive Era Florida: Gender in the Formal and Hidden Curriculum of the Florida Female College." *Frontiers Editorial Collection*, Vol. 16, No. 2/3 (1996): 237.

<sup>23</sup> Nidiffer, 2000, p. 3.

<sup>24</sup> "By 1911, over 60% of all female professors at coeducational institutions were housed in one discipline domestic science." Ibid, 2000, p. 135.

administrative duties.<sup>25</sup> For some of the women who began as deans it was a welcome back door into a faculty position, but not all of the women applying for the positions did in fact want to teach. Many of the women who applied had little teaching experience, but were experienced in previous administrative posts at women's colleges, while others had knowledge outside of academe: running women's clubs or civic organizations.<sup>26</sup>

The beginning job description consisted of housing concerns and monitoring of the moral well-being of female students and transformed into much more, for the deans became the voice of women on campus. Deans of Women became advocates who often "grasped that the situation was more complex" than a woman only needed to be admitted to college.<sup>27</sup> They promoted adequate housing, meals, rest and good health for the female students and collected "a variety of statistical data concerning women students' academic achievement" to demonstrate that the money spent was not in vain.<sup>28</sup>

Most young women who were enrolled in coeducational institutions did not have family members who lived in proximity to the college; therefore, they were forced to find their own housing. Most colleges did not have dormitories for it was believed that the male students were adequately provided for in boarding houses or nearby fraternity housing, if available. The lack of dormitories changed dramatically after the passage of the Morrill Act, in 1862, when quote numbers of students descended upon campuses. Deans of Women were the main influence behind the colleges building on campus housing. They argued that "unsupervised young women were far more vulnerable to harm,

---

<sup>25</sup> This varied from college to college and was not a requirement at all institutions. Bashaw, 1999, p. 2.

<sup>26</sup> Nidiffer, 2000, p. 34.

<sup>27</sup> Ibid, p. 3.

<sup>28</sup> Bashaw, 1999, p. 68.

either physical or reputation" by living off campus and if parents discovered their daughters were in such situations the school risked the parental withdrawal of "their daughters and money."<sup>29</sup> The arguments did not fall upon deaf ears and the construction of dormitories began. The demand for housing did not decline as the dormitories were completed.<sup>30</sup> The Deans of Women continued to advocate for women's on campus housing for it was seen as advantageous for the female students to "assume leadership roles in activities that, if coeducational, would have inevitably been reserved for men."<sup>31</sup>

Social activities for the young female students were also a responsibility of the deans. Since there were generally no social outlets in town for the young ladies, the deans created events on campus: parties, teas and dances. They supervised these functions and generally the event ended early on weekdays and promptly at midnight on weekends. The strict hour regulations for these occasions were used with the expectancy that the women would not become engulfed in social functions and neglect their studies.

Some of the women did not find social fulfillment in the functions and joined sororities, if available. The views held by Deans of Women on these organizations varied from dean to dean, campus to campus. Mary Bidwell Breed, Dean of Women at the University of Indiana, saw sororities as a "positive influence on the campus because ... sorority women often came from cultured

---

<sup>29</sup> Nidiffer, 2000, p. 67.

<sup>30</sup> It was reported in the National Association of Deans of Women's (NADW) yearbook of that dormitories were home to only 25% of female students. National Association of Deans of Women, Yearbook of the National Association of the Deans of Women. (Washington, DC: The Association, 1927), p. 83.

<sup>31</sup> Harold S. Wechsler, "An Academic Gresham's Law: Group Repulsion as a Theme in American Higher Education." The History of Higher Education (Second Edition), Edited by Lester F. Goodchild and Harold S. Wechsler. (Needham, MA: Simon & Schuster Custom Publishing, 1987), p. 416.

homes."<sup>32</sup> On the other hand, Marion Talbot, Dean of Women at the University of Chicago, refused to allow sororities to exist during her administration for she believed it caused a separation and friction between the female students.<sup>33</sup>

The health of women students was another duty overseen by the deans. Generally, the deans had access to all health records possessed by the college concerning female students. Usually they would request files in hopes of better understanding a student's problem and being beneficial with assistance.<sup>34</sup>

Virginia Judy Esterly, Dean of Women at the University of Oregon, addressed this aspect of the position; "the constant association with the health department strengthened me and my office ... keeps me in touch with the development in the health department, and allows a more surely helpful dealing with students."<sup>35</sup>

Housing, social activities and health matters are only a few areas of concern for the Deans of Women, but the most common throughout the varied responsibilities. Other obligations were placed upon the post by the administration throughout the years, effecting the transformation of the job from motherly matron to professional advocate.

At some colleges, the Deans of Women were expected to act as personal and academic advisors to the women students as well as an employment agency. As advisors the deans took the opportunity to encourage young women to continue their education via graduate programs. It was believed that it "is the business of the dean to develop each girl to her highest economic value ... and with members of the teaching staff the dean can foster the

---

<sup>32</sup> Nidiffer, 2000, p. 69.

<sup>33</sup> Ibid., p. 69.

<sup>34</sup> National Association of Deans of Women, 1927, p. 83.

<sup>35</sup> Ibid., p. 84.

atmosphere of research."<sup>36</sup> Due to the lack of financial support many students had to maintain employment while attending school. The duty of finding employment for female students was left to the Deans of Women. Often this aspect of the position was time-consuming, as it not only entailed securing employment for the female students, but also making "adjustments between employer and girl."<sup>37</sup>

These obligations weighed heavily on the deans as the position became more intricate than that of the predecessor, Lady Principal of the Female Department. The position progressed to encompass various responsibilities that concerned female students: housing, adequate meals, health, social activities, academic advising, personal counseling, and finding employment for them. The deans did a majority of these duties themselves since usually they only had a small staff that consisted of one or two assistant deans and secretaries.<sup>38</sup>

The deans sought to "professionalize" their employment as a way to "legitimize their roles on the still predominantly male college campus," yet the definition of a professional did not coincide with the societal view of women at the time.<sup>39</sup> The term "professional" described an individual who possessed knowledge, which had been acquired through study at a university, that they applied to assist people while maintaining a lifelong commitment to their profession. The Dean of Women met all of the

---

<sup>36</sup> Ibid., p. 81. From a speech given at the 1927 NADW conferences by Una Herrick, Dean of the College of Household and Industrial Arts at Montana State College.

<sup>37</sup> Ibid., p. 79. From a speech given at the 1927 NADW conference by Virginia Judy Esterly in which she discussed the Dean of Women at Cornell University who "handles all employment for women students, securing it for 200-300 girls and makes adjustments between employer and girl."

<sup>38</sup> Nidiffer, 2000, p. 31.

<sup>39</sup> Robert A. Schwartz, "How Deans of Women Became Men." *The Review of Higher Education*, Vol. 20, No. 4 (Summer 1997): 422.

set criteria, but society's view of a woman's first priority prohibited the term "professional" to be bestowed upon the Deans of Women. It was believed that a woman's main purpose was to her husband and family, rendering her unable to provide a total commitment to a career.<sup>40</sup>

To rebut such arguments women employed in academe oftentimes decided not to marry and instead continued their higher education by obtaining graduate degrees and taking part in "other scholarly pursuits."<sup>41</sup> Lillian Gilbreth, President of Gilbreth, Inc., stated, "life may be ensured in terms of satisfactions to oneself and one's group ... if either marriage or a career alone bring satisfaction - well and good. In some cases each may - in many neither alone does - so a combination becomes a subject worthy of attention and interest. A successful combination of marriage and career, for a woman, means not only that she wants it, but that her husband and her children also want her to have it" and that was the rub for these new professional women.<sup>42</sup>

Females who were employed as Deans of Women found solace and strength in a national association, the National Association of Deans of Women (NADW). NADW began meeting in 1904 to discuss Deans of Women's duties and topics in their field for research and publication.<sup>43</sup> By the 1930s the deans' organizations was

---

<sup>40</sup> Nidiffer, 2000, p. 10.

<sup>41</sup> Other scholarly pursuits refer to writing, publishing, and presenting papers, and accepting scholarly work in foreign countries. Bashaw, 1999, p. 67.

<sup>42</sup> National Association of Deans of Women, 1927, p. 210. Lillian Gilbreth is touted as the "mother of modern management" due to her creation of "industrial management techniques still in use today." She is perhaps better known for experience as a mother of twelve. Her children wrote the book *Cheaper by the Dozen*. "Lillian Moller Gilbreth: Mother of Modern Management." <http://www.sdsc.edu/ScienceWomen/gilbreth.html> (3 May 2004).

<sup>43</sup> Marion Talbot organized the first meeting of the Conference of Deans of Women, held in November of 1904. The conferences were held every two years thereafter and allowed Deans of Women to discuss issues

publishing articles and books, conducting research, developing journals and holding "annual conferences for the further dissemination of knowledge and advancement of the profession."<sup>44</sup>

Through NADW, professionalization began to take hold and Deans of Women came to a consensus that they were carrying major burdens with the administration of colleges. The deans began to lobby for separate administrative units to handle the bulk of the specific duties. They requested a separate housing department to be in charge of living arrangements for all students, not just women. They also urged for a "separate professional to ... look after Greek-lettered societies, provide academic or career counseling, and manage a host of other areas."<sup>45</sup> It was the Deans of Women's belief that streamlining their responsibilities would enable them to better handle social and disciplinary issues related directly to female students while maintaining a supervisory role.<sup>46</sup> Furthermore, the deans petitioned the administration for the creation of the position of Dean of Men to assist in fulfilling the needs of all students on the campus.<sup>47</sup>

With the development of separate departments to address specific student problems and the initiation of the Dean of Men position, the situation for Deans of Women began to become

---

that were of concern to their positions: campus housing, social life, discipline actions, etc. The name was changed to the National Association of Deans of Women. Bashaw, 1999, p. 4.

<sup>44</sup> Robert Schwartz, "Reconceptualizing the Leadership Roles of Women in Higher Education: A Brief History on the Importance of Deans of Women", *Journal of Higher Education*, Vol. 68, No. 5 September/October 1997): 507.

<sup>45</sup> Nidiffer, 2000, p. 150.

<sup>46</sup> National Association of Deans of Women, 1927, p. 86.

<sup>47</sup> The position of Dean of Men began to appear at coeducational colleges/universities in the 1910s - 1920s. The first individual given the title and official responsibilities was a professor of rhetoric and English at the University of Illinois in 1909. The deans of men also formed a national association, National Association of Deans of Men (NADM); however, the meetings were more social type in "contrast to the professionalism of the national conferences of the deans of women." Schwartz, 1997, p. 427.

precarious. It has been suggested that often times the function of professionalizing can have negative effects that were not accounted for during the process. Often times, these professionals are held responsible for the "loss of self-directing powers in the work-force" and for the "deterioration of the status of women."<sup>48</sup> Frequently professionals who "develop loyalty to employers ... weaken professional standards and the public image" of the actual profession.<sup>49</sup>

The swift professionalization of the Deans of Women and their advocacy for a better-organized administration led to their demise in the 1960s and 1970s. Although the contributions they made to the college's/university's administration levels were numerous, the position was deemed unnecessary during the era of personnel movement and the backlash against *in loco parentis*.<sup>50</sup> The administrations had three choices in the restructuring of the Dean of Women's and Dean of Men's positions; to "promote the dean of men to become the personnel coordinator," to make the deans "subordinate to a new coordinator of personnel services," or to abolish the "positions of both dean of men and women entirely."<sup>51</sup>

---

<sup>48</sup> Walter Metzger, "A Spectre is Haunting American Scholars: The Spectre of 'Professionalism.'" *Educational Researcher*, Vol. 16, No.6 (August/September 1987): 16.

<sup>49</sup> Gary Sykes, "Reckoning with the Spectre." *Educational Researcher*, Vol. 16, No. 6 (August/September 1987): 19.

<sup>50</sup> The term refers to the university/college administration acting in place of the parents in regards to rule and regulations that must be followed by the students. Due to the Student Rights Movement of the 1960s and 1970s the practice in loco parentis lost popularity with administrations. To streamline the administration the positions of Dean of Women and Dean of Men, the usual enforcers of the regulations, were eliminated. The responsibilities of the Dean of Women and Dean of Men were disbursed throughout a general student affairs department. Deans of Men were often given positions such as "dean for student personnel, dean of students, and vice-president for student personnel services," while Deans of Women were given "lesser positions, allowed to retire quietly, or just dismissed." Schwartz, 1997, p. 517; Nidiffer and Bashaw, 2001, p. 157-159.

<sup>51</sup> Schwartz, 1997, p. 515.

Generally, the previous deans of men were promoted while the ex-Deans of Women faced an uncertain future in student affairs. Although the Deans of Women were more knowledgeable and better prepared to handle the remodeled administration, they were not incorporated into the system in the most viable manner. It can be argued that Deans of Women were "better suited to the innovations and developments of the 'student personnel point of view'" rather than the deans of men who had not seen training or professional development as an essential part of their job.<sup>52</sup> Nevertheless, deans of men were promoted to newly created top-level positions: Dean of Students, Chief Student Affairs Officer, or Student Welfare Officer.<sup>53</sup> Elizabeth Greenleaf, president of the American College Personnel Association, stated in a speech given in 1968, the plight of these women: "she (dean of women) is left either as Director of Women's Education...or she is given an undefined job as a general administrator. Rarely are women in our profession given a real functional responsibility."<sup>54</sup> If the ex-Deans of Women did not accept a general administrative position, they either went back to being full time faculty members or retired from academia all together.

---

<sup>52</sup> Ibid., p. 515.

<sup>53</sup> Nidiffer, 2000, p. 151.

<sup>54</sup> Ibid., p. 150.

## CHAPTER TWO

### "A LONG WAY TO GO:" THE EARLY YEARS: 1948-1953<sup>1</sup>

With regard to the women, in the words of one of them at the final Women Students' Association banquet, "We have come a long way!" We have still a long way to go, but it is the earnest hope of the Dean of Women that in not too many years the University of Florida will become truly coeducational.

Dean Marna Brady, 1949<sup>2</sup>

### **Historical Synopsis of the University of Florida**

The University of Florida is located in Gainesville and is touted as the eldest component of the State of Florida's university system.<sup>3</sup> In January of 1853 the state government decided that two seminaries would be created to "prepare trained teachers for the community schools that would follow statewide settlement."<sup>4</sup> The locations for the seminaries were Ocala for the

---

<sup>1</sup> Dean of Women's Annual Report, 1948-1949, p. 1.

<sup>2</sup> Ibid., p. 3.

<sup>3</sup> Gainesville is a north-central town in the state of Florida. Charles Wilson, *Encyclopedia of Southern Culture, Volume 1*, pp. 4, 83.

<sup>4</sup> Robin Sellers, *Femina Perfecta: The Genesis of Florida State University*, (Tallahassee, Florida: FSCW/FSU Class of 1947 and FSU

eastern seminary and Tallahassee for the western. The East Florida Seminary was founded in the same year, 1853, when the state purchased the Kingsbury Academy, a private educational institution.<sup>5</sup> The Civil War took its toll on the East Florida Seminary and it "ceased to function as a state institution after the first two years of conflict," but had carried on as a private educational establishment, the Gainesville Academy.<sup>6</sup>

In 1866, the state regained control of the seminary and moved its location from Ocala to Gainesville, but as Robin Sellers points out "in contrast to Tallahassee's enthusiasm for its seminary, this relocation occasioned slight interest on the part of Gainesville's citizens. Perhaps because of the lack of encouragement ... the transfer proved fruitless, and (it) remained little more than a local elementary school."<sup>7</sup> Reconstruction only seemed to deepen the questions that citizens and legislators had concerning the seminaries, but the schools struggled to stay alive and formed normal (teacher education) departments.<sup>8</sup> The first baccalaureates awarded from the East Florida Seminary were

---

Foundation, 1995), p. 3.

<sup>5</sup> "History of UF." <http://www.ir.ufl.edu/factbook/history.htm> (19 April 2004).

<sup>6</sup> Sellers, 1995, p. 6.

<sup>7</sup> "Introduction to UF." <http://www.ufl.edu/facts.html> (3 March 2004).

<sup>8</sup> The East seminary founded a normal department in 1881 and the West seminary followed suit in 1882. Sellers' indicates that these decisions were prosperous for the schools. As the tourist rates and people relocating to Florida began to rise the legislature "spread the resulting prosperity to public higher education." Sellers, 1995, p. 6. It is also interesting to note that UF was Florida's land grant college designated by the Morrill Act of 1862. Although President Lincoln signed the legislation in 1862, it did not go into effect immediately due to the Civil War. Adams, Alfred H. "A History of Public Higher Education in Florida: 1821-1961." Doctoral Dissertation. The Morrill Act established the land and money needed to create an institution of higher learning in every state. Amy Thompson Candless, *The Past in the Present: Women's Higher Education in the Twentieth-Century American South* (Tuscaloosa, AL: The University of Alabama Press, 1999).

from the normal department in 1882.<sup>9</sup> Due to the increase in the population of the state and a "renewed commitment to teacher training" the stage was set for the 1905 Buckman Bill.

The main purpose of the Buckman Bill was to create a state university system by having only a handful of institutions supported by the state: one for education of African-Americans, one for special needs children, one male-only and one female-only.<sup>10</sup> With the passage of the bill the University of Florida was born when the East Florida Seminary merged with the Florida Agricultural College, located in Lake City. The site of the new university was the East Seminary location, although "it lacked a physical plant for immediate use by the school;" therefore, students attended classes in Lake City until the building was completed.<sup>11</sup> It was September 26, 1906 when the University of Florida opened its doors in Gainesville to 102 male students with fifteen faculty members and two unfinished buildings.<sup>12</sup> Within two decades the student body had increased into the thousands and a dozen buildings, including a library, gymnasium and auditorium, were erected in Gothic-style.<sup>13</sup>

---

<sup>9</sup> Charles Wilson and Ferris, William, *Encyclopedia of Southern Culture, Volume 1*. (Chapel Hill, NC: University of North Carolina Press, 1989), p. 483.

<sup>10</sup> The bill was named for its author, H.H. Buckman of Duval County and was numbered House Bill 361. His names for the four schools were as follows: Florida Normal and Industrial College for Negroes at Tallahassee, Institute for the Blind, Deaf, and Dumb at St. Augustine, University of the State of Florida for males only, and the Florida Female College for females only. However, the names for the former seminaries were not kept as Buckman had specified them. The male-only school became the University of Florida (UF), while the female school became the Florida State College for Women (FSCW). In 1947, FSCW's name was altered a final time when it became a coeducational institution - Florida State University. Sellers, 1995, p. 9.

<sup>11</sup> Ibid., p. 9; "Introduction to UF."  
<http://www.ufl.edu/facts.html> (3 March 2004).

<sup>12</sup> Ibid., "Gainesville, Florida Area History."  
<http://www.state.fl.us/gvl/Culture/AreaHistory.html> (12 November 2003).

<sup>13</sup> Ibid.

Although the State of Florida's 1905 Buckman Bill designated the University of Florida as a male-only school, women did attend classes on campus. Initially the university only allowed female students to enroll in summer sessions, however, by the 1920s, women were requesting access to classes during regular terms.<sup>14</sup> These were not liberal arts classes available at the all female school in Tallahassee, Florida State College for Women (FSCW), but were courses in specific fields of study taught in Florida only at UF, "particularly agriculture, pharmacy or law."<sup>15</sup> Since the Buckman Bill designated the separation of gender-based colleges, the enrollments of females at UF caused concern and were addressed by the State of Florida's Legislature in 1925. It decreed that women could "enroll as students of the University of Florida in such subjects and courses as they are unable to obtain in any other institution under supervision of the Board of Control."<sup>16</sup> Even though UF had become entitled to enroll women as students during the academic year, the restriction on their attendance allowed the school to retain its designation as a single sex institution. This designation was not altered until 1947 when UF became the last state funded university in the nation to officially become coeducational.<sup>17</sup>

---

<sup>14</sup> The first woman to be admitted to UF was Lucille Ricks Brown, who received a Master of Arts in English from the university in August 1923. She was enrolled in school only during the summer sessions and was admitted to UF in the summer of 1916. Samuel Proctor and Wright Langley, *Gator History* (Gainesville: South Star Publishing Company, 1986), p. 39.

<sup>15</sup> *Ibid.*, p. 39.

<sup>16</sup> *Ibid.*, p. 39.

<sup>17</sup> "The University of Florida in Gainesville was the last state university in the nation to adopt full co-education, although the University of Virginia is listed as "part co-educational." Virginia, however, employs a permanent dean of women." "Co-Eds at Gainesville," Ted Shurleff, *Alligator*, 3 October 1947. Although UVA allowed women to enroll in undergraduate summer courses by 1925, it also permitted women in graduate and professional programs in the 1920s and 1930s; however, it was not fully coeducational. It was not until the fall of 1969 when the university announced that it "would begin opening its doors to the

In the first year of UF's coeducation, 601 female students joined the 8,177 male student body.<sup>18</sup> Throughout the years, coeducation became an integral part of the university's composition and "women began to make their influence felt all over campus" by enrolling "in a wide variety of classes and majoring in every field, including those which traditionally have been associated with male students - engineering, medicine, business, anthropology and the basic sciences."<sup>19</sup>

With the GI Bill there was an influx of veterans onto college campuses in the late 1940s that caused considerable problems nationwide. At the University of Florida, staff tried to accommodate a number of veterans living in the northwestern region of the state by creating the Tallahassee Branch of the University of Florida (TBUF).<sup>20</sup> However, by the end of the war, the influx of ex-GIs was so immense, the vast majority of whom were men, that the campuses of UF and TBUF were not enough to sustain the increase. Additionally, there were women GIs "who were also eligible for educational support" and "many of the male veterans who enrolled were married, and their wives wanted to study at the university."<sup>21</sup> Therefore, the State of Florida reversed the 1905 Buckman Bill and ended forty-two years of segregation based on gender within higher educational institutions in Florida.<sup>22</sup> Due to the change, the University of

---

daughters and wives of students and faculty." McCandless, 1999, pp. 93, 96.

<sup>18</sup> *A Celebration of 50 Years of Coeducation at the University of Florida*, Coeducation clipping file, George Smathers Library, University of Florida. p. 1.

<sup>19</sup> Proctor, 1986, p. 57.

<sup>20</sup> Sellers, 1995, p. 268.

<sup>21</sup> *A Celebration of 50 Years of Coeducation at the University of Florida*, p. 1.

<sup>22</sup> As stated earlier, UF had in fact enrolled women before 1947, however, they had been limited to what courses they could attend and their numbers were very low. In 1927, President Murphee reported that there were only five women registered at the college. This changed at

Florida created the position of Dean of Women to assist the administration with the women students and vice-versa.

### **Background of Marna V. Brady**

The first woman to be employed by the University of Florida for the Dean of Women position was Dr. Marna V. Brady. Brady was born August 16, 1903 in Cincinnati, Ohio to Dr. Mifflin Brodhead and Mrs. Harriet Venable Brady and had one sibling, a sister, Henrietta.<sup>23</sup> It was probably from her family that Marna Brady learned the benefit of education and community service, which served her well in her post at UF.

Both of her parents held degrees from institutions of higher education. Her father attended Chickering Institute and her mother was educated at Bartholemew Classical School, both private schools in the Cincinnati area. Dr. Brady pursued his education at Ohio Medical College and was graduated in 1885. Mrs. Brady attended the University of Cincinnati and was a public school teacher in Cincinnati and Circleville, Ohio, until her marriage.<sup>24</sup>

Her parents were both professionally and civically active in the city of Cincinnati. Her father, Dr. Brady, who served on the boards of the city's health department and the Y.M.C.A., was

---

the Florida State University, formerly the Florida State College for Women, and the University of Florida once coeducation was reintroduced to the higher education system by the Legislature. It was reported that prior to Governor Millard Calwell's signing of the bill over two hundred applications from potential female students had been received by the admissions office of UF. "Co-Eds at Gainesville," Proctor, 1986, p. 39.

<sup>23</sup> Her father was a family physician who was best known in the city as the one time President of the Cincinnati Board of Health. Her mother was a teacher in the public school system of Cincinnati. "Illness is Fatal to Physician." *Cincinnati Enquirer*, 9 December 1940.

<sup>24</sup> The value of education ran deeply on her mother's side as Marna's maternal grandfather was Professor William Henry Venable. He

a consulting physician to the "Contagious Department (sic) at the Cincinnati General Hospital" and "a former president of the Certified Medical Milk Commission."<sup>25</sup> Additionally, he held membership in a number of community organizations: the Academy of Medicine, the Ohio State Medical Association, the Ohio Commandery, the Military Order of the Loyal Legion, the Yeatman Lodge, the Free and Accepted Masons, the Delta Chapter, the Royal Arch Masons, the Scottish Rite, and the Syria Temple Shrine.<sup>26</sup> During World War I, the doctor "served on the local draft board ... and was also a First Lieutenant in the Home Guard."<sup>27</sup>

Mrs. Harriet Brady was involved with the community as a member of the Cincinnati Women's Club, the Liberty Loan Committee, and the city's Lecture Club. She was perhaps most dedicated to communal work during the First World War through her volunteerism with the Red Cross. She assisted in various activities, such as the drive to sew shirts for "bed-ridden soldiers of the war zone."<sup>28</sup> Mrs. Brady was outspoken and not reserved in sharing her opinions, as evidenced by an editorial that was published in the Cincinnati Times-Star.<sup>29</sup> She discussed her support of the war in an attempt to persuade others of "high ideals and fine discrimination" that the "entrance into the war"

---

is noted as a "widely-know poet, historian, and educator of Cincinnati." Ibid.

<sup>25</sup> He was a consultant to the hospital since 1918. "Former Head of Health Board Succumbs at 72: Dr. M.B. Brady's Daughter on National Defense Council." *Times-Star*, 9 December 1940.

<sup>26</sup> The organization known as the Military Order of the Loyal Legion was comprised of men who were sons to Civil War officers. Dr. Mifflin Brady's father was Colonel George K. Brady, a Civil War officer who remained in the military. Dr. Brady followed his father to various army posts until he was sent to a boarding school at the age of 14. Ibid.

<sup>27</sup> Ibid.

<sup>28</sup> "Women Make Shirts for Red Cross As Drive For 30,000 Members Is Opened," *Cincinnati Post*, 4 May 1917, University Archives, The Ohio State University.

<sup>29</sup> Harriet Veneable Brady, *The Greater Gain*, 5 May 1917 University

was not "a great subversive and destructive calamity."<sup>30</sup> She argued "the old phoenix of social progress will not perish, but will soar with renewed life and power from the flames of a war that is fought by a brotherhood of the nations for the rights of their peoples."<sup>31</sup>

Marna Brady had as much drive and determination as her parents when she entered college at the University of Cincinnati. She was graduated in 1925 with a Bachelor's of Science degree and was awarded the "C" ring from the Mortar Board association.<sup>32</sup> She was hired as an instructor at the university until she finished her Master of Arts degree, at which point she moved to the Pennsylvania college, Bryn Mawr. Brady was the Assistant Director of the Physical Education Department and assistant professor at Bryn Mawr for ten years, when she relocated to Wheaton College, in Massachusetts, as head of the Physical Education department and as assistant professor.<sup>33</sup>

She served at Wheaton College, from 1938 until 1943, when she then joined the United States Marine Corps Women's Reserve. She began her service as a private and retired in June of 1946 as a Major. During her three and half years of service, she was a commander of the officer training program and an executive officer of the second headquarters battalion, located in Washington, DC. She was awarded the American campaign medal, the Asiatic and Pacific campaign medals, plus a commendation from the Commandant of the Marine Corps for her service while stationed in Hawaii. Brady was "the officer in charge of the first group of

---

Archives, The Ohio State University.

<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

<sup>32</sup> Mortar Board is an honor association and the "C" ring is given to the most outstanding female senior in the class. "'Mystic 13 Subject of Thesis.'" *Cincinnati Alumnus* (Spring 1950), p. 2.

<sup>33</sup> "Direction, Not Regulation," no date or paper; "First Dean of Women at Florida University," *Gainesville Post*, 7 July 1948.

enlisted lady Marines to go overseas ... and upon her return to the states was commanding officer of the Marinettes at Camp Pendleton."<sup>34</sup>

Brady returned to academia and pursued her doctoral degree from the Teacher's College at Columbia University. She received her doctorate in education from the university in 1948 when her dissertation topic, "The Redirection of College Extra curricular (sic) Activities in Relation to Later Community Participation," was approved. For her dissertation she "studied 20 classes of Mystic 13 and Mortar Board" members at the Columbia University.<sup>35</sup> The basis of the dissertation was to examine whether activities, that members of these organizations took part in during their college careers, lead them to being involved in their communities. She questioned members within the Cincinnati area and found that "95.5% of those responding took part in civic affairs after leaving college," however, she found that there was room for improvement for opportunities provided by colleges for females in regards to extracurricular activities.<sup>36</sup> Brady stated in her dissertation that the "progress of co-education (sic) has been very rapid because of the assistance of the students, faculty, and administration ... women who have worked in co-educational programs have set a high precedent, and because of their efforts, the University (sic) is attracting more and more women."<sup>37</sup>

In 1949, Brady's dissertation was the basis of articles she authored for the January and March issues of the Mortar Board

---

<sup>34</sup> "Dr. Marna Brady, First Women's Dean is Here." *Tallahassee Democrat*

<sup>35</sup> Both Mystic 13 and Mortar Board are honor societies for females. "Marna V. Brady's vita."

<sup>36</sup> Her dissertation was the source for articles later written by her and printed by Mortar Board in their publications. "Mystic 13 Subject of Thesis"

<sup>37</sup> "Ex-Marine Now Dean of Women on U.F. Campus." *Gainesville Sun*

honor society's national magazine. Brady wrote that there were three areas in higher education that could change so that the institution could "more effectively utilize extracurricular activities as a means of education for citizenship:"

- 1) Fundamentally change the philosophy of colleges and universities with regard to the importance of extra curricular (sic) activities.
- 2) The need for provision of skilled group and individual guidance in the field.
- 3) The need for an amplification of college-community co-operation in training for citizenship through extra curricular activities and organizations.<sup>38</sup>

#### **Dr. Marna Brady's Entree to UF**

In 1947, the Florida Citizens' Committee on Education decided that coeducation at the University of Florida and the Florida State College for Women was the way to meet the ex-GIs' demands for higher education in the state.<sup>39</sup> The GI Bill became a catalyst for expansion since a majority of the veterans, who would not have been able to financially afford college previously, were taking advantage of the stipends for support, tuition, books, et al provided by the bill. However, female veterans were also eligible for the same benefits as their male

---

<sup>38</sup> "Mortar Board Honors UF Dean of Women." *Gainesville Sun*, 3 December 1949. These articles prompted the UF President, J. Hillis Miller, to write Brady a congratulation letter. Miller believed that her "thesis has great appeal to this splendid group of honor students all over the nation," and that it was "a source of real satisfaction to have our Dean of Women featured so prominently in these issues." Letter from J. Hillis Miller to Marna Brady, 25 May 1949.

<sup>39</sup> The committee was appointed by the Governor, Millard F. Caldwell. Proctor, 1986, p. 39.

counterparts under the GI Bill. Ex-GI's wives and female veterans constituted a large body of individuals with the desire to study at the university thus calling for coeducational institutions of higher education.<sup>40</sup> The legislature's decision to make both the University of Florida and the Florida State College for Women coeducational was met with some public disfavor. Robin Sellers states that the "editor of the *Gainesville Sun* ... claimed that coeducation for both the college and the university was a trumped up lot by the Tallahassee Chamber of Commerce to destroy the University of Florida."<sup>41</sup> The bill for coeducation at UF and FSCW passed and ended the legacies of two gender-based institutions of higher education in Florida.<sup>42</sup>

In 1948, the coeducation law went into effect and the University of Florida created two new student personnel positions to assist with the increase in enrollment: Dean of Student Personnel and Dean of Women.<sup>43</sup> Dr. William Max Wise was appointed as Dean of Student Personnel and reported directly to the president of the university in regards to "all personnel activities relating to men and women students."<sup>44</sup> Dr. Marna Brady was hired as the Dean of Women and was to be "responsible for all student activities relating to women ... will direct the work of ... women students in the new student personnel program."<sup>45</sup> Oddly this was the full extent of the position description that Brady received.<sup>46</sup>

---

<sup>40</sup> Ibid., p. 39.

<sup>41</sup> Sellers, 1995, p. 272.

<sup>42</sup> Florida State College for Women's name was changed to Florida State University. Ibid.

<sup>43</sup> The university already had a dean of men at the time, R. C. Beaty. Ibid.

<sup>44</sup> "U. of F. Names Two Deans for New Positions."

<sup>45</sup> Ibid.

<sup>46</sup> Marna Brady, University of Florida Oral History Project,

The Dean of Women was an unseasoned position at UF, but Brady saw this as a challenge and described the university as "roaring and developing" and her position in it as one of "pioneering and organizing."<sup>47</sup> Dean Brady hoped to "be that of a counselor and helper, rather than disciplinarian and dictator," to all students - male and female.<sup>48</sup> With some wit and humor Brady was also quoted as saying that she hoped "the university won't feel as the Marines did toward women. They said, 'First you send us dogs, now women!'"<sup>49</sup>

The administration declared it's welcoming of female students by the opening of all classes, with the exception of physical education, to both genders, assigned women to write for all student publications, and assisted in the establishment of a Panhellenic Association.<sup>50</sup> The views male students had regarding women attending classes with them were ones of mixed emotions - dating verses studies. "Co-Eds at Gainesville", a student newspaper article, stated that the males of UF were "readying themselves for the pleasure they feel the gals will bring."<sup>51</sup> It was believed that women on-campus would cut down on the "wanderlust of students long-accustomed to visiting various cities in search of dates."<sup>52</sup> The creation of a more readily available dating pool promoted the belief that women were only

---

Gainesville, Florida. Interview by Samuel Proctor, January 1971, p. 5.

<sup>47</sup> "New Dean of Women Heads Coeducation at Florida U.: Was Major In U.S. Marine Corp. Holds B.S. and Doctor Degrees."

<sup>48</sup> At the time of interview, Dean Brady announced that her offices were open to all students, not just women, and two men had already come for her assistance. Ibid.

<sup>49</sup> "Dr. Marna Brady, First Women's Dean is Here."

<sup>50</sup> "New Phase of Education Opens at University of Florida."

<sup>51</sup> Ted Shurtleff, "Co-Eds at Gainesville." *Alligator*, 3 October 1947, Coeducation clipping file, George Smathers Library, University of Florida.

<sup>52</sup> In fact, one gentleman stated that he had not believed that the bill concerning coeducation would pass because it would "take a

enrolled in college "to earn their 'MRS' degree."<sup>53</sup> However, when it came to their studies men were quoted as saying that they "disliked the idea of having to 'pull punches' in class" - meaning that the men did not want to be unable to "emphasize my point with a cuss word or two" and not have to "see anybody blushing."<sup>54</sup> The fact that the requirements for degrees were the same for men and women was made clear by the administration in hopes of dismissing speculations of feminization.

### **The Beginning of a Career: 1948-1953**

Dean Brady wrote a yearly report concerning the various aspects of her position and submitted it directly to the President of the University of Florida. The first report covered the 1948-1949 school year and within these pages the divisions of her responsibilities were specifically outlined on paper: female student housing, organizations, counseling, accomplishments, problems, as well as the dean's department's needs, changes, personnel and her personal activities outside as a representative of the university. These duties were discussed in all of the following reports, therefore, the yearly documents were structured in the same organized manner, no doubt a reflection of her military past. The structure of her reports, writing style, and detailed information remained the same throughout the years, with periodic alterations in sub-sections, however, the main sections were as follows: women's organizations, housing, future

---

substantial loss in gasoline tax revenue since thousands of students would decrease their journeying, feeling that their own pastures were green enough." "University of Florida Last State University to OK Co-Education."

<sup>53</sup> Even though women had been in enrolled in higher education for years, there was still a belief that women should be "located exclusively in the home" and that the enrollment of female students was only to catch a husband. Robert A. Schwartz, "How Deans of Women Became Men." *The Review of Higher Education*, Vol. 20, No. 4 (Summer 1997): p. 433

<sup>54</sup> Ibid.

plans and needs, and her activities in regards to speeches, publishing, etc.

### **Women's Organizations**

In 1948-49 the dean began her first report by listing student committees and calling for a need to "determine social policies, such as calendaring (sic), types of organizations needed and helpful to campus life, means of financing social functions in dormitories and desirable hours, places, etc."<sup>55</sup> From her beginning statement, it seemed clear that Brady took an active approach to her position and defined herself as an advocate of the students. Her activity and encouragement resulted in the establishment of a Women Students' Association, a Panhellenic Council and Residence Hall Councils, and the petitioning of a women's honor society, Alpha Lambda Delta. These organizations were all created within the first five years of co-education at UF.

#### **Women Students' Association**

The Women Students' Association (WSA) was established as an extension of the Student Government and a governing body for the female students. Members of the council were "composed of elected representative from Off-Campus Students (sic), Panhellenic, Women's Recreation Association, and the Residence Halls."<sup>56</sup> Within the association there were various committees that had specific functions: judiciary, social, publicity, hall, elections and orientation handbook.

---

<sup>55</sup> Dean of Women's Annual Report, 1948-49, p. 2.

<sup>56</sup> Ibid. pp. 48-49, 2.

The judiciary committee dealt specifically with female students who were "persistent offenders" in regards to the *in loco parentis* rules placed upon the female students, such as being absent overnight from the residence hall.<sup>57</sup> The dean seemed to have been extremely supportive of this type of self-group discipline:

This group again did an outstanding job, devoting much time and thought counseling as well as punishing students who were referred to it. In two instances, particularly, there were almost dramatic results in changes in attitude.<sup>58</sup>

The social committee was in charge of the creation of regulations for functions, as well as holding them. The dean stated that this committee "fell down on the job of the establishment of social policies," but they did carry out a tea for high school girls from Gainesville in the first year of its existence.<sup>59</sup> Within the next year this group wrote the "Social Code for Florida women students" that was to "develop standards and minimize regulations."<sup>60</sup> This code was included in all literature being compiled by the handbook committee. Even though the expectations of the UF administration and WSA were in print, the female students did not necessarily follow them. Dean Brady discussed how social standards at the college had improved in the 1952-53 school year due to the "less public 'necking' and drinking."<sup>61</sup>

---

<sup>57</sup> Ibid., pp. 3, 48-49.

<sup>58</sup> No specific information regarding the two instances of which the Dean spoke was given. Ibid., 1951-52, p. 8.

<sup>59</sup> Ibid. pp. 50-51, 8.

<sup>60</sup> Ibid., 1949-50, p. 3.

<sup>61</sup> This upgrade in social standards was contributed to the Hall Councils responsible action toward it. Ibid., p. 9.

This committee disappeared from the subsequent dean's reports and was replaced by a "social" heading under the housing section of her report. By the time the women's dorms were functional this committee was assumed by groups within the halls. Parties, "dances, informal tea and cookie gatherings took place in all halls," and were in line with the "main purpose of the social program in the Residence Halls."<sup>62</sup> Often these events were coeducational and included members of the faculty and administration of UF.

The publicity committee's responsibilities were to bring the association and its events to the student population through all means of media available. The committee "posted in dormitories and sorority houses and other conspicuous places," minutes of meetings, but ran into problems when dealing with the campus newspaper, The Alligator. Dean Brady stated that it was a "serious handicap in attempting to tell the campus what the Association (sic) was, its purposes and activities," when all items that were submitted to the paper were printed in such a way that made them "beyond recognition or garbled."<sup>63</sup> Nothing of this committee is mentioned in the following five years of reports. Perhaps the committee dissolved because the WSA was well known to women students after they moved onto campus.<sup>64</sup>

There is little information on the last three committees: hall committee, election committee and the orientation handbook committee. The elections committee was to handle the officers elections for the following year, but was never mentioned again in the following five years of reports.

---

<sup>62</sup> The main goal of the social program was defined as "helping the individual girl feel adequate in social situations in which she finds herself in college by setting up situations in which she can learn." Ibid., 1951-52, p. 8; Ibid., 1952-53, p. 8.

<sup>63</sup> *Annual Report of Dean of Women, 1948-49, p. 3.*

<sup>64</sup> The WSA was extremely active in all aspects of the dorms and women's lives. Ibid., p. 3.

The only statement concerning the hall committee was that the "Hall Committee (sic) was called for information when necessary."<sup>65</sup> The next year, Brady referred to this committee as the Hall Council. This committee made suggestions concerning the alteration of regulations and rules regarding all women while on-campus. These actions from the Hall Council resulted from the different situations women found themselves and the level of experiences each woman possessed, for not all women entering UF were fresh from high school.<sup>66</sup> In fact, some of the women had been in the armed forces during the war and some of them were, in fact, already married.<sup>67</sup> The change of regulations was a frequent occurrence. By the 1952-53 year an Interhall Council was already reviewing "revisions and clarifies existing regulations" that were to be implemented the following year.

In addition, the Hall Councils formed individual constitutions for each dormitory due to the differences in the hall residences, underclassmen or upperclassmen, because "some procedures are better adapted to upperclassmen than freshmen."<sup>68</sup> These student Hall Councils allowed students to govern themselves "through representatives elected from their own groups."<sup>69</sup> The councils' main duty was to uphold "the policies of the Women Student's Association," but within each council committee existed with additional authority to pursue other opportunities that met the primary directive. The standing committees within each women's hall were the "Intramural Athletics, Social Affairs, and

---

<sup>65</sup> Ibid., p. 3.

<sup>66</sup> Ibid., 1949-50, p. 3.

<sup>67</sup> Ibid.

<sup>68</sup> Ibid., 1952-53, p. 3.

<sup>69</sup> "Dedication Ceremonies and Open House pamphlet for Angela Mallory and Nancy Wickliff Yulee Halls." 17 February 1950.

Standards."<sup>70</sup>

The orientation handbook committee was the last committee discussed by the Dean of Women in her first report. It was designated for the function of creating a handbook for student orientation sessions. The committee had completed their task the following year and had named the pamphlet, *Coedikette*.<sup>71</sup> This informational resource was initially only given to incoming students, but due to a positive response it became used as a recruiting tool.<sup>72</sup> The Dean of Women's Office began to furnish a copy of *Coedikette* to prospective students and their families on visits to campus and also at "College Days at high schools."<sup>73</sup> By the 1951-52 year a revised handbook was mailed to women with on-campus housing assignments. The handbook was so popular that other universities requested copies be sent directly to them.<sup>74</sup>

Through these committees the WSA organized and focused upon the women students and their needs. In 1949-1950, the WSA decided that a counselor program in the residence halls would be of assistance to the female students. It is unclear as to

---

<sup>70</sup> Additional committees were established as seen necessary by the individual Hall Council. Ibid. Brady refers to the council as being "weak groups," however, the councils were able to change the curfews during the first year of active existence, 1950-51. The Friday hour was moved forward one and half hours to midnight and the Saturday night hour, of 2 a.m., remained the same for fear that it would "provoke intense antagonism among the men who have been most cooperative, and that we would lost in good will what we would gain in hours." It was decided that each female student could twice a month be given extensions on these curfews if requested ahead of time. Passes were given to female students only twice a month for events such as "plays and concerts," but no other time extension passes were given - unless there was an emergency. Annual Report of Dean of Women, 1951-52, p. 3.

<sup>71</sup> No *Coedikette* pamphlets were available. Based on Brady's discussion on them it is likely enumerated the specific rules and expectations that women were to adhere.

<sup>72</sup> The dean referred to the handbooks as an "excellent public relations booklet." *Annual Report of Dean of Women*, 1950-51, p. 1.

<sup>73</sup> Ibid., p. 1.

<sup>74</sup> "Many request from other universities have been received and copies of the volume mailed to them." Ibid.

what the counselor project was to exactly accomplish, but the dean stated that "W.S.A. is studying the problem of student counselors in Residence Halls and expects to be able to select a group to function in the year 1952-53."<sup>75</sup> Obviously, the organization did not place counselors into the halls in the 1950-51 school year as they had hoped.

It was not until the 1951-52 year that WSA had completed their study of student counselors, provided the report to the dean, and the search process began.<sup>76</sup> The counselors were only to be placed in freshman halls initially and the WSA Council made the following suggestions concerning those that were to be hired:

... available to all upperclassmen and be non-paying jobs since the position would then be acceptable for an activity for Trianon and because selection would not then be based on financial need...select only those really qualified this year even if the number selected was less than desired.<sup>77</sup>

Dean Brady, who was involved in the selection process, believed the methods of the interviewing process was quite interesting:

Four or five students discussed typical Hall situations that had previously submitted by the Resident Staff, while the Selection Committee members stayed in the background listening, and pooled their estimates of each student later at a meeting of the full committee.<sup>78</sup>

---

<sup>75</sup> Annual Report of Dean of Women, 1950-1951, p. 1.

<sup>76</sup> Ibid., p. 8.

<sup>77</sup> Ibid., p. 9. Trianon is explained in the subsequent of Honor Societies section, see pg. 37 in chapter two.

<sup>78</sup> Ibid., p. 9.

It was not until the 1951-52 report that Brady explicitly discussed her counseling of students. The numbers of students Brady counseled, both females and males, had increased due to the referral of various student groups, faculty and administrative entities.<sup>79</sup> Most of the counseling seemed to have taken place in the Residence halls. A year after the placement of student counselors, Brady had a survey conducted to evaluate the worth of the program. The results of the questionnaire showed an overwhelming percentage in favor of continuing and increasing the numbers of counselors.<sup>80</sup>

WSA created another program to meet "incoming freshmen at the halls and assist them in any way possible ... and make them feel at home."<sup>81</sup> This practice was deemed "exceedingly valuable ... from students and their families ... and it is planned to continue next fall."<sup>82</sup> In 1951, it was referred to as the "Welcomers" group and met with entering "Freshman (sic) women and their families as they came into the halls in September and assisted them in getting settled, answered questions and did an excellent job of orientation and public relations."<sup>83</sup> By 1951-52, the practice was extended to transfer students as well.<sup>84</sup>

Through these committees, the WSA organized and focused upon the women students and their needs. From her report, Dean

---

<sup>79</sup> Ibid., p. 10.

<sup>80</sup> The number increased from 10 to 17 within the first year. Dean Brady herself conducted the training of these students. *Annual Report of Dean of Women, 1952-1953*, p. 3.

<sup>81</sup> *Annual Report of Dean of Women, 1950-1951*, p. 1.

<sup>82</sup> Ibid., p. 1.

<sup>83</sup> During this year this program was also extended to include transfer students. *Annual Report of Dean of Women, 1951-1952*, p. 8.

<sup>84</sup> Ibid.

Brady seemed to be pleased with the progress within the first five years of their existence. Every year, Dean Brady stated that they had done a wonderful job and had outdone themselves from the previous year. This association was fruitful, able to stand on its own, and an integral part of every aspect of the women's lives on UF and had become less dependent upon the Dean of Women.<sup>85</sup>

### **Honor Societies**

An honor society, Trianon, was established in the 1949-1950 school year. It was a localized society that spent the first year organizing and establishing its constitution, rituals, insignia, and advisors.<sup>86</sup> Trianon was recognized by the campus when it was placed in charge of the '50-'51 Homecoming Parade. Responses to Trianon's efforts were so positive that the group was in charge of the Homecoming Parade for the next two years.<sup>87</sup> The dean stated that they could always "be counted on to lend support to high standards and to serve the University in a number of ways" and that the "gain in status and prestige on the campus has been as outstanding as that of WSA."<sup>88</sup>

---

<sup>85</sup> WSA took "initiative and responsibility" and used the dean as more of a "resource person." The Women's Independent Society (WIS) was created during the 1949-50 school year, with the assistance of the WSA. The establishment of this group was due to the WSA's belief that "there was a need for a non-sorority group which would give the same feeling of companionship that the sororities do." The dean made it clear that the WIS was not an "anti-sorority group," but just a way for "independent women students to meet and find friends." The WIS was not discussed in any further reports. *Annual Report of Dean of Women, 1949-1950*, p. 3.

<sup>86</sup> Dr. W.H. Wilson and Miss Evelyn Sellers, who was the head of Mallory Hall, were selected as advisors. *Ibid.*, p. 4.

<sup>87</sup> *Annual Report of Dean of Women, 1950-1951*, p. 1.

<sup>88</sup> *Annual Report of Dean of Women, 1951-1952*, p. 10.

Alpha Lambda Delta, a national honor society, received its charter at UF and was "installed by Miss Adele Stamp, Dean of Women at the University of Maryland, and the organization's national treasurer, on February 8, 1950."<sup>89</sup> Brady reported that "twelve charter members were initiated" in the Fall, but by the Spring semester there were "seventeen new members" initiated, "making a total of 4.3% of freshmen women" at UF members.<sup>90</sup> Each year, the pledge class grew and the honor society assisted in ensuring the women of the University of Florida to be of the highest academic caliber.<sup>91</sup>

### **Panhellenic**

Brady was delighted concerning the institution and advancement of sororities on UF's campus, which provided a social outlet for the female students.<sup>92</sup> Within the first year of coeducation, eleven sororities were established as well as a Panhellenic council, known as the "House Council."<sup>93</sup> Three women from each house represented their sororities on the council,

---

<sup>89</sup> *Annual Report of Dean of Women, 1949-1950, p. 4.*

<sup>90</sup> Dr. Eleanore Browne, who was the faculty advisor for the group, and Dean Brady were both initiated as honorary members of the organization in the fall semester by Miss Stamp. The grade point average required to join Alpha Lambda Delta was a 3.5. *Ibid., p. 4.*

<sup>91</sup> By the 52-53 year the pledge class was the largest ever with 28 students being initiated. *Annual Report of Dean of Women, 1952-53, p. 12.*

<sup>92</sup> Dean Brady was the advisor for Panhellenic during the '48-'49 year, but all "the clerical and record keeping was done in the Fraternity Adviser's (sic) office." The dean requested that assistance from the advisor continue. This assistance was probably of great help to Brady since she had an extremely small staff at the time and was strapped due to the demands of her position. The responsibility of Panhellenic was completely given to UF's Assistant Dean of Women when she was hired in 1951-52. *Ibid., 1951-52, p. 7.*

<sup>93</sup> *Annual Report of Dean of Women, 1949-50, p. 4.*

which focused upon fundraising, community service, and the organization of discipline councils for each sorority.<sup>94</sup>

From the beginning, the council deemed that sorority members were to follow all guidelines established by the WSA, including disciplinary regulations. The group did alter some rushing and "by-law rules" and established a yearly workshop of issues concerning female students.<sup>95</sup> Despite a great deal of effort in organizational matters, the council mainly concerned itself with fundraising and community service projects. For a fundraising event, the council decided upon a singing competition between the sororities, which became a tradition dubbed the "Panhellenic Sing."<sup>96</sup> Every year the money that was raised from the singing contest was directed toward an orphaned Polish girl, Roma, whom the House Council began fostering in 1949.<sup>97</sup> Community service for the female Greeks involved opening their houses for a "week end (sic) for high school girls" participating in athletic activities hosted on the UF campus and having Christmas parties for disadvantaged children.<sup>98</sup>

In 1951-52, the sororities held an "open week" to educate interested students about Panhellenic groups, and the University

---

<sup>94</sup> Brady made mention that she hoped that each sorority would assume the bulk of the responsibility when dealing with discipline. She believed that "too much this year has fallen on the Housemothers," and she felt extremely "fortunate in the ones we have had." *Annual Report of Dean of Women, 1948-49*, pp. 3, 7.

<sup>95</sup> Dean Brady was the speaker at three groups within the 1949-50 workshop. No other mention is given of it until the 1952-53 report - Brady stated that Dean Warren was the speaker at that year's workshop. *Annual Report of Dean of Women, 1952-53*.

<sup>96</sup> *Annual Report of Dean of Women, 1949-50*, p. 4.

<sup>97</sup> Every sorority also sent Roma letters and gifts throughout the year. *Annual Report of Dean of Women*, various issues.

<sup>98</sup> The dean makes specifically mentions "Sports Day and Tennis Tournaments" that were held at UF. *Annual Report of Dean of Women, 1949-50*, p. 4.

of Florida at large.<sup>99</sup> The Dean of Women's report suggested that she was unsure as to how many girls would be attracted to the open houses due to a raid that had recently occurred on-campus.<sup>100</sup> Such events may have been beneficial in the ability of the sororities to raise their membership numbers by counteracting the idea that coeds were unsafe on campus.<sup>101</sup>

Dean Brady stated:

In spite of the unfavorable publicity occasioned by the raid, about 100 students were here as visitors. The sororities did a fine job in trying to counteract the impression that women students at the University of Florida were not well taken care of.<sup>102</sup>

---

<sup>99</sup> This was the council's way of "being more effective and of serving the University as well as the women's fraternity group...special effort was made ... to emphasize the fact that it was a Panhellenic event... giving prospective students an insight into life at the University of Florida, and that it was not planned primarily as a rushing device. *Annual Report of Dean of Women, 1951-52, p. 9.*

<sup>100</sup> An underwear riot or panty raid, involving over three hundred male students, occurred during the 1951-52 year. It is unclear so to what exactly started the raid or what exact female housing was targeted. It can be assumed that both women dormitories and sorority houses were involved. Interestingly only one sorority escaped the raid, Sigma Kappa. They were tipped by a phone call and had the brothers of Chi Phi come and stand guard outside their house. Most of the female students' belongings that were taken during the raid were recovered, but the damage to university and sorority property totaled \$800. Personal loss totaled \$1800 and there was \$200 in cash taken from Delta Gamma sorority that was not recovered. Although over three hundred students were involved, the university cited sixteen people as the instigators. All students that were involved faced "penalties ranging from light reprimand to expulsion from" UF. "Dorm Raiders to Receive Reprimands, Expulsions."

<sup>101</sup> The numbers of active members was raised from 45 to 50 and "all groups except one were able to bring the chapter membership strength within a satisfactory range." Additionally, the rushing system went to an open verbal bidding format, making it easier and quicker to engaged candidates. These assisted in an "increase of 44 (pledges)." *Annual Report Dean of Women, 1952-53, p. 11.*

<sup>102</sup> *Ibid.*, p. 11.

The panty raid, involving over three hundred male students, had occurred and it was unclear as to what exactly started the raid or what exact female housing was targeted. It can be assumed that both women dormitories and sorority houses were involved. Interestingly only one sorority escaped the raid, Sigma Kappa. They were tipped by a phone call and had the brothers of Chi Phi come and stand guard outside their house. Brady was in Grove Hall when it was hit by the raiders and she stopped a male student and asked him to help her get the men from the hall. Most of the female students' belongings that were taken during the raid were recovered, but the damage to university and sorority property totaled \$800. Personal loss totaled \$1800 and there was \$200 in cash taken from Delta Gamma sorority that was not recovered. Although over three hundred students were involved, the university cited sixteen people as the instigators. All students that were involved faced "penalties ranging from light reprimand to expulsion from" UF. The female students were angry more than anything and from this frustration came techniques to deal with panty raids in the future.<sup>103</sup>

Overall, the raid did not appear to have a negative impact on the sororities. The total pledge class of 1952-53 increased by 44 girls and a total of 302 women were members of a Greek organization on UF's campus by that time.

---

<sup>103</sup> The hall council in every hall would take over and guard the doors into the dormitory and be sure that everyone was in their own rooms and that the windows were closed. This would show that the girls were not willing to take part and therefore be "no fun." Marna Brady, University of Florida Oral History Project, Gainesville, Florida. Interview by Samuel Proctor, January 1971, p. 42.

## Housing

Since the majority of Dean Brady's first five annual reports were concerned with housing, it can be concluded that this subject consumed an inordinate amount of her time. It seems as if the university was ill-prepared for the amount of housing that would be required for the coeds, for Brady referred to housing as "the biggest problem in connection with women."<sup>104</sup> There was no on-campus housing provided for the newly admitted female students the first year, but off-campus apartments were secured by UF for their use, Patrick and Pierce Courts and the Michael-Lonilair apartments.<sup>105</sup> The apartments were often the basis of complaints that were fielded by the dean.<sup>106</sup> Students constantly brought complaints about these housing facilities to the dean and housing officials of UF. It can be argued that it was difficult to regulate the apartments similarly to on-campus dormitories due to location and accommodation amenities. The apartment's locations were remote to the campus, thus causing a lack of community felt by the students. This discontentment was furthered by the lack of adequate accommodations leaving the students far from ecstatic in regards to the university. The regulation of the girls was not met to the satisfaction of Brady,

---

<sup>104</sup> *Annual Report of Dean of Women, 1948-49, p. 4.*

<sup>105</sup> "History of Halls on University of Florida Campus," p. 1.

<sup>106</sup> The most often heard complaint, by those who left the apartments and found other housing was overcrowding. It is reported that there were often three to five girls sharing one room. There were additional objections concerning the cooking facilities, which were "misused and often the burden" of a couple of roommates, and the requirement of paying their own utilities, because "some of the roommates" lacked responsibility in this area. The female students also found it extremely unfair that their rent was much more expensive than that of the male dormitories, and although "the different situation" was explained to them it caused some students to leave. *Annual Report of Dean of Women, 1948-49, p. 5.*

although she stated that the "Hall Managers have done their best, under very adverse conditions."<sup>107</sup>

Brady wrote the following in regards to this issue:

The philosophy of this department with relation to the University Housing is that living facilities and personnel are part of the general education program, and that the instilling of pride and responsibility for one's conduct through building and exerting the pressure of public opinion, is a more effective means of control and a better educational procedure than strict regulation. To do this, however, requires constant stimulation, group meetings, and self-government with guidance, and administration.<sup>108</sup>

Concerning the apartment housing, the dean wrote:

The Housing office and the Dean of Women's office have worked smoothly and cooperatively on these problems, each recognizing the difficulties of the other...Because these units are in the city of Gainesville and because the University is expected to supervise and control the students in a manner not possible, the University receives much criticism, which spreads to the parents of future students, many of these students the kind we desire to have at the University...This office strongly recommends that the University not renew its leases for the forthcoming year, because of the poor physical arrangement, and also because

---

<sup>107</sup> Ibid., p. 5.

<sup>108</sup> Ibid., p. 7.

many students are moving out and the financial burden on the University may be heavy.<sup>109</sup>

Brady stood by her recommendation to cease leasing the apartments even though she feared that with the completed female dormitories there would still be a lack of housing for the coeds. However, she believed that the university would do better providing adequate housing for a few than inadequate housing for many.<sup>110</sup>

Brady believed it was in the best interests of both the student and university if the females could reside on-campus and, therefore, remain under the watchful eye of the university.<sup>111</sup> This seemed to have been an aggravation to Brady since she believed that she had a duty to protect the women students and to create a female community, which could not be accomplished when off-campus housing created a separation between these students from the rest of the campus.<sup>112</sup> She argued in her report that it was the university's duty to:

...convince the Board of Control and the Legislature that more dormitories for women be constructed immediately, and that it is of utmost importance

---

<sup>109</sup> Ibid., p. 9.

<sup>110</sup> The dormitories were to be completed by the beginning of the next academic year. Brady believed that the school was not up holding the policy of housing for the students who came in the 1948-1949 school year. She feared the women students, as a group, would get a bad name and perhaps "flunk out, having intensified the idea that coeds who came here do come for one purpose only ... a case of the 'bad apples infecting all the others in the basket.'" Ibid., p. 6.

<sup>111</sup> Brady stated "we have, and will, discourage women students from living in apartments since this situation makes for tremendous criticism, and is potential dynamite. Should anything occur in such places, the adverse publicity would be extremely detrimental to encouraging more women to come to the University." Ibid., p. 6.

<sup>112</sup> Brady stated "another factor which enters into the picture is the complete impossibility for communication with this group with regard to campus activities, information, supervision, or the building of the kinds of attitudes we wish women students here to acquire." Ibid., p. 6.

that the trained personnel be provided. Again, taking the long view, it will benefit not only the University but the State. Many Legislators and Senators would not consider sending their daughters here under present conditions.<sup>113</sup>

However, the Board of Control that governed the University of Florida did not seem to heed the dean's disapproval and permitted women students to live off-campus if the family of the student requested permission and signed a "statement taking full responsibility."<sup>114</sup> Brady and the Housing Office found themselves with their hands tied since they had no "authority to stop it," nor were they able to inspect and approve the apartments due to the lack of staff.<sup>115</sup> The Housing and the Dean of Women's Offices sent a letter that required signatures to the parents of the student which placed "the burden of legal and ethical responsibility on the parent and does relieve the University of responsibility it has not the staff to maintain."<sup>116</sup>

It is my understanding that the University of Florida and the Board of Control, in general, recommend that coed students reside in University sponsored and/or supervised facilities...I further certify that my daughter will, at all times, observe University regulations, regardless of where she rooms. Her conduct will always reflect credit, not only on herself and her parents, but

---

<sup>113</sup> Ibid.

<sup>114</sup> *Annual Report of Dean of Women*, 1950-51, p. 10.

<sup>115</sup> *Annual Report of Dean of Women*, 1948-49, p. 6.

<sup>116</sup> Ibid., p. 6.

also on the good name and reputation of the University of Florida.<sup>117</sup>

Dean Brady did not wish to see the problems of the temporary housing find their way to the new dormitories that were being built for female students. She insisted that they not be overcrowded and that they be staffed with "skilled and trained personnel for their [the dormitories] management."<sup>118</sup> The dean made no attempt to hide her insistence concerning qualified employees and their necessary connection to the campus:

If finances are tight, as they usually are, expenses should be spared other places. Our regulations are set up with the personnel in the dormitories in mind as well as the student, so that little of their time need be spent on special permissions, chaperoning, etc., and more spent on counseling and planning a constructive program on educational lines.

The Head Resident, whom we hope will have a master's degree and be trained in student personnel administration, should have faculty or administrative status and be a part of the college. This is another steady complaint about the position, namely, that Residents or Counselors are divorced from all campus activities and yet they should certainly have contact with academic counselors and other personnel agencies and feel they are part of the total University.<sup>119</sup>

---

<sup>117</sup> From the form sent from the Dean of Women's Office to all female students requesting to live off-campus. Ibid.

<sup>118</sup> Ibid., p. 6.

<sup>119</sup> Brady also outlined the desire to have Associate Residents and Junior Counselors in all dormitories. The policy concerning the dorms

Generally, living in sorority houses was another avenue for the coeds, but UF had not designated land specifically for the eleven sororities that existed on-campus by the 1948-49 school year.<sup>120</sup> Instead, the sororities were renting housing for "exorbitant" amounts with "quarters that are cramped."<sup>121</sup> The dean advocated in the 1948-1949 report that "as soon as possible the land given to the University for sorority row should be leased ... and building limits defined ... having all sororities in the same general area will be desirable."<sup>122</sup>

The first dormitories, Mallory and Yulee, for the women students at UF were dedicated on February 17, 1950.<sup>123</sup> An open house of the newly constructed buildings was held following the dedication ceremonies. The main emphasis of the ceremonies and open house was "for University women students" and to promote an educational philosophy:

---

was to "require all freshmen to live in the new dormitories," and once the incoming class had been accommodated they would open any remaining rooms to the returning sophomores. Ibid., p. 7.

<sup>120</sup> Ibid., p. 7.

<sup>121</sup> Ibid., p. 7.

<sup>122</sup> She also suggested that a night security guard be posted to secure the "sorority row," which would assist the Housemothers of the sorority houses with security issues. She also stated that by doing this it would put "them (the sorority houses) on the same basis as the dormitories." It can be assumed that she meant with the security of the university watching over the young ladies, however, it is interesting how she compares them to a dormitory. From earlier statements concerning off-campus housing, it can be assumed that the dean was intensely against any women students living away from campus. The exception seems to be sorority housing. Although she does not seem to be an aggressive supporter, it can be concluded that she felt more at ease with these types of arrangements since they were associated with the university and the students were actively involved in an organization and campus functions. Ibid., p. 7.

<sup>123</sup> The dorms were named after Angela Mallory and Nancy Wickliff Yulee. These women married and with their husbands were "outstanding leaders in pioneer days of Florida during the time that Florida was admitted to the Union as a state." "Dedication Ceremonies and Open House pamphlet for Angela Mallory and Nancy Wickliff Yulee Halls," pp.

This philosophy recognizes that living accommodations provided for students should be considered an integral part of education; also, that the most important individual adjustments leading toward the development of a well-integrated adult are made through group living where the human relationships are closest. These halls offer opportunities through which students may develop personality, standards, and techniques of good citizenship.<sup>124</sup>

One of the speakers at the ceremony, Mrs. Harris, spoke eloquently concerning the implementation of the educational philosophy within the new residence dormitories:

The experience which Mallory and Yulee can provide for young women of Florida are important if the University is to develop well educated women capable of becoming leaders in their communities and capable of lending intelligent help toward the solution of the difficult problems which face modern society. Supplemented as they are by the fine instruction in courses these experiences provide for the young women a complete college education.<sup>125</sup>

---

1-2; "Housing Publicity Statement: Dedication Ceremonies and Open House pamphlet for Angela Mallory and Nancy Wickliff Yulee Halls," pp. 1-2.

<sup>124</sup> "Housing Publicity Statement: Dedication Ceremonies and Open House pamphlet for Angela Mallory and Nancy Wickliff Yulee," p. 1; "Dedication Ceremonies and Open House pamphlet for Angela Mallory and Nancy Wickliff Yulee Halls," p. 2.

<sup>125</sup> Speak given by Mrs. Harris at the dedication ceremony of Mallory and Yulee halls, p. 4.

Even though these halls created accommodations for female students, the Dean of Women's job was not finished, for there were many aspects of making the students feel welcomed that had not been achieved. For example, the dean mentioned the kitchen facilities lacked refrigerators, stoves, pots and pans. The students also wanted snack bars in the dorms, so that students could eat without having to fully dress and leave the premises. Brady saw the bars as a place of interaction between students, thus being "one method of teaching social behavior," which she believed was something that "our girls and men lack."<sup>126</sup>

Dean Brady was able to have knowledge of the activities of the students residing on-campus due to the implementation of the Head and Associate Resident directors. This allowed her to be better prepared before meeting with an individual student. Each semester the Head or Associate Resident would inform Brady of "the student's background, behavior in the hall, and her needs" either orally or via a written report that was composed on each student.<sup>127</sup> Students' grades were also open to examination by the Residence Hall directors and the Dean of Women, so that they could assist with "academic counseling and referred students in need of help to University College counselors."<sup>128</sup>

The Head Residents seemed to play an important part in the whole on-campus housing process. Dean Brady praised them by saying that the progress of the female housing could not have been accomplished without their guidance:

Their function is so much the development of attitudes, the prevention of serious problems, and

---

<sup>126</sup> Annual Report of Dean of Women, 1949-1950, p. 1.

<sup>127</sup> "They know their students and such information has been most helpful." *Annual Report of Dean of Women, 1950-1951.*

<sup>128</sup> *Ibid.*, p. 2.

often their greatest contribution is in the realm of intangibles that it is difficult to describe what they have done. The Dean of Women feels that the University of Florida is exceedingly fortunate in the caliber of its Residents, and the most usual comment of the visitors to the halls who meet them is 'They are real people.'

Brady included the Head Residents in the decision-making process concerning the dormitories. This may explain why they were extremely active in their roles; reports were compiled by each of the Head Residents in the women dorms, outlining "the year as to accomplishments, needs and possible future direction," and submitted directly to the Dean of Women."<sup>129</sup> During the evaluation of the Dean of Women's Office in 1952-53, Brady had the Head Residents define and fine-tune their position, resulting in a revised job description.<sup>130</sup>

Unfortunately, it was difficult to keep Head Residents employed. Brady pointed toward "the service, government and industry" as institutions that were "siphoning off persons who would normally" become employees of on-campus housing, but marriage was also a factor. Within the first year of the residence halls, the head of Grove Hall left to marry and the associate head of Reid Hall moved to another position within the university.<sup>131</sup> The dean felt that this sort of turnover could cause serious problems within the

---

<sup>129</sup> Ibid.

<sup>130</sup> *Annual Report of Dean of Women, 1952-1953, p. 2.*

<sup>131</sup> "Miss Gumper, originally Head Resident in Grove, resigned at the end of the first semester to marry her fiance, who was expecting a call back into the service...Miss Kay, Associate Resident of Reid Hall, left in July to take a position with the Office of Price Management." *Annual Report of Dean of Women, 1950-51, p. 8.*

dorms and lobbied to professionalize the position. To do this Brady sent a few Head Residents to a conference in Chicago, a trip to Florida State University, and lobbied for an increase in salary for the positions.<sup>132</sup>

Parents seemed to be very satisfied concerning the on-campus housing and the programs offered within them:

Many girls and their parents have spoken of the faith and sincere belief that the Officials of the University have in their ability to make decisions for themselves and to be self-directing individuals under the guidance that is provided for them here. Truly, our greatest public relations assets are happy, successful, well adjusted students of whom we have many.<sup>133</sup>

A mother said that her daughter's freshman year at the University of Florida has done all they had expected and more. Concerning the residence halls, she went on to say that she felt that they, as parents, had got their taxes and more back in the accommodation and guidance the girl had had.<sup>134</sup>

### **Mallory Hall and Yulee Hall**

The Hall Resident's reported to Brady that the "general morale and esprit de corps of the group has been good" and cited the creation of an environment that was friendly toward the

---

<sup>132</sup> Ibid.

<sup>133</sup> This quote came from the Hall Resident's report from Mallory Hall. Ibid., p. 4.

<sup>134</sup> This quote came from the Hall Resident's report from Yulee Hall. Ibid., p. 6.

women's views and opinions.<sup>135</sup> The dormitory promoted and hosted social activities for the residents including a snack bar, the purchase of a piano, and the ability to hold leadership roles in the Resident Council and the Inter-hall council.<sup>136</sup> The Inter-Hall Council sponsored various events for on-campus living female students: coffee sessions, a tip session "at which two University College Counselors and two student leaders spoke" concerning academic achievement, a discussion group concerning religion, educational movies, "campus drives for charity purposes and... the intramural program."<sup>137</sup>

Any behavioral or academic problems were referred and managed by different aspects of the university: "Dean of Women and the Judiciary Committee of WSA ... University College Counselors, Speech and Reading Clinics, Dean of Men, and the University Health Service."<sup>138</sup> The possibility of student counselors, as mentioned in the 1949-1950 report, was cited as a "great help to the trained staff, both in detecting potential difficulties and in the planning preventive procedures."<sup>139</sup>

The staff in Yulee was concerned with trying to provide the students within their walls a "well rounded program" and the Head Resident felt that "there is a need for more...literary, artistic, musical or programs of a general cultural nature." However,

---

<sup>135</sup> Ibid., p. 2.

<sup>136</sup> A member of one of the councils was quoted as saying that being part of the council was "the finest opportunity she had ever had to work with people, and that it is an experience that would be an asset to her throughout her life." Ibid., p. 2.

<sup>137</sup> For the coffee sessions a student would invite a professor to be their guest, thus allowing the students and faculty to interact outside of the classrooms. The movies were provided by the Southern Bell Telephone and Telegraph Company and had "famous artists as performers." Ibid., p. 3.

<sup>138</sup> Ibid., p. 5.

<sup>139</sup> Ibid., p. 5.

their intramural team shined brightly when they were the first ever to defeat the *Olympians* for the "independent intramural trophy."<sup>140</sup>

### **Reid Hall and Grove Hall**

Both Reid and Grove Halls were opened for female student housing in the fall of 1950.<sup>141</sup> Welcoming and assisting visitors, whether parents or possible students, the staff at Reid Hall reported that overall people seemed extremely pleased with facility. In the 1950-51 report the Head Resident spoke in length concerning a father and his daughter:

One father said that he hoped that his daughter could be directed by various hall experiences toward seeking vocational advice, which he felt she needs but would not seek of her own accord. We did have the opportunity during the year to direct her to the Bureau of Vocational Guidance. It has also been interesting watch her development. She was a rather reserved girl, attractive, but not sure of herself socially. During the year she has become one of the hall's leaders, and gained in poise and assurance.

Unlike the other dormitories, Grove Hall was not a newly built facility, but rather a renovated faculty office building that housed 170 female students.<sup>142</sup> Since it was an older building, the physical setup caused some problems for creating a

---

<sup>140</sup> The *Olympians* were a group of physical education majors who competed in intramural activities. The group was an independent - meaning non-Greek- group of female students. Ibid.

<sup>141</sup> "History of Halls of University of Florida Campus," p. 1.

<sup>142</sup> The building had formerly only been known as Building 'G.'

"comfortable residence hall;" in fact, the manager of the hall reported to Dean Brady that the first year began "literally from scratch and the acquisition of absolutely necessary facilities was slow...there is promise of washing machines in the future."<sup>143</sup> However, those living in the dorm seemed to surprise the staff by embracing the challenge in making it more of a residential building:

To our profound relief, we saw that Grove Hall residents were 'taking hold.' At first a few students arranged their rooms attractively, others saw the possibilities, followed suit. They were soon enjoying the fact they could 'do' more to their rooms than the residents in the new residence halls could...They soon took a personal pride in each acquisitions, spirit rose, they began to take pride in the hall, talk about its advantages. By the end of the year most of the residents felt that they had had a part in building this residence hall.<sup>144</sup>

Dean Brady stated in her 1950-1951 report that she believed this type of interest from the students would not have occurred "if it had not been for the guidance and quality of the Residents in charge of the halls, who communicated their spirit and interest to the girls."<sup>145</sup>

The Residence Hall report stated that the largest problem they faced was a room large enough to hold meeting and social events; therefore, many of them were actually held in the Mallory

---

Ibid.

<sup>143</sup> *Annual Report of Dean of Women, 1950-51, p. 7.*

<sup>144</sup> Ibid.

<sup>145</sup> Ibid., p. 7.

Hall recreation room.<sup>146</sup> The residents of the hall were very active in social and philanthropic events and were awarded a "trophy for their contribution to the Crippled Children's fund."<sup>147</sup>

Interestingly, the first year the hall seemed to be filled with an overflow of female students wanting to live on-campus for there were freshmen and upperclassmen assigned to it, but the following year it was a freshman only dormitory.<sup>148</sup> Nevertheless, with the establishment of four female dormitories the "leases for Patrick and Pierce Courts and Michael-Lonilair Apartments were terminated, and all University sponsored housing for women was confined to the campus."<sup>149</sup>

### **Weaver Hall**

Weaver Hall was "one of the newest permanent buildings for men" that was "loaned to the women," thus providing additional space for two hundred females to reside on-campus.<sup>150</sup> The dean appointed two of the "most mature and dependable" Head Residents to staff this new upperclassmen facility, but Brady was cautious of women living on the campus due to the raid. She referred to the female dormitories as "a situation which is potentially explosive," but did state that she believed that "the punishments given were a blessing in disguise."<sup>151</sup>

---

<sup>146</sup> Ibid., p. 8.

<sup>147</sup> Interestingly, the first year the hall seemed to be filled with an overflow of female students wanting to live on-campus. Reportedly there were freshmen and upperclassmen assigned to it, but the following year it was deemed a freshman only dorm. Ibid.

<sup>148</sup> Ibid., p. 8.

<sup>149</sup> "History of Halls of University of Florida Campus," p. 1.

<sup>150</sup> Ibid.

<sup>151</sup> *Annual Report of Dean of Women, 1951-52*, p. 12.

## Future Plans and Needs

In the closing of the first of Brady's annual reports she proclaimed the urgency of appointing an Assistant Dean of Women. It was Dean Brady's desire that the assistant position would assume the "Panhellenic advising and Housing problem both on-campus and off, leaving the Dean of Women free for work on policy making committees, individual counseling, training Junior Counselors, working with the Women Students' Association and Student Government."<sup>152</sup> Brady also mentioned the additional need for "clerical and secretarial assistance in the near future" throughout the 1948-1950 reports due to the paperwork becoming "too heavy to be handled by one secretary;" therefore, a request was given for a student assistant to be provided throughout the next year.<sup>153</sup>

The seeming lack of support from the administration to the Dean of Women's Office could have been due to the administration's underestimation of the amount of work that was required for the transition of female students into the UF environment and the problems that arose. By the 1949-50 report, the dean was demanding an Assistant Dean of Women by calling the position a "necessity," and launched into more detail the duties of the hire.<sup>154</sup>

She stated that the assistant dean would be in "charge of Housing problems," both on and off-campus. Brady was talking precisely about investigating the apartments and houses, and

---

<sup>152</sup> Not only did Brady state that an Assistant Dean of Women should be appointed quickly, but even had a salary range identified: "...with a possible salary in the range of from \$4000 to \$5000." *Annual Report of Dean of Women, 1948-1949*, p. 8.

<sup>153</sup> *Ibid.*, p. 8.

<sup>154</sup> *Annual Report of Dean of Women, 1949-1950*, p. 8. It was not uncommon for there to be an Assistant Dean of Women since the beginning of the Dean of Women's position. Alice Freeman Palmer, the first Dean of Women, requested that Marion Talbot be hired as her assistant. Bashaw, p. 3.

working in conjunction with the landladies from whom the co-eds were renting. She wanted to have the rentals meet "certain standards" and have the assistant dean run monthly meetings with the landladies to "discuss mutual problems."<sup>155</sup> Brady also outlined the assistant dean's duties to include being an advisor to Panhellenic for the organization needed more time than the dean could properly provide. The dean was able to create a "group of both sorority and fraternity housemothers into an organization, but lack of time prevented using the group as a means of communication."<sup>156</sup> The assistant dean could take over this group and use it as a means to keep the Greeks informed and working together.

However, immediately following the statement that the assistant was a necessity the dean stated that she could continue to work in the status quo for another year. This was due to the dean's belief that it was "preferable to wait for the appointment of a trained person" since an untrained or part time individual would be of "little assistance."<sup>157</sup> Along with the appointment of an Assistant Dean of Women, Dean Brady also requested the employment of the assistant's own secretary and a student assistant.<sup>158</sup>

### **Assistant Dean of Women**

It was in the 1951-52 year that an Assistant Dean of Women, Miss Evelyn Sellers, was appointed. Assistant Dean Sellers tackled her duties concerning Panhellenic and off-campus housing

---

<sup>155</sup> Ibid.

<sup>156</sup> Ibid.

<sup>157</sup> Ibid.

<sup>158</sup> Ibid.

from the beginning, answered letters from prospective students and substituted for Dean Brady at various meetings and functions.<sup>159</sup> The Sellers conducted interviews with those women who wanted to live off-campus. Within these sessions she reviewed the regulations that they were still required to follow and stressed that the Dean of Women's Office was "interested in their welfare."<sup>160</sup> Having seemed to have mastered her defined role as Assistant Dean, Sellers undertook new responsibilities as well. She handled applications for loans and scholarships, a job that had formally been done by Brady.<sup>161</sup> Sellers' ability to support the Dean of Women's Office and the dean herself gave Brady extra time to focus upon certain aspects of her position that were important to her.

#### **Examination of Dean's Office**

The office of Dean of Women at UF was evaluated in the 1952-53 school year.<sup>162</sup> The report reflected the need for more assistance in all areas of the deans. It found that the dean and her staff were overwhelmed since "any problem in which a woman figures is referred to" Brady's office.<sup>163</sup> The report also stated that "more supervision of all kinds is expected" by the families of the female students. The dean called for more staff in both her office and in the dormitories:

---

<sup>159</sup> *Annual Report of Dean of Women, 1951-52*, p. 1; *Annual Report of Dean of Women, 1952-1953*, p. 3.

<sup>160</sup> *Ibid.*, p. 3.

<sup>161</sup> *Ibid.*

<sup>162</sup> It is not stated as to who ordered or evaluated the Dean of Women's Office during the 1952-53 year.

<sup>163</sup> *Annual Report of Dean of Women, 1952-53*, p. 1.

The pressure has mounted until the job cannot be done as it should be and has been, without the addition of a secretary to the Assistant Dean. With the added students expected...necessity for more staff.

In many places of comparable size and numbers of women, there is in addition to the Dean and Assistant Dean a person often known as "Assistant to the Dean" who acts as a secretary comparable to our Secretary IV, and very often there is a person whose sole work is with sororities and Panhellenic.

Although the evaluation revealed more support needed in the dean's office, Brady felt that her position, and those under her had served the women of the University of Florida well. This feeling was certainly supported by letters sent by parents and newspaper articles discussing upcoming orientation sessions.

It was approximately three years ago that we discussed the possibility of us enrolling our daughter...at the University of Florida. Her two sisters had attended Florida State University...and there was some thought of sending her there...I merely want to express appreciation of her Mother and myself for the very fine way in which the women students are taken care of the University, under your direction.<sup>164</sup>

You will remember that we were deeply concerned about Patsy's attitude earlier in the school year. Your kind and thoughtful reply was so encouraging that we decided to leave that matter in your very

---

<sup>164</sup> Letter sent from Mr. Elroy L. Decker to Dean Brady, May

capable hands...Our confidence in you certainly has been well placed and we are thankful, not only for Patsy's sake, but for the good of all the girls at the University of Florida that you are Dean of Women there.<sup>165</sup>

Dean Brady is a friendly warm person,, always ready to listen to your smallest troubles. She takes great pride in the women who attend the University and is at all times ready to give praise where praise is due...Assistant Dean Sellers will also be introduced, and you will no doubt be surprised with the friendliness and companionship offered to you, the student, by these two wonderful women.<sup>166</sup>

Brady closed her 1948-49 report inspirationally by stressing that the road had only begun; "'We have come a long way' ... We have still a long way to go."<sup>167</sup> In the 1952-53 report Brady commented "so much has been accomplished in such a comparatively short time."<sup>168</sup> Both statements demonstrated Brady's recognition that within a few years a great deal of opportunity had arisen for UF women, but that there was still room for more. Within five short years Brady had established her position and promoted a better overall experience for the female students at a historically male-only institution.

---

19,1952.

<sup>165</sup> Letter sent from Mrs. A.L. Lewis to Dean Brady, May 14, 1952.

<sup>166</sup> "A Co-Ed's Glimpse of College Life," July 13, 1952, no page.

<sup>167</sup> Brady took the initial "We have come a long way" from a quote of a member of the Women Students' Association at their yearly banquet. *Annual Report of Dean of Women, 1948-49*, p. 3.

<sup>168</sup> *Annual Report of Dean of Women, 1952-53*, p. 14.

## CHAPTER THREE

### THE STRENGTHENING AND THE "GROWTH IN THE HISTORY OF WOMEN:"

1953-1958<sup>1</sup>

The University of Florida is attracting women who really want an education and are willing to work for it as well as many women who might previously gone out of state for their college or university career. The professional programs are generally not aimed at the woman student, but women are entering all of them and doing a good job.

-Dean Marna Brady, 1955<sup>2</sup>

#### **The Reshaping of the UF Campus**

The university celebrated its 100<sup>th</sup> anniversary in 1953. Within that centennial period the college had transformed itself from a school "of 5,000 white males to a diverse student body of more than 28,000 men and women."<sup>3</sup> The university had not only grown in student numbers, but also in physical makeup of the campus. Along with the newly constructed dormitories a tower, known as the Century Tower, was erected to mark the school's

---

<sup>1</sup> *Annual Report of Dean of Women, 1953-1954*, p. 1.

<sup>2</sup> *Ibid.*, p. 9.

<sup>3</sup> University of Florida Sesquicentennial Web page [http://www.ufl.edu/150/htmltimeline/1948\\_1974.htm](http://www.ufl.edu/150/htmltimeline/1948_1974.htm) (19 April 2004).

centennial celebration and was dedicated to those men who lost their lives in the first and second World Wars.<sup>4</sup>

Unfortunately 1953 also marked the "untimely death" of UF's president, Dr. J. Hillis Miller, who had joined the UF family in 1947.<sup>5</sup> Under Miller's leadership the university expanded its academic programs, staff, campus construction, and had obtained the legislature's approval to establish a medical school.<sup>6</sup> Brady stated that Miller's death made the year a "difficult one for all concerned, and fatigue has been more evident this year than previously."<sup>7</sup> An interim president, John S. Allen, Vice-President under Miller, was appointed and served until 1955 when Dr. J. Wayne Reitz was installed.<sup>8</sup> The search for a replacement was a drawn-out affair that concluded with the selection of the President of the University of Louisville, Phillip G. Davidson. Davidson "withdrew his name when Acting Governor Charles Johns refused to sign his payroll warrant," thus, UF looked internally and appointed Reitz.<sup>9</sup> Under Reitz UF saw campus construction worth 50 million dollars - much of it spent on the medical college and teaching hospital. Previously, Reitz had served as the Provost of Agriculture at UF.

During the 1953-58 period the demographics of the university was changed as the influx of ex-GI's were being

---

<sup>4</sup> The bell, that rings every fifteen minutes, was not installed in the tower until 1979. Ibid.

<sup>5</sup> *Annual Report of Dean of Women, 1953-1954*, p. 1.

<sup>6</sup> A 15 million-dollar construction program, mainly for the construction of the medical college and teaching hospital, was launched under Miller. Miller enlisted the help of Gainesville State Senator W.A. Shand in gaining the approval for the medical college. University of Florida Sesquicentennial Web page (19 April 2004).

<sup>7</sup> *Annual Report of Dean of Women, 1953-1954*, p. 1.

<sup>8</sup> President Reitz' Web page, <http://web.uflib.ufl.edu/spec/archome/Reitz.htm> (15 April 2004).

<sup>9</sup> Ibid.

graduated. This change created a leadership vacuum, "students miss the stabilizing influence of World War II veterans with their added maturity, and with the return to the more normal college age students ... more problems arise."<sup>10</sup> In Brady's reports, she discussed a "general criticism and disgust" as concern was voiced regarding the ability of these less mature students' to participate in a governance role while being able to "maintain their scholastic average with the demands made on their time."<sup>11</sup> It was not until 1955 that Brady expressed optimism that these students were both self-reliant and responsible. In her report that year she stated:

... students instead of thinking and saying, "Why don't 'they' do this for us?", are thinking more in terms of, "Why don't 'we' do this for ourselves?"<sup>12</sup>

### **Women's Organizations**

It is unclear if the scarcity of students' involvement in campus activities was the reason that Dean Brady's annual reports from 1953-58 had more emphasis placed upon residence hall programs and less upon individual womens' organizations. Although the Women Student Association (WSA) remained a significant group concerning female students, honor societies and Panhellenic are

---

<sup>10</sup> Dean of Women's Annual Report, 1953-1954, p.1 UF also experienced an additional change in their student body consistence, when in 1958, the first African-American student, George H. Starke, enrolled in the College of Law under court order. President Reitz' Web page. (15 April 2004).

<sup>11</sup> Brady went on to state that due to the student's lack of abilities in juggling responsibilities it became necessary for more guidance - individual and group - to be offered. In turn this placed a great "pressure on those in the Personnel Division." *Annual Report of Dean of Women, 1953-1954*, p. 1.

<sup>12</sup> Ibid., p. 3.

discussed less frequently. These groups seemed to have lost members and were unable to maintain the same campus importance as in earlier years. The Dean of Women's annual reports during this time indicated that female students became more active in their housing environments due to a plethora of offerings. Dormitories offered all-inclusive social events, counseling, and academic assistance in house. Off-campus housing was able to become better organized due to the creation of a position within the Dean of Women's office that primarily oversaw these residences. Female students who had once felt estranged from the activities and programs presented on-campus were able to form bonds by being active participants in the same sorts of counseling and activities.

### **Women Student's Association**

The Women Student's Association (WSA) was the strongest women's group and continued to be an important part of all female student's living on-campus. Dean Brady stated that the "highest compliment paid them" was the desire of the male students, who wanted to create a similar association.<sup>13</sup> The male students constantly questioned WSA on their philosophy, organization and events in an attempt to pattern their group after the successful women's association.<sup>14</sup> Accolades continued to be given to WSA regarding their organizational skills and dedication which had resulted in rare absences from council meetings. A calendar was also prepared indicating meeting dates for the following year. Agendas were provided prior to meetings and "constructive communication channels through the Hall Councils, House Councils in sororities, and also off-campus representatives" were

---

<sup>13</sup> Ibid., p. 13.

<sup>14</sup> Ibid., p. 9.

established.<sup>15</sup>

The *Coedikette* continued to be an irreplaceable source of information for new or prospective students and their families. An offshoot of the *Coedikette*, called *Tips for Gators*, was designed to "answer some of the many questions the men ask concerning the women's halls, regulations, conduct expect of them."<sup>16</sup> Additionally, the WSA acted as hostesses at campus events, performed charitable work, and continued to assist new female students with such programs as the Big Sister which was created in the spring of 1953-54 for incoming freshman students.<sup>17</sup> By the end of 1958, WSA had taken another step toward the promotion of women students and the University of Florida as a whole, when it had been "voted to join the IAWS, The Intercollegiate Association of Women Students."<sup>18</sup>

Clothing regulations placed upon female students were outlined by WSA in 1948-1949. Modifications of the regulations were implemented in 1957-1958 after "thorough discussion and study, through the use of compromise before action, and was

---

<sup>15</sup> *Annual Report of Dean of Women, 1954-1955*, p. 15; *Annual Report of Dean of Women, 1955-1956*, p. 1.

<sup>16</sup> This creation was the work of Miss Dean, a staff member of the Dean of Women's office. She worked with the Dean of Men's office in the organization of *Tips for Gators*. Brady stated "something of this kind is badly needed." *Annual Report of Dean of Women, 1954-1955*, p. 8.

<sup>17</sup> This program matched upperclassmen with a freshman students, in order to help the new student with any questions or concerns she may have. *Annual Report of Dean of Women, 1953-1954*, p. 13; *Annual Report of Dean of Women, 1954-1955*, p. 16.

<sup>18</sup> IAWS was a national organization established at Washington State University in 1912. It was formed to help provide communication between women students at various institutions and to bring attention to "pertinent problems affecting women students." "Association of Women Students Records, 1954-1970."

<http://www.wsulibs.wsu.edu/holland/masc/finders/ua176.htm>

(3 May 2004). The main reason for joining was to enable UF's WSA to send a delegate to a national convention, being held in Arizona the following year. *Annual Report of Dean of Women, 1957-1958*, p. 6.

accomplished through proper legislative channels."<sup>19</sup> The enforcement of the rules were to be "more stringently" enforced the following year by the Hall Councils. However, these rules applied to all women on the UF premises and not just to those living on-campus. Enforcing such regulations upon students who resided off-campus posed a problem and Brady pointed that there were times when the enforcement proved unsuccessful and not applicable to all female students:

The Dean, herself, approached a girl in abbreviated shorts in the Administration Building only to find she was not a student. Two of the WSA Council officers approached a sloppily clad girl in dungarees in the library to be told, "I'm married and you can't do anything to me."<sup>20</sup>

### **Panhellenic**

Brady believed that the organization of Panhellenic had improved greatly, no doubt due to the guidance of Assistant Dean of Women Seller who had assumed the major responsibilities for the organizations. Brady stated her pleasure with the association:

I have been pleased that the girls have been more conscious of the group responsibility for all groups than in the past years, and I believe that more than ever before there has been a real concern for the good of the whole and not just biased interest in an individual group.<sup>21</sup>

---

<sup>19</sup> Ibid., p. 6.

<sup>20</sup> Ibid., p. 7.

<sup>21</sup> *Annual Report of Dean of Women, 1954-1955*, p. 16. Dean Seller's was presented a certificate of appreciation from the

The number of members in Panhellenic increased during the 1953-54 year; once in the fall to fifty-five members per sorority, then to 60 in the spring.<sup>22</sup> The association grew not just in members of sororities, but also in sororities themselves. A group of Jewish female students petitioned and were granted approval to start a sorority chapter of Delta Phi.<sup>23</sup> However, there was one sorority, although never named, that had a declining number of active members for "the last three years ... in spite of all the help the Dean's office and Panhellenic could give them."<sup>24</sup> The sorority had still not been deactivated by 1957-58 so Brady and Seller's petitioned to have a national representative of the Greek organization visit the campus.<sup>25</sup> Brady wrote:

It is my considered opinion that if there is no substantial improvement this year that the University take steps through the Committee on Fraternities, Societies and Clubs, to force deactivation (sic). It is not fair to the few students who are members to maintain it.<sup>26</sup>

---

Panhellenic association for her assistance as their advisor. *Annual Report of Dean of Women, 1953-1954*, p. 14.

<sup>22</sup> Ibid.

<sup>23</sup> The Delta Phi charter was named Delta Phi Epsilon and was approved in October of 1955 with "fifteen charter members." Ibid., pp. 16, 14.

<sup>24</sup> *Annual Report of Dean of Women, 1957-1958*, p. 7.

<sup>25</sup> Ibid.

<sup>26</sup> Brady continued by stating that if the sorority was deactivated their house, located on the newly created "Sorority Row," would be handed to another sorority not yet located in that area. Ibid.

Since members were required to live in their sorority the houses soon were filled to capacity. With an increasing membership a housing problem for the sororities developed, which brought about the Panhellenic Council decision to end the "open week" that it had been holding yearly for prospective pledges.<sup>27</sup> The housing problem was solved the next year when new sorority houses were obtained through financial assistance from the university and four sister sororities. The Greek women moved into "new houses on sorority row" in the 1955-56 year.<sup>28</sup> The governing boards of these houses were similar to the female residence halls in the way that they each had a "house council or similar body whose job it is to enforce WSA regulations and sorority stands."<sup>29</sup>

From 1953 through 1958, the association its charitable work. As done during the WWII era, Panhellenic supported an orphan child in the latest war torn country, Korea. They then agreed to endow a yearly scholarship award of one hundred and fifty dollar to a UF woman student.<sup>30</sup>

### **Honor Societies**

Trianon gained strength on-campus between 1953 and 1955, with more members than ever.<sup>31</sup> However, the increase was short-

---

<sup>27</sup> *Annual Report of Dean of Women, 1954-1955*, p. 14.

<sup>28</sup> *Annual Report of Dean of Women, 1955-1956*, p. 16.

<sup>29</sup> *Annual Report of Dean of Women, 1957-1958*, p. 7.

<sup>30</sup> The Panhellenic's support of the Korean child and the scholarship are mentioned in the 1954-1957 reports. It is unclear Panhellenic stopped the assistance of the orphan and scholarship in the 1957-1958 year or if the Dean of Women failed to mention these services provided by Panhellenic and focused completely on a specific sorority that was having hardships. *Annual Report of Dean of Women, 1954-1955*, p. 16; *Annual Report of Dean of Women, 1955-1956*, p. 2; *Ibid.*, p. 9.

<sup>31</sup> Mrs. J. Hillis Miller, the former President's wife, and Dean Brady were deemed honorary members of the organization in 1953. *Annual Report of Dean of Women, 1953-1954*, p. 14.

lived as the numbers decreased due to the graduation of members in 1955. To help with the dwindling numbers, the organization petitioned WSA to permit a revision of their constitution. Such a move was planned so that the group could expand its base. Brady found it to be an outstanding idea that "girls in a single activity may be tapped...and that scholarship required will be slightly higher."<sup>32</sup> Brady wanted to maintain the strong presence of this honor society since it was considered to be the women's counterpart of the men's Florida Blue Key honor society, but the dean was ever quick to point out that Trianon was "completely an undergraduate organization with higher scholarship requirements."<sup>33</sup>

Trianon continued to be in charge of the homecoming parade until the 1954-1955 year. The Interfraternity Conference then assumed the organizing and planning of the parade in an effort to involve more students.<sup>34</sup> For two years, Trianon searched for a project that they could develop. In 1955-56, it was decided that they would participate in the spring semester Alumni Weekend.<sup>35</sup>

The other women's honor society on-campus, Alpha Lambda Delta, participated in activities outside of academics for the first time in 1953, when it assisted with orientation information tables.<sup>36</sup> However, the following year the organization did "nothing formal as a group," other than a banquet they held with

---

<sup>32</sup>The revision was approved the following year. *Annual Report of Dean of Women, 1954-1955*, p. 17; *Annual Report of Dean of Women, 1955-1956*, p. 2.

<sup>33</sup> Ibid.

<sup>34</sup> Brady reported that three of the largest fraternities had not entered floats during the 1953-54 parade. *Annual Report of Dean of Women, 1954-1955*, p. 16.

<sup>35</sup> *Annual Report of Dean of Women, 1956-1957*, p. 10. No mention honor societies was made in the 1957-1958 annual report from Dean Brady.

<sup>36</sup> There were nineteen members at this time. *Annual Report of Dean of Women, 1953-1954*, p. 14.

men's honor society, Phi Eta Sigma.<sup>37</sup> This women's honor society's primary focus was not that of campus activities, but instead upon stimulating "interest in scholarship."<sup>38</sup>

In the following years, Brady mentioned nothing concerning Alpha Lambda Delta honor society. It is unclear as to whether the society was placed under Assistant Dean Seller's supervision or if it ceased to exist altogether.

### Housing

The on-campus housing problem continued to plague Brady due to the increase in women's enrollment at UF; in 1953, there were 2,371 women students enrolled and that number increased to 2,633 by 1957, the majority of whom lived in residence halls.<sup>39</sup> The largest proportion of this influx of female students were the transfers. In 1953, a total of 513 of the female students transferred into UF from more than over 100 different colleges located in different states and countries.<sup>40</sup> The numbers of transfer students remained consistent during the following years.<sup>41</sup>

Broward hall became the newest female dormitory, in 1953-1954. The East wing of the hall was completed enough

---

<sup>37</sup> Brady called Phi Eta Sigma the Alpha Lambda Delta's masculine counterpart. *Annual Report of Dean of Women, 1954-1955*, p. 17.

<sup>38</sup> Ibid.

<sup>39</sup> Ibid., p. 2; *Annual Report of Dean of Women, 1957-1958*, p. 11.

<sup>40</sup> 376 transferred in the fall of 53 and were from 146 different colleges, 31 states, Washington, D.C., Costa Rica, Puerto Rico and Canada. In the spring 137 women came to UF from 70 colleges in 25 states, Washington, D.C., San Salvador, Hawaii and Uruguay. *Annual Report of Dean of Women, 1953-54*, p. 2. By 1955 there were transfer female students from 33 different states, Washington, D.C, China, Cuba, France, Honduras, Philippines, and Turkey. *Annual Report of Dean of Women, 1954-1955*, p. 2.

<sup>41</sup> *Annual Report of Dean of Women, 1955-1956*, p. 8.

for students to move in, but numerous things remained uncompleted. The walls required painting, the recreation and snack bars were not finished, "the communications system was not in working order," but Brady stated that it was the hall staff who were able to keep "high morale when they were under great pressures, and fatigued."<sup>42</sup>

With the completion of the new dormitory the temporary residence, Weaver Hall, was no longer needed for housing and reverted back to its former use.<sup>43</sup> Following that the housing department returned Grove Hall to a male dormitory, due to the increase in spaces made "available for the women students by the opening of new sorority houses and Broward Hall."<sup>44</sup> Therefore, there were four on-campus housing facilities available for the women students: Mallory, Yulee, Reid, and Broward. With the surrender of Grove and Weaver Halls, Brady cited that it created an extremely difficult situation in meeting the demands of on-campus housing for the next year's group of incoming female students.<sup>45</sup>

Brady stated that there was a "rise of 8% of women attending public supported institutions," but parents were still "hesitant in having undergraduate women live off-campus."<sup>46</sup> The dean was concerned that the housing situation would not improve and proposed "limiting enrollment by a more selective academic

---

<sup>42</sup> *Annual Report of Dean of Women, 1953-1954*, p. 12.

<sup>43</sup> Weaver was no doubt put back to its original purpose, faculty administrative offices. *Ibid.*

<sup>44</sup> *History of Halls on University of Florida Campus*. Housing clipping file, George Smathers Library, University of Florida. The head of Grove Hall's resident staff, Ruth Neal, was asked to oversee off-campus housing for the Dean of Women's office. *Annual Report of Dean of Women, 1954-1955*, p. 2.

<sup>45</sup> *Ibid.*, p. 9.

<sup>46</sup> *Ibid.*

and personal admissions policy" in her 1954-1955 report.<sup>47</sup> In the following years nothing was mentioned in Brady's reports concerning the freeze on female student's enrollments or the need for additional residence halls. The dean does hint in her 1957-1958 address that "more residence halls" were going to be built due to the increasing enrollment of women at the University of Florida.<sup>48</sup> The university did not seem to share Brady's views, citing an insufficient "increase in the enrollment of women students to warrant" the women student's continued use of Grove Hall.<sup>49</sup> However, the university must have seen an upswing in admissions of female students, because ground was broken for a new dormitory, Rawling Hall, in the fall of 1956.<sup>50</sup>

In the fall of 1955 the dormitories were no longer separated between freshmen and upperclassmen, but rather a mixture of both lived in the residence halls. This combination was to be continued for a three year trial basis in hopes of creating an "equal distribution of all classes in each hall," while being able to "aid freshmen students in achieving better general adjustments," academically and socially, "by living with more settled and mature students."<sup>51</sup> Housing staff members believed it to be a "good educational instrument," for "freshmen were too inexperienced to carry discussion into action."<sup>52</sup> At the conclusion of the test period the program was deemed successful and became a policy of the housing department.<sup>53</sup>

---

<sup>47</sup> Ibid., p. 10.

<sup>48</sup> Ibid.

<sup>49</sup> *History of Halls on University of Florida Campus*, p. 2.

<sup>50</sup> It was not completed until September of 1958. *History of Halls on University of Florida Campus*, p. 2.

<sup>51</sup> *History of Halls on University of Florida Campus*, p. 2.

<sup>52</sup> *Annual Report of Dean of Women, 1957-1958*, p. 2.

<sup>53</sup> *History of Halls on University of Florida Campus*, p. 2.

## Housing Staff

Brady was also troubled by the inability to maintain qualified staff for the dormitories. The job was extremely strenuous on the workers since they were on duty twenty-four hours a day.<sup>54</sup> Brady recognized the cause for unhappiness in the residence hall staff members:

It is becoming harder and harder to get trained individuals in these jobs and to retain them over a period of time. One of the reasons is the lack of recognition and status given to a person in this position, another is salary, and a third the confining nature of the job, particularly in women's hall.<sup>55</sup>

UF was losing these employees to other career opportunities, with better status and salary or to marriage.<sup>56</sup>

Brady saw the loss of these employees as critical because she felt that the types of people who entered the housing field actually wanted to assist the students, personally and academically. She believed that the staff assisted in the growth and development of students causing "significant changes ... in the area of intangibles and are difficult to measure in terms of numbers and quantity," and that an unhappy student could not devote focused attention on her studies.<sup>57</sup> Dean Brady felt that

---

<sup>54</sup> *Annual Report of Dean of Women*, 1954-1955, p. 5.

<sup>55</sup> *Annual Report of Dean of Women*, 1953-1954, p. 6.

<sup>56</sup> Brady stated that business, military, government and the Red Cross were places where these staff members were receiving better salary and recognition. Since the position was live-in the staff was required to maintain their unmarried status. *Annual Report of Dean of Women*, 1954-1955, p. 5.

<sup>57</sup> However, Brady did not want it to seem that the staff's job was a majority of "handholding and headholding (sic) and chaperaonage."

the university should find a way to "keep key personnel" and others so that there would not be a "constant change."<sup>58</sup> For these reasons the dean was convinced that it was of utmost importance to have people of the highest educational and training caliber employed in these positions. However, better paying opportunities were plentiful and upper staff members left for more attractive offers elsewhere.

Brady lobbied for higher salaries and reclassification of the resident staff positions by stating that they carried out functions that were "formerly done by academic faculty in the days of small colleges and fewer students."<sup>59</sup> Adjustment in pay and professionalism would have the staff seen as "the teachers they are, rather than substitute mothers, housemothers, chaperones, social directors, or housekeepers."<sup>60</sup> The dean suggested that the resident staff be categorized with "academic faculty and that salaries be adjusted accordingly."<sup>61</sup> Her basis was that the staff members had a Master's degree, prior work experience, usually within the field teaching, and that they were able to obtain and maintain "accurate sketches of each individual."<sup>62</sup> Brady also stressed her belief that more learning is cultivated in the halls than in the classrooms

---

She noted that the first two were done in emergency situations only. I Ibid., p. 5; *Annual Report of Dean of Women, 1955-1956*, p. 5.

<sup>58</sup> *Annual Report of Dean of Women, 1957-1958*, p. 9.

<sup>59</sup> *Annual Report of Dean of Women, 1955-1956*, p. 5.

<sup>60</sup> Ibid.

<sup>61</sup> *Annual Report of Dean of Women, 1953-1954*, p. 6.

<sup>62</sup> These student files proved to be useful for faculty, who would call the halls directly to gain some information on their students, and the health clinic, if the student became ill. However, some material was deemed confidential, although this type of information was not defined in the annual reports of Dean Brady, it was held in the Dean of Women's office. Ibid.

and that the staff was an essential part of this activity.<sup>63</sup> These beliefs were reinforced in the reports submitted by the heads of the residence hall staffs:

Just as children develop best in a good home, so college girls will more nearly reach their potentialities as people in a homelike atmosphere ... a residence hall has certain definite objectives" to help girls gain a desirable degree of independence from their families, to make a good social adjustment, to achieve academic success, to govern themselves effectively, and to develop well rounded personalities.<sup>64</sup>

I cannot help but believe that the residence hall program and the guidance and experiences made possible in the Halls (sic) for many students, have been no small part of that development ... for many students the maturity, independence, and social development that has taken lace in them is not just incidental to the spending of four years on the campus, but is somewhat the result of experiences and associations which have had some purpose and that they have played ... in bringing about that development.<sup>65</sup>

It is in her living situation that shyness is discovered that has been misinterpreted as snobbishness, or the aggressiveness that is merely

---

<sup>63</sup> Brady was referring to the development of the student's personality. She stated that "poor attitudes and habit could well develop" if the type of staff in the halls did not exist. She went on to say that individual adjustments in every day life result in better academic adjustments. Ibid.

<sup>64</sup> Miss Davis' report from Mallory Hall. Ibid., p. 8.

<sup>65</sup> Miss Walker's report from unidentified dormitory, Ibid., pp. 8-9.

a cover up for lack of security ... help in social adjustment releases greater potential for academic success.<sup>66</sup>

Although Dean Brady recognized the problem and the source in 1953, her lobbying did not result in positive outcomes for the dormitory employees. There was a large amount of turnover and the numbers of employees just dwindled, by the 1955-1956 year there were only five staff members for all of the women's halls.

At the beginning of the 1953-1954 academic year, there were eleven women residence hall staff members, all of whom, with the exception of one, held Master's degrees. By the end of the school year, seven of these women left UF.<sup>67</sup> Six replacements were found and an additional two were added due to the completion and full use of the newest female residence hall, Broward Hall. Again, all but one of the women held Master's degrees, and many of them had taken coursework in pursuit of their doctoral degrees.<sup>68</sup> However, the numbers decreased dramatically by the next year and only five remained. Brady tried to make the best of the situation by claiming that they were "our five best" with "at least two years experience."<sup>69</sup> Although the housing

---

<sup>66</sup> Miss Dixon's report from unidentified dormitory, *Ibid.*, p. 9.

<sup>67</sup> Seven of these eleven left at the end of term; two left to be married, one was offered a position at Eastman School of Music in Rochester, NY, one left for a career promotion and to continue her studies, two left to pursue careers outside of higher education, and the last one decided to further her education. *Ibid.*, p. 7.

<sup>68</sup> In the 1954-1955 report, Brady went on to list the school from which the women had earned their Master's degrees: Minnesota, Michigan, Emory, Columbia, Syracuse, Duke, Indiana, New York University, and Mississippi Southern. Additional, Brady included their majors: English, history, mathematics, languages, sociology, business education and student personnel. Many of these women had outside experience, including teaching and overseas travel. *Annual Report of Dean of Women, 1954-1955*, pp. 5-6.

<sup>69</sup> *Annual Report of Dean of Women, 1955-1956*, p. 6.

department attempted to assist by hiring a clerk to alleviate the staff from routine paperwork, by 1956-1957 no one suitable was found to replace those who had resigned and so modifications were made in the area of the residence hall staff.

Brady turned to graduate students to fill the vacant positions, however, this was a disappointing search, for few were even interested in living in the halls. Brady stated that "by the time those graduates who were married ... and those receiving assistantships in departments were eliminated there were very few left," leaving only elder undergraduates to solve the staffing problem.<sup>70</sup> Having undergraduates in charge of fellow students was cause for concern with Brady, but she tried to ease apprehensions by rewriting the job title and description of the position.<sup>71</sup> The position was reclassified to a Resident Assistant (RA) who was required to cover "the area nights and weekends, with a member of our regular staff on call always ... they were not counseling jobs."<sup>72</sup>

Placing undergraduates in the newly created Resident Assistant positions turned out to be extremely favorable for all involved parties:

Communication between Resident Counselors, Resident Assistant, office staff, maintenance staff and night supervisors has been excellent, a rather major feat when it is considered how many people are involved and the diversity of working hours and duties.

All staff members commented on how much better the present system of staffing the halls worked this

---

<sup>70</sup> *Annual Report of Dean of Women, 1956-1957, p. 1.*

<sup>71</sup> Brady worried that the undergraduates hired to support the residence halls would be placed in "a difficult professional situation to maintain with one's fellow students." *Ibid.*

<sup>72</sup> *Ibid.*

year... disadvantages are still present. Chief among them is that the staff cannot know the individual student as well ... On the advantageous side ... system provides more normal living for the staff though the night work is still considerable, the students are getting used to the new hours and take care of needs during the day ... less individual but more group counseling may possibly mean more service to a larger group of students ... students can be referred to other agencies or counselor during the day of the conference rather than having to wait till the next day.<sup>73</sup>

### **Residence Halls**

It appears that Brady did not discuss specific halls in her reports as she had in earlier years, but rather focused upon thematic issues in relation to all the dormitories.

#### **Hall and Interhall Councils**

The Hall Councils were the working part of the Women Student's Association within the dormitories. This group met to discuss the rules and regulations of the WSA.<sup>74</sup> The Interhall Council was comprised of a group of representative members from each specific residence Hall Council. Women elected to these positions went through an orientation session to educate them in their appointed duties.<sup>75</sup> The councils became concerned with the elected officials' academic performances in 1956, when "the women

---

<sup>73</sup> Brady quoted from Virginia Walker's end of the year report of Broward Hall. Brady continued in the 1957-1958 report to state that it was hard to find women for these positions due to low pay and lack of prestige. Again she harped that these "women were teachers and should be recognized as such. Ibid., p. 8.

<sup>74</sup> No doubt, the council was a better judge of the codes since they dealing with them first hand in the halls.

<sup>75</sup> Ibid., p. 6.

themselves voted that they wished to maintain academic standards."<sup>76</sup> Individuals chosen to serve were required to have a "2.0 average for the semester before" having been nominated.<sup>77</sup> Staff members believed that service on these councils was "one of the most valuable experiences any of these girls have had during the year" and bemoaned the fact that it could not be "shared with more residents."<sup>78</sup> Brady believed that these students had "much to do with esprit de corps in the halls and planning, as well as with discipline."

Any suggestions for modifying standing WSA rules were "referred back to the Hall Councils for vote to become effective, and if a change of policy for all women is planned, the matter must also have an affirmative vote from WSA," after it was passed by the Interhall Council.<sup>79</sup> In addition to being voting bodies of any issues concerning WSA, the councils were also in charge of judicial matters that occurred within the halls. The specific dormitories council's judiciary committee would place restrictions upon rule breaking students. In 1955, WSA determined that counseling would be the best way to handle anyone who had violated for the regulations.<sup>80</sup> The counseling of students by members of the Hall Councils were often done when a student "seemed resentful of a punishment or who seemed to fail to understand why she" was punished in the first place.<sup>81</sup> Generally, a member of the council who lived close to the individual

---

<sup>76</sup> Ibid., p. 7.

<sup>77</sup> The councils looked to the Dean of Women in reference to those women who were freshmen and had no academic record at UF. The dean would be "asked to estimate chances of success of some students under consideration for office on the basis of high school test scores." Ibid.

<sup>78</sup> *Annual Report of Dean of Women, 1954-1955*, p. 13.

<sup>79</sup> Ibid., p. 14.

<sup>80</sup> *Annual Report of Dean of Women, 1955-1956*, p. 2.

<sup>81</sup> *Annual Report of Dean of Women, 1957-1958*, p. 1.

volunteered for the job, but at other times the President of the council appointed someone.<sup>82</sup> Examples of the positive effects resulting from the Hall Councils judiciary branch in the dormitories was given in Ms. Bean's 1957-1958 report from Mallory Hall:

For example, a girl who entertained two girls from Yulee as overnight guests, without getting permission to do so ... was asked to make a poster illustrating guest rules; she did so, and an effective poster stayed on the first floor bulletin board for several weeks. Another girl who seemed to be getting into minor mischief out of boredom was asked to help the arts committee with Christmas decorations, and as a result of the one evening suggested, came down of her own accord to help for the rest of the week.<sup>83</sup>

The housing staff tried to maintain a low number of incidents that would cause a judicial inquiry by teaching the students to think about choices before making decisions.<sup>84</sup> Morality issues, such as drinking and dating, were of concern.<sup>85</sup> Drinking in the halls seemed to have been a minor problem, with the majority of the problems coming from the opposite sex.<sup>86</sup> The "honor code" was consistently discussed and reinforced by the staff of the halls, with emphasis on the fact that this code was related not only to their behavior while at UF, but pertained "to

---

<sup>82</sup> Ibid.

<sup>83</sup> Ibid.

<sup>84</sup> *Annual Report of Dean of Women, 1955-1956*, p. 3.

<sup>85</sup> The dean broke value and honor into two separate categories in her 1955-1956 report. Ibid., p. 4.

<sup>86</sup> The dean stated that during the 1955-1956 school year there was less public demonstration with dates than had been in previous years. Ibid.

relations with family, faculty, administration, fellow student and community."<sup>87</sup> However, a rise in theft was evident in the dean's 1956-1957 report. Brady was perplexed on how to halt this difficulty since the women would not "lock their doors each time they go out of their rooms for a short time only" and "they also assume little responsibility for prompt and accurate reporting or of assisting in watching for or apprehending the offender."<sup>88</sup>

Interhall was responsible for the Welcome Week for freshmen which was held the first week of the Fall semester, and Brady believed the organization of this event gave "strength and unity to the whole system."<sup>89</sup> Each residence Hall Council worked long hours during the first few days, due to the fact that from the time a new student entered the front door she was not left until she checked into her room with all of her personal belongings. The parents especially seemed to appreciate this service and courtesy. In 1957, Yulee hall implemented a new policy of having council members write to the incoming freshmen assigned to their hall. The parents also appreciated this for it made them feel as if their daughter already had a "ready-made friend right here in the building."<sup>90</sup>

### **Counseling**

The student counselors program was implemented and working well by the beginning of 1953. Brady praised the counselors for

---

<sup>87</sup> Interesting how the staff was also aware that any negative actions would affect the university as well. The dean stated "reputation for integrity serves well in crises of whatever nature, and carries over beyond the college years." Ibid.

<sup>88</sup> Brady and the housing staff believed that a patter was evident and worked in conjunction with the police, but the thief was not caught. *Annual Report of Dean of Women, 1956-1957*, p. 8.

<sup>89</sup> *Annual Report of Dean of Women, 1954-1955*, p. 14.

<sup>90</sup> *Annual Report of Dean of Women, 1957-1958*, p. 2.

being able to deal with multitude of problems and helping the newly admitted female students surmount such things as homesickness, illness, and overall any overwhelmed feelings caused by being a first year college student.<sup>91</sup> These young counselors were trained by Dean Brady before the start of the semester and met regularly with her throughout the academic year. Even though Brady thought highly of this system of assistance and claimed that it has been a "tremendous asset to the freshman halls in the past two years," it was suspended in 1955.<sup>92</sup>

Brady complained that it was difficult to find students willing to take on the responsibility, because they were not paid and were required to live in freshman dormitories.<sup>93</sup> By 1954-55, there were only two students who were participating as student counselors. With so few student counselors, real assistance was limited under this program, but the dean's hope that a less structured and formalized manner of guidance would be available for students was finally fulfilled.<sup>94</sup>

What began as the student counseling program transformed into a duty of resident assistants. At the beginning of every academic year, the resident assistants held an "open door" week, meaning "literally holding open house during every hour on duty,

---

<sup>91</sup> *Annual Report of Dean of Women, 1953-1954*, p. 11.

<sup>92</sup> Although, Dean Brady stated that the program would be temporarily suspended and had hopes that "in the future members of the upperclass group may be selected as student counselors working in their own halls and on their own floors," nothing was ever mentioned in her annual reports concerning the restart of this program. *Annual Report of Dean of Women, 1955-1956*, p. 13.

<sup>93</sup> Brady claimed that it was especially difficult due to the sororities requirements that their members "live in the houses for financial reasons," and also because these students would be living with younger students and away from their classmates." *Annual Report of Dean of Women, 1953-1954*, p. 10; *Annual Report of Dean of Women, 1954-1955*, p. 12.

<sup>94</sup> *Ibid.*, p. 13.

with a little time off for sleep."<sup>95</sup> This permitted the students to become better acquainted with their surroundings, create bonds with the staff, and find easily accessible assistance with any problems. Due to the early interaction between the students and RAs, the students no doubt felt more comfortable in seeking guidance throughout the year. According to Brady's reports, a popular time for the female students to seek aid was after learning their first semester marks. Reid Hall's report in 1954-1955 discussed the academic counseling problems:

All those who were placed on academic probation at the end of the first semester were directed to the University Counseling office ... Others (about 20) have been sent to the University College counselors for advice and assistance. The rest who have come ... needed help with study schedules and methods, information about general education and its importance, tips on how to study for and take objective tests like the progress tests, help with specific difficulties in subjects ... what the library can give on a topic a student is interested in, or whether commas go inside or outside of quotation marks.<sup>96</sup>

This type of intimate connection between the students and staff seemed to have dissolved by 1956. It is unclear if there was a larger enrollment of women than in previous years, but the dean stated that it would be impossible for the staff to have the "chance to know students as has been the case heretofore."<sup>97</sup> The staff stated that the majority of the students they saw for counseling were the "crisis variety rather than the day by day

---

<sup>95</sup> Ibid., p. 11.

<sup>96</sup> Ibid., p. 12.

<sup>97</sup> *Annual Report of Dean of Women, 1956-1957*, p. 6.

prevention kind."<sup>98</sup> Brady stated that although a shift in the type of guidance had occurred and that the familiarity between student and counselor was not necessarily as close as before, the staff continued to do an excellent job:

The Dean of Women has found that because of a fine staff familiar with their jobs, counseling problems that might have come to her office are dealt with in the halls, or by referral to specialized agencies when necessary, or to Dean Sellers when areas for which she is responsible are the problem.<sup>99</sup>

### **Academic/Scholarship**

Brady was constantly interested in the scholastic achievement of the female students and emphasis on this matter was nurtured within the halls of on-campus housing. Study hours and tutoring assistance were offered to students in all dormitories, but often times the dorms themselves made sure to provide more materials. Mallory Hall supplied pamphlets "on improving study" and posted guides on where to find more helpful academic aid. Broward Hall took the posting idea to a new level by listing additional information; lists of counselors, professors' office numbers, progress test reminders, and slogans such as "the grade you save may be your own." Free tutoring was also offered by the students.<sup>100</sup> The scholarship committees of the Hall Council's set up individual rooms for study purposes and

---

<sup>98</sup> Ibid.

<sup>99</sup> Ibid.

<sup>100</sup> Brady quoted Miss Stewart's report from Broward as saying that "tutoring and actual help in particular courses was given voluntarily by upperclass women to their associates. The upperclassmen were

took portions of money collected from activity fees and purchased dictionaries, encyclopedias, maps, periodicals and various other reference materials.<sup>101</sup>

Parties were also held as a way to promote excellence in academics. Those receiving a 3.0 or higher grade point average (GPA) were invited to a party sponsored by the dormitory and those maintaining a 4.0 gpa or higher were presented with "awards of colored prints."<sup>102</sup> Interestingly, during the 1956-1957 year, a banquet was held for both male and female students who had received high grades. The dean noted that the events were well attended and were greeted with a great amount of enthusiasm on the part of the students.<sup>103</sup>

Residence halls also hosted gatherings for students and professors to encourage greater communication between them.<sup>104</sup> Usually these meetings were general in nature, but in some instances they were formed to discuss definite concerns. Grove Hall hosted one to help clear the "confusion of some students in choosing their upper division college."<sup>105</sup>

Progress reports from professors were supplied to dormitory staff concerning each resident, thus allowing identification of any academic problems a student may have early

---

particularly interested in helping freshmen." *Annual Report of Dean of Women, 1954-1955, p. 8.*

<sup>101</sup> The only mention of furniture for these rooms was made in the 1955-1956 report that stated that Dr. Riker had donated some items. I *Annual Report of Dean of Women, 1955-1956, p. 3.*

<sup>102</sup> Brady's report was not specific if all residence halls held such events. *Annual Report of Dean of Women, 1956-1957, p. 6.*

<sup>103</sup> At the coed banquet "forty men and 24 women attended." *Ibid.*

<sup>104</sup> Broward Hall hosted such an event in 1953-1954, at which fifty students and three professors participated. Comments were enthusiastic regarding this and other events, as reported by Brady. *Annual Report of Dean of Women, 1953-1954, p. 9.*

<sup>105</sup> Two professors, Dr. Moore and Mr. Anderson, met with the students "to discuss the general problem and answer questions" in 1953-1954. *Ibid., p. 10.*

in the semester.<sup>106</sup> The housing staff and Brady would assist the student in every way possible. Brady found that in counseling students with academic troubles, more often than not the female students were not necessarily doing poorly because they could not thrive in a collegiate setting, but were lackadaisical in their studies. The dean found that there was a "hierarchy of values" that the women students held in which it was deemed more significant to "marry, be social, or achieve in extra-curricular areas than to achieve academically."<sup>107</sup> This was a result of the post-war ideal of a women being "an at-home mother" who "dutifully managed home and family" while "fully supporting her husband's preeminent role."<sup>108</sup> Brady used the 1956-1957 report from Reid Hall to support her claim that the students were not, in fact, dim-witted:

Interesting to note, and appalling too, is the fact that according to High School test scores, 41 of 110 who had test scores from 250-500, made less than a 2.0 average ... scores show 35 underachieving, 19 overachieving ... The individual is affected by academic achievement or the lack of it.<sup>109</sup>

---

<sup>106</sup> The dean stated that in some instances this allowed students who were in tremendous scholastic dilemmas to "consider other vocations with the result that they do not leave with bitterness toward the University." *Annual Report of Dean of Women, 1956-1957*, p. 2.

<sup>107</sup> *Ibid.*, p. 5. This again supported the belief that women were only enrolled in college in search of the "MRS" degree. Schwartz, 1997, p. 433

<sup>108</sup> With the onset of the Cold War the idea of the stay at home wife/mother was emphasized more due to the belief that they could "defend the home front against ... threats of communisms and domestic disruption." Linda Eisenmann, "Education the Female Citizen in a Post-war World: competing ideologies for American women, 1945-1965," *Educational Review* 54, No. 2 (2002): 133-4.

<sup>109</sup> *Ibid.*

## Social

The social programs in halls continued to be a way for students to mingle and develop relationships. These ranged in type from low budget pajama parties to grand semi-formal dances.<sup>110</sup> A popular social activity was introduced in 1956, when each residence hall held an open house. This allowed the "girls to be hostesses and develop pride in their halls" and by the following year only this event and "the Christmas parties ... appear to arouse interest."<sup>111</sup> Brady believed that the deficiency of appeal was due to the "girl who runs for chairman of the social committee," for the dean believed that usually this individual was social, but not an organizer.<sup>112</sup>

## Health

Little is mentioned concerning the health care provided on the campus for the female students. Brady stated that the "relationships between the Medical Staff, the Dean of Women's office and the Residence Hall Staff have been most cordial and cooperative."<sup>113</sup> When women students were checked in to the infirmary during the evening the health staff seemed to be

---

<sup>110</sup> A semi-formal dance took place in Broward and invitations were presented to not only those residing in the hall, but also to the students in Grove and the full range of residence hall staff. *Annual Report of Dean of Women, 1953-1954*, p. 11.

<sup>111</sup> Brady also lamented that the housing staff and the Dean of Women's office hoped that the men who attended would "carry back to their halls the fact that there is no great difference in rooms and possibly help to prevent panty raids." *Annual Report of Dean of Women, 1956-1957*, p. 7; *Annual Report of Dean of Women, 1957-1958*, p. 6.

<sup>112</sup> *Annual Report of Dean of Women, 1958-1959*, p. 6.

<sup>113</sup> *Annual Report of Dean of Women, 1953-1954*, p. 12.

extremely obliging in alerting the dean's office. Interestingly, Brady stated that there seemed to be less illness in the halls due to the infirmary's policy of "hospitalizing students even with minor illnesses."<sup>114</sup>

As part of the health center's services, a car was available during the evenings to shuttle ill students to and from residence halls and the infirmary, which was "used frequently and ... appreciated."<sup>115</sup> The female students seemed to be pleased with the health care they were given at the university:

I feel that the students have accepted with confidence the professional care they have received and resistance to the medical treatment offered by the University has been at a minimum.<sup>116</sup>

In 1952, Brady wrote a letter to the head of the infirmary and commended them for their treatment of students, but underlined areas for improvement. Students seem to lack enthusiasm for the health center and Dean Brady suggested that reason for the students' problems might stem from the fact that the infirmary did not want to be bothered with minor illnesses and was understaffed. Brady stated that the "attitude of the students toward the Infirmary will steadily improve" and the "build up of antagonism" would end if the students were told by a "competent authority that they are not seriously ill."<sup>117</sup> It would have been "comforting knowledge" that their illness was more of a "psychological rather than a physical nature" for the

---

<sup>114</sup> Ibid.

<sup>115</sup> Ibid., p. 10.

<sup>116</sup> From Broward hall's report, Ibid.

<sup>117</sup> Marna Brady, Letter to Dr. Ayers, 16 May 1952, Marna Brady clipping file, George Smathers Library, University of Florida.

student.<sup>118</sup> Brady requested that Dr. Ayers explain this to his nurses and ask that they cooperate.<sup>119</sup>

### **Safety**

The first mention of any safety concerns appeared in Brady's 1955-1956 report. She mentioned that due to the fire alarm system and an unspecified "firecracker episode," a safety committee was established in every hall.<sup>120</sup> It seemed that the main concern of this committee was for the implementation and practice of fire drills.<sup>121</sup> Brady felt that by practicing fire drills, the emptying of the halls, and student fire marshals, there would be a decline in the number of false alarms.<sup>122</sup>

Additionally, first aid classes were available to those interested. Dr. Vadheim, Director of the College of Physical Education and Health, wrote to Dean Brady in 1954, suggesting first aid lessons be given to on-campus residents.<sup>123</sup> After announcing the possibility of first aid lessons, a few female students requested four two-hour sessions for certification.<sup>124</sup>

---

<sup>118</sup> Ibid.

<sup>119</sup> Ibid.

<sup>120</sup> *Annual Report of Dean of Women.*, 1955-1956, p. 3.

<sup>121</sup> Ibid.

<sup>122</sup> In the 1956-1957 year, three false alarms were pulled in women's halls. Men, who were visiting the building, caused two of the false alarms and the third was done by a woman. Brady did not mention if the young lady lived in the facility or was visiting. However, Brady did state that she was apprehended "through the immediate activity of the Broward Hall Council and the feeling of the whole hall was disapproval." *Annual Report of Dean of Women*, 1956-1957, p. 8.

<sup>123</sup> Robert H. Vadheim, Letter to Marna Brady regarding the College of Physical Education and Health, 3 November 1954, Marna Brady clipping file, George Smathers Library, University of Florida.

<sup>124</sup> Ibid.

## Residence Hall Newspapers

Mallory Hall began publishing a newspaper called, the Gatorette, during the 1956-1957 year.<sup>125</sup> Within its pages the students covered issues relevant to news happening in their and other dormitories.<sup>126</sup> By the following year Brady stated that women's hall, with the exception of Broward, had their own paper.<sup>127</sup> Brady believed that this was an excellent lesson in journalism for the female students and a great way for the halls to communicate since "practically no space" was given in the Alligator for "residence hall affairs, unless a 'panty raid' goes on."<sup>128</sup> Many of the female students who wrote for these hall papers had "neither the time nor the push to work on regular all campus publications."<sup>129</sup> The dean believed that the level of writing seen in these papers could have easily been printed in the Alligator and gave an example of such:

Campus rumors and Asiatic flu have something in common - they're contagious, and they spread fast. Don't be gullable (sic) and believe everything you hear. There aren't any bloodstains on the sidewalk, schoolwork isn't so hard that hundreds break down from the strain; hall council does not give fifty lashes for a minor lateness. When you hear a tall story, cut it down to size, the small

---

<sup>125</sup> *Annual Report of Dean of Women, 1956-1957, p. 4.*

<sup>126</sup> The Gatorette placed the title of "Oldest Hall Newspaper at the U.F." on all of its letterhead. *Annual Report of Dean of Women, 1957-1958, p. 3.*

<sup>127</sup> Brady only included the names of Yulee and Reid hall papers, and did not include Rawling hall. Yulee hall's paper was named Yulee events, while Reid hall's was titled, Reid Rambler. *Ibid.*

<sup>128</sup> *Annual Report of Dean of Women, 1956-1957, p. 4.*

<sup>129</sup> *Annual Report of Dean of Women, 1957-1958, p. 4.*

economy size, before you pass it on, or better yet, raise your eyebrows and not your voice."<sup>130</sup>

### **Off-Campus Housing**

There continued to be a group of students who stayed in apartments and houses located beyond the perimeter of the college grounds. There were 698 such students in 1953 and 692 in 1957 female students who lived in sorority houses, apartments, or at home with their parents.<sup>131</sup> Dean Brady felt that the effort put forth concerning the on-campus housing facilities as enclaves of learning was successful:

...results of a steady philosophy of education, and objectives and policies in line with this philosophy, can be observed in what has happened and is happening to our women students. We try to teach self-reliance, responsibility for self and others, values, and honorable conduct. We attempt to help the students set the climate of the Residence Halls so that it is conducive to academic learning.<sup>132</sup>

She went on to discuss how the female students residing off-campus were gaining a better sense of being part of the UF campus with the assistance of Miss Neal, the off-campus representative of the Dean of Women's office. By 1955-1956, under Neal's supervision, the women had "organized their own

---

<sup>130</sup> Brady did not identify which dormitory paper printed this quote or when it was published. *Ibid.*, p. 3.

<sup>131</sup> *Annual Report of Dean of Women, 1953-1954*, p. 2; *Annual Report of Dean of Women, 1957-1958*, p. 7.

<sup>132</sup> *Annual Report of Dean of Women, 1955-1956*, p. 1.

Welcome Committee and have been steadily working toward a feeling of unity through their newspaper, The Off-Beat."<sup>133</sup>

Even though these women lived off-campus, they were required to follow WSA regulations. Neal made sure that each householder received a copy of the updated WSA rules each year and requested that the book "and the page of recommendations be posted on a BULLETIN BOARD hung in a conspicuous place in each apartment or rooming house."<sup>134</sup> To keep the students up to date Neal also requested that the landlords post sections of The Off-Beat and any changes to the regulations.<sup>135</sup>

Brady felt that Neal possessed a wonderful rapport with landlords that created more space available for the female students and "better public relations."<sup>136</sup> Miss Neal was an fierce supporter of having the university officially disapprove what she considered "sub-standard housing," for both women and men. Brady reported the Neal believed that "sub-standard low rental property in poor neighborhoods" had owners who were "less responsible." This translated into a "greater chance of incidents," which would, in turn, reflect on the university.<sup>137</sup> The dean was extremely appreciative of Neal's "mutual respect and understanding" with the owners of the off-campus housing since Brady had stopped receiving calls from them.<sup>138</sup>

---

<sup>133</sup> Ibid.

<sup>134</sup> "Household Renting Facilities to Single Undergraduate Women Students, Memorandum." Clipping file on Housing, George Smathers Library, University of Florida.

<sup>135</sup> Ibid.

<sup>136</sup> *Annual Report of Dean of Women, 1956-1957*, p. 9.

<sup>137</sup> Ibid.

<sup>138</sup> Brady stated that "the Dean of Women would support her (Neal) in this feeling since there are practically no calls of the kind that come constantly through this office." The dean also felt it important to call attention to Neal's publication of an article in the Personnel and Guidance Journal, in January of 1958. The article was entitled,

### **Dean of Women's Counseling and Other Duties**

Although the Resident Assistants took over the role of student counselors in the dormitories, the Dean of Women continued to see students on various issues: personal, academic, health, family, vocational, social and disciplinary.<sup>139</sup> The number of individuals who met with the Dean of Women ranged from enrolled female and male students, prospective students, parents, staff, faculty/administration, and various other visitors increased yearly.

During the 1953-1958 timeframe, the numbers of appointments that the Dean held varied. In 1953-54, Dean Brady met with 924 people, 93 more than the previous year. Of those approximately one quarter could be categorized as women students who required "individual counseling."<sup>140</sup> The numbers decreased in the following year and the dean reported meeting with 761 individuals, but noted that the majority of those were with faculty and administrative staff and not so much with women students.<sup>141</sup> She attributed the low number of student visitors that year to the "increasingly better organization and ... most capable staff" within the residence halls.<sup>142</sup> Brady did break down her meetings in this year and had seven groups with whom she met: women students, prospective students, men students, parents, staff, faculty and administration, and outside visitors.<sup>143</sup> Of the total number for the year, approximately 148 of the female

---

"Counseling the Off-Campus Women Student." *Annual Report of Dean of Women, 1957-1958*, p. 7.

<sup>139</sup> *Annual Report of Dean of Women, 1954-1955*, p. 3.

<sup>140</sup> *Annual Report of Dean of Women, 1953-1954*, p. 3.

<sup>141</sup> *Annual Report of Dean of Women, 1954-1955*, p. 2.

<sup>142</sup> *Ibid.*

<sup>143</sup> *Ibid.*

students seen were having "rather serious difficulties."<sup>144</sup> In the 1955-1956 year, Brady met with "a total of 964 persons in her office," which was an increase of 203 from the previous year, but the enlargement was in the section of women students.<sup>145</sup>

Dean Brady did not provide sections concerning her counseling numbers for the 1956-1957 and 1957-1958 years, but it can be assumed that the numbers decreased from the previous years:

The Dean of Women has found that because of a fine staff familiar with their jobs, counseling problems which might have come to her office are dealt with in the halls, or by referral to specialized agencies when necessary, or to Dean Sellers when areas for which she is responsible are the problem.<sup>146</sup>

With fewer appointments requiring her time, due to the efficiency of the dormitory staff, the dean became increasingly involved in university and student committees. Brady calculated her total work week hours to be around 52, when her participation in committees, conferences, student organizations, banquets, and various other activities were included.<sup>147</sup> In a school year the dean normally served on seventeen university committees, and was the chair of one and an advisor of two. Additionally, she was active in the National Association of Deans of Women and Counselors (NAWDC) and College Personnel Associations (CPA), Chairwoman for the 1953 Convention of Florida Deans and

---

<sup>144</sup> Ibid.

<sup>145</sup> *Annual Report of Dean of Women, 1955-1956*, p. 6.

<sup>146</sup> *Annual Report of Dean of Women, 1956-1957*, p. 6.

<sup>147</sup> *Annual Report of Dean of Women, 1953-1954*, p. 3.

Counselors and a representative for the university at the "trends in Liberal Arts Education for Women conference at Tulane."<sup>148</sup> She also became active in the Southern College Personnel Association, American Association of University Women, and was in charge of the local chapter of the Red Cross.<sup>149</sup>

In February of 1954, Brady was named the general chairman of the Alachua County Chapter of Red Cross.<sup>150</sup> She was well qualified to serve as the chairperson of the Red Cross since she was an experienced administrator and had trained numerous people on "First Aid and Water Safety."<sup>151</sup> The chapter was in desperate danger of being closed, which was the main reason that Brady accepted the position.<sup>152</sup>

"We are already operating on a bare minimum, and I do not believe the County realizes the services it would lose that are now taken for granted.

Alachua County is one of only three counties in Florida in this precarious state, and I do not believe the people, knowing this, will allow it to go under."<sup>153</sup>

---

<sup>148</sup> Ibid., p. 4; *Annual Report of Dean of Women, 1957-1958*, p. 13.

<sup>149</sup> Interestingly, Brady was present at the inauguration celebration for the third president of Florida State University, Robert M. Strozier, in 1957. She was representing both NAWDC and AAUW. Ibid., p. 13.

<sup>150</sup> "Brady of UF Named Cross Fund Chairman," *Gainesville Sun*, 21 February 1954.

<sup>151</sup> The article discusses three instances when individuals that had been trained by Brady assisted with victims of accidents. Brady, herself, helped a father of one of her students who went into shock. Ibid.

<sup>152</sup> Ibid.

<sup>153</sup> Ibid.

## Strengthening and Growth

Dean Brady was able to support the continued growth and strengthening of the female students' role on the University of Florida's campus between 1953-1958. Within those years the university became nationally known for their student personnel programs due to members of the staff participating in conferences.<sup>154</sup> Brady believed that the progress that had been achieved was due to the administration, faculty, staff, students, including male students, "working together toward common goals with attitudes that permit free discussion."<sup>155</sup> President Reitz and his wife were interested and active in the "welfare and activities of women students," which Brady appreciated.<sup>156</sup> No doubt such high level of interest called more attention to the gains and needs of the women students and the University of Florida became known for the high standards of their women students.<sup>157</sup> Brady declared that "milestones seem to come more rapidly but each is marked, Progress!"

---

<sup>154</sup> *Annual Report of Dean of Women, 1953-1954*, p. 15.

<sup>155</sup> *Annual Report of Dean of Women, 1954-1955*, pp. 1, 17.

<sup>156</sup> *Annual Report of Dean of Women, 1956-1957*, p. 10; *Annual Report of Dean of Women, 1954-1955*, p. 17; *Annual Report of Dean of Women, 1957-1958*, p. 10.

<sup>157</sup> *Annual Report of Dean of Women, 1954-1955*, p. 17.

## CHAPTER FOUR

### PROGRESSION AND PROBLEMS: 1958-1962

Consistent education has gone on to assist students to take responsibility for themselves and others. Progress is recognizable as the student advances to graduation. Part of the progress is growing maturity but much can be directly traced to experience in the hall, committees, WSA and Student Government.  
-Dean Marna Brady, 1954-55<sup>1</sup>

#### **The Reshaping of the UF Campus**

The years between 1958 and 1962 saw the empowerment of women students on the UF campus. Men wearing Bermuda shorts to class created the catalyst of the power struggle when women began to demand a change in their dress code as well. So was born "the Battle of the Jamaicas (sic) vs. the Stretch Pants vs. the Capri Pants vs. the Slim Jims."<sup>2</sup> The WSA conducted a study of different college dress codes around the country, and decided, in 1958, to alter the dress code to allow women to wear Bermuda

---

<sup>1</sup> *Annual Report of Dean of Women, 1954-1955, p. 9.*

<sup>2</sup> "Marna Brady, An Exceptional Woman Who Led a Whole Generation of UF Coeds." *Gainesville Sun*, 13 November 1977, Marna Brady clipping file, George Smathers Library, University of Florida.

shorts on campus.<sup>3</sup> Previously, women could wear the shorts in their dorms and outside of the dormitories after 5pm on the weekends, but dresses were required for any attendance in classes.<sup>4</sup> However, there were still strict regulations to which they had to adhere; they were required to have shirts tucked in and "dress neatly and appropriately at all times."<sup>5</sup> Brady was against the shorts but hoped that "as people get used to Bermuda shorts ... that there may be a swing back ... to dresses, after the first novelty is off."<sup>6</sup> But, the Dean of Women's office primary concern still remained the creation of a complete environment of learning in every possible area while instilling the general philosophy of the students being responsible for their own actions and to seek help if needed. The office continued to try to educate the students in being more "responsible, thinking citizens" with developed "attitudes and a sense of values."<sup>7</sup> How well these lessons were being learned were difficult to tell as Brady admitted:

In this area even more than in teaching, formal studies and statistics are not too meaningful, and objective evidence is difficult to obtain. The concern is with qualities, attitudes and values rather than with numbers participating, and as yet there are no satisfactory objective measures in these fields.<sup>8</sup>

---

<sup>3</sup> Marna Brady, University of Florida Oral History Project, Gainesville, Florida. Interview by Samuel Proctor, January 1971.

<sup>4</sup> "Marna Brady, An Exceptional Woman Who Led a Whole Generation of UF Coeds." *Gainesville Sun*, 13 November 1977.

<sup>5</sup> *Annual Report of Dean of Women*, 1961-62, p. 14.

<sup>6</sup> *Annual Report of Dean of Women*, 1958-59, p. 7.

<sup>7</sup> *Ibid.*, p. 1.

<sup>8</sup> *Ibid.*, p. 2.

While trying to instill such virtues in young ladies of the time, the dean also noticed that in addition to the increasing number of students enrolling at UF, the attitude of excellence in scholastic achievement improved.<sup>9</sup> The number of students who left the university, either by choice or expulsion, was minimal and many of these did not fault the university, as many students had done in earlier years.<sup>10</sup> Rather, the students took responsibility for not being "prepared for college, had only come because parents urged them, or did not want to be left out of friends' plans."<sup>11</sup> In 1954-55, mandatory interviews were required for all students leaving UF before their graduation. Having such meetings, the dean believed, the real reason for the student's problem was uncovered, thus allowing the Dean of Women's office to assist the student's "transition to work, business school, or whatever may be her interest."<sup>12</sup> However, the dean was concerned that difference "between learning and getting high grades could be stressed more often, even though these two things may also be synonymous at times."<sup>13</sup> Such meetings became far more difficult to do every year due to the increasing number of women students. By the 1959-60 year there were 1199 more females studying at UF than in the 1951-52 year.<sup>14</sup> Such increases led to the belief that against "popular impressions ... US women actually ... studied in greater numbers by 1960 than they had in 1940."<sup>15</sup>

---

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.

<sup>12</sup> Ibid., p. 12.

<sup>13</sup> Ibid., p. 4.

<sup>14</sup> *Annual Report of Dean of Women, 1959-60*, p. 1.

<sup>15</sup> Linda Eisenmann, "Education the Female Citizen in a Post-war World: competing ideologies for American women, 1945-1965," *Educational Review* 54, No. 2 (2002): 133.

## Women Organizations

Organizations run by and for the women of the campus of UF soon earned recognition and garnered attention throughout campus. From Panhellenic to WSA, women were beginning to exert some influence on campus.

### Women Student Association

For the first time, the President of WSA was able to attend the Intercollegiate Association of Women Students' Convention (IAWS), the national society of women's student government, which was held during the 1959-60 academic year.<sup>16</sup> It was requested by the IAWS that the UF President bring along favors and decorations. Brady reported that WSA supplied the President with palm fronds and various other Floridian plants/flowers for the decorations and UF key chains "and copies of *Coedikette*, which were well received" for favors.<sup>17</sup> Although the dean felt a sense of accomplishment in the fact that the President of WSA was able to attend the convention, she was far from content with the President herself. Brady never received any information concerning the convention due to the fact that the student had failed to give a report, either oral or written, concerning the trip as well as any aspect of her presidency.<sup>18</sup> The tradition of attending the conference was born with that first trip; the group continued to send a representative for the next three years.<sup>19</sup>

---

<sup>16</sup> The conference was held in Missouri. *Ibid.*, p. 12.

<sup>17</sup> *Ibid.*

<sup>18</sup> *Ibid.*

<sup>19</sup> *Annual Report of Dean of Women, 1960-61*, p. 13.

IAWS was a national organization that had both state and local chapters. UF's WSA held the first state-wide convention for IAWS in Spring of 1962 and "all but three colleges and universities in Florida" attended.<sup>20</sup> The agenda for the one day conference included: a welcoming greeting, a speech by Miss Joan Odell, Assistant to the State District Attorney of Florida, entitled "The Role of the College Women in Today's Community," and three separate workshops dealing with communications, regulations and judiciary groups.<sup>21</sup> Brady held a "special discussion group for the visiting deans and advisors" and gave a speech after dinner.<sup>22</sup>

The next presidency of the organization was far superior in Brady's opinion to any preceding WSA President, and she boasted of the President's leadership skills.<sup>23</sup> In the 1960-61 annual report, she quoted from Brodie's written report outlining WSA's activities. Within this quote Brodie discussed how it was difficult to lead such an organization, but that it assisted with her growth of character and will:

---

<sup>20</sup> *Annual Report of Dean of Women, 1961-62*, p.13. Brady did not state what three colleges/universities did not attend. The following schools did attend: Barry College, Bethune Cookman, Florida State University, Florida Presbyterian College, Florida Southern College, Jacksonville University, Stetson University, University of Miami and University of Florida. "IAW State Meet, Proceedings of the First Annual IAWS State Convention," March 10, 1962, p. 1. Interestingly, that by 1961 there were 4 state universities and 10 private institutions, including "negro institutions." There is a difference of 5 schools compared to Brady and Adams numbers. Alfred H. Adams, "A History of Public Higher Education in Florida: 1821-1961." Doctoral Dissertation, Florida State University, 1962, pp. 275, 270, 282.

<sup>21</sup> "IAW State Meet, Proceedings of the First Annual IAWS State Convention," p. 2.

<sup>22</sup> Lunch, dinner were provided as well as some entertainment - a medley of tunes from "The Sound of Music" were sung. The President of UF's wife, Mrs. J. Wayne Reitz, expressed "greetings and wishes for a beneficial meeting." Ibid.

<sup>23</sup> Stephanie Brodie was the President of WSA during this time. *Annual Report of Dean of Women, 1960-61*, p. 12.

Often, it would be much simpler to do a job yourself or to give it to one you know can complete it without difficulty. This is not the way for WSA to grow. All girls must be given an opportunity to try their hand, to try to lead, and to work...It is very important that the girls themselves, not the president, offer the ideas and suggestions.<sup>24</sup>

These words expressed the philosophy that Brady had concerning the female students and their need to grow as individuals in aspects, which did not relate to academics alone.

Brodie also expressed her appreciation to the dean's assistance:

Our advisor, Dean Brady, gave to WSA encouragement, advice, and helped us with a patient hand...We were allowed to make our mistakes and were given praise when we most needed it. Her continued interest in the welfare of the women students at Florida is seen in the encouragement she has given WSA to grow and mature.<sup>25</sup>

#### Panhellenic

Panhellenic continued to support the program of the Korean orphan during this time period, along with the endowment of the scholarship.<sup>26</sup> The Panhellenic organization maintained its

---

<sup>24</sup> Ibid.

<sup>25</sup> Ibid.

<sup>26</sup> The scholarship continued to be available to any UF female student who applied for it. *Annual Report of Dean of Women, 1958-59*, p. 13; *Annual Report of Dean of Women, 1959-60*, p. 13; *Annual Report of*

strength due to the growth of sororities during the late 50's and early 60's. The one exception to this was Sigma Kappa.

Sigma Kappa had problems keeping high membership numbers for years, but the sorority's National Council requested a "recolonization after the formal rushing program."<sup>27</sup> Brady believed this to be an extremely helpful maneuver by the national office since the total number of members was 15, far below the UF's Panhellenic's requirement of 25.<sup>28</sup> The following year the sorority held a special two-week rush that resulted in 21 pledges. However, the dean believed that if this effort did not produce positive results the sorority should be "removed from the campus so that their house may be used and a stronger group be permitted to come on the campus."<sup>29</sup> Brady also stated that it was not "fair to the students to have only five or six in the sorority."<sup>30</sup>

The sorority continued to be in a "precarious position" and Dean Sellers, who oversaw Panhellenic, stated that "the year 1961-62 should show whether the University should continue to retain the sorority as an active group."<sup>31</sup> Although the next year proved to be a successful one for the organization, Brady believed that their troubles were not yet over.<sup>32</sup>

Meanwhile, Kappa Alpha Theta was recommended by the Student Organizations and Social Activities Committee to be given a

---

*Dean of Women, 1961-62, p. 15; Annual Report of Dean of Women, 1961-62, p. 14.*

<sup>27</sup> *Annual Report of Dean of Women, 1958-59, p. 13.*

<sup>28</sup> Panhellenic was the overarching organization that represented all sororities on campus at UF. It's main function was to standardize sororities' activities - such as membership. See Chapter 2, Panhellenic. *Ibid.*, p. 14.

<sup>29</sup> *Ibid.*

<sup>30</sup> *Annual Report of Dean of Women, 1959-60, p. 13.*

<sup>31</sup> *Annual Report of Dean of Women, 1960-61, p. 13.*

<sup>32</sup> *Annual Report of Dean of Women, 1961-62, p. 15.*

charter at the university in 1960-61. The charter was granted. This proved to be a great asset to women students because there was an "increasing number of women ... indicating their interest in sorority membership."<sup>33</sup> The installation of Kappa Alpha Theta occurred in 1962 and gained a house the following school year.<sup>34</sup>

Once again attention was given to the lack of proper sorority housing when Brady stated that the Kappa Alpha Theta house was of low quality.<sup>35</sup> Brady had made no mention of the housing of sorority women since the new houses were provided in 1955-56 year. The dean was worried that UF would not obtain land in the appropriate timeframe when another sorority might wish to be installed and would not be able to find proper housing.<sup>36</sup>

#### Honor Societies

Trianon and Mortar Board were fused during the 1960 academic year and became the "Trianon Chapter of Mortar Board."<sup>37</sup> During the installation of the new Mortar Board chapter, old members of Trianon were inducted along with the pledges.<sup>38</sup> The following year saw financial difficulty for the organization since most of the money was "used in the installation program."<sup>39</sup>

---

<sup>33</sup> *Annual Report of Dean of Women, 1960-61, p. 13.*

<sup>34</sup> This was the first sorority installed since 1954. *Annual Report of Dean of Women, 1961-62, p. 14.*

<sup>35</sup> *Ibid., p. 15.*

<sup>36</sup> Brady contacted the chairman of the Committee on Student Organizations and Social Activities to express her fear about this situation. *Ibid., p. 15.*

<sup>37</sup> *Annual Report of Dean of Women, 1959-60, p. 12.*

<sup>38</sup> UF followed only FSU and Stetson with the installation of a Mortar Board chapter in Florida. *Ibid.*

<sup>39</sup> *Annual Report of Dean of Women, 1960-61, p. 14.*

However, the group was still able to send a representative to the national convention.<sup>40</sup>

### Student Government

A Student Government Evaluation Committee was formed during the 1959-60 academic year. Brady was extremely happy to learn that the committee recognized that there was a discrepancy concerning the ideals of the Student Government; the representation of women in the organization and the need for the constitution to be updated.<sup>41</sup> The dean was adamant about the need to have increased representation since the female students were approximately one third of the student body.<sup>42</sup>

Brady's earlier complaints of the power of Student Government being in the hands of law students was still strong during this time. Although it was advantageous to have graduate students in the government because of their maturity, the undergraduate students were not represented in the number they should have been. Brady also launched an attack on the school newspaper, Alligator, by stating that it did not represent "the thinking of the mass of students" and that "many students have ceased to read the Alligator."<sup>43</sup> She believed it to be biased, non-inclusive, and have a "general beatnik nature."<sup>44</sup>

---

<sup>40</sup> Andrea Abernathy was the student sent to the convention held at the University of Oklahoma. Ibid.

<sup>41</sup> The constitution had not been changed since UF was a "male university of 3,000." *Annual Report of Dean of Women, 1959-60*, p. 13.

<sup>42</sup> *Annual Report of Dean of Women, 1961-62*, p. 13.

<sup>43</sup> *Annual Report of Dean of Women, 1959-60*, p. 14.

<sup>44</sup> SGA was the male counterpart to the women's organization, WSA. Brady stated that the women's group's name purposely did not have the word "government" in it as a way to appease the SGA and end the gossip that the WSA was going to interrupt SGA. Marna Brady, Interview by Samuel Proctor, Jan. 1971, transcript, University of Florida Oral History Project, Gainesville, FL, p.5; Ibid.

An additional concern was the path taken by the Student Government Honor Court. She felt that it had become "legalistic and ... more interested in technicalities than justice."<sup>45</sup> Brady stated that "contrary to the philosophy of the Honor Code," students were being given "a right of subpoena, in an attempt to contradict any evidence."<sup>46</sup> Being an advocate for all students, Brady may have well been upset with the authoritarian style of governance conducted by the law students in SGA and the revocation of a few of her duties. The dean claimed that the whole idea of the Honor Code was being dismembered by men of Student Government as she believed that Dean of Women or the Dean of Men should have handled many of the cases as they were the University officials who contacted the student's families in connection with incorrect behavior.<sup>47</sup>

### **Housing**

The housing staff and the Dean of Women's office continued to try to make the female students feel comfortable and in their home away from home. Broward's head staff member, Miss Macy, stated:

They are led to expect a 'ball', décor and conveniences are emphasized as are fads in clothes. We can continually instruct and inform them differently ... Re-educating freshmen in the halls is a year round task, a way of life and should be accepted by faculty and administration as an important segment of the University of Florida community.<sup>48</sup>

---

<sup>45</sup> Ibid.

<sup>46</sup> Ibid.

<sup>47</sup> Ibid., p. 14.

<sup>48</sup> *Annual Report of Dean of Women, 1961-62, p. 4.*

## Residence Halls

Brady pushed for more women's dormitories as the number of female students continued to grow. By 1959-60, women were housed in five dormitories that were staffed with some full time employees, but mainly by Resident Assistants.<sup>49</sup> Due to the limited number of full time staff, only one was assigned to Mallory, one to Yulee and one to Reid, while two were in Rawling and four in Broward.<sup>50</sup> Brady stated in her 1959-60 report that Grove Hall would be reassigned for female students, but additional "full time staff plus Resident Assistants" would be required.<sup>51</sup>

Jennings Hall was opened in the 1961-62 year and allowed 88 women to move from off-campus housing and partake in the full university experience.<sup>52</sup> This new dormitory was a much needed addition to the on-campus housing available to female students. In addition to the 88 formerly off-campus women, it housed 484 freshmen students.<sup>53</sup> While the cafeteria was not open at first, Brady commented that the physical condition of the hall made it appear more similar to a hotel than a dormitory.<sup>54</sup>

Staffing the halls with full time workers was a continual problem due to the low salary and lack of prestige. While the Resident Assistant salaries were raised, finding graduate

---

<sup>49</sup> *Annual Report of Dean of Women, 1959-60, p. 14.*

<sup>50</sup> Broward was a freshmen dormitory. *Annual Report of Dean of Women, 1960-61, p. 10.*

<sup>51</sup> *Ibid.*, p. 1.

<sup>52</sup> *Ibid.*

<sup>53</sup> *Ibid.*, p. 2.

<sup>54</sup> *Annual Report of Dean of Women, 1961-62, p. 4.*

students willing to take on the position was still difficult.<sup>55</sup> The position was revised in the 1960-61 academic year to include the added responsibility of serving on university student committees and a manual was written by selected RAs and full time Resident Staff to assist newly hired Resident Assistants.<sup>56</sup> The salary for Resident Counselors did not see a comparable increase. Brady blamed the low pay on the problem of having few strong applicants for the positions. Even though there was a shortage the dean and the head of the Housing department had to ask two counselors to leave during the 1960-61 year.<sup>57</sup>

#### Housing Staff

It was the belief of the dormitory staff that they could counteract any "loss of identity" that might result from a student's large classes, progress tests, etc.<sup>58</sup> Brady agreed that there was an increase in impersonality at UF due to the growing size of the student body. She also was of the opinion that it was vitally important to connect with the students more and more with each passing year.<sup>59</sup> It became more difficult to staff the dorms with each succeeding year as well. Since Resident Counselors were full time staff the positions were hard to fill, Resident Assistants (RAs) continued to perform such duties in place of the full time counselors. The position of RA had become one which held "considerable prestige."<sup>60</sup>

---

<sup>55</sup> *Annual Report of Dean of Women, 1958-59, p. 14.*

<sup>56</sup> *Annual Report of Dean of Women, 1960-61, p. 4.*

<sup>57</sup> It was not specified as to why they were asked to leave, but must have been extremely serious since there was a need for these positions to be filled. *Ibid.*, p. 10.

<sup>58</sup> *Annual Report of Dean of Women, 1959-60, p. 4.*

<sup>59</sup> *Ibid.*

<sup>60</sup> *Annual Report of Dean of Women, 1958-59, p. 13.*

Brady believed the program for Resident Assistants was firmly established by 1958-59, when a total of 35 applied and the applicants were "of high caliber and in need of financial help."<sup>61</sup> It is not clear if any of these students were graduate students, but the dean did state that it was still "difficult to obtain graduate students," even though "every effort has been made to do so."<sup>62</sup> The dean noted that letters were sent to heads of departments, and graduate students were informed of the positions over the summer.

In 1961-62 all colleges within UF were contacted again via circulars that described the positions available. Although four graduate students were secured for that year, the majority of the RAs continued to be undergraduates.<sup>63</sup> In place of the graduate students, favor was given to those undergraduates planning on continuing their education. These students were primarily seniors, but a "more mature junior has been hired" if there was a dire need.<sup>64</sup>

At times, Brady even commended RAs by name in her annual reports. She did so in 1959-60 when she cited Laura Coe, who replaced Miss Bean in Rawlings Hall, and Amelia Macy, who completed her Master's degree in Guidance while maintaining her RA position and President of Trianon, as two exemplary Resident Assistants.<sup>65</sup>

Brady believed that all Resident staff were underpaid and much overworked. She claimed:

---

<sup>61</sup> Ibid.

<sup>62</sup> Ibid.

<sup>63</sup> Eighteen undergraduates were chosen based on their qualifications and financial need. *Annual Report of Dean of Women, 1960-61*, p. 16.

<sup>64</sup> *Annual Report of Dean of Women, 1961-62*, p. 17.

<sup>65</sup> Amelia Macy was hired as a Resident Counselor at UF for the following year. *Annual Report of Dean of Women, 1959-60*, p. 11.

The University of Florida with a superior and unique program is in a poor competitive position, particularly in the case of women when the job entails living in the halls and is of a confining nature.<sup>66</sup>

Soon the lack of staffing became frustrating to all housing staff. Full timers did not feel that they were able to establish relationships with as many students as they had previously.<sup>67</sup> RAs were overworked since more responsibilities were placed upon their shoulders. During the 1961-62 academic year, Broward was assigned two Resident Counselors which proved to be insufficient since each counselor was assigned 315 students, instead of the 150 that was considered maximum.<sup>68</sup>

The dean also felt that the senior Resident Counselors should have more of a coordinator role and be allowed the opportunity to live off-campus. With the lack of funding and respect to be thematic as concerned the dormitory staff, Brady wrote that the staff lifted a tremendous burden from her shoulders and also allowed the students' time at UF to be more enjoyable.<sup>69</sup>

---

<sup>66</sup> Ibid., p. 15.

<sup>67</sup> Ibid.

<sup>68</sup> Brady also stated that Jennings Hall was in need of a third counselor as well. *Annual Report of Dean of Women, 1961-62*, p. 15.

<sup>69</sup> Even the parents were grateful to the help provided by the staff. Brady spoke of families that were grateful for the handling of their daughters' situations and problems. Ibid.

## Hall and Interhall Councils

Brady tried to imbue the general philosophy of the university whenever possible: "that students are responsible for their actions and in seeking help if needed is stressed."<sup>70</sup> An excellent place for the philosophy to emerge was in the Hall Councils, where, as Brady put it, "learning takes place as to responsibility for others and the differences between laxity, rigidity, and fair play."<sup>71</sup> In the councils, students became "more familiar with democratic processes and techniques" through the self-governmental process and strove to make their hall government and all other aspects of life in the halls better.<sup>72</sup> A prime example of this was given in the 1959-60 annual report when Brady stated that the hall councils began writing reports in which their concerns and ideas were expressed. During this year they raised the need to better inform students that their group and the Judiciary Committees were working for the students' benefit and not against them.<sup>73</sup>

Miss Synder, head of Reid, expressed her opinion:

Student government has had a great influence on the women of Reid. The atmospheres of activity and constructive projects had done much to maintain an attitude of student responsibility. The women have felt that the burden of responsibility in many ways was on their shoulders. Several of these people have visibly changed in attitude toward student government.

---

<sup>70</sup> *Annual Report of Dean of Women, 1958-59, p. 4.*

<sup>71</sup> *Ibid.*

<sup>72</sup> *Ibid., p. 7.*

<sup>73</sup> *Ibid.*

Those who felt that the "same people do the work of many," have learned to organize in such a way that "many do the work of many." They have learned the necessity of drawing girls into student government that they might also grow in responsibility and working with fellow students. The changes in attitude have been gratifying to see. Girls who felt insecure and obscure have discovered they were needed. They found themselves capable and therefore proud. Finally, one quote from the Reid Hall President's report gives the student view point,... "I guess the saying really holds true, and certainly has been my motto this year ... "Live and Learn" ... There is no way to record the opportunities I have had for learning. I have learned about other people and how important understanding is; I have learned a great deal about myself and I think Socrates would be proud of me!"<sup>74</sup>

A student committee studying honor presented a referendum to WSA during the Spring of 1961, that separated the Hall Council into two different entities; one for discipline, Honor Council, and the other for program functions.<sup>75</sup> The measure was passed. Brady clarified that it was on an experimental basis and that she had some reservations concerning how it was going to be achieved. Nevertheless she was supportive due to the fact that it raised awareness concerning honor itself.<sup>76</sup> Respect for others was

---

<sup>74</sup> Snyder also stated that she was "constantly on the lookout for girls who could benefit by student government." She would make lists of those students she felt would benefit from the activity and handed it to the chairwoman and/or committee members. They in turn would contact the students and ask their assistance with certain projects. This method, from Snyder's viewpoint, turned out exceedingly well. *Annual Report of Dean of Women, 1961-62, p. 7.*

<sup>75</sup> *Ibid.*, p. 4.

<sup>76</sup> *Annual Report of Dean of Women, 1960-61, p. 4.*

"constantly encouraged, lying frowned upon" and a "reputation for integrity" was re-enforced by the council.<sup>77</sup> The separation was successful and was made permanent.<sup>78</sup>

Each Hall Council was to nominate an individual from each floor of the hall, and then the entire hall was to elect from those nominated. Those nominated were required to have lived in the dorm for one semester. Brady and Sellers had suggested this type of nominating action before, but the students had rejected it.<sup>79</sup> Brady thought that this would help deter the "popularity elections and deliberately choosing someone whom they know will do nothing."<sup>80</sup>

Workshops were given by the Interhall Councils for those newly appointed members of individual hall councils. At these meetings not only were duties discussed, but also the relationship between Brady's office, WSA, the Judiciary Committee of WSA, Student Government and various other student organizations.<sup>81</sup> During one of these workshops Brady entertained Mr. Ottosen, a representative of the University of Oslo in Norway. The dean reported that Ottosen was very impressed:

He was so impressed with the work being done in the halls that he impulsively spoke to the group, complimenting them on their achievements. He used the terms 'inspirational and unique'.<sup>82</sup>

---

<sup>77</sup> "Role and Scope Study Memorandum." 22 May 1961, Marna Brady clipping file, George Smathers Library, University of Florida, p. 6.

<sup>78</sup> *Annual Report of Dean of Women*, 1961-62, p. 8.

<sup>79</sup> *Ibid.*, p. 10.

<sup>80</sup> No exact number of students was given that was required for the Honor Council. *Ibid.*

<sup>81</sup> *Annual Report of Dean of Women*, 1959-60, p. 6.

<sup>82</sup> *Ibid.*, p. 7.

This was a great compliment for Brady, her staff and the women students of the university. The compliment was extended when the dean received a letter from Ottosen, after he had toured other higher educational institutions' dormitories throughout the United States, in which he stated that he found the University of Florida to have the absolute best residence hall program.<sup>83</sup>

The Hall Councils, along with the residence hall staff, sponsored programs held in the halls that served as a means of having the students socialize while learning about specific topics. These programs for both men and women were of an educational nature and were either audio or audio-visual and was concluded with a discussion of the topic. Presentations covered other countries: Germany and Cuba, politics, communism, films of the caliber of Hamlet or Cyrano de Bergerac, or health related topics such as pregnancy and the birthing process.<sup>84</sup> The presentations varied from dormitory to dormitory, with the exception of a three-part program given in 1961-62 in all residence halls. The program, "How to Read, How to Study, and the Effects of Drugs on Study and Health," had a low turn out rate, which the dean felt was due to the times at which the program had been scheduled.<sup>85</sup> In general the attendance for these events was high; 1959-60 had 4500 in total, 1666 the following year.<sup>86</sup>

---

<sup>83</sup> Ibid., p. 8.

<sup>84</sup> Such programs were also available at the male halls and open to women students. *Annual Report of Dean of Women, 1960-61*, p. 9; *Annual Report of Dean of Women, 1961-62*, p. 11.

<sup>85</sup> Brady stated that she thought that after the students first test would be a better time to have such a program and not before. After their first test the students would "become aware of their academic needs." *Annual Report of Dean of Women, 1961-62*, p. 10.

<sup>86</sup> *Annual Report of Dean of Women, 1959-60*, p. 6; *Annual Report of Dean of Women, 1960-61*, p. 8.

Welcome Week continued to be organized and planned by the Interhall Council with support from all the Hall Councils. Brady was a true supporter of this activity for she believed that it was a great service to in-coming freshmen, as well as being a useful public relations tool for UF.<sup>87</sup> Perhaps the most interesting one to date occurred in 1960 when Hurricane Donna rolled into Gainesville.

Hurricane Donna blew out some of the original Welcome Week organization and blew in an atmosphere which called for more than the usual amount of patience and fortitude.<sup>88</sup>

The hurricane forced students and parents to arrive at all hours of the night and required the Big Sisters to assist whenever they were needed. It was stated that this resulted in a feeling of unity throughout the dormitories that lasted the whole year. Due to the severity of the storm, Grove Hall residents were evacuated to Broward for one evening. Miss Walker, head of Grove, stated that "contrary to what had been expected" it drew the "refugees together" and helped them "identify with the hall."<sup>89</sup>

### **Counseling**

The Dean of Women's staff continued to provide academic and personal counseling in the dormitories. Group counseling was used more often due to the dean's belief that through such means, groups of individuals were reached that might not have been. It also was a necessity because the counseling staff could not keep

---

<sup>87</sup> *Annual Report of Dean of Women, 1959-60, p. 8.*

<sup>88</sup> Brady used portion of Miss Macy's, Rawling Hall report. *Annual Report of Dean of Women, 1960-61, p. 5.*

<sup>89</sup> *Ibid.*

up with the sheer number if they were to do individual consolations.<sup>90</sup> During this period, psychologists and psychiatrists were available for UF students. Although the Dean of Women's staff believed the number of students needing such services were "in the minority," it was an added benefit to the student population.<sup>91</sup> The dean's staff did advise any student who was "warned for persistent or flagrant behavior" to seek help via counselors or the psychiatrist.<sup>92</sup> Any student involved in an "explosive or potentially explosive case" was handled quietly and removed from campus with the assistance of Dr. Schumacher and Dr. Barger both psychiatrists, and Brady in connection with the families.<sup>93</sup> However, the majority of the counseling concerned low-test scores or roommate problems.

An example of academic counseling performed during this time can be seen in Rawling. The staff counseled 25 women students who scored below 30 on a reading test. The assistance consisted of low scoring students meeting with Miss Bean, head of the Rawling, who gauged the student's response to the score and suggested their attendance at the on-campus Reading Clinic.<sup>94</sup> Often times the students who received such academic advisement expressed amazement that anyone on campus actually cared about their learning.<sup>95</sup> As one example, 27 students informed Miss Bean

---

<sup>90</sup> It was necessary to work "through groups and leaders to accomplish the goals of residence hall living." *Annual Report of Dean of Women, 1961-62*, p. 17.

<sup>91</sup> She did state that she believed that the new medical school's department of psychiatry would "attract some individuals in need of therapy." *Annual Report of Dean of Women, 1958-59*, p. 7.

<sup>92</sup> *Annual Report of Dean of Women, 1959-60*, p. 3.

<sup>93</sup> *Annual Report of Dean of Women, 1958-59*, p. 11.

<sup>94</sup> *Ibid.*, p. 7.

<sup>95</sup> *Ibid.*, p. 9.

that "no instructor and no other counselor has commented on the discrepancy between their aptitude and their grade averages."<sup>96</sup>

Roommate situations were the most frequent personal counseling topic. This type of problem was rampant throughout the women's dormitories due to the practice of the Housing department placing three women to a room. It was a necessary expediency due to the limited space for female students. Dean Brady felt strongly that this did not provide adequate space in the rooms for the student's belongings nor were they "conducive to good study habits and cause time-consuming flare-ups."<sup>97</sup> The Dean made mention in her 1958-59 report that the dormitories needed to house the numbers of students they were designed to house, or allow the women to begin using Grove Hall again.<sup>98</sup> Women did gain use of Grove Hall and the practice of placing three female students to a room was ended in the 1959-60 year. This was due to a study that Miss Bean conducted at her dorm concerning the impact that triple roommate living was having on the academic achievement of the students. The results were not favorable as Miss Pottorf, of Broward, stated:

One thing is certain. The majority of our students have no reluctance in coming to a Resident Counselor for help or advice. I feel we have made great strides in this field in this large structure."<sup>99</sup>

---

<sup>96</sup> Brady noted that off-campus students went to Miss Neal for any academic assistance needed. Ibid.

<sup>97</sup> Ibid., p. 8.

<sup>98</sup> Ibid., p. 8.

<sup>99</sup> *Annual Report of Dean of Women, 1959-60*, p. 4.

The cancellation of this practice resulted in a significant decrease in the number of counseling sessions due to roommate struggles; 135 in 1959-60 to 64 in 1960-61.<sup>100</sup>

To assist with the growing numbers of students wanting other forms of counseling a sample program for student advisors was set up in Grove in 1960 for four weeks. Each advisor was "assigned from 5 to 10 girls" and "they met once a week" to discuss "regulations, tradition, student activities," and to answer any questions.<sup>101</sup> To ensure that these student advisors were well versed and prepared they met with a Resident Counselor prior to their group meetings.<sup>102</sup> To determine whether the program was worthwhile to the students a questionnaire was given to those students participating. There were a total of 39 responses received back and of those 29 found the program to be necessary and helpful.<sup>103</sup>

However, no exact number of participating students or of student advisors was given, therefore it is impossible to determine exactly how many students took part in the program.

### **Academic Scholarship**

To better promote academic scholarship in the halls the Interhall Scholarship Committee determined their philosophy should be that of defining it "as an attitude toward learning."<sup>104</sup> The dean felt that this created an unlimited enrichment for the female students:

---

<sup>100</sup> *Annual Report of Dean of Women, 1960-61, p. 11.*

<sup>101</sup> *Ibid., p. 5.*

<sup>102</sup> *Ibid.*

<sup>103</sup> It can be assumed the target of this program was freshmen, since 30 of the 39 who answered the survey were freshmen. *Ibid., p. 5.*

<sup>104</sup> *Ibid., p. 12.*

They have supported hall libraries, cultural enrichment, informal "faculty friend" groups, work with hall program committees tutoring information and help, Welcome Week programs on scholarship, interest in How to Study programs, Hall Service Award programs with substantial points for scholarship and a new year round program honoring resident scholars.<sup>105</sup>

Help sessions basically dealing with time management techniques were offered in Broward, during 1958-59, but could be attended by students from other halls.<sup>106</sup> By 1960, the Interhall Scholarship Committee agreed that these sessions should be held in various dormitories and a charge of 25 cents would be required of the attending students.<sup>107</sup> The committee also agreed that more of an effort should be made in notifying students of the study sessions.<sup>108</sup> It also was determined that to achieve a level of true effectiveness every department on campus would need to support and assist in these help session.<sup>109</sup> To make sure that there was this type of support structure committee members decided it was necessary for members to "visit each department head and to explain the program."<sup>110</sup>

Lists of tutors available for different subjects were provided by the committee to all dormitories.<sup>111</sup> To make sure that the best tutors were provided, committee members "went

---

<sup>105</sup> Ibid.

<sup>106</sup> *Annual Report of Dean of Women*, 1958-59, p. 4.

<sup>107</sup> *Annual Report of Dean of Women*, 1959-60, p. 5.

<sup>108</sup> It was not noted if the sessions were for female students only. Ibid.

<sup>109</sup> *Annual Report of Dean of Women*, 1960-61, p. 6.

<sup>110</sup> Ibid.

<sup>111</sup> It was not noted if this was for women only dorms or for both male and female. *Annual Report of Dean of Women*, 1959-60, p. 5.

directly to the various departments ... to ask for recommendations," as well as to Sigma Tau Sigma, a national tutoring society.<sup>112</sup> It can be assumed that most of the tutors were students since other faculty members frowned upon faculty tutoring.<sup>113</sup> Reid tried to counter this viewpoint by inviting faculty to a tea:

...the student concerned felt that the professor was not aware of the students sincere desire to create a more academic atmosphere in the residence hall nor was he familiar with the concept of discussion related to a course of study rather than a helping type session.<sup>114</sup>

Quiet time continued to be used by the dormitories, but the enforcement of it was assigned to the Interhall Scholarship Committee during 1960-61.<sup>115</sup> But, the committee agreed that the individual halls should manage the enforcement of quiet hours since it was done differently at each. For instance, in some dorms 24 hours of straight quiet time was done the week of finals.<sup>116</sup> Therefore, the committee suggested that each hall determine their quiet hours and each floor figure out the method by which to enforce the studying time.<sup>117</sup> Miss Synder, from Reid, discussed the student's enforcement of quiet hours:

...quiet hours have been enforced by the students;  
no staff member has patrolled the halls to enforce

---

<sup>112</sup> Ibid.

<sup>113</sup> *Annual Report of Dean of Women, 1961-62*, p. 11.

<sup>114</sup> Ibid., p. 12.

<sup>115</sup> *Annual Report of Dean of Women, 1960-61*, p. 6.

<sup>116</sup> Ibid.

<sup>117</sup> Ibid., p. 7.

these hours. I felt that as soon as one of us took over this enforcement, the students would expect this and observe quiet hours only when we enforce it. Although there have been several noisy nights, I think the general effect has been relative quiet.<sup>118</sup>

However, some halls did not have such success with students regulating each other. Although the students were "thrilled to participate" in their own governance instead of being dictated to by authority figures, according to Miss Calvert, it was a period of growth that resulted in seeing that regulations were needed.

...students are rarely turned in except for flagrant violations or as a result of a campaign to correct some difficulty. There is a strong loyalty and a sincere willingness to let other students live as they wish even if individual students disagree with that way of life. ...student leaders ... begin to support regulations when they find no other reasonable way to bring order to the hall and have it a pleasantly livable residence. ...the gap between regulations and enforcement of these regulations is a necessary part of the student's growth process. ...students will be more loyal to their peer group than to the framework of living standards until they experience confusion that cannot be handled satisfactorily in any other way.<sup>119</sup>

---

<sup>118</sup> Synder ended this statement by stating that patrolling students would hand out "offense slips" to those who disrupted the quiet time. She shared her concern regarding the enforcement of the quiet hours in a bigger dormitory, stating that it "might be a difficult attitude to develop in a large building." *Annual Report of Dean of Women, 1961-62*, p. 6.

<sup>119</sup> Miss Calvert's report to Brady. It was not noted as to which hall Calvert was assigned. *Ibid.*, p. 8.

An end of the year banquet was held for those students with a 3.75 gpa or higher and was attended by both the honor students, male and females, and various university personnel.<sup>120</sup> Every year the number of students invited changed. In 1959-60, there were 109 UF students, who were awarded a "diamond-shaped silver charms engraved with Scholarship 1960" for their academic achievements.<sup>121</sup> Sixty-three students accepted the invitation to the awards ceremony in 1960-61 and were presented with medals, while 83 attended in 1961-62 and received both plaques and medals.<sup>122</sup>

In 1959-60 invitations were sent to deans and assorted UF colleges and these were received with a positive attitude. Due to this response, it was decided that more invitations would be sent the next year and department heads should also be included.<sup>123</sup> In 1960-61, 34 guests representing a range from deans, department heads, faculty, administration, Resident Counselors and Hall Councils attended. The number dropped dramatically the next year with only 10 attending.

Additionally, Brady noted that women were gaining more respect for their academic achievements. Thirteen were chosen to receive the 1960-61 J. Hillis Miller Scholars award, a university award for outstanding academic achievement.<sup>124</sup>

---

<sup>120</sup> The banquet was started during the 1957-58 academic year. *Annual Report of Dean of Women, 1959-60*, p. 6.

<sup>121</sup> Ibid.

<sup>122</sup> *Annual Report of Dean of Women, 1960-61*, p. 8; *Annual Report of Dean of Women, 1961-62*, p. 12.

<sup>123</sup> *Annual Report of Dean of Women, 1959-60*, p. 6.

<sup>124</sup> Brady reported that 20 awards were given in total. Ibid., p. 13.

## Off-Campus Housing

Due to the increase in enrollment of women and the lack of on-campus housing, off-campus housing continued to be the only choice for some female students. In 1959-60 a study was conducted concerning those female students who lived off-campus:

Class rank:	Type of Housing:
16% Freshmen	68% Apartment/houses
37% Sophomore	18% Private Rooms
32% Junior	10% Rooming Houses
4% Senior	4% Trailers <sup>125</sup>

Even with the increase, Miss Neal continued to be the only off-campus counselor. In her annual reports, Brady always praised Neal for her dedication:

The job of off-campus counselor is a difficult one and often extremely frustrating. Miss Neal gives much of herself and her apartment and time to off-campus students.<sup>126</sup>

The women students formed a council, called Women Off-Campus Council (WOC), and worked similarly to that of the on-campus Hall Councils, excepting they had their own constitution.<sup>127</sup> The WOC united the females living off-campus through different events. The WOC's intramural team lost in the

---

<sup>125</sup> No total number of women living off-campus was provided. Ibid., p. 8.

<sup>126</sup> *Annual Report of Dean of Women, 1961-62*, p. 13.

<sup>127</sup> *Annual Report of Dean of Women, 1960-61*, p. 9.

1960's women's competition by only 2 points.<sup>128</sup> Some of the activities were of a social nature and organized with men living off-campus. A bowling match, dinner and a picnic were organized between the women and male off-campus students.<sup>129</sup> Additionally, the WOC created a display board that was placed in front of the Off Campus Housing Office during Homecoming.<sup>130</sup>

### **Dean of Women's Counseling and Other Duties**

Strengthening and growing would be two words to best describe the Dean of Women's office and Brady's roles during the 1958-62 timeframe. Brady stated in her reports the important aspects of her job that required her to be a liaison between students, faculty and the administration of UF. When students were adamant about a specific matter, it was Brady's responsibility to inform the appropriate authority within the university. The dean also had to explain to the students the position of the faculty/administration in regards to the "pressure, lack of funds and other reason that make something the students wish done impossible at the time."<sup>131</sup> Brady stated that it was important for each to be placed in "the other fellow's shoes" which often led to "more understanding and working together for the good of the University instead of internal squabbling."<sup>132</sup>

---

<sup>128</sup> WSA purchased shirts for the team to wear. *Annual Report of Dean of Women, 1959-60*, p. 8.

<sup>129</sup> The bowling match was not well planned by the men and it was reported that more women attended than men. *Annual Report of Dean of Women, 1961-62*, p. 13.

<sup>130</sup> *Annual Report of Dean of Women, 1959-60*, p. 10.

<sup>131</sup> *Annual Report of Dean of Women, 1958-59*, p. 10.

<sup>132</sup> *Ibid.*, p. 11.

The dean and her staff also maintained good relations with various units throughout the university: infirmary, faculty advisors, Housing staff, University Police, and most student services. This became especially important for two main reasons: for the practice of student referral, and the education of all university personnel concerning the services provided by the Dean of Women's office. Brady continually acted as liaison with the faculty so that students could be better served. Many times the faculty would even be more aware if a student was in need of counseling. Brady expressed a desire for better communication between her office and the faculty:

We have little islands of those who understand and use the potential and hope the information and point of view is passed on, but more knowledge concerning individual students would be helpful to both groups.<sup>133</sup>

This type of relationship was extremely helpful to all students. Brady did not only see female students who came to her for counseling, she felt that "counseling is not a matter of sex" and that she may be "less effective with and for the women students ... were she to limit her contacts to women alone."<sup>134</sup> It should be clarified counseling done with any student could be on various subjects and not just personal matters. Brady stated that she saw people concerning academic, vocational, personal, petitions, and various other reasons.<sup>135</sup>

The continual increase of women students resulted in both pleasure and dissatisfaction for Brady. She stated:

---

<sup>133</sup> Ibid.

<sup>134</sup> *Annual Report of Dean of Women, 1960-61*, p. 2.

<sup>135</sup> Ibid.

It is heartening to watch growth and improvement take place and see loyal staff work together to surmount difficulties. Sheer numbers of women students made the work of the Dean of Women and her staff almost overwhelming and allowed little extra energy to devote to other desirable aspects of the total university situation."<sup>136</sup>

Early registration for Fall classes was initiated the summer of 1958. Brady believed it to be beneficial for the students who were able to come early and learn about the classes and the requirements placed on them by UF. She hoped that this practice would be a good public relations tool since students and their families would go back to their hometowns and "spread the information."<sup>137</sup> Although it was viewed favorably by Brady, it did result in more work for her and her staff since the task was divided between the Dean of Women's office and the Dean of Men's office. The Dean of Men's office was better staffed and the additional work hours were spread between six individuals, while the Dean of Women's office only had two who could perform these duties, Dean Brady and Assistant Dean Sellers. This additional work made two mornings and evenings a week into extended workdays for both the dean and the assistant dean since they were required to be present for the pre-registration process.<sup>138</sup> It was not until 1961-62 that the duties for early registration was distributed among the Dean of Women's office, Dean of Men's office and the Student Affairs office.<sup>139</sup> This provided much

---

<sup>136</sup> *Annual Report of Dean of Women, 1959-60, p. 1.*

<sup>137</sup> *Annual Report of Dean of Women, 1958-59, p. 13.*

<sup>138</sup> *Annual Report of Dean of Women, 1960-61, p. 2.*

<sup>139</sup> *Annual Report of Dean of Women, 1961-62, p. 2.*

needed "relief to both the Dean and her assistant."<sup>140</sup>

Marriage, pregnancy, illness and other career opportunities remained the top reasons for loss of Dean of Women's staff.<sup>141</sup> Two of the seasoned heads of resident hall staffs, Miss Rudy and Miss Bean, both left during the 1959-60 year.<sup>142</sup> Rudy's departure was mid-year and therefore impossible for Brady to find anyone in time to fill the position. However, the dean appointed a fourth year student, Miss Laura Coe, to assume the role. Coe has been a Resident Assistant and was referred to by Brady as a "mature and dignified senior majoring in mathematics, chairman of WSA Judiciary Committee and a member of Trianon."<sup>143</sup> Due to Miss Coe's success she was appointed the following year to serve as a full-time staff member in Broward Hall for the Fall semester.<sup>144</sup> Brady stated that her time was limited due to her own "classwork (sic) and personal plans for her wedding," but that it was satisfactory overall.<sup>145</sup> Positions with better pay and no requirements for living on-campus took individuals away from UF.<sup>146</sup> A staff member left mid-year during 1961-62 to "accept a position in California which paid almost \$2000 more."<sup>147</sup>

The problem with finding and maintaining staff for the dormitories was a nationwide dilemma. Brady reported that there was an increase of on-campus housing "all over the country and the Junior College and High School demand for teachers," was

---

<sup>140</sup> Ibid.

<sup>141</sup> *Annual Report of Dean of Women*, 1958-59, p. 3.

<sup>142</sup> Rudy left due to the illness of her father, while Bean became seriously ill herself. *Annual Report of Dean of Women*, 1959-60, p. 1.

<sup>143</sup> Ibid., p. 9.

<sup>144</sup>In the Spring semester an individual was found to fill the roll, Mrs. Margaret Hewitt. *Annual Report of Dean of Women*, 1960-61, p. 4.

<sup>145</sup> *Annual Report of Dean of Women*, 1960-61, p. 10.

<sup>146</sup> *Annual Report of Dean of Women*, 1961-62, p. 16.

<sup>147</sup> Ibid.

causing the shortage in the staffing pool, resulting from the beginning of the entrance of 'baby-boomers' into higher educational institutions.<sup>148</sup> Only six experienced staff were returning for the 1961-62 school year. The experience of these six varied. One was Miss Neal, the off-campus counselor and of the other five returning, only two had been in their position for two years.<sup>149</sup>

Other higher educational institutions tried various methods to try and solve the staffing dilemma. Housemothers were placed into residence halls to act as heads of the dormitories, but this ended up causing a shortage problem of adult supervision for the sororities.<sup>150</sup> Brady was not in favor of such a resolution because she believed that it would alter the "total educational program" within the dormitories.<sup>151</sup> It is unclear as to what she specifically meant by this statement, but it can be interpreted to mean that the housemothers, in Brady's view, would not sustain the educational elements: study rooms, educational programs and quiet hours. Other colleges created quick counselor training programs for new hires and placed them into the halls. Brady called these "poor substitutes."<sup>152</sup>

The dean concluded that although a low salary and an actual shortage of women in higher educational careers did play a part in this problem, the biggest factor was the "confining nature of

---

<sup>148</sup> Ibid., p. 15; *Annual Report of Dean of Women, 1961-62*, p. 16. Eisenmann stated that the 'baby boom' was from 1946-1963 and that expectations for this generation was to enroll in college. Eisenmann, 2002, p. 137.

<sup>149</sup> *Annual Report of Dean of Women, 1960-61*, p. 15.

<sup>150</sup> Ibid. Sellers reported her concern in not being able to obtain qualified housemothers. *Annual Report of Dean of Women, 1961-62*, p. 17.

<sup>151</sup> *Annual Report of Dean of Women, 1960-61*, p. 15.

<sup>152</sup> Ibid.

living in a residence hall."<sup>153</sup> Brady expressed anxiety over this situation:

Because of these facts, employment of unqualified, unprofessional, and regrettably, sometimes emotionally disturbed persons has been forced at the last minute in order to have an adult in the halls. Such individuals make more problems than they solve.<sup>154</sup>

In the future, the dean saw the need to have Resident Counselors live off-campus but maintain office hours and attend on-campus meetings. She saw this as the only way to retain high caliber employees, because she believed that people liked working in the halls, but "do not like having their freedom as curtailed as living in the halls is bound to mean."<sup>155</sup> If the counselors were to live away from the halls, the RAs would have to assume more responsibilities.

With this in mind, Brady established a new plan that was tested during the 1961-62 year. A head senior Resident Counselor was designated, Miss Phyllis Mable, to live off-campus and maintain the administrative and training side of all of the women's halls and their staff. In addition, Miss Mable set agendas for meetings and planned, organized, motivated and controlled the dormitories when it was necessary.<sup>156</sup> Brady claimed the experiment to be a success and found that this system did not detach Miss Mable from the halls, but rather allowed her

---

<sup>153</sup> *Annual Report of Dean of Women, 1961-62, p. 17.*

<sup>154</sup> *Ibid.*

<sup>155</sup> *Annual Report of Dean of Women, 1960-61, p. 16.*

<sup>156</sup> *Annual Report of Dean of Women, 1961-62, p. 16.*

to work in better conjunction with the Dean of Women, the Housing Director and the Interhall Council.<sup>157</sup>

Due to this success, she lobbied to have all full-time Resident Counselors live off-campus with an salary increase in her 1961-62 annual report. With this, Brady felt that better qualified people could be hired and turnover would decrease. Brady also thought that this would help solve the nationwide problem of residence hall staffing and a way to showcase Florida as a leader. It was Brady's desire to maintain the residence halls programs at UF and not have the halls "become hotels only" if so she thought then "the total University would feel the difference."<sup>158</sup>

Office staff was needed as well. Brady requested that the current employee that held the Typist I position be raised to a Secretary I, and that the office be able to hire another individual to fill the vacant typist position.<sup>159</sup> This would allow for paperwork to be completed in a timelier manner. Brady believed that these changes in the staff should be done quickly to assist the support structure of the office. She was upset by the fact that although she had requested a promotion for one of their secretaries, Mrs. Whittaker, in 1958-59, and it was not approved until 1961-62.<sup>160</sup> During this time span Brady continually reminded her superiors that Mrs. Whittaker was irreplaceable and that her position was that "of an administrative assistant in every way," and that "something can be done to retain key personnel" especially due to the persistent loss and retraining of those holding clerical positions.<sup>161</sup>

---

<sup>157</sup> Ibid.

<sup>158</sup> *Annual Report of Dean of Women*, 1960-61, p. 16.

<sup>159</sup> Ibid., p. 14.

<sup>160</sup> *Annual Report of Dean of Women*, 1958-59, p. 4; *Annual Report of Dean of Women*, 1961-62, p. 2.

<sup>161</sup> *Annual Report of Dean of Women*, 1969-60, p. 3.

Another Assistant Dean of Women was requested in the 1958-59 report. Brady indicated that she would like to have Miss Ruth Bean, head of Rawling Hall staff, fill the spot since she would "be qualified for the position and deserves it."<sup>162</sup> The dean noted that the budget line for the new job should be listed under the Dean of Women's personnel budget, not the Dean of Women's Housing budget, "since the job would entail other areas than Residence Halls."<sup>163</sup> However, at the end of the following year Bean became seriously ill and had to resign her position as senior Resident Counselor.<sup>164</sup> The position of Assistant Dean had not been still approved by the next year and once again the dean stated the need for someone to "represent ... and to take over some of the functions of that the Dean of Women presently carries out."<sup>165</sup>

Brady praised her staff in facing staffing problems and assisting in whatever way possible. The staff was often overworked but would "do all they could through shortening the lunch hour and continuing after hours, nights and week ends (sic) to do the job."<sup>166</sup> Brady commended the staff on always being courteous and cheerful, which led to an extremely friendly climate in the office.<sup>167</sup> She stated that they provided all different types of information to students: "study habits, social life, extracurricular or sorority activities."<sup>168</sup> She also believed that the counseling they offered was helping students to

---

<sup>162</sup> *Annual Report of Dean of Women, 1958-59, p. 15.*

<sup>163</sup> *Ibid.*

<sup>164</sup> *Annual Report of Dean of Women, 1959-60, p. 9.*

<sup>165</sup> *Ibid., p. 14.*

<sup>166</sup> *Annual Report of Dean of Women, 1961-62, p. 2.*

<sup>167</sup> *Ibid.*

<sup>168</sup> *Annual Report of Dean of Women, 1959-60, p. 9.*

decide if they wanted to pursue a degree at UF, or if they should go "elsewhere or into a non-academic field."<sup>169</sup>

Brady felt that she needed more time to devote not only to committee meetings, research or writing, but also to keep in touch with all of the staff and other deans of women at junior colleges around the state. It can be assumed that she wanted to try to be more accessible to the staff as she had been before the numbers of women students increased to such a size that she was unable to meet with staff individually. Perhaps, too, she hoped that the individual type of relationship would help UF to be more successful in maintaining staff better than other institutions in the Southeast.<sup>170</sup> The dean did wish to meet with other deans of women to alert them of the types of students who should be persuaded not to attempt to make the transition to UF. Brady stated, "experience has shown they are too little informed" and are sometimes students "who should not be here for academic or psychiatric reasons."<sup>171</sup>

Brady's main concern during these years was to continue to instill unity among the women students as well as the desire for them to excel not only academically, but also gain more knowledge in the realm of personal responsibility. A testament to the achievement of her goals was received in a letter from Mrs. Attahia Trakau, a visitor to UF, who was born and raised in Russia but had lived in both the "Orient and Australia."<sup>172</sup> Mrs. Trakau stated that she found the students to be extremely courteous and well dressed, particularly the female students.

---

<sup>169</sup> Ibid.

<sup>170</sup> Brady mentioned that it was difficult throughout the Southeast to maintain staff. Ibid., p. 15.

<sup>171</sup> It is not clear what she meant by "psychiatric reasons." It can be interpreted to mean that students were not mentally prepared for the pressure of a university setting. Ibid.

<sup>172</sup> Mrs. Trakau spent one week on-campus during December, 1961. *Annual Report of Dean of Women, 1961-62*, p. 18.

She compared it to being in another country when she thought back to other universities in the United States that she had visited.<sup>173</sup> Mrs. Trakau expressed her pleasure that all students were helpful when she asked for directions and that "they did not stare or make fun of my accent."<sup>174</sup> Female students also learned, through the WSA, Panhellenic, Mortar Board and Hall Councils important lessons:

...women students have learned to take responsibility for themselves and others ... Through their organizations students have learned democratic techniques and practiced them (meeting, discussions, parliamentary law, functions of committees, agenda making, reports, elections, etc.). They have tried to reach their constituents through representatives and other means of communication. They have worked through legislation rather than petition or riot ... students are presented with the opportunities to make choices. They are encouraged to consider all aspects of the situation before doing so. They learn to distinguish between the short term desire and the long term more lasting values.<sup>175</sup>

The dean estimated that if the increase of female students continued that by 1975 UF could "become truly a coeducational institution with a 50-50 percentage."<sup>176</sup> Of course, additional housing would have to become available, as the male student's ratio would continue to grow at the same level.<sup>177</sup> At this point there would be women in all of the colleges at UF, with the exception of Forestry.

---

<sup>173</sup> Ibid.

<sup>174</sup> Ibid.

<sup>175</sup> "Role and Scope Study Memorandum," p. 5.

<sup>176</sup> *Annual Report of Dean of Women, 1960-61*, p. 14.

<sup>177</sup> Ibid.

Brady stressed that it was "predicted that women will be entering more fields in greater numbers and will be needed by the country."<sup>178</sup> The problem of an increasing student population and "not commensurate staff increases" would continue to plague the Dean of Women's office.<sup>179</sup> Although the ever mounting workload had been an ongoing process, the requirement of "morning, noon, nights and week ends (sic)" had "reached its peak" with Brady, and she stated "the strain on the Dean of Women and Assistant Dean of Women has reached the breaking point."<sup>180</sup>

---

<sup>178</sup> Education and Arts and Sciences were the two most populated colleges with women students. Ibid.

<sup>179</sup> Ibid.

<sup>180</sup> "Role and Scope Study Memorandum," p. 7.

## CHAPTER FIVE

### END OF A CAREER: 1962-1966

*You see the true life of a college ... where youths  
get together and let themselves go upon  
their favorite themes. The comradeship of undergraduates  
will never breed the spirit of learning.  
The circle must be widened.*

-Woodrow Wilson<sup>1</sup>

#### **Continual Reconfiguration**

During the 1960s, female enrollment at UF continued to climb. The total number of female students, including part-time and full-time, stood at 4094 by 1962-63. The university enrollment increased to 5108 by 1965-66.<sup>2</sup> During the final years of Dean Brady's tenure, 1962-66, UF experienced changes that could not have been expected when she accepted the position in 1948.

The 1950s and 1960s were volatile times in America. The judgment in the *Brown vs. Board of Education*, 1954, at the University of Florida had been referred to from one source as "an example of the grossest form of tokenism, from another it was the epitome of 'smooth' integration in the American South."<sup>3</sup>

---

<sup>1</sup> Quoted in *Annual Report of the Dean of Women, 1963-1964*, p. 5.

<sup>2</sup> *Ibid.*, p. 1.

<sup>3</sup> "J. Wayne Reitz and the Integration of the University of

The President of UF, J. Wayne Reitz, did not attempt any type of integration until it was deemed mandatory by the Florida Supreme Court in 1958. The first African-American, George Starke, "a 'light-skinned' black," admitted to the University of Florida occurred later that year when he enrolled in the College of Law.<sup>4</sup> Until the 1960s, African-American students were limited to graduate and professional programs. It was in the 1960s when "the full forced Civil Rights Movement demanded full integration" at UF.<sup>5</sup>

It has been suggested that the increase in student diversity on campuses created conditions that were conducive to student activism.<sup>6</sup> Literature on the subject points to the number of college students returning to campuses in the fall of 1964 as veterans of the Civil Rights Movement due to their volunteerism in the Mississippi Freedom Summer Campaign. Students' attitudes had changed and "America's most favored children, those upon whom the very future of the nation seemed to depend," rejected this type of authoritarian rule and traditional morality.<sup>7</sup> Brady stated that "young people this age have always been rebels and this is an era of rebellion."<sup>8</sup> Brady believed that the rules established by WSA helped produce individuals who had "maturity of judgment."<sup>9</sup>

---

Florida." <http://www.clas.ufl.edu/users/brundage/website/Reitz1.htm> (4 February 2003).

<sup>4</sup> Ibid.

<sup>5</sup> "The Integration of the University of Florida and the Civil Rights Struggle of the 1960s," <http://www.clas.ufl.edu/users/brundage/website/1960s.htm>.

<sup>6</sup> Kenneth Heineman, *Put Your Bodies Upon the Wheels: Student Revolt in the 1960s*, p. 12.

<sup>7</sup> Beth Bailey, *Sex in the Heartland*, p. 136.

<sup>8</sup> "Esprit de Corps Key Strategy Used by UF's Dean of Women," *Times Union*, February 1963.

<sup>9</sup> Ibid.

Three "undergraduate negro women," the first ever to enroll at UF, gained admission in the fall of 1962.<sup>10</sup> Of the African-American female students, two had problems academically and were suspended by the end of the spring semester.<sup>11</sup> On-campus housing was provided for two of the three, they shared a room in Mallory Hall, while the third student lived off-campus in an apartment.<sup>12</sup> The academically sound member from the 1962 group returned to UF the following year and lived on-campus with three newly admitted African-American women.

Two were assigned in Rawlings, the remaining student requested and received a single room in Reid for study purposes. One was assigned by request prior to arrival to a single room in Yulee Hall.<sup>13</sup>

Academically and socially these students excelled. Two were elected representatives to their Hall Council, one was elected to the Honor Council and the other produced the only edition of the Rawling hall newspaper for the 1963-64 year.<sup>14</sup>

The dean reported that there were no problems, from staff, students or parents that arose from the admission and on-campus housing of the African-American women.<sup>15</sup> Satisfied with the smoothness of the transition, Brady stated that she was "proud of the record of the University of Florida in meeting the

---

<sup>10</sup> Dean of Women's Annual Report, 1963-1964, p. 2.

<sup>11</sup> Of these two, one had been suspended the previous semester, but had petitioned and been approved to be placed on probation. Ibid.

<sup>12</sup> This female student was one of the two were suspended in the spring semester. Ibid.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid., p. 1.

situation" and "happy that there are now male undergraduate negro students so that the lives of the women may be less lonely socially."<sup>16</sup>

The university also faced the McCarthy-like "witch hunts in academic" headed by the Johns Committee during this time span.<sup>17</sup> In 1956, the Johns Committee was originally started to "investigate activities of organizations in the state that advocated violence or conduct that violated Florida law."<sup>18</sup> This devolved into investigating alleged pro-Communist activities in 1959, and then in 1961 the supposed infiltration of homosexuals into state agencies and academe. On college campuses throughout Florida, homosexuality was seen as a "hazard to other students" and the university at large, requiring the Deans of Women and Deans of Men to investigate any reports of homosexual activity.<sup>19</sup> If a student was found to have homosexual tendencies, notation was made in their academic files, they were kept under surveillance and forced to see a psychiatrist until they had "overcome their problem."<sup>20</sup> In some cases the students were dismissed from the universities and could only apply for readmission after a satisfactory full report from a psychiatrist was submitted.<sup>21</sup> Even if a student was readmitted they were still treated as an outcast. They had

---

<sup>16</sup> Ibid., p. 2.

<sup>17</sup> Victoria-Maria MacDonald and Ruth Feiock, "The Johns' Committee and Florida's State Universities During the Cold War, 1956-1965." Submitted to History of Higher Education Annual, 2004.

<sup>18</sup> MacDonald and Feiock, pp. 2-3

<sup>19</sup> Letter from Gordon Blackwell, p. 1. There was no evidence found describing Brady's role in the Johns Committee's homosexual hunt at UF, but it is certain that she was required to investigate any reports of homosexuality activity among the female students.

<sup>20</sup> Ibid., p.3

<sup>21</sup> Even if a student was readmitted they were still treated as an outcast. They had to live on-campus in a "single room under the careful surveillance of the resident counselor." Ibid.

to live on-campus in a "single room under the careful surveillance of the resident counselor."<sup>22</sup>

UF's Housing department followed the national higher educational institutional trend of coeducational dormitories and opened the first in the fall of 1963.<sup>23</sup> Although this type of housing had been practiced in smaller coeducational colleges for years, it was gaining popularity with larger institutions in the mid 1960s.<sup>24</sup> Coeducational halls were considered a way for men and women to become better acquainted and for "intellectual discussion and stimulation" to occur more frequently.<sup>25</sup> Ideally the coeducational dormitory, also called a living center, was a place where opportunities abounded:

A residence hall can provide a laboratory in human relations where through informal contacts students can learn to know and understand fellow students and faculty members with a variety of backgrounds and experiences. It should be a place where student government can be developed to the end that students can learn and practice principles of democratic government. It is through activities of the living center, special dinners, open houses, receptions and just everyday eating, that social skills may be learned and practiced to develop social competence. Most important, hall

---

<sup>22</sup> Ibid.

<sup>23</sup> Ibid., p. 10.

<sup>24</sup> Oberlin, Earlham, Hope, Carleton, Swarthmore, Reed and the University of the Pacific were named as examples colleges where coeducational living arrangements of some sort were used. At the first three a common dining room was used for both sexes. At the remaining schools students "enjoy the opportunity of easy acquaintanceship and common interests in their campus community." Co-educational Residence Halls: An Evaluation memo, no date, p. 1.

<sup>25</sup> "Co-educational Residence Halls: An Evaluation memo," pp. 1, 4.

activities may help a student make constructive use of leisure time.<sup>26</sup>

Questions concerning the effect on grades due to distractions and increased socialization caused by cohabitation were answered in an evaluation of three years at a coeducational residence hall at Indiana University:

... no evidence that grades of those in co-ed centers vary from those in all-men's or all-women's centers. As in any living unit, the greatest problems arise among the freshmen. For those who come to school for a "social life," too much time can easily be spent in the common lounge, recreation room, or snack bar. For those concerned primarily with dating, time will be spent at the Student Union or at the corner drug store, or in the Hall lounge or recreation area. These are matters of self discipline on the part of the student and the environment developed in the classrooms as well as the living center.<sup>27</sup>

Quiet hours and emphasis on study habits were cited as ways to lessen distractions from studies. Within these new dormitories common areas, existed where the sexes could mingle: lounges, recreational areas, meeting spaces and a dining area.<sup>28</sup> As for the socialization aspect the report stated:

There can be numerous advantages in the co-ed residence hall for social education and social activities. Both men and women are more conscious

---

<sup>26</sup> Ibid., pp. 1, 2.

<sup>27</sup> Ibid., p. 3.

<sup>28</sup> Ibid., p. 4.

of dress ... Formal exchange parties are not necessary, for men and women mix and get to know one another in their daily associations ... However, by co-ed eating, by participation in cultural and scholastic activities of the hall, by getting to know members of the opposite sex in a natural, informal way a fuller social life is made possible for men and women. Many casual friendships are developed which lead better understanding of one another ... Men and women more easily become acquainted with the attitudes and interests of each other. General social behavior patterns appear to be better in the co-ed living center.<sup>29</sup>

It is not exactly stated as to why UF decided at this time to create a mixed gender residence hall. Perhaps it was due to the increasing problem of finding capable individuals willing to work in the dormitories. The evaluation of the Indiana University coeducational dorm stated that the men's and women's staffs in the residence halls could be combined and then divided "so that the All-Residence staff may provide in-service training for center staffs, provide stimulation in the form of new ideas, and co-ordinate activities."<sup>30</sup> According to the report, this resolved the problem of "finding qualified men and women" for these positions.<sup>31</sup>

In the midst of the changing composition of the student body makeup and on-campus housing changes, a trimester system was introduced in 1962.<sup>32</sup> For the Dean of Women, her staff and

---

<sup>29</sup> Ibid.

<sup>30</sup> Ibid., p. 2.

<sup>31</sup> It is important to note that there was a shortage of men, just as there were women, willing to take on these positions in the residences halls. The evaluation stated that the men's shortage was "becoming acute." Ibid., p. 3.

<sup>32</sup> *Annual Report of the Dean of Women, 1962-63, p. 1.*

the women's organizations the trimester system caused "continuing problems and frustrations" for two full academic years.<sup>33</sup>

The makeup of the Office of the Dean of Women went through a metamorphosis during the 1962-66 time period. The request for a second Assistant Dean was finally fulfilled in the 1962 school year, however, an interim, Mrs. Greer, was hired to hold the position for one year until Ms. Jackson was able to takeover the responsibilities.<sup>34</sup>

The addition of a much needed staff member did not have immediate results in relieving the workloads for the dean or Assistant Dean Sellers. Brady stated that Mrs. Greer "made the business of training her ... unrealistic" and that Greer had, at times, difficulty functioning "in group situations," which caused some problems with both students and staff.<sup>35</sup> Since the students knew that Mrs. Greer was only filling the position for one year, they were hesitant to make appointments with her, and instead requested to see either Brady or Sellers.<sup>36</sup> Therefore, Brady looked forward to Ms. Jackson's permanent appointment and the improvement of situations.<sup>37</sup>

The breakdown of duties for each of the deans was as follows:

---

<sup>33</sup> Ibid., p. 1; *Annual Report of the Dean of Women, 1963-64*, p. 1.

<sup>34</sup> Ms. Jackson was the hire for the second Assistant Dean of Women position. Jackson was not Brady's pick, but rather Dean Hale's, Dean of Student Personnel, and thus Brady felt upset at having her opinion thrust to the side. *Annual Report of the Dean of Women, 1962-63*, p. 3.

<sup>35</sup> Ibid.

<sup>36</sup> Ibid.

<sup>37</sup> Ibid.

Dean Brady: general counseling and supervisory as well as emergency medical or psychiatric situations. Advisor to WSA and Mortar Board.

Dean Jackson: general counseling, emergency and student illnesses follow-up. Advisor Alpha Lambda Delta, Coedikette. In charge of "Trip" permissions.

Dean Sellers: Advisor Panhellenic, sororities, scholarships and loans.<sup>38</sup>

Dean Sellers was to act in Brady's place "if there was ever a need."<sup>39</sup>

Assistant Dean Sellers became extremely ill after an operation and missed "almost the whole second trimester" during the 1963-64 year.<sup>40</sup> More work was placed upon Dean Brady and Assistant Dean Jackson, for all the deans were to "act for each other" when necessary.<sup>41</sup> Brady and Jackson both worked with the financial aid and withdrawal aspects of Seller's job, while Brady dealt with Panhellenic on her own. The following year Seller's was out again for a couple of weeks due to sickness, but Brady felt that the assistant dean's health "appeared to be better."<sup>42</sup> These additional responsibilities caused a spike in

---

<sup>38</sup> Brady only became the advisor to Mortar Board the previous year. *Annual Report of the Dean of Women, 1963-64*, p. 3.

<sup>39</sup> *Annual Report of the Dean of Women, 1962-63*, p. 3.

<sup>40</sup> *Annual Report of the Dean of Women, 1963-64*, p. 2.

<sup>41</sup> *Ibid.*, p. 3.

<sup>42</sup> *Annual Report of the Dean of Women, 1964-65*, p. 1.

Brady's and Jackson's advisement numbers. Brady met with 801 students, an increase of 134 from the previous year, and Jackson saw a total of 796 students.<sup>43</sup>

Having three individuals available to meet with students permitted the office to accommodate more of them. The numbers seen were equally split by 1964-65. Brady saw 683 people that year: 470 were women students, 44 men students, and the remaining number were different groups, such as parents, staff, faculty, etc.<sup>44</sup> Sellers met with a total of 653 individuals, 440 of whom came to the office regarding financial aid.<sup>45</sup> Jackson saw a total of 708;: 635 women, 272 of them were withdrawals from school, 22 men, 20 staff and faculty members and 25 parents.<sup>46</sup>

Jackson relieved Brady's workload by taking on the "Housing Committee duties and approval of off-campus trips by groups."<sup>47</sup> She also visited students who were in the hospital and assisted them and their families any way she could.<sup>48</sup> This activity was never mentioned in any of the prior annual reports so it may be that Jackson herself initiated this duty.

Sellers' returned in the fall of 1964, but her health took a turn for the worse in 1965 and she did not return to her position that year. She died on January 23, 1966.<sup>49</sup> A replacement for the assistant dean's position, Mrs. Kranz, was

---

<sup>43</sup>Brady's numbers were only two more than they were in 1961, before the addition of Dean Jackson. *Annual Report of the Dean of Women, 1963-64*, p. 3.

<sup>44</sup> *Annual Report of the Dean of Women, 1964-65*, p. 2.

<sup>45</sup> Ibid.

<sup>46</sup> Ibid.

<sup>47</sup> *Annual Report of the Dean of Women, 1963-64*, p. 3.

<sup>48</sup> Ibid.; *Annual Report of the Dean of Women, 1964-65*, p. 2.

<sup>49</sup> *Annual Report of the Dean of Women, 1965-66*, pp. 2, 18.

hired in November of 1965, but until that time Brady assumed all of Sellers' responsibilities.<sup>50</sup> With the new hire, the dean should have been able to go back to her duties; however, Assistant Dean Jackson resigned and left before Christmas.<sup>51</sup> So Brady had to assume Jackson's duties, with the exception of Alpha Lambda Delta, which Mrs. Kranz advised.<sup>52</sup> Brady saw about the same number of students as she had the previous year with both Sellers and Jackson employed; 628 people were seen by the dean, 463 women students, and 35 male students.<sup>53</sup> Mrs. Kranz saw 527 people, 284 were concerning financial aid.<sup>54</sup>

Although many women had served in Brady's office, Sellers had been with Brady the longest. Brady resigned at the end of spring term in 1965 and opted for a faculty position in the Department of Comprehensive Logic.<sup>55</sup> Both of these women had shaped not only their positions and the Dean of Women's Office, but also the role of women on UF's campus.

---

<sup>50</sup> Ibid., p. 2.

<sup>51</sup> Ibid.

<sup>52</sup> Ibid.

<sup>53</sup> Ibid.

<sup>54</sup> Ibid.

<sup>55</sup> Brady was surprised by the Department of Comprehensive Logic's offer of a teaching position since she believed that she was better qualified to teach English. In preparation Brady audited three Logic classes the year before she began teaching. Marna Brady, University of Florida Oral History Project, Gainesville, Florida. Interview by Samuel Proctor, January 1971, p. 39.

## Women Organizations

### Women Student Association

The switch to the trimester system forced the WSA to move their election date from April back to January, thus requiring the elected members to assume office after completing a workshop, which provided them adequate experience by the time that the new freshmen class arrived the following fall.<sup>56</sup> The election date was moved once again in 1965 from January to March.<sup>57</sup> No reason was given for the second date other than a vague statement: "the January elections were not successful."<sup>58</sup>

The *Coedikette*, was still a valued pamphlet for incoming students, as well as an "excellent public relations booklet," but every year faced the possibility that it would not be published.<sup>59</sup> Even though the pamphlets were noted as having been helpful to the women students and their families since 1950, decisions about the printing of the booklet was left to the Student Government Association (SGA). Brady stated that the Student Government was exceedingly slow with their decision making process and caused the delay in the availability of the pamphlet. SGA yearly requested the UF administration to review

---

<sup>56</sup> *Annual Report of the Dean of Women*, 1962-63, p. 17; *Annual Report of the Dean of Women*, 1963-64, p. 17.

<sup>57</sup> *Annual Report of the Dean of Women*, 1964-65, p. 16.

<sup>58</sup> *Ibid.*

<sup>59</sup> The dean referred to the handbooks as an "excellent public relations booklet" and were mailed to or distributed at recruiting days at high schools to prospective students. *Annual Report of the Dean of Women*, 1950-51, p. 1; *Annual Report of the Dean of Women*, 1962-63, p. 18.

the pamphlet before sending it to press. Brady believed that the administration should have total control and pay for the printing expenses, thereby taking the responsibility completely away from SGA and speeding the process.<sup>60</sup>

The WSA worked more with their male counterpart, Men's Presidents' Council, during the 1962-63 year. They had participated with them with Homecoming and Alumni projects for years, but during this year they co-sponsored charter buses to take students to different cities throughout the state for educational purposes.<sup>61</sup> The WSA provided advertising for the trips as well as the sale of tickets.<sup>62</sup> A letter of thanks written by the head of the Men's Presidents' Council stated that he knew he could "trust WSA to get a job done." This, Brady believed, helped demonstrate that WSA had a respectable reputation.<sup>63</sup>

### **Panhellenic**

Activities became hard to plan due to the newness of the trimesters, and Assistant Dean Sellers reported that at times the Panhellenic wanted "to toss out all activities as taking too much time or trouble."<sup>64</sup> The Panhellenic Sing, started in 1949, was one that suffered a cut the first year of the new trimester system.<sup>65</sup> The money raised at this event assisted in the "continuation of the philanthropic projects," such as the

---

<sup>60</sup> Ibid., p. 8.

<sup>61</sup> Ibid., p. 19.

<sup>62</sup> Ibid.

<sup>63</sup> Ibid.

<sup>64</sup> Ibid.

<sup>65</sup> The group could not find a "suitable week" to schedule the event. Ibid.

support of the orphaned Korean child.<sup>66</sup> No philanthropic events were discussed between the termination of the Panhellenic Sing in 1962 until a Sadie Hawkins Dance was held in 1965. The dance did not draw a crowd and was not as successful as the group had hoped.<sup>67</sup>

Concern about fires resulted in every sorority house being surveyed and fire extinguishers being purchased. Sellers noted that only one sorority, Kappa Alpha Theta, was residing in a house that was "not built of fire resistant materials and the landlord has been required to build a fire escape."<sup>68</sup>

The dean used Kappa Alpha Theta to support her statements concerning poor housing. Not only was the Kappa Alpha Theta house not built to withstand a fire, but the rent was expensive.<sup>69</sup> Brady was sure that with the success of UF's sororities another organization would soon be requesting admittance and housing.<sup>70</sup>

Two letters have been written in the last four or five years urging this action and enclosing the report of the University architect recommending that the strip across from the Delta Gamma House, which is presently part of the College of Education grounds, be reserved for this purpose, as the most logical place for Kappa Alpha Theta and probably several new groups in the next ten years to build. Since the University specifies in its contract with the national sororities that groups shall build on University property it would

---

<sup>66</sup> Ibid.

<sup>67</sup> *Annual Report of the Dean of Women*, 1965-66, p. 17.

<sup>68</sup> *Annual Report of the Dean of Women*, 1962-63, p. 19.

<sup>69</sup> *Annual Report of the Dean of Women*, 1963-64, p. 20.

<sup>70</sup> *Annual Report of the Dean of Women*, 1962-63, p. 19.

appear that the University has some obligation to make such property available.<sup>71</sup>

Brady pleaded that if nothing else were done, adequate housing "should be done about the single group we have outside the sorority area," Kappa Alpha Theta.<sup>72</sup>

The university did supply the sorority with land the following year and the group hoped to have their house completed by 1965.<sup>73</sup> The dean reported that she had been informed that the lowest bid received by Kappa Alpha Theta was still above their budget and so construction was not begun by 1965.<sup>74</sup> Brady felt that this was a morale blow for the sorority, but construction finally began and the completion date was slated for the fall of 1966. Not to miss out on the excitement of having a new house, a group of seniors spent "several nights in the new house prior to graduation," but before completion.<sup>75</sup>

The hiring of housemothers to fill on-campus housing positions was still common, but there was a deficit of women willing to be employed by the sororities. Low pay and the trimester system were cited as reasons for the lack of interested persons.<sup>76</sup> Due to the fact that there were few women who wanted the position of housemother, Sellers lobbied for a raise in pay and also for the housemothers to be able to take vacations with the university providing "paid substitutes."<sup>77</sup>

---

<sup>71</sup> Ibid.

<sup>72</sup> *Annual Report of the Dean of Women*, 1963-64, p. 20.

<sup>73</sup> *Annual Report of the Dean of Women*, 1964-65, p. 19.

<sup>74</sup> Ibid.

<sup>75</sup> Ibid.; *Annual Report of the Dean of Women*, 1965-66, p. 17.

<sup>76</sup> *Annual Report of the Dean of Women*, 1962-63, p. 20.

<sup>77</sup> Ibid.

Many of those who were hired had no previous experience and so Assistant Dean Sellers scheduled regular meetings with them to review procedures, policies and rules for clarification.<sup>78</sup>

By 1962-63, Phi Mu was the sorority in membership peril while Sigma Kappa's membership was stable.<sup>79</sup> Brady stated that Phi Mu, like Sigma Kappa, had been in trouble for some time and had "pledged girls not in any way academically motivated" and ended up losing them due to suspension, probation or withdrawal.<sup>80</sup> She also mentioned that they had "poor leadership" and that Sellers worked with a national representative to get the sorority back on track.<sup>81</sup> By 1964, Sellers had made little progress with the sorority and called for their recolonization if they did not meet their pledge numbers after the Spring of 1965.<sup>82</sup> Brady and Mrs. Kranz worked in conjunction with the national representatives during 1965-66, but the group found itself still "in a precarious position."<sup>83</sup>

---

<sup>78</sup> *Annual Report of the Dean of Women, 1964-65, p. 19.*

<sup>79</sup> *Annual Report of the Dean of Women, 1962-63, p. 20; Annual Report of the Dean of Women, 1963-64, p. 23.*

<sup>80</sup> *Annual Report of the Dean of Women, 1962-63, p.20.* Sigma Kappa continued to strengthen. *Annual Report of the Dean of Women, 1964-65, p. 19.*

<sup>81</sup> *Annual Report of the Dean of Women, 1962-63, p. 20; Annual Report of the Dean of Women, 1963-64, p. 18.*

<sup>82</sup> *Annual Report of the Dean of Women, 1964-65, p. 18.*

<sup>83</sup> Mrs. Kranz was appointed as Assistant Dean of Women after Dean Sellers' resigned due to health issues in 1965. *Annual Report of the Dean of Women, 1965-66, p. 17.*

## Honor Societies

Assistant Dean Sellers had served as the advisor to Mortar Board for three years, but her tenure came to an end in 1963.<sup>84</sup> The group asked Dean Brady if she would assume the role and she agreed.<sup>85</sup> But, even with Brady's assistance the organization experienced trouble with the trimester system the first year of the new system and was engrossed in membership selection.<sup>86</sup>

By 1964, the group decided they had to broaden the number of women invited to join Mortar Board.<sup>87</sup> After conducting a study of the "time consumed in doing" extracurricular campus jobs the scholastic requirements were reduced slightly for those women who were involved in such activities.<sup>88</sup> Brady did not feel that this in any way undermined the honor society because she felt that the society had always judged carefully the quality of work, "real accomplishment and character" of each female student to whom it was considering extending an invitation.<sup>89</sup>

The UF chapter held the first Southeastern regional conference during the 1965-66 academic year.<sup>90</sup> Florida State University, Stetson University, University of Miami, and the University of Georgia sent student representatives and faculty/staff advisors of the individual chapters to the

---

<sup>84</sup> *Annual Report of the Dean of Women, 1962-63*, p. 21.

<sup>85</sup> *Ibid.*

<sup>86</sup> *Ibid.*

<sup>87</sup> *Annual Report of the Dean of Women, 1964-65*, p. 17.

<sup>88</sup> *Ibid.*

<sup>89</sup> *Ibid.*

<sup>90</sup> *Annual Report of the Dean of Women, 1965-66*, p. 16.

conference.<sup>91</sup> The national office sent their historian and another unidentified officer.<sup>92</sup>

To solve financial problems in 1964-65, a "money making project was held in March."<sup>93</sup> Brady stated that the students collected clothes and various other items to sell at a garage sale.<sup>94</sup> Brady stated that the finances had "always been a great problem," but the society was able to send a representative to the national convention at the University of Nebraska in 1964.<sup>95</sup> The money raised by the sale secured the group's financial status through 1966.<sup>96</sup>

Alpha Lambda Delta, which had not appeared in the dean's reports for years, was concerned with trying to find a new advisor and making changes that were decided by their national organization in 1962.<sup>97</sup> By 1964, a new faculty advisor, Dr. Tommy Ruth Waldo, was selected. Dr. Waldo replaced Dr. Eleanor Browne, who had served as an advisor from the time of establishment of the honor society on UF's campus in 1950.<sup>98</sup> The national headquarters changed the eligibility requirements to increase those able to be initiated into the group: 63 in

---

<sup>91</sup> Ibid.

<sup>92</sup> The conference was workshop styled and Brady gave the keynote speech. The meeting was seen as a "unqualified success" and Florida State University was to host the following year. Ibid.

<sup>93</sup> Ibid., p. 18.

<sup>94</sup> Brady also felt that the sale was also a "unifying force for old and new members." Ibid.

<sup>95</sup> *Annual Report of the Dean of Women*, 1963-64, p. 17.

<sup>96</sup> *Annual Report of the Dean of Women*, 1965-66, p. 16.

<sup>97</sup> 1954-55 was the last report that had anything listed concerning this honor society. *Annual Report of the Dean of Women*, 1962-63, p. 21.

<sup>98</sup> Ibid., p. 18.

1963-64 to 93 in 1964-65.<sup>99</sup> Although only 73 were inducted in 1965-66, Brady felt that the end of the year banquet they had held "was one of their best."<sup>100</sup>

Assistant Dean Jackson oversaw the honor society for the Dean of Women's office and made the suggestion that the Registrar's office supply Alpha Lambda Delta with "a list of Freshmen girls with 3.5+ averages early in the trimester."<sup>101</sup> This would alleviate work for the Dean of Women's office, who had to go over a full list of all freshmen women to find those eligible to join the honor society.<sup>102</sup> Jackson seemed to believe that the group's rules and procedures were archaic:

National Organization should be renovated..  
procedures are adapted neither to the trimester  
system nor to a large university: it lives in a  
medieval world of detail and divine right.<sup>103</sup>

### **Housing**

Finding enough space for housing female students plagued Brady constantly. She again brought up the possibility that the university was knowingly limiting the numbers of women accepted by not having sufficient campus housing and stated that it was a "public relations factor" that needed to be discussed and corrected.<sup>104</sup> Often times the students and their parents were

---

<sup>99</sup> *Annual Report of the Dean of Women*, 1964-65, p. 19.

<sup>100</sup> *Annual Report of the Dean of Women*, 1965-66, p. 17.

<sup>101</sup> *Annual Report of the Dean of Women*, 1963-64, p. 18; *Annual Report of the Dean of Women*, 1964-65, p. 20.

<sup>102</sup> *Annual Report of the Dean of Women*, 1963-64, p. 18.

<sup>103</sup> *Ibid.*

<sup>104</sup> This thought was first brought up in Brady's 1954-55 report.

"disgruntled and disappointed" to find out, after being admitted to the university, that there was not enough on-campus housing.<sup>105</sup> Brady continuously argued that freshmen be required to live on-campus. At the time, incoming students were only "discouraged, but there is no firm statement to deny admission."<sup>106</sup> The dean argued that to have the full college experience, students needed to live on the campus grounds. The dormitory staff felt that the best place for students to grow and learn was the dormitories:

... in the residence hall, is the greatest potential on campus for stimulating thinking, for reaching students who are having difficulties, for developing responsible thought and action, for teaching leadership and social maturity, and in general for helping students to move towards being all they are capable of being.<sup>107</sup>

### **Residence Halls**

The greatest change in the residence halls was the opening of Graham Hall, the first coeducational hall at UF, in 1963. The hall had previously been all-male housing until it was "invaded by 206 coeds."<sup>108</sup> Interestingly, some students did not

---

*Annual Report of the Dean of Women, 1954-55, p. 10; Annual Report of the Dean of Women, 1962-63, p. 1; Annual Report of the Dean of Women, 1964-65, p. 15.*

<sup>105</sup> Ibid., p. 15.

<sup>106</sup> *Annual Report of the Dean of Women, 1962-63, p. 2.*

<sup>107</sup> A quote from an identified Resident Counselor in Reid. *Annual Report of the Dean of Women, 1964-65, p. 13.*

<sup>108</sup> From Mrs. Bryan's, head of the women's section of the hall, report. *Annual Report of the Dean of Women, 1963-64, p. 7.*

know that they had been assigned to live in the newly created coeducational dorm until their arrival at school in the fall of 1963, but it was noted that nothing seemed "strange nor particularly noteworthy to most students or to their parents."<sup>109</sup> No doubt, this put the Dean of Women's office and the housing staffs at ease:

... eyes turned eagerly, questioningly, anxiously, doubtingly, and with amusement toward Graham to find out what would develop from this arrangement. ... how is this going to be different and what procedures, etc. must be changed?<sup>110</sup>

We must continue to understand that it is in the nonacademic phases of college life that character, personality, integrity, and morality are strengthened or weakened and that students are frequently the determiners of these standards. As we direct more attention to students who are intellectually and socially committed, they continue to be challenged and they exert more thoughtful influence among their peers.<sup>111</sup>

It was reported that the women in Graham felt at home. Although the men tended to dominate the recreation room, female students were "comfortable in the lobby and snack bar" and the feeling of "being gaped at by male students" was "almost non-existent."<sup>112</sup> Mrs. Jane Stormer, head of Graham, stated that

---

<sup>109</sup> Ibid.

<sup>110</sup> Ibid.

<sup>111</sup> Ibid., p. 5.

<sup>112</sup> *Annual Report of the Dean of Women, 1964-65*, p. 10.

maturity, creativity, responsibility and freedom of choice were encouraged and developed in the hall's residents.<sup>113</sup>

There were problems with merging the women's and men's hall governments and providing the female students with the bare necessities, such as "full length mirrors, shower curtains, two ironing boards per floor, kitchen facilities, etc."<sup>114</sup> The combined hall government was called Area Government and was comprised of both males and females. In addition, the women also had a "WSA government structure."<sup>115</sup> In Brady's view Graham allowed issues to surface that demonstrated how differently things were handled in male-only halls compared to all female halls. She believed that there needed to be some consistency by both the Dean of Men's and her offices, thus creating a better sense of harmony.<sup>116</sup> But, the dean was quick to point out that not everything should be "forced into a common mold," for she believed that "unity not uniformity" was the correct goal for Graham.<sup>117</sup> Brady stated that overall the leadership of both the men and women "did a beautiful job of quickly organizing" things in the hall.<sup>118</sup>

Some "mistrust developed" between the men and women in the Area Government, for the men did not understand why they had the additional WSA structure.<sup>119</sup> Meanwhile, the women became skeptical of the men's "enthusiastic planning" and did not support the men's ideas fully, due to the fact that the "men

---

<sup>113</sup> *Annual Report of the Dean of Women, 1965-66, p. 9.*

<sup>114</sup> *Annual Report of the Dean of Women, 1963-64, p. 7.*

<sup>115</sup> *Ibid., p. 8.*

<sup>116</sup> *Ibid.*

<sup>117</sup> *Ibid.*

<sup>118</sup> *Ibid., p. 7.*

<sup>119</sup> *Ibid., p. 9.*

have the tendency to dream up an elaborate scheme, set a date, and let it go at that."<sup>120</sup>

Each of the all-women halls tried different ways to have the students meet and socialize. The RAs in Jennings organized categories and the students would separate themselves into these groups accordingly. The groups ranged from "similar majors, those who were engaged, and those of similar interests" and provided a way for students to mingle outside of the classroom.<sup>121</sup> Broward actually functioned as two separate halls, one directed by Mrs. Mathew and the other by Miss Keller in 1963-64. Mrs. Mathew and Miss Keller believed that this separation "served to make Broward seem smaller" and in turn, helped the students to "identify with their section and take pride in it."<sup>122</sup> However, the communication was lacking between the two entities, therefore, more formal meetings were established to help foster "better cooperation."<sup>123</sup> The only negative comment made concerning separation within the dorm was the occasional appearance of a "competitive attitude" between the two sections.<sup>124</sup> The dean saw no answer for how any of the dormitories was best run, but felt that such experimentation was "stimulating and good," because it allowed those students willing to participate were able to "have the opportunity."<sup>125</sup>

The residence hall programs and activities continued with Miss Mable's assistance and planning. She received praises from

---

<sup>120</sup> Ibid.

<sup>121</sup> Ibid., p. 10.

<sup>122</sup> Ibid., p. 12.

<sup>123</sup> *Annual Report of the Dean of Women, 1965-66, p. 8.*

<sup>124</sup> Rawlings and Jennings also experimented functioning as two separate halls during this time, but nothing was discussed about the experiences in them. *Annual Report of the Dean of Women, 1963-64, p. 12.*

<sup>125</sup> *Annual Report of the Dean of Women, 1964-65, p. 7.*

students, as well as her fellow residence colleagues, for bringing important and stimulating issues to the forefront.<sup>126</sup> Yulee had speakers, Dr. Wright and Dr. Stringer, discuss the male and female bodies.<sup>127</sup> A Resident Counselor, Mrs. Mott, a wife of a Resident Counselor in one of the male-only dormitories, and Mrs. DaCosta held a discussion and question session concerning sexual relations and the child birthing process.<sup>128</sup> The dean was supportive of such programs stating that it was an important time in the female students lives to discuss such matters because they were often "confused about this aspect of marriage or dating."<sup>129</sup> Rawlings had 70 women students participate in a pen pal program where the students wrote to the "1<sup>st</sup> Cavalry stationed at Cam Rahn Bay," Vietnam.<sup>130</sup> This exercise was referred to as educational, illuminating and sobering.<sup>131</sup> Reid continued its hall newspaper, Reiders Diegest. It used floor reporters and was touted for "balance of news, intelligent editorials, original stories and poems, as well as social news."<sup>132</sup> The dorm also created a program called *Glipsy*: growth, leadership, interested, participation, scholarship and you.<sup>133</sup> Initially it began as a theme for the dorm's Welcome Week activities but had such a positive response that an article featured the program in the Alligator.<sup>134</sup>

---

<sup>126</sup> *Annual Report of the Dean of Women, 1962-63, p. 11.*

<sup>127</sup> *Ibid., p. 16.*

<sup>128</sup> This program lasted four hours. *Ibid.*

<sup>129</sup> *Ibid.*

<sup>130</sup> *Annual Report of the Dean of Women, 1965-66, p. 8.*

<sup>131</sup> *Ibid.*

<sup>132</sup> *Annual Report of the Dean of Women, 1964-65, p. 14.*

<sup>133</sup> *Annual Report of the Dean of Women, 1963-64, p. 13.*

<sup>134</sup> *Ibid.*

Some dormitories became interested in their buildings' history. Mallory created and distributed a pamphlet called *The Spirit of Mallory* that gave a history of the hall, its traditions, described the different parts of WSA, Hall Councils and the responsibilities of the representatives to each.<sup>135</sup> Ten students in Yulee decided to learn about the namesakes of their hall, David and Nancy Yulee, in time for former Governor Leroy Collins' speech at the David Yulee Memorial Lecture and possible visit to the hall.<sup>136</sup> Governor Collins visited the hall and a reception for him "was well attended."<sup>137</sup>

Hall libraries received a generous donation of \$750 from the University Libraries in 1962.<sup>138</sup> The money was equally divided between the dorms, \$125 per dorm, and that was broken down further: \$75 educational magazines, \$25 on "College Outline Series" and \$25 on requested books from each hall.<sup>139</sup> Prior to the donation a survey was conducted by the Interhall Scholarship Committee to determine what types of books, periodicals and reference materials the women students wished to have in their own dormitory libraries.<sup>140</sup> Special permission had to be received for those women wishing to use the library in Graham

---

<sup>135</sup> It was handed out in the fall of 1963. *Annual Report of the Dean of Women, 1962-63*, p. 6.

<sup>136</sup> Leroy Collins was Florida governor from 1955-1961. Most Important Floridians of 20<sup>th</sup> Century, [www.theledger.com/static/top50/pages/collins.html](http://www.theledger.com/static/top50/pages/collins.html); *Dean of Women's Annual Report, 1964-65*, p. 12.

<sup>137</sup> Interestingly the head of the hall, Mrs. Beistle, stated that the students handled Collins visit well and "were dressed as they should be for such an occasion." *Ibid.*, p. 12.

<sup>138</sup> *Ibid.*

<sup>139</sup> Only Rawlings declined the College Outline Series and instead request to buy "classical novels." *Annual Report of the Dean of Women, 1962-63*, p. 13.

<sup>140</sup> The types of materials varied from hall to hall since some of the libraries were much better equipped than others. *Ibid.*, p. 12.

hall since it was not in "their immediate building."<sup>141</sup> This type of enrichment was hoped to "stimulate scholarship and education" in the residence halls.<sup>142</sup> The hall staff and the university libraries created committees that had student representatives that dealt with the supply of materials from the university libraries to the hall libraries.<sup>143</sup>

In the spirit of providing more enrichment, a good deal of redecorating was taking place in the halls during this time. Rawlings' Scholarship Committee spent 300 dollars on fixing the "appearance and atmosphere" of the study lounge and obtained a used typewriter.<sup>144</sup> Rawlings also had a collection of art prints that were used for displays: "Giotto to Chagall - Pop and Op art."<sup>145</sup> The recreational room in Jennings received large paintings done by Professor McIntosh of the Art Department.<sup>146</sup> New rugs and furniture were purchased for the lobby of Broward.<sup>147</sup> Reid bought an air conditioner unit for their library after finishing its remodeling.<sup>148</sup>

---

<sup>141</sup> Women students would sign out to go to the library under the "honor system." *Annual Report of the Dean of Women, 1964-65*, p. 10.

<sup>142</sup> *Annual Report of the Dean of Women, 1962-63*, p. 11.

<sup>143</sup> *Annual Report of the Dean of Women, 1965-66*, p. 4.

<sup>144</sup> *Annual Report of the Dean of Women, 1963-64*, p. 11. The used typewriter was bought by the hall for a cost of \$125. *Annual Report of the Dean of Women, 1965-66*, p. 9.

<sup>145</sup> The dean noted that many of these displays were borrowed and displayed at other dormitories. Display named, *Japanese Art Treasures*, was shown at another hall during "International Week." *Annual Report of the Dean of Women, 1964-65*, p. 9.

<sup>146</sup> *Annual Report of the Dean of Women, 1963-64*, p. 10.

<sup>147</sup> *Ibid.*, p. 12.

<sup>148</sup> *Ibid.*

## Housing Staff

Miss Mable maintained her position as Senior Resident Counselor and organized training sessions for all the resident hall staff.<sup>149</sup>

Our training program has dealt in ideas, some from research and some from current periodicals and professional literature as well as concepts of honor, scholarship, responsibility and self-government. It has concentrated mainly on approaches to achieving growth in these areas. The goals of higher education and the objectives of student housing have suggested direction.<sup>150</sup>

The training was viewed as valuable, as was noted by Miss Calvert:

... I want to emphasize the value of the various in-service training programs, planning meetings, and opportunities to experiment which we are fortunate to have. We see quite clearly the areas that need improvement, yet we sometimes forget the solid base from which we have to work.<sup>151</sup>

Miss Calvert went on to state that she believed that there was a "spirit of cooperation and eagerness" with all of the staff.<sup>152</sup>

---

<sup>149</sup> *Annual Report of the Dean of Women, 1962-63*, p. 11; *Annual Report of the Dean of Women, 1964-65*, p. 15.

<sup>150</sup> *Annual Report of the Dean of Women, 1962-63*, p. 11.

<sup>151</sup> *Ibid.*, p. 22.

<sup>152</sup> *Ibid.*

Brady again suggested to have all Resident Counselors live off-campus and for their salaries to be raised to compensate for additional expenses.<sup>153</sup> The shortage of eligible women for these jobs continued and the dean stated that she and the Housing Director "were unable to hire a single person qualified for the job" before the beginning of the fall of 1962.<sup>154</sup>

Luckily, some suitable women, Mrs. Matthews and Mrs. Wells, who's husbands were in law school, were interviewed and accepted the positions for the year, but they lived off-campus.<sup>155</sup> Last minute hiring included three other women to fill Resident Counselor positions. Mrs. Bryan and Mrs. Mott were hired under special permission because their husbands were Men's Resident Counselors, and they also did not live in the halls.<sup>156</sup> Miss McCullough was a last minute hire as a result of her decision to stay at UF to pursue a Master's degree in Student Personnel Services.<sup>157</sup> Of course, such luck with last minute hiring could not be counted on in the future. With four of the newly hired counselors living off-campus, the dean could determine if her desire to have all Resident Counselors live off-campus was practical.<sup>158</sup>

As for the Resident Assistants in 1962, three of the 26 were let go for failing to fulfill their duties.<sup>159</sup> The dean

---

<sup>153</sup> Ibid.

<sup>154</sup> Ibid.

<sup>155</sup> Both of these women held Master's degrees. Mrs. Matthews had a MA from Ohio State and Mrs. Wells had an MA in English. Ibid.

<sup>156</sup> Ibid.

<sup>157</sup> She had just received her Bachelor's degree and had been a "Hall Council President, originator of the Saturday workshop" and a RA. Ibid.

<sup>158</sup> The dean's plan was to have Resident Counselors on call, work on needed nights for meetings or the assisting of students. Ibid., p. 23.

<sup>159</sup> Ibid.

noted that maturity did not always match the RAs ages, because one of the assistants let go was a graduate student.<sup>160</sup> There were a few other RAs who were denoted as "weak," but Miss Mable and the rest of the housing staff worked with them "to correct their faults."<sup>161</sup> Brady stated even with these difficulties overall the group was well trained and of high quality and seven of the 1962-63 RA staff were recognized for their exemplary work.<sup>162</sup>

The idea of bringing students and staff together in the housing communities was an ever-present theme. Full time staffers worked in conjunction with RAs and students "to formulate goals and develop effective organization" to see these goals become realities.<sup>163</sup> To achieve aspirations, various methods were tried. An interviewing process was launched in hopes of connecting RAs with those students who were having academic problems. The RAs would interview the students in the hall and assure them that there were people who cared about their progress and alert the students to various services made available by the university and for additional help in developing study skills. A training session for the RAs was given so that they could learn "interviewing techniques, methods of presenting good study habits" and the ability to identify struggling students.<sup>164</sup> Students, RAs and Resident Counselors believed this method was a great help to students.<sup>165</sup> RAs were

---

<sup>160</sup> Seven of the RAs were graduate students during the 1962-63 year. Ibid., p. 22.

<sup>161</sup> Ibid., p. 23.

<sup>162</sup> Ibid.

<sup>163</sup> *Annual Report of the Dean of Women*, 1963-64, p. 5.

<sup>164</sup> *Annual Report of the Dean of Women*, 1962-63, p. 14.

<sup>165</sup> Brady stated that it was very effective "in work with resident assistants and students." *Annual Report of the Dean of Women*, 1963-64, p. 6.

able to assist fellow students and "followed up with those who expressed a need for help," usually referring them to the Resident Counselors.<sup>166</sup>

Counselors and RAs conducted a study discussion group in Reid in 1964-65 in an attempt to help teach the students how to study correctly. The project quickly changed from a typical "how to" study group when the ten students participating informed the leaders of their real problem - motivation. The students did not have problems with study skills, but rather with lack of interest, desire, and/or a teacher or subject matter.<sup>167</sup> After 8 weeks of meetings, the students discussed what they had done to become encouraged in their studies and although the initial "plan completely flopped" the "project was a success."<sup>168</sup>

Workshops were a repetitive but a useful way to connect RAs, full time staff and students. Workshops were held for Welcome Week, Big Sister Group, Honor Council, and the "Saturday workshop," that had changing themes.<sup>169</sup> Welcome Week was adjusted from an activity geared toward incoming freshmen and/or transfers to include all students, even upperclassmen.<sup>170</sup> In Jennings each dorm room door was adorned with "a little card saying 'Welcome back, Gator Smith,' or whatever the last name was" and served as a way for students "to get to know each other."<sup>171</sup>

---

<sup>166</sup> *Annual Report of the Dean of Women, 1962-63*, p. 14.

<sup>167</sup> *Annual Report of the Dean of Women, 1964-65*, p. 14.

<sup>168</sup> Ibid.

<sup>169</sup> In 1963-64 the theme for the "Saturday workshop" was "Through Awareness...Concern." It was the third one presented and was originally created by Miss McCullough. *Annual Report of the Dean of Women, 1963-64*, p. 14.

<sup>170</sup> *Annual Report of the Dean of Women, 1964-65*, p. 7.

<sup>171</sup> Ibid.

## Hall and Interhall Councils

In a way to better organize the Hall Councils in each dormitory, floor representatives were chosen to work in conjunction with the Resident Counselors. Miss Jackson, of Jennings, organized monthly meetings with each of the representatives and found that it assisted in clarifying their responsibilities, duties and allowed them to voice their suggestions.<sup>172</sup> Work with these selected students was an ongoing process and throughout 1963-1965 when efforts were made to make the selection process and communications between the floor representatives and other housing staff members better.<sup>173</sup> Brady thought that this might be a way to ensure that more qualified stronger women were selected for floor representative, for it had long been deemed as a weak position.<sup>174</sup>

The Interhall Honor Council was still relatively new and was grumbling with how to enforce "honor" in 1962. The council designed a survey so input could be collected from fellow students as to how the specific residence hall Honor Councils could monitor and impose the regulations.<sup>175</sup> Positive responses were received, but the group desired to become even better by

---

<sup>172</sup> These meetings continued through the next year. *Annual Report of the Dean of Women, 1962-63*, p. 15; *Annual Report of the Dean of Women, 1963-64*, p. 16.

<sup>173</sup> *Ibid.*, 1963-64, p. 16; *Annual Report of the Dean of Women, 1964-65*, p. 4.

<sup>174</sup> Brady felt that it would help to bring "large groups of students to the point of readiness for change, and having sufficient time to work with this aspect of the halls when so many other areas demand attention has been and still is the problem in correcting the weakness." *Annual Report of the Dean of Women, 1962-63*, p. 12.

<sup>175</sup> The survey was not professional in nature, however, it was reported that the point behind it came "across with a reasonable degree of clarity." *Ibid.*

having each Honor Council member take an oath of office and be required to read a handbook concerning their duties.<sup>176</sup>

### **Counseling**

A study of female student's discipline was compiled during 1962-63. Brady prefaced the report with a short statement:

Undoubtedly there are some cases that do not come to the attention of any one in authority, but it is the Dean of Women's convention that most offenders are inevitably caught. Their fellow students get fed up and report them, they get bolder or louder and boastful and are found out, or they very rapidly drop out, withdraw or are suspended by the University in a short time. This is certainly true in the halls and flagrant conduct off-campus leads to reporting of those individuals.<sup>177</sup>

Most problems throughout the years examined, 1949-50 through 1962-63, dealt with academic or behavioral problems.<sup>178</sup> Behavioral encompassed illegal overnight stays, staying out past curfew, drinking, being present in a young man's room/apartment, practical jokes, repeated minor infractions and improper or

---

<sup>176</sup> Ibid.

<sup>177</sup> Brady ended the statement with her belief that supervision of off-campus facilities was impossible since the majority of the students lived "in apartment situations with non-resident landlords or landladies." Ibid., p. 4.

<sup>178</sup> Ibid., p. 7.

failure to sign out.<sup>179</sup> Most of these categories had fluctuations of increases and decreases during the fourteen-year study. Practical jokes and repeated minor infractions, such as "fire alarms, fire crackers, walking on ledges," were two sections that experienced the largest decrease in occurrences.<sup>180</sup> The dean saw the cause of the decrease due to the fact that both she and the Resident Counselors stressed that such behavior would be "treated with severity" and that the "institution of fire drills also helped."<sup>181</sup> Interestingly, the largest increase, 25 in total, happened in the illegal overnight section during 1962-63, an increase of 13 from the previous year, and were a subject that Brady addressed in her annual report.<sup>182</sup>

All of the 25 students appeared before the Judiciary Committee. The records of the students were pulled, as well as their high school and test scores.<sup>183</sup> Although the dean did not believe that there was one exact indicator of why the women did what they did, she noted that five of the students scored poorly on their Florida Placement Tests.<sup>184</sup> A total of 6 of these students were suspended in the fall of 1962 and 5 withdrew early in the next semester. Four of the students were placed under psychiatric care and one withdrew, but her file was flagged so that she could not easily be readmitted to UF.<sup>185</sup> Brady compiled a list of when and where the students went during their illegal overnight trips and it was found that it was "mostly freshmen

---

<sup>179</sup> Ibid.

<sup>180</sup> No reports were found indicating the number of these incidents or the students involved. Ibid., p. 6.

<sup>181</sup> Ibid.

<sup>182</sup> Ibid., p. 8.

<sup>183</sup> Ibid.

<sup>184</sup> These 5 scored below 300 on the tests. Ibid.

<sup>185</sup> Ibid., p. 9.

and a scattering of sophomores" that either went home or stayed with relatives.<sup>186</sup> Thursday was the most popular day of the week for these unauthorized excursions to occur.<sup>187</sup>

Those individuals who found themselves in trouble due to a discipline problem during the school years of 1963-64 and 1964-65 totaled 119. Brady noted that the 1963-64 problems were mainly concerning groups of "4 or 5 individuals" and some of these were repeat offenders.<sup>188</sup> By 1965-66, the numbers had declined to 48 and were mostly freshmen and sophomores at the beginning of the fall semester that were drinking underage.<sup>189</sup> The dean believed that there were "fewer cases of undergraduate foolishness" due to "preventive work."<sup>190</sup>

Brady felt that students did not understand the magnitude of their situation and went about changing after having to appear before the Honor Council or Judiciary Committee or had the "experience of probation, failure or punishment."<sup>191</sup> The offenders of a more serious nature were in the minority and were "regrettably ... inevitably with us," but the dean called for the university to be proud concerning the overall record of the women students.<sup>192</sup> The workshops offered by the Hall Councils and Honor Councils helped to explain the expectations of each

---

<sup>186</sup> Ibid.

<sup>187</sup> Ibid.

<sup>188</sup> *Annual Report of the Dean of Women, 1963-64*, p. 4.

<sup>189</sup> It was noted that many of the students had become intoxicated by attending fraternity parties or "men over 21 buying liquor and giving it" to them. *Annual Report of the Dean of Women, 1965-66*, p. 3.

<sup>190</sup> "U. of Fla.'s Dean of Women Marna V. Brady works a 'seven-day week, 28 hours a day.'" *St. Petersburg Times*, 16 January 1966.

<sup>191</sup> *Annual Report of the Dean of Women, 1962-63*, p. 6.

<sup>192</sup> With a sense of humor Brady did state that "perhaps this view is prejudiced!" Ibid., p. 10.

student and create pride that probably played a part in "acting as a social pressure against misbehavior."<sup>193</sup>

### **Off-Campus Housing**

The number of women living off-campus started to increase after a dip into lower figures in 1961-62. This decline was probably caused due to the opening of the newest of the on-campus residence halls, Jennings.<sup>194</sup> Since the numbers continued to climb the dean believed a list of all those students living off-campus would be a tremendous asset to the university.<sup>195</sup> However, the frequency of students moving raised questions concerning the accuracy of such a list.<sup>196</sup> Brady proposed that a hold be placed on the student's registration until an address, which could be verified, was provided.<sup>197</sup> This proposal was meant for both male and female students. Such information would help keep the university from experiencing embarrassment for its inability to locate a student during an emergency.<sup>198</sup>

A study that compared those students living on-campus to those off-campus was set up to collect data in the fall of 1966.<sup>199</sup> It was hoped that the results would indicate if there

---

<sup>193</sup> *Annual Report of the Dean of Women, 1964-65, p. 4.*

<sup>194</sup> *Annual Report of the Dean of Women, 1962-63, p. 2.*

<sup>195</sup> *Ibid.*

<sup>196</sup> *Ibid., p. 17.*

<sup>197</sup> *Ibid., p. 2.*

<sup>198</sup> The dean stated that a student could be lost a whole trimester if the information is not correct and that UF should know each student's whereabouts in cause of an emergency situation. *Ibid., p. 17.*

<sup>199</sup> *Annual Report of the Dean of Women, 1965-66, p. 13.*

were a connection between living arrangements and grades.<sup>200</sup> Brady warned that if those were the only factors examined and others were not taken into consideration, such as "personality and citizenship development," the study would "not be very meaningful."<sup>201</sup>

Miss Neal, who dealt with only students living off-campus, resigned her position at the end of the fall semester of 1964 to marry.<sup>202</sup> A replacement for her was appointed in spring of 1965, Mrs. Andrea Hudson.<sup>203</sup> She reported that the majority of her job dealt with housing concerns, personal counseling, staff meetings, training, research and other administrative duties.<sup>204</sup> The biggest complaint by Hudson was the Women's Off-Campus Counsel's (WOC) "apparent apathy and lack of initiative."<sup>205</sup>

#### **Dean of Women's Counseling and Other Duties**

The turnover of staff continued. Some left to accept better positions, to pursue a higher degree or for marriage.<sup>206</sup> The problem of having so many constantly leaving was two fold; the loss of trained individuals and the inability to find those who were capable of doing the work. Continuity was jeopardized every time an individual who had been trained in how the dormitories or student organizations functioned left.<sup>207</sup> To find

---

<sup>200</sup> Ibid.

<sup>201</sup> Ibid.

<sup>202</sup> Miss Neal was married in December of 1964. *Annual Report of the Dean of Women, 1964-65*, p. 15.

<sup>203</sup> *Annual Report of the Dean of Women, 1965-66*, p. 12.

<sup>204</sup> Ibid., p. 13.

<sup>205</sup> Ibid.

<sup>206</sup> *Annual Report of the Dean of Women, 1962-63*, p. 23.

worthy individuals, the dean and Miss Mable traveled to the American College Personnel Association in Minneapolis and persuaded ten individuals to apply for Resident Counselor positions at UF.<sup>208</sup>

... that ours was an outstanding program in which initiative, experiment and staff cooperation in policy making were valued, that our hall programs were oriented academically as well as trying to teach social competence, that our Women Students' Association and the government in the halls did take responsibility, and that our point of view of self-responsibility and group responsibility was not just talk, but also action.<sup>209</sup>

To make sure that there were fewer individuals hired who were unprofessional or emotionally disturbed, it was decided by Brady and the Director of Housing that it was better to function with fewer staff members.<sup>210</sup>

... there are not enough women to go around with the population explosion in all colleges. Ways and means are devised to meet the needs but salaries for trained staff with masters degrees are inadequate.<sup>211</sup>

---

<sup>207</sup> *Annual Report of the Dean of Women*, 1963-64, p. 20.

<sup>208</sup> *Annual Report of the Dean of Women*, 1964-65, p. 21; Riker, H. C. Letter to Dr. J. Wayne Reitz, 26 April 1963.

<sup>209</sup> *Dean of Women's Annual Report*, 1964-65, p. 21.

<sup>210</sup> *Annual Report of the Dean of Women*, 1962-63, p. 22.

<sup>211</sup> *Annual Report of the Dean of Women*, 1963-64, p. 19. Eisenmann recognized the effects of the population explosion on college campuses due to the 'baby-boomer' generation seeking higher education. Eisenmann, 2002, pp. 133, 137.

But within the residence halls there was a sense of pride in being a Resident Counselor. Miss Beckman, head of Jennings, referred it to as "magnificent experience in terms of both professional and personal expression".<sup>212</sup> According to Miss Beckman this "expression" was achieved by interacting with students, staff "in each residence hall" and with the Student Affairs staff."<sup>213</sup> In summary, she stated that she enjoyed her position as a counselor due to its excitement:

I find Resident Counseling exciting not because it's a challenge, but because it's a challenge that can be met and enjoyed and still remain a challenge tomorrow.<sup>214</sup>

The challenge came from the different roles these individuals played in assisting the students.

... a shoe holder (never claimed), a picture taker, a person you could cry in front of, a colored paper dispenser, a pre-marital sex authority, a frustrated, mean old lady, a rule interpreter, the connecting link between all sorts of authority figures, a cheerer-upper, a dog chaser, and just someone to talk to.<sup>215</sup>

---

<sup>212</sup> *Annual Report of the Dean of Women, 1964-65, p. 21.*

<sup>213</sup> She stated that it was "invigorating and worthwhile" to meet and discuss topics with "key figure on campus." *Annual Report of the Dean of Women, 1963-64, p. 19.*

<sup>214</sup> *Annual Report of the Dean of Women, 1964-65, p. 5.*

<sup>215</sup> This quote was from Miss O'Hara, head of Jennings, report. *Annual Report of the Dean of Women, 1965-66, p. 6.*

Brady stated that the counselors were a "singularly cooperative group who enjoyed each other" and were filled with "enthusiasm and interest."<sup>216</sup>

The married Resident Counselors, who lived off-campus, presented an opportunity for Brady to have evidence in support of her arguments for allowing all Resident Counselors to live off-campus. The dean stated that having these individuals live away from the halls did not interfere with their positions.

This situation does not appear to have affected the tone or climate of the hall and possibly gave a greater sense of responsibility to Resident Assistants and student officers.<sup>217</sup>

Even though these counselors lived away from campus, they were "easily accessible" and maintained a presence at the dormitories by having office hours and staying late into the night on many occasions.<sup>218</sup> Brady reported that from all indications of staff and student officer reports, "little, in any, difference was felt in the hall."<sup>219</sup> She felt that there was "no reason why single women could not" also live off-campus, due to the "caliber and training of our Resident Assistants," and that a counselor was on call all day.<sup>220</sup>

The dean also launched a campaign to have two separate salary scales for the Resident Assistants. Brady felt that the pay was "adequate for undergraduate students" only and that the graduate students should be paid more closely to what they would

---

<sup>216</sup> Ibid., 1965-66, p. 4.

<sup>217</sup> *Annual Report of the Dean of Women*, 1964-65, p. 21.

<sup>218</sup> *Annual Report of the Dean of Women*, 1963-64, p. 19.

<sup>219</sup> Ibid.

<sup>220</sup> *Annual Report of the Dean of Women*, 1964-65, p. 21.

have received if they held an assistantship in an academic department.<sup>221</sup>

There were persistent modifications in the office staff. One secretary left due to her husband's graduation, but a person from the office was promoted to fill the vacancy. Another promotion was given to a staff member in the office. Brady stated that the promotions of these two women, Mrs. Hinson and Mrs. Wright, were "well deserved."<sup>222</sup> However, Mrs. Hinson left the following year for an opportunity with better "financial status."<sup>223</sup> Karen Olson, who took over a Secretary II position, was "released after a probation period."<sup>224</sup> The job needed to be filled quickly and so Brady had Mrs. Greene take over the position. The dean stated that she was able to have Mrs. Greene's new position reclassified from a Secretary II to a III due to the fact that the job she held previously had a Secretary III classification.<sup>225</sup> However, Mrs. Greene left the following year to follow her husband who was studying at Cornell.<sup>226</sup> Mrs. Helen Porter assisted with the financial aid part of the office, but Brady felt that she was needed in the main part of the office and made a recommendation that she be "restored full-time to the Dean of Women's Office Staff."<sup>227</sup> The stable factor in the office was Mrs. Whittaker, the administrative assistant, who supervised and trained the staff.<sup>228</sup>

---

<sup>221</sup> *Annual Report of the Dean of Women*, 1963-64, p. 19.

<sup>222</sup> *Annual Report of the Dean of Women*, 1962-63, p. 3.

<sup>223</sup> *Annual Report of the Dean of Women*, 1963-64, p. 3.

<sup>224</sup> *Annual Report of the Dean of Women*, 1964-65, p. 2.

<sup>225</sup> *Ibid.*

<sup>226</sup> *Annual Report of the Dean of Women*, 1965-66, p. 2.

<sup>227</sup> *Ibid.*, p. 3.

<sup>228</sup> *Annual Report of the Dean of Women*, 1963-64, p. 3; *Annual Report of the Dean of Women*, 1964-65, p. 3; *Annual Report of the Dean of Women*, 1965-66, p. 3.

Brady called attention to the assortment of topics she had been discussing in her reports and the need for formality when situations arose. Agreed upon policies would permit her office and others to function with "consistency in the actions of the officials of the University."<sup>229</sup>

University wide there are needs to form policies in many areas - off campus housing; discipline; student drives of various kinds to make money for organizations; the selling of candy, cokes, cookies, etc to pay for social activities of benefit to student which cannot be paid for in other ways; Coedikette; policies worked out with the registrar concerned with housing; the statement on the permanent record card concerning withdrawals for "health" (usually interpreted as mental health reason).<sup>230</sup>

Although Brady felt that progress had been made regarding policies for "housing, discipline, standards of conduct, drinking," there were still areas that needed to be addressed.<sup>231</sup>

---

<sup>229</sup> *Annual Report of the Dean of Women, 1962-63, p. 24.*

<sup>230</sup> *Ibid., p. 3.*

<sup>231</sup> *Annual Report of the Dean of Women, 1963-64, p. 20.*

## CHAPTER SIX

### A NEW BEGINNING FOR "AN EXCEPTIONAL WOMAN"<sup>1</sup>

I'll never forget our fears upon learning a Marine Officer was to be our Dean of Woman. We thought she was going to be very strict and military and things would have to be her way or no way at all.

-Mrs. Joyce Kerzin Glicksberg<sup>2</sup>

Dean Marna Brady began a new career in the fall of 1966 when she became an Associate Professor of Logic, so ending an era at the university.<sup>3</sup> Although Brady resigned her position as Dean of Women on May 14, 1965, it was not effective until June 30, 1966. In preparation for her career shift from administrator to faculty, Brady taught a class during her last year as Dean of Women.<sup>4</sup> For eighteen years she had served the students to the best of her abilities in an ever-changing and sometimes traumatic university and national environment. With the influx of veterans and the continuing increase in enrollment of women students the

---

<sup>1</sup> "Marna Brady, An Exceptional Woman Who Led a Whole Generation of UF Coeds." *Gainesville Sun*, 13 November 1977.

<sup>2</sup> Mrs. Glicksberg was one of the very first women to attend UF after the Legislature deemed it a coeducational college. Ibid.

<sup>3</sup> *Annual Report of the Dean of Women, 1965-66*, p. 18.

<sup>4</sup> It was not noted what type of class she taught. It is possible that it was a Logic class since that was the department in which she would be teaching. Ibid.

university had experienced unprecedented growth. Accompanying these were the ever-present issues of adequate budget, retention and availability of properly trained staff and the continuing shortage of on-campus housing.

In addition to these parochial concerns, the state faced the McCarthy-like "witch hunts in academic" headed by the Johns Committee.<sup>5</sup> In 1956, the Johns Committee was originally started to "investigate activities of organizations in the state that advocated violence or conduct that violated Florida law."<sup>6</sup> This devolved into investigating alleged pro-Communist activities in 1959, and then in 1961 the supposed infiltration of homosexuals into state agencies and academe. On college campuses throughout Florida, homosexuality was seen as a "hazard to other students" and the university at large, requiring the Deans of Women and Deans of Men to investigate any reports of homosexual activity.<sup>7</sup> The deans had to determine if the report was mere gossip or factual. If a student was found to have homosexual tendencies, a notation was made in their academic files, the student was kept under surveillance and forced to see a psychiatrist until they had "overcome their problem."<sup>8</sup> In some cases the students were dismissed from the universities and could only apply for readmission after a satisfactory full report from a psychiatrist was submitted.<sup>9</sup> Even if a student was readmitted they were still treated as an outcast. They had to live on-campus in a "single

---

<sup>5</sup> MacDonald and Feiock, 2004.

<sup>6</sup> MacDonald and Feiock, pp. 2-3.

<sup>7</sup> Blackwell, Gordon. Letter to Senator Charley E. Johns. 22 November 1961, p. 1.

<sup>8</sup> Ibid., p. 3.

<sup>9</sup> Even if a student was readmitted they were still treated as an outcast. They had to live on-campus in a "single room under the careful surveillance of the resident counselor." Ibid.

room under the careful surveillance of the resident counselor."<sup>10</sup>

While the university was coping with these parochial and state issues, the nation was undergoing even greater convulsions. The civil rights movement saw minority groups rush forward to demand their rightful place in society. The government plunged into two more wars: a "Police Action" in Korea and a prolonged war in Vietnam which divided the citizenry even further. Assassinations seemed to become a fact of American life in the 1960s: a President, a Presidential candidate and two of the most gifted Black leaders were all killed. The young questioned and to a great degree renounced the society their elders had created. It was a manic time, and this was the world during which Brady held the position of Dean of Women. Nevertheless, Brady rose above the problems of the day and proved to be an important advocate for all students at UF.

Dr. Miller, President of UF, had hand picked Brady to fill the position of Dean of Women after she had interviewed and visited Gainesville before the completion of her doctorate in Student Personnel Administration in the Guidance Department at Columbia University Teacher's College.<sup>11</sup> Drawn to the challenge of integrating the genders at UF, Brady felt that her experience in a similar situation as a former officer in the Marine Corps would bring a wealth of knowledge to assist in this task.<sup>12</sup> No such position existed prior to Brady's appointment. Some administrators and faculty questioned the necessity of such a

---

<sup>10</sup> Ibid.

<sup>11</sup> Marna Brady, University of Florida Oral History Project, Gainesville, Florida. Interview by Samuel Proctor, January 1971, p. 3, p. 5.

<sup>12</sup> Ibid., p. 4. Brady's years of service in the United States Marine Corps Reserve spanned from April 10, 1943 to September 1, 1957. She was active from April 10, 1943 until July 20, 1946. From National Archives and Records Administration, "Military Personnel Record of Marna Venerable Brady," Case Reference Number 2002-102-2952, St. Louis, MO.

position and they were even "a little more appalled" at having "an ex-Marine coming into the academic atmosphere."<sup>13</sup> There was no specific job description, yet she was able to configure the position of Dean of Women into a respected and vital part of the academic milieu.<sup>14</sup> The position of Dean of Women was of a "24-hour-a-day, seven-days-a-week variety" and sometimes seemed impossible:

Dean Brady had first seen a girl whose brother-in-law had called the Dean in reference to the girl's academic problem - a problem the dean found more "family" than "academic" - and she made a return call to the brother-in-law to discuss the situation. Next, she followed-up on a judiciary case, "one of the more serious ones. The girl needed a lot of help," said Dean Brady, "and much of it was listening on my part." Next? "Oh, I had to run over and be finger-printed," said the dean. The fourth appointment of the day was with a student who'd been advised by Dean Brady's assistant to withdraw from school. "I had to agree with that recommendation after talking with the girl," the dean said. "And, I tried to make her understand that she needed a less difficult school. It was also a case of her doing what her parents wanted her to do rather than what she wanted, and would be able, to do." Number five concerned cheating, the Honor Court, and the girl's family, said Dean Brady, "and involved several phone calls and letters." The sixth was a transfer student who

---

<sup>13</sup> Brady's first office location was in a hallway in Anderson Hall and consisted of a table and chair. After the Registrar had files moved a partition was erected to give her an office setting. The partition was shared with a counselor, Ed Price. Brady stated that she believed Dr. Allen, business manager of the campus, and Dean Beaty, Dean of Men, were those administrators "appalled by me." Ibid., p. 6.

<sup>14</sup> Ibid.

was in nursing, and unhappy. "I helped her to decide on Health Education." Seven: a girl who was annoyed with a decision of the Honor Court. "I explained to her how and why the Student Government works and how and why she got in trouble in the first place; this involved a serious problem that required help from the University psychiatrist and finally a discussion with the girl's father. "That, of course," said the affable dean, "doesn't include the 'drop-ins' between appointments."<sup>15</sup>

Throughout her time at UF, not only did the female student population increase dramatically, but so did the women's organizations. Since female students were "excluded from clubs, honorary societies, and most activities associated with campus prestige," Brady helped to establish and nurture women groups that grew into strong assemblies where knowledge, respect and experience were instilled.<sup>16</sup> The Women Students' Association (WSA), the first group formed, had female students participating in their own governance and not being given decrees from the Dean of Women. Even though these groups represented and regulated female students both on and off-campus, recognition and needed funds were slow to be acquired.<sup>17</sup> From Brady's annual reports,

---

<sup>15</sup> Robin Branch. "'I Won't Bite,' Says Dean of Women." *Gainesville Sun*, 25 November 1962.

<sup>16</sup> Nidiffer and Bashaw, 2001, p. 23. Brady, like other Deans of Women, believed that these types of groups provided "women students with opportunity for 'training in leadership.'" Deans of Women held an underlying belief that female students could claim the whole campus - not only the classrooms - as "their proper domain" by being leaders in campus activities. Carolyn Terry Bashaw, *"Stalwart Women:" A Historical Analysis of Deans of Women in the South*. New York: Teacher's College Press, 1999, pp. 43, 69.

<sup>17</sup> Brady stated that the name purposely did not have the word "government" in a way to appease the Student Government Association (SGA) and to end the gossip that the WSA was going to interrupt the SGA. Brady, 1971, p. 19.

the development of this neophyte organization became an integral part of the female students lives; Hall Councils, Interhall Councils, Honor Councils, Scholarship Committees and Women's Off-Campus Council. Perhaps the most memorable battle fought by WSA was the aptly called "the Battle of the Jamaicas (sic) vs. the Stretch Pants vs. the Capri Pants vs. the Slim Jims."<sup>18</sup> The end result was that women not only won the right to wear shorts throughout campus, but that they now had equality with male students concerning the dress code. This effort also demonstrated to the administration that there was another voice to be considered when making university policies.

The initial female honor society, Trianon, was the next group to organize. The female students wanted an organization that would enhance and complement academic achievement. However, the rest of the campus saw it as a shallow attempt to copy the "most prestigious campus organization," Florida Blue Key. In an attempt to have control over Trianon a pre-written constitution was handed to the female honor society from the members of Blue Key.<sup>19</sup> Brady was quick to end the effort of the men to have Trianon become a "little Blue Key."<sup>20</sup> The founding members of Trianon desired to be a chapter of the national honor society, Mortar Board, but a five-year probation period and rigorous application process had to be completed before approval could be given.<sup>21</sup> Since Mortar Board was more prestigious and was known to be of assistance during job searches, Trianon was set up so that

---

<sup>18</sup> "Marna Brady, An Exceptional Woman Who Led a Whole Generation of UF Coeds."

<sup>19</sup> The Alligator's headline was "WSA Attempts Coed Blue Key Honorary." "Marna Brady, An Exceptional Woman Who Led a Whole Generation of UF Coeds." The Florida Blue Key organization did not admit females until 1974. McCandless, 1999, p. 98.

<sup>20</sup> "Marna Brady, An Exceptional Woman Who Led a Whole Generation of UF Coeds."

<sup>21</sup> Brady, 1971, p. 29.

it could become a chapter of Mortar Board if ever given approval.<sup>22</sup>

In 1960, Trianon reached its goal and was approved by the national organization to become a Mortar Board chapter, thus proving that not only were the women of UF strong academically but also possessed powerful leadership skills. Brady was extremely proud of this achievement because Stetson University and Miami University had been trying for a number of years to be approved for a Mortar Board chapter.<sup>23</sup> Alpha Lambda Delta, another female honor society, was established shortly after Trianon. Trianon and Alpha Lambda Delta justified their existence only three years after the school became coeducational when "the coeds" had "obtained a higher" GPA than their male counterparts.<sup>24</sup>

As the honor societies developed, additional female Greek letter organizations began to appear on-campus. By the time Brady arrived at UF, ten sororities had colonized, but with her usual determination, Brady made certain that each sorority had its own house before relinquishing her office. Brady and Sellers, Assistant Dean of Women, both worked to have a relationship between sorority and non-sorority women:

...both Miss Sellers and I tried to do was to have sororities a part of the total women's student body. The other thing that we very much tried to do was to have the independent women and the sorority women work together in WSA and in other things, and most independent women were good friends with sorority women. So we never did have, in my estimation, a schism between the sorority and non-sorority women.<sup>25</sup>

---

<sup>22</sup> Ibid.

<sup>23</sup> Brady, 1971, p. 29.

<sup>24</sup> "Marna Brady, An Exceptional Woman Who Led a Whole Generation of UF Coeds." *Gainesville Sun*, 13 November 1977.

<sup>25</sup> Brady, 1971, p. 26.

Brady felt that Panhellenic was a strong group that provided leadership opportunities to young women, but acknowledged that having such organizations did draw away from some of the leadership opportunities in the dorms. Although Sellers primarily oversaw Panhellenic, both she and Brady made decisions regarding sororities. They agreed that sixty-five was the maximum limit of members for any given sorority and both sat on a committee that determined if a sorority received approval to colonize.<sup>26</sup> Brady removed herself from the vote concerning the colonization of Kappa Alpha Theta, because she was a member and believed that the students should have "the final voice" and not be influenced by her presence.<sup>27</sup>

While the female students began to find their voice on campus, their activities could not have succeeded without the help of Dean Brady. Brady was a constant promoter of on-campus female dormitories. When she came to the university four buildings had been leased by the school to house women students with five students per suite and were supervised by untrained older women. In reference to the supervising women Brady said, "Well, they weren't people I would have chosen, let's say that."<sup>28</sup> Outraged over such an arrangement the dean lobbied for on-campus residence halls. She felt that such cramped accommodations and the lack of trained supervisory personnel created an unfit environment for the new coeds. Although the dean believed that it was vitally important to require freshmen to live on-campus,

---

<sup>26</sup> Ibid., p. 27.

<sup>27</sup> Ibid.

<sup>28</sup> In reference to the supervising women Brady said, "Well, they weren't people I would have chosen, let's say

she felt that all female students should be given the opportunity to live on university grounds during their four years at school. Throughout her annual reports Brady was indefatigable concerning the need for on-campus housing.

Within the residence halls themselves, Brady developed a structure of supervision and assistance. Head Residents and Associate Residents provided supervision and assistance. However, due to the requirement to live in the halls, the inability to be married and the opportunity for higher paying employment outside the university, it was difficult to find women willing to fill these positions. In order to satisfy this dearth of employees, the Housing Department and the dean instituted the policy of hiring upperclassmen and graduate students to become Resident Assistants. These RAs were managed by the Head Residents, who in turn became Resident Counselors as the emphasis shifted from supervision to the advising of students. Before Brady arrived only "vocational counseling" existed and she was determined for students to be able to easily find the other counseling resources they needed.

Dean Brady also acted as a liaison between the administration, faculty and students. The major part of this job required the dismissal of any notations concerning the watering down of academics at the university for women students and also the belief that female students only entered college in search of an "M.R.S. degree."<sup>29</sup> On occasion a female student would file a complaint concerning a faculty member's attitude that required Brady to speak with the faculty member and try to correct any misconceptions concerning "women students coming into the hallowed classrooms."<sup>30</sup> Brady felt that the campus "adjusted in a short amount of time" and this, no doubt, was due to her ability

---

that." Ibid., p. 10.

<sup>29</sup> Schwartz, 1997, p. 517.

<sup>30</sup> Brady, 1971, p. 14.

to create trustful relationships with the members of the administration and faculty, enhancing the transition of UF from an all inclusive male institution to a coeducational university.<sup>31</sup> During the meetings of these committees Brady was able to put to rest some myths of dealing with women students:

"What do you do if a woman comes into your office and cries?" And Dean Beaty threw up his hands and said, "I'd turn her over to my secretary." Another person said, "I'm a sucker. If it is about a grade, I usually give them the grade." Then they noticed that I was there and turned to me and said "What do you do?" I said, "I hand them a Kleenex." I could see their jaws drop. I said, "I'm not worried about the ones who cry. It is the ones who should cry and don't that really concern me."<sup>32</sup>

With the hiring of Evelyn Sellers as Assistant Dean of Women, Brady was able to distribute existing responsibilities and take on additional ones in her pursuit of furthering female students' roles and opportunities. Brady and Sellers knew each other briefly when they had attended Columbia.<sup>33</sup> The dean admired Sellers professional attitude toward her work and her capacity

---

<sup>31</sup> Academic Council, Administrative Council, Advisory Committee on Civil Defense, Advisory Council on Student Affairs, Alumni Citations Committee, Blue Key Advisory Committee, Campus Security and Disciplinary Policies and Procedures, Civil Defense Advisory Committee, Hall of Fame Committee, Homecoming Advisory Committee, Residence Classification Committee, Student Organizations and Social Activities, Student Petitions, Who's Who in American colleges and Universities Selection Committee, Non-Resident Student Tuition committee, Prevention and Handling of Crowd Demonstrations, Student Organizations and Social Activities and "various temporary committees connected with the Office of the Dean of Student Affairs." *Annual Report of the Dean of Women, 1962-63*, p. 27; *Annual Report of the Dean of Women, 1965-66*, p. 20.

<sup>32</sup> Brady, 1971, p. 43.

<sup>33</sup> *Ibid.*, p. 9.

to relate to the students that they served.<sup>34</sup> Sellers and Brady worked collectively for many years until the population of women students had reached such levels that a second Assistant Dean of Women was required by the end of the 1950s.

In 1962, the request was approved, but the individual appointed to fill the position had not been selected by Brady. Similar to the Deans of Women in the past, Brady believed that allocating responsibilities would enable the office to better handle social and disciplinary issues while she maintained a supervisory role.<sup>35</sup> She hoped that the new hire would work with student associations and remove some of the responsibilities from both her and Sellers' shoulders.<sup>36</sup> However, Ms. Jackson, the new Assistant Dean of Women, did not take over student associations her first year as had been planned, and shortly following orientation in her second year she resigned in a furious state.<sup>37</sup>

Jackson's hire did not go over well with Brady since Dean Hale, Dean of Student Personnel, had disregarded Brady's opinions and picked Jackson himself. Brady stated that Jackson became angry with Dean Hale after she was told that she could not become Dean of Women after Brady's retirement. Jackson claimed that Hale had made this promise upon her hiring, but Brady believed that after "having had a sample of her, the powers upstairs, saw

---

<sup>34</sup> Brady stated that all the women were fond of her, in particular "the sorority group" Ibid.

<sup>35</sup> "Residence Halls for Women Students, Administrative Principles and Procedures." *Yearbook of the National Association of the Deans of Women*, 1927, p. 86.

<sup>36</sup> By this time Sellers had been out one semester due to illness. Brady, 1971, p. 31.

<sup>37</sup> Jackson's hire did not go over so well with Brady since she was not chosen by Brady. Additionally, Brady tells that Jackson became angry with Dean Hale after she was told that she could not become Dean of Women after Brady's retirement. Brady stated that Jackson "lost her temper rather readily" and called Brady "the great white mother." Ibid.

she could not possibly be dean."<sup>38</sup> Brady stated that Jackson "lost her temper rather readily" yelled at Dean Hale and then came up to the Dean of Women's office and called Brady "the great white mother."<sup>39</sup>

Dean Hale asked Brady if Jackson had ever been insubordinate, to which Brady answered yes, but Brady felt that "nothing was ever done" concerning it. This upset Brady to a great extent, as well as Hale's desire to have Brady funnel everything through him. This had not been the case during his predecessor's term in office, because it was understood that Brady reported directly to the President. Although the organizational charts illustrated this arrangement, some saw the positions of the Dean of Women and Dean of Men as under the Dean of Student Personnel. This muddled the organizational structure and often created power struggles.

Another incident concerned Dean Adams, Dean of Men, who was Brady's counterpart, but believed himself to be her superior. He frequently sent her memos concerning how she handled situations, but Brady stated that they "landed in my waste basket," for the two of them had "different philosophies, different points of view about most things concerning students."<sup>40</sup> Since Brady stated her position was that she reported only to the President, she had the ability to overstep these supposed supervisors. Brady reported only doing this once in connection to a matter about which she "felt strongly."<sup>41</sup> In many ways the organizational struggles were a reflection of attitudes toward women especially the women administrators.

---

<sup>38</sup> Brady, 1971, p. 38.

<sup>39</sup> Brady, 1971, p. 38.

<sup>40</sup> Adams took over the position of Dean of Men from Beaty, but there is no indication of when that happened. Ibid., p. 34.

<sup>41</sup> The situation dealt with a faculty discipline committee, but no other information is provided. Ibid., p. 16.

Brady's behavior was one of an ardent professional who had been given free reign by Presidents and the former Dean of Student Personnel, Dean Wise. This freedom allowed Brady to enhance female students' opportunities and provide necessary services for all students. After years of having such professional treatment, it no doubt aggravated her when a new Dean of Student Personnel and Dean of Men tried to usurp her authority and an attempted to directly manage her activities. Considering the type of person that Brady portrayed in her professional life, it is doubtful that she was one to sit idle while her position was being marginalized.<sup>42</sup>

To compound the problem, Sellers became terribly ill and was unable to continue with her duties, which left Brady alone in her last year as Dean of Women. After so many years of camaraderie with Sellers, Brady felt a bit lost without her and overwhelmed. It is extremely plausible that this loss of such a cherished co-worker played into Brady's decision to resign her post because of a loss of a comrade, but also the sheer volume of work as Brady would have to fulfill the roles of Dean of Women and both Assistant Deans.

The last year was a manic time for the dean. In addition to the Herculean duties of her position as dean, Brady, had to attend many meetings with university committees, various professional organizations and, in 1964, was recognized for her achievements by being appointed to the Governor's Commission on the Status of Women.<sup>43</sup> This accolade was perhaps the greatest

---

<sup>42</sup> Brady stated that she felt "strongly about professional behavior and professional ethics" and felt that others should act in the same manner, even though it "maybe too much to ask of everyone." Brady, 1971, p. 38.

<sup>43</sup> Brady was active in the following organizations: American Association of University Women, American College Personnel Association, American Personnel and Guidance Associations, Florida Association of Deans and Counselors, National Association of Women Deans and Counselors, Southern College Personnel Association. Dean of Women's Annual Report, 1962-63, p. 27; Ibid., 1965-66, p. 20 Brady was a member of Kappa Theta sorority, Mortar Board, Kappa

honor of her years of service. The commission bore the charge to "explore economic, social, political and legal problems of women" on a statewide basis.<sup>44</sup> The commission was a state response to President John F. Kennedy's "Commission on the Status of Women," created in 1961, and chaired by Eleanor Roosevelt.<sup>45</sup> As Chairwoman, Roosevelt called attention to the "resurgence of the women's movement" which was especially welcomed by the female college graduates of the "1920s to the early 1940s."<sup>46</sup>

Marna Brady was a persistent promoter of women and exemplified the vision of Deans of Women being "scholars, experts on women's education, and general advocates for women who expanded the social, vocational, and intellectual opportunities available to "the female students."<sup>47</sup> She understood that female students had to establish themselves well at the beginning and continue to maintain a strong presence on-campus for the future generations of women who would be entering UF.

Brady's Marine Corps experience had a lifelong impact and proved to be invaluable when creating opportunities for UF female students to excel academically and socially through leadership positions. Being the commanding officer of the initial group of enlisted female Marines assigned to go overseas and to

---

Delta Pi and Pi Lambda Theta honor societies and was listed in "Who's Who in America, Who's Who in American Education, Who's Who of American Women and Florida Women of Distinction." "Marna V. Brady's Obituary." *Gainesville Sun*, 30 May 1984.

<sup>44</sup> "Two City Women Named on State Commission." *Gainesville Sun*, 6 July 1964.

<sup>45</sup> Ibid.; Solomon, 1985, p. 201.

<sup>46</sup> Solomon, 1985, p. 201. Brady received a thank you letter from the Department of Labor concerning her participation in the committee and for her role as the secretary. Mary Dublin Keyserling, Letter from U.S. Department of Labor Letter to Marna Brady, 10 August 1965.

<sup>47</sup> This vision was that of Lois Mathews, Dean of Women, at the University of Wisconsin from 1911 to 1918. Mathews' greatest contribution to the profession was her book, *The Dean of Women*, printed in 1915. Nidiffer and Bashaw, 2001, p. 150.

Marinettes at Camp Pendleton, Brady had learned a great deal concerning the integration of women into a traditional male only venue.<sup>48</sup>

Unlike the distorted historical notion of Deans of Women, Brady did not come to UF to become a mother figure, but rather a "teacher," an advisor and a model for those who were being trained for jobs in a professional setting, like many other Deans of Women before her.<sup>49</sup> She endeavored to be fair, just and respected for these were attributes that Brady believed to be far more important than having the students view her as likeable. The following statement expressed her regards concerning students:

I liked students, and I think in return that they liked me. Even the most difficult ones I didn't have negative feelings about. I also felt that they should not be treated as if they were children. In fact ... we referred to them as men and women, not as boys and girls.<sup>50</sup>

Brady understood that the college years were a time of growth, development and self-identification. She believed that although there was a large difference in the age between the students and administrators, it was important to give the students a sense of expectancy that would foster their attitudes. Although the existence of a double standard was always present for the UF female students, Brady felt that the rules and

---

<sup>48</sup> "Dr. Marna Brady, First Women's Dean is Here," Tallahassee Democrat, no date or page, Vertical file on Brady. Brady entered the Marines due to a sense of duty for her family. A member of the Brady family had been in "every war that the United States had been in," and since there were no boys in Marna's family she felt that she should join. Brady, 1971, p. 2.

<sup>49</sup> Brady, 1971, p. 35.

<sup>50</sup> Ibid.

regulations should be in control of the women as much as possible.<sup>51</sup> This allowed the double standard to be more bearable since the students had some say so.

The student's attitude is "All right, this is what you expect of us, this is what we will do."<sup>52</sup>

Brady had no design on having her position become one of in loco parentis, for she grasped the idea that students resented such overprotection.<sup>53</sup> However, she did protect the status of women when it was needed. During a panty raid in 1951, she grabbed a "six-footer or more, blond chap coming down the hall [whose] eyes were glazed," and asked him to help her get the men from the dormitory.<sup>54</sup> Panty raids were not uncommon throughout the nation at this time and at some colleges "windows were smashed...student fought police - and one another."<sup>55</sup> The police were not called out to UF in 1951, but had actually called Dean Brady to inform her of the raid since it was after hours.<sup>56</sup> Brady

---

<sup>51</sup> Double standard can be defined in all of the student body being expected to follow a certain set of rules and regulations, but only applying it to one group. For instance a woman staying out all night without permission was punished accordingly, but if a male student did this then there was no punishment. Albert Coates and Gladys Hall Coates, *The Story of Student Government in the University of North Carolina at Chapel Hill* (Chapel Hill, NC: University of North Carolina, 1985), 334.

<sup>52</sup> Ibid., p. 45.

<sup>53</sup> Toward the end of Brady's career, a new Dean of Student Personnel, Dean Hale, had the attitude of "pastoral care," which he described in the school's newspaper. Brady did not think much of this philosophy and she was unsure if he "based it all on his experiences with his own children, but it was a different point of view from mine and Dean Beaty's." Ibid., p. 37.

<sup>54</sup> Brady, 1971, p. 41.

<sup>55</sup> Beth Bailey, 1999, p. 45.

<sup>56</sup> Brady, 1971, p. 42.

stated that there was no violence during the 1951 raid and that the rioters were followed by administrators and "after a while they got bored and went home."<sup>57</sup> Brady stated the panty raid upset the upperclass women a great deal, but the freshmen women saw it as all a "good bit of fun."<sup>58</sup> It is likely that the lower class women students did not consider the ideas behind the panty raids.

Panty raids were a challenge to authority and also connected to the "power of sexuality."<sup>59</sup> To have some control over sexual conduct Brady had implemented - knowingly or unknowingly - a "Cold-War-era curricular" which had the students acting as "mature, responsible citizens" and learning to "make responsible choices in their lives."<sup>60</sup> To make responsible decisions was to be a good citizen. To have the students be good citizens allowed Brady to have control over the women student's sexual activity and the panty raids threatened her control.

The dean believed that although times had changed during her term as Dean of Women, that students were overall the same and she was proud of her influence on their attitude and their behavior. An example of this was the integration of African-American women. Brady met with the students of residence halls where the newly admitted African-American women were assigned the night before their arrival. The students responded well to any concerns Brady had:

I was most pleased when one of the girls on the Hall Council said, "Dean Brady, I think that you can trust

---

<sup>57</sup> Ibid, p. 42. Brady stated that the police were not called out until Dean Hale's first year and that raid became very violent due to the police presence because it gave the riots "a focus." Stones and beer cans were thrown at police and others.

<sup>58</sup> Ibid., p. 41.

<sup>59</sup> Bailey, 1999, p. 49.

<sup>60</sup> Bailey, 1999, p. 50.

us to handle this maturely." I said, "Fine, I'm sure that I can too."<sup>61</sup>

There were, in fact, no problems related to the racial integration and one African-American woman was elected to a Hall Council a few years later.<sup>62</sup> Brady was satisfied that these students were recognized as any "woman at the University of Florida would be accepted" - as a student.<sup>63</sup>

Brady sought to create an environment in which young women were able to grow intellectually as well as gain leadership experience. Brady felt that this was all important in the development of women since society was changing its views on women working outside of the home and UF women graduates needed to know that they were capable of working with men. Brady was ahead of her time with the design and implementation of women's organizations, dormitories and counseling services, but no doubt the changes in societal views were assisting her.

However, her advocacy for students did not include support for the student rights movement. She felt that parts of the movement, specifically the Student Democratic Society (SDS), could undermine all that had been accomplished for students' rights and opportunities because they were "destructive" and the group's primary goal was "to lead to anarchy."<sup>64</sup> She also believed that the movement had a negative effect on the administration and faculty who were, at times, quick to generalize students.<sup>65</sup>

---

<sup>61</sup> Ibid., p. 47. Panty raids were not uncommon at this time throughout the nation.

<sup>62</sup> *Annual Report of the Dean of Women, 1963-64*, p. 2.

<sup>63</sup> Brady, 1971, p. 48.

<sup>64</sup> Ibid.

<sup>65</sup> Ibid., p. 45.

There is such a great flap about the long hair and the beards. I did not notice that the ones who wore beards and necklaces were much different than the other people in the class. We are apt to generalize ... because they look like so called hippies, we feel they are going to behave that way.<sup>66</sup>

Brady had vast experience with the faculty and administration's views on students since she served as a liaison between the students and employees of UF for many years.

In turn, the female students that Brady served knew that the opportunities and rights afforded to them on-campus were due to the dean's persistence:

Because of the solid foundation upon which the Hall Councils, Honor Councils, WSA, Panhellenic and Mortar Board are built, Florida women will benefit from your influence as long as the University stands. Many will echo my sentiments when I say, 'What a woman!'<sup>67</sup>

To demonstrate their appreciation for all her efforts, WSA presented Brady with copies of Winston Churchill's *History of the English Speaking Peoples*, a cameo that was also a watch, and a plaque inscribed, "Woman of the Year."<sup>68</sup> The Judiciary Committee of WSA gave Brady a gold disk with the inscription

---

<sup>66</sup> Ibid., p. 46.

<sup>67</sup> Mrs. Bette Chisholm Riker's sentiments concerning Brady, "Marna Brady, An Exceptional Woman Who Led a Whole Generation of UF Coeds ."

<sup>68</sup> Brady's name was the first on the plaque that was be "passed down to women students through the years." *Annual Report of the Dean of Women*, 1965-66, p. 15.

"Judiciary 1965-66," to be placed on the charm bracelet that the Mortar Board had given her at a dinner held in her honor.<sup>69</sup> Mortar Board also wrote a note to the dean:

To know someone is an easy accomplishment. It doesn't take a great deal of time or effort or sharing of yourself. To be a friend and to build the deep relationship friendship requires ... this takes more: a sentiment cooler than passion, warmer than respect, yet more just and generous than either of these. To have known you, Dean Brady ... worked with you, laughed with you, sung with you, felt your guidance. These experiences can never be taken away. They are a part of each of us. The language of our friendship - between you and Mortar Board - is not words but meanings. It's a language above languages.<sup>70</sup>

Brady said that all of these were touching tokens of appreciation when she reflected upon her role:

It is her hope that through working with college students, both men and women, she has contributed in a small way to good citizenship on the campus and in the larger community later as well as the development of intellectual curiosity among students.<sup>71</sup>

Brady's modesty was only surpassed by her vast accomplishment as the first Dean of Women at the University of Florida.

---

<sup>69</sup> Ibid.

<sup>70</sup> "Mortar Board note to Marna Brady." 20 February 1966.

<sup>71</sup> *Annual Report of the Dean of Women, 1965-66*, pp. 15, 18.

Although there is a lack of information found concerning Marna Brady's life outside of academe, it is known that she enjoyed traveling, was a collector of Lincolniana, and after retiring from teaching, volunteered at the VA Hospital in Gainesville logging "more than 9,000 hours of volunteer service."<sup>72</sup>

She taught Logic and English at the university as an associate professor from 1966 until 1970. Prior to her retirement she was promoted to the rank of professor and elected to the Faculty Senate.<sup>73</sup> In 1971 she was named professor emeritus.<sup>74</sup> Brady did not have a faculty position in hand when she resigned her post as Dean of Women. In fact, Dean Hale did not believe that Brady really meant to resign for on two occasions he asked her if she really "meant it" and requested that she reconsider.<sup>75</sup> On both occasions Brady declined. At a commencement ceremony, a few weeks after handing in her resignation letter, Brady asked Dave Stryker, a long time friend and English faculty member, if he had any openings in his department. Through a series of events Brady met with Ed Moore, head of the Department of Comprehensive Logic and became excited about the opportunity to teach Logic classes.<sup>76</sup> Brady's first

---

<sup>72</sup> Brady had traveled to the following countries: France, Italy, Switzerland, Germany, Austria, Belgium, Denmark, Sweden, Norway, Holland, England, Scotland, Canada, Hawaii, Puerto Rico, Dominican Republic and "almost all of U.S.A." Lincolniana is the collection of articles having to do with President Abraham Lincoln. "Marna V. Brady's Resume" "Marna V. Brady's Obituary."

<sup>73</sup> Letter from Franklin A. Doty, Dean of University College, 7 August 1970. Letter from Franklin A. Doty, 22 April 1970.

<sup>74</sup> "Marna V. Brady's Obituary." *Gainesville Sun*, 30 May 1984.

<sup>75</sup> Brady, 1971, p. 39.

<sup>76</sup> Brady, 1971, p. 39. Brady first met with Dean Hollingshead, head of the English Department, who informed her that there were no English positions available at the time, but that Logic had some openings. Brady felt that she was qualified to teach English and was unsure of Logic until she met with Ed Moore.

year of teaching was devoted completely to Logic, but the following year she taught two sections of Freshman English along with her Logic teaching duties.<sup>77</sup> She did not regret leaving the Dean of Women's position and seemed to have enjoyed her new career and stated that the "atmosphere of the department" was "most pleasant."<sup>78</sup>

Brady passed away on May 30, 1984. In her obituary it stated that Brady was survived by "her long-time friend, Norma Olson," but the nature of their relationship is unclear. There is no direct evidence to support some of the commonly held ideas that Brady and Olson were a lesbian couple. There is some hearsay suggesting this idea, in fact a novel, *Rubyfruit Jungle*, written in 1973, had a Dean of Women character that was a lesbian and was believed to have been based on Marna Brady.<sup>79</sup> It is unknown if this work of fiction was labeling the dean incorrectly for the author's ends.

However, Brady's relationship with Olson may have been one similar to what were called Boston or Wellesley marriages among female faculty members and others during the late nineteenth and early twentieth centuries. The factual information presented in Palmieri's, *In Adamless Eden: The Community of Women Faculty at Wellesley*, provides an alternative interpretation. Palmieri notes that the term lesbian has changed its meaning throughout the years and that the women involved in these types of

---

<sup>77</sup> Brady, 1971, p. 39. At the time of this interview Brady stated that she would continue to teach Logic and English, but would probably cut down to "one section of English and the rest Logic." It is unclear of the exact number of classes Brady was teaching.

<sup>78</sup> Brady, 1971, p. 39.

<sup>79</sup> Rita Mae Brown, the author, attended the University of Florida during Brady's tenure as Dean of Women. The Dean of Women character, Dean Marne, had red hair, had been an officer in the military during World War II, and had been living with a woman faculty member from the English Department for fifteen years. Dean Marna Brady had red hair, had been an officer in the military during World War II and from her obituary it can be assumed was living with a woman, Norma Olson. Rita Mae Brown, *Rubyfruit Jungle* (New York: Bantam Books, 1977).

relationships were "spinsters, celibate women, or women involved in romantic friendships" who supported one another.<sup>80</sup> This type of relationship is plausible for Brady since she went to college and held faculty/administrative positions pre-World War II in environments that no doubt had Boston marriages.<sup>81</sup> It is suggested that World War II was the catalyst for the creation of lesbian identity and community, but if Brady's relationship was an old-school type or "progressive" in nature, it is unclear since Brady and Olson did not publicize their personal lives.<sup>82</sup> What makes the type of relationship even more unclear is the fact that between 1961-65 "39 college professors and deans...were investigated [for homosexuality] and dismissed at three state universities," but Brady was never implicated. This may have been to shield President Reitz, or Brady's "street wisdom that lesbians learned in the subculture," or that she was not, in fact, a lesbian.<sup>83</sup> Given the inconclusive nature of the evidence presented, it is impossible to determine the nature of their relationship.

From the post-WWII era into the 1960s, many issues were redefined as the status quo concerning sexuality, student liberties, and coeducation began to erode. Those who espoused the status quo found the erosion of these ideas unsettling. The idea of coeducation had this unsettling effect on many in the

---

<sup>80</sup> Patricia Palmieri, *In Adamless Eden: The Community of Women Faculty at Wellesley*, (New Haven, CT: Yale University Press, 1995), p.137 The definition of lesbian as known today came about shortly after World War II in Freud's work *The Well of Loneliness*. Lillian Faderman, *Odd Girls and Twilight Lovers: A History of Lesbian Life in Twentieth-Century America* (New York, NY: Penguin Group, 1991), p.121.

<sup>81</sup> Brady held positions at the University of Cincinnati, Wheaton College and Bryn Mawr College prior to UF.

<sup>82</sup> Faderman also states that the older lesbians tended to have monogamous relationships, while the younger women had open relationships. Faderman, 1991, pp. 86, 233.

<sup>83</sup> *Ibid.*, p. 153.

South and Florida was no exception.<sup>84</sup> In 1905, to meet the women's demand for a higher education and the societal pressure to maintain gender separation the Florida Legislature created a dual system; Florida State College for Women (FSCW) catered to women, while the University of Florida (UF) educated the men of the state.<sup>85</sup> For forty-two years this structure served the young people of the state who desired a college education. This system may have remained the status quo longer had the WWII veterans not flooded the Florida colleges in a desire to use their GI Bill benefits. The overwhelming increase in admission applications to Florida's schools forced the Florida Legislature to adopt coeducation at both FSCW and UF. UF was the very last state funded all-male university in the nation to become fully coeducational.<sup>86</sup>

This historical background of UF is important when examining Brady's career as a Dean of Women. Brady became a dean some fifty-six years after the initial creation of the position at Oberlin College. The issues that she faced were similar to

---

<sup>84</sup> Carolyn Terry Bashaw, *"Stalwart Women:" A Historical Analysis of Deans of Women in the South* (New York, NY: Teachers College Press, 1999), p. 71.

<sup>85</sup> The Buckman Bill was named for its author, H.H. Buckman of Duval County and was numbered House Bill 361. His names for the four schools were as follows: Florida Normal and Industrial College for Negroes at Tallahassee, Institute for the Blind, Deaf, and Dumb at St. Augustine, University of the State of Florida for males only, and the Florida Female College for females only. However, the names for the former seminaries were not kept as Buckman had specified them. The male-only school became the University of Florida (UF), while the female school became the Florida State College for Women (FSCW).

<sup>86</sup> "The University of Florida in Gainesville was the last state university in the nation to adopt full co-education, although the University of Virginia is listed as "part co-educational." Virginia, however, employs a permanent dean of women." "Co-Eds at Gainesville," Ted Shurleff, *Alligator*, 3 October 1947. Although UVA allowed women to enroll in undergraduate summer courses by 1925, it also permitted women in graduate and professional programs in the 1920s and 1930s; however, it was not fully coeducational. It was not until the fall of 1969 when the university announced that it would again open its doors to the daughters and wives of the students and faculty." McCandless, 1999, p. 93, 96.

those historically experienced by other Deans of Women. The position of Dean of Women had come a long way from the "Lady Principal," whose only objective was to guard the morality of female students.<sup>87</sup> This was in no small part to the promotion of Marion Talbot to the dean at the University of Chicago in 1892, for Talbot created the National Association of Deans of Women (NADW), thus initiating the professionalization of the position.<sup>88</sup> The idea of making the Dean of Women's role a professional one took root because of the understanding that female students needed to create "emotional ties to their classmates and to their alma mater," as well as achieve academically.<sup>89</sup> These details could not be met by merely concerning themselves with the morality of their students. Deans of Women, like Brady, took opportunities to expand their job duties, thus creating comprehensive environments for the female college students so that they could experience every "aspect of college life, including its social, extracurricular, and athletic activities."<sup>90</sup>

Although, some students may have stereotyped Marna Brady as a "matronly, curmudgeonly" mother figure who spent the majority of her time measuring the length of skirts and the sexual activity of the female students, this was hardly Brady's style or priority.<sup>91</sup> Brady combined her education, experience, and resolute personality and molded the Dean of Women position at UF into one of power and advocacy. She encompassed the ideal qualities for a Dean of Women: intellect, qualifications, and the ability to "exercise administrative skills and professional leadership,"

---

<sup>87</sup> Nidiffer and Bashaw, 200, p. 137.

<sup>88</sup> Ibid., p. 139.

<sup>89</sup> Bashaw, 1999, p. 75.

<sup>90</sup> Ibid., p. 127.

<sup>91</sup> This was the stereotype that plagued the Dean of Women. Nidiffer and Bashaw, 2000, p. 135; Bashaw, 1999, p. 159.

while unifying and promoting the female students and promoting the female students at UF.<sup>92</sup> As had been voiced many times before, Dean Brady was a true pioneer woman.

---

<sup>92</sup> Nidiffer and Bashaw, 200, p.135.

## REFERENCES

- "A Celebration of 50 Years of Coeducation at the University of Florida." Coeducation clipping file, George Smathers Library, University of Florida.
- "A Co-Ed's Glimpse of College Life." *St. Augustine Record*, 13 July 1952, Coeducation clipping file, George Smathers Library, University of Florida.
- "Academic McCarthyism in Florida."  
<http://www.clas.ufl.edu/users/brundage/website/johnscommitt ee.html> (1 February 2003).
- Acheson, Eunice Mae. *The Effective Dean of Women: A Study of the Personal and Professional Characteristics of a Selected Group of Dean of Women*. Chicago: The University of Chicago Press, 1932.
- Adams, Alfred H. "A History of Public Higher Education in Florida: 1821-1961." Doctoral Dissertation, Florida State University, 1962.
- Andron, Greta. "Puzzled Coeds Aided by Dean Brady." *Gainesville Sun*, Marna Brady clipping file, George Smathers Library, University of Florida.
- "Association of Women Students Records, 1954-1970."  
<http://www.wsulibs.wsu.edu/holland/masc/finders/ua176.htm>  
(3 May 2004) .
- Bailey, Beth. *Sex in the Heartland*. Cambridge: Harvard University Press, 1999.
- Bashaw, Carolyn Terry. "Stalwart Women:" *A Historical Analysis of Deans of Women in the South*. New York: Teacher's College Press, 1999.
- Birnbaum, Shira. "Making Southern Belles in Progressive Era Florida: Gender in the Formal and Hidden Curriculum of the Florida Female College." *Frontiers Editorial Collection*, Vol. 16, No. 2/3 (1996): 218-242.

- Blackwell, Gordon. Letter to Senator Charley E. Johns.  
22 November 1961.
- Bordin, Ruth. *Alice Freeman Palmer: The Evolution of a New Woman*. Ann Arbor, MI: The University of Michigan Press, 1996.
- Brady, Harriet Venable. "The Greater Gain." 5 May 1917, University Archives, The Ohio State University.
- "Brady of UF named Red Cross Fund Chairman." *Gainesville Sun*, 21 February 1954, Marna Brady clipping file, George Smathers Library, University of Florida.
- Brady, Marna. *Annual Reports of the Dean of Women*. Gainesville, FL: University of Florida, 1947-1967.
- \_\_\_\_\_. *Biennium Reports of the Dean of Women*. Gainesville, FL: University of Florida, 1947- 1967.
- Brady, Marna. Letter to Dr. Ayers, 16 May 1952, Marna Brady clipping file, George Smathers Library, University of Florida
- Branch, Robin. "'I Won't Bite,' Says Dean of Women." *Gainesville Sun*, 25 November 1962, Marna Brady clipping file, George Smathers Library, University of Florida.
- Brown, Rita Mae. *Rubyfruit Jungle*. New York: Bantam Books, 1977.
- Clifford, Geraldine Joncich. *Lone Voyagers: Academic Women in Coeducational Institutions, 1870-1937*. New York: The Feminist Press at The City University of New York, 1989.
- Coates, Albert and Hall-Coates, Gladys. *The Story of Student Government in the University of North Carolina at Chapel Hill*. Chapel Hill, NC: University of North Carolina, 1985.
- "Co-educational Residence Halls: An Evaluation Memo." Housing clipping file, George Smathers Library, University of Florida.
- Crom, Eleanor. "Coeds win firm place as leaders and active members of student body." *Gainesville Sun*. Marna Brady clipping file, George Smathers Library, University of Florida.
- \_\_\_\_\_. "Dr. Marna V. Brady, First Women Dean at UF, Represents True Spirit of Pioneer Traditions." *Gainesville Sun*, 29 March 1949, Marna Brady clipping file, George Smathers Library, University of Florida.

- "Dean Marna V. Brady Talks to City Panhellenic." *Gainesville Sun*, Marna Brady clipping file, George Smathers Library, University of Florida.
- Decker, Elroy. Letter to Dean Brady, 19 May 1952, Marna Brady clipping file, George Smathers Library, University of Florida.
- "Dedication Ceremonies and Open House pamphlet for Angela Mallory and Nancy Wickliff Yulee Halls." 17 February 1950.
- "Direction, Not Regulation." Marna Brady clipping file, George Smathers Library, University of Florida.
- "Dorm Raiders to Receive Reprimands, Expulsions." Marna Brady clipping file, George Smathers Library, University of Florida.
- Doty, Franklin A., Letter from Franklin A. Doty, Dean of University College, 7 August 1970.
- . Letter from Franklin A. Doty, 22 April 1970.
- "Dr. Marna Brady, First Women's Dean is Here." *Tallahassee Democrat*, Marna Brady clipping file, George Smathers Library, University of Florida.
- "Dr. Brady Tells of Women Students at the U. of F." *Gainesville Sun*, Marna Brady clipping file, George Smathers Library, University of Florida.
- "Dr. Brady Tells AAUW of Coed Life at University." *Gainesville Sun*, Marna Brady clipping file, George Smathers Library, University of Florida.
- Eisenmann, Linda. "Reconsidering a Classic: Assessing the History of Women's Higher Education a Dozen Year after Barbara Solomon." *Harvard Educational Review*, Vol. 67, No. 4 (Winter 1997): 261-289.
- "Esprit de Corps Key Strategy Used by UF's Dean of Women." *Times Union*, February 1963, Marna Brady clipping file, George Smathers Library, University of Florida.
- "Ex-Marine Now Dean of Women on U.F. Campus." *Gainesville Sun*, Marna Brady clipping file, George Smathers Library, University of Florida.
- Faderman, Lillian. *Odd Girls and Twilight Lovers: A History of Lesbian Life in Twentieth-Century America*. New York, NY: Penguin Group, 1991.

- "First Dean of Women at Florida University." *Gainesville Post*, 7 July 1948, Marna Brady clipping file, George Smathers Library, University of Florida.
- "Former Head of Health Board Succumbs at 72: Dr. M.B. Brady's Daughter on National Defense Council." *Times-Star*, 9 December 1940, University Archives, The Ohio State University.
- "Gainesville, Florida Area History."  
<http://www.state.fl.us/gvl/Culture/AreaHistory.html>  
 (12 November 2003).
- Goodchild, Lester F. and Harold S. Wechsler. *The History of Higher Education*. Massachusetts: Simon & Schuster, 1989.
- Gordon, Lynn. *A Gender and Higher Education in the Progressive Era, 1890-1920*. New Haven, CT: Yale University Press, 1990.
- Heineman, Kenneth J. *Put Your Bodies Upon the Wheels: Student Revolt in the 1960s*. Chicago: Ivan R. Dee Publishers, 2001.
- "History of Halls on University of Florida Campus." Housing clipping file, George Smathers Library, University of Florida.
- "History of UF."  
<http://www.ir.ufl.edu/factbook/history.htm> (19 April 2004).
- Horowitz, Helen Lefkowitz. *The Power and Passion of M. Carey Thomas*. New York: Alfred A. Knopf, 1994.
- "Household Renting Facilities to Single Undergraduate Women Students, Memorandum." Clipping file on Housing, George Smathers Library, University of Florida.
- "Housing Publicity Statement." Housing clipping file, George Smathers Library, University of Florida.
- "Illness is Fatal to Physician." *Cincinnati Enquirer*, 9 December 1940, University Archives, The Ohio State University.
- "Introduction to UF." <http://www.ufl.edu/facts.html> (3 March 2004) .
- "IAW State Meet, Proceedings of the First Annual IAWS State Convention," 10 March 1962, Women Student Association

clipping file, George Smathers Library, University of Florida.

"J. Wayne Reitz and the Integration of the University of Florida."  
<http://www.clas.ufl.edu/users/brundage/website/Reitz1.htm>  
(4 February 2003).

Jones, Jane Louise. *A Personnel Study of Women Deans in College and Universities*. New York: Teachers College, Columbia University Press, 1928.

Kaestle, Carl F. "Standards of Evidence in Historical Research: How Do We Know When We Know?" *History of Education Quarterly*, Vol. 32, No. 3 (Fall 1992): 361-366.

\_\_\_\_\_. "Recent Methodological Developments in the History of American Education." *Complementary Methods for Research in Education*, Washington, DC: American Educational Research Association.

Keyserling, Mary Dublin. Letter from U.S. Department of Labor Letter to Marna Brady. 10 August 1965.

"Leroy Collins: Governor Maintained Harmony as Civil Rights Emerged as Issue"  
[www.theledger.com/static/top50/pages/collins.html](http://www.theledger.com/static/top50/pages/collins.html) (17 April 2004) .

Lewis, Mrs. A.L. Letter to Dean Brady, 14 May 1952, Marna Brady clipping file, George Smathers Library, University of Florida.

"Lillian Moller Gilbreth: Mother of Modern Management."  
<http://www.sdsc.edu/ScienceWomen/gilbreth.html> (3 May 2004) .

MacDonald, Victoria-Maria and Feiock, Ruth. "The Johns' Committee and Florida's State Universities During the Cold War, 1956-1965." Submitted to *History of Higher Education Annual*, 2004.

"Marna Brady, An Exceptional Woman Who Led a Whole Generation of UF Coeds." *Gainesville Sun*, 13 November 1977, Marna Brady clipping file, George Smathers Library, UF.

Marna Brady, University of Florida Oral History Project, Gainesville, Florida. Interview by Samuel Proctor, January 1971.

- "Marna V. Brady's Obituary." *Gainesville Sun*, 30 May 1984, Marna Brady clipping file, George Smathers Library, University of Florida.
- "Marna V. Brady's vita." Marna Brady clipping file, George Smathers Library, University of Florida.
- Matthews, Lois Kimball. *The Dean of Women*. New York: Houghton Mifflin Company, 1915.
- McBee, Mary Louise. "The Role of the Dean of Women in Selected Institutions of Higher Learning." Doctoral Dissertation, The Ohio State University, 1961.
- McCandless, Amy Thompson. *The Past in the Present: Women's Higher Education in the Twentieth-Century American South*. Tuscaloosa, AL: The University of Alabama Press, 1999.
- Metzger, Walter P. "A Spectre is Haunting American Scholars: The Spectre of 'Professionalism.'" *Educational Researcher*, Vol. 16, No.6 (August/September 1987): p.10-19.
- Miller, J. Hillis. Letter from Miller to Marna Brady, 25 May 1949, Marna Brady clipping file, George Smathers Library, University of Florida.
- "Mortar Board Honors UF Dean of Women." *Gainesville Sun*, 3 December 1949, Marna Brady clipping file, George Smathers Library, University of Florida.
- "Mortar Board note to Marna Brady." 20 February 1966, Marna Brady clipping file, George Smathers Library, University of Florida.
- "Mystic 13 Subject of Thesis." *Cincinnati Alumnus*, Spring 1950, Marna Brady clipping file, George Smathers Library, University of Florida.
- National Archives and Records Administration. "Military Personnel Record of Marna Venerable Brady." Case Reference Number 2002-102-2952. St. Louis, MO.
- "New Dean of Women Heads Coeducation at Florida U.: Was Major In U.S. Marine Corp. Holds B.S. and Doctor Degrees." Marna Brady clipping file, George Smathers Library, University of Florida.
- "New Phase of Education Opens at University of Florida." Marna Brady clipping file, George Smathers Library, University of Florida.

- Nidiffer, Jana. *Pioneering Deans of Women: More than Wise and Pious Matrons*. New York: Teacher's College Press, 2000.
- Nidiffer, Jana and Bashaw, Carolyn, Eds. *Women Administrators in Higher Education: Historical and Contemporary Perspectives*. Albany, NY: State University Press, 2001.
- Paines, Louise T. "A Survey of Current Personnel Practices in Selected Colleges and Universities as Related to the Functions of the Office of the Dean of Women." Doctoral Dissertation, Cornell University, 1950.
- Patricia Palmieri. *In Adamless Eden: The Community of Women Faculty at Wellesley*. New Haven, CT: Yale University Press, 1995.
- Parks, Cynthia. "Esprit de Corps Key Strategy Used by UF's Dean of Women." *Times Union*, February 1963, Marna Brady clipping file, George Smathers Library, University of Florida.
- Proctor, Samuel, and Langley, Wright. *Gator History*. Gainesville: South Star Publishing Company, 1986.
- "Residence Halls for Women Students, Administrative Principles and Procedures." *Yearbook of the National Association of the Deans of Women*. Washington, DC: The Association, 1927.
- Riker, H. C. Letter to Dr. J. Wayne Reitz, 26 April 1963, Marna Brady clipping file, George Smathers Library, University of Florida.
- "Role and Scope Study Memorandum." 22 May 1961, Marna Brady clipping file, George Smathers Library, University of Florida.
- Satterwhite, Al. "U. of Fla's Dean of Women Marna V. Brady Works a 'Seven-day Week, 28 Hours a Day.'" *St. Petersburg Times*, 16 January 1966, Marna Brady clipping file, George Smathers Library, University of Florida.
- Saul, Anne. "She Says 'It's Not a Man-Woman Fight.'" *Gainesville Sun*, 27 January 1966, Marna Brady clipping file, George Smathers Library, University of Florida.
- Schwartz, Robert A. "How Deans of Women Became Men." *The Review of Higher Education*, Vol. 20, No. 4 (Summer 1997): 419-436.
- \_\_\_\_\_. "Reconceptualizing the Leadership Roles of Women in Higher Education: A Brief History on the Importance of Deans of Women." *Journal of Higher Education*, Vol. 68, No. 5 (September/October 1997): 502-522.

- Sellers, Robin. *Femina Perfecta: The Genesis of Florida State University*. Tallahassee, Florida: FSCW/FSU Class of 1947 and FSU Foundation, 1995.
- Shurtleff, Ted. "Co-Eds at Gainesville." *Alligator*, 3 October 1947, Coeducation clipping file, George Smathers Library, University of Florida.
- Solomon, Barbara Miller. *In the Company of Educated Women: A History of Women and Higher Education in America*. New Haven, CT: Yale University Press, 1985.
- Sturtevant, Sarah, Strang, Ruth, and McKim, Margaret. *Trends in Student Personnel Work: As Represented in the Positions of Dean of Women and Dean of Girls in Colleges and Universities, Normal Schools, Teachers Colleges and High Schools*. New York: Teacher's College Press, 1940.
- Sykes, Gary. "Reckoning with the Spectre." *Educational Researcher*, Vol. 16, No.6 (August/September 1987): p.19-21.
- "The Integration of the University of Florida and the Civil Rights Struggle of the 1960s." <http://www.clas.ufl.edu/users/brundage/website/1960s.htm> (2 February 2003).
- Tuttle, Kathryn Nemeth. "What Became of the Dean of Women? Changing Roles for Women Administrators in American Higher Education, 1940-1980." Doctoral Dissertation, University of Kansas, 1996.
- "Two City Women Named on State Commission." *Gainesville Sun*, July 6, 1964, Marna Brady clipping file, George Smathers Library, University of Florida.
- Tyack, David, and Hansot, Elisabeth. *Learning Together: A History of Coeducation in American Schools*. New York: Russell Sage Foundation, 1990.
- "U. of Fla.'s Dean of Women Marna V. Brady works a 'seven-day week, 28 hours a day.'" *St. Petersburg Times*, 16 January 1966, Marna Brady clipping file, George Smathers Library, University of Florida.
- "U. of F. Names Two Deans for New Positions." Marna Brady clipping file, George Smathers Library, University of Florida.
- "University of Florida Last State University to OK Co-Education." Marna Brady clipping file, George Smathers Library, University of Florida.

"University of Florida Sesquicentennial."

[http://www.ufl.edu/150/htmltimeline/1948\\_1974.htm](http://www.ufl.edu/150/htmltimeline/1948_1974.htm) (19 April 2004) .

Vadheim, Robert H. Letter to Marna Brady regarding the College of Physical Education and Health, 3 November 1954, Marna Brady clipping file, George Smathers Library, University of Florida.

\_\_\_\_\_. Letter to Marna Brady, 15 November 1954, Marna Brady clipping file, George Smathers Library, University of Florida.

Weimer, Ruth. "Two City Women Named on State Commission." *Gainesville Sun*, 6 July 1964, Marna Brady clipping file, George Smathers Library, University of Florida.

Wechsler, Harold S. "An Academic Gresham's Law: Group Repulsion as a Theme in American Higher Education." *The History of Higher Education (Second Edition)*, Edited by Lester F. Goodchild and Harold S. Wechsler. Needham, MA: Simon & Schuster Custom Publishing, 1987.

Wilson, Charles, and Ferris, William. *Encyclopedia of Southern Culture, Volume 1*. Chapel Hill, NC: University of North Carolina Press, 1989.

"Wolf Hounds Will Go To Front with First's Boys," *Cincinnati Post*, 22 June 1917, University Archives, The Ohio State University.

"Women Make Shirts for Red Cross As Drive For 30,000 Members Is Opened," *Cincinnati Post*, 4 May 1917, University Archives, The Ohio State University.

"Women Students, New Part of the University." *Gainesville Sun*, 26 October 1947, Coeducation clipping file, George Smathers Library, University of Florida.

## BIOGRAPHICAL SKETCH

Rita I. Herron earned a B.S. degree in political science from Florida State University. She earned a Master of Public Administration degree from the University of North Florida where she served as the Student Government Association's Chief of Staff. Rita was a Chairwoman of Educational Leadership Summit and sat on the Presidential Advisory Council on Substance Abuse and Library Resource Committee. Rita moved back to Tallahassee with her husband, Douglas, where she began to work at Florida Compliance Specialists, Inc.

After starting work, Rita began working on the Ph.D. in History and Philosophy of Education at Florida State University. In the course of doctoral studies, she obtained employment at the university's student union, Oglesby Union, where she worked for three years. Rita also received served as a Teaching Assistant for EDF 1005, Introduction to Education, a Research Assistant to Dr. Victoria-Maria MacDonald, and was a contributing author to the, Dictionary of Education (Oryx Press, 2004). During her final year in the History and Philosophy of Education program, she accepted the position of Coordinator, Academic Support Services, for Undergraduate Studies Office. Rita sat as a member of the Advising First Marketing Committee.

Rita and her husband, Douglas, both plan to continue working in the area of academic affairs and hope to jointly write and research together in the future.