

Morgan, Sallie Payne  
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Dean of Women, 1949-1957

### I. Background

- A. During World War II she didn't want to join the military because of the discipline, which led to her decision to take a job at Glen Martin Aircraft. This work involved enlisting students to work as engineers.
- B. This experience changed her philosophy of education. The people she met in her daily tasks were uneducated, but they had a grasp and a meaning of life that her friends working on their PHD's didn't have.
- C. Her philosophy of discipline also changed, and this made her wonder if she wanted to go back and be a dean again. After the war she took a position at Barnard College and re-discovered that education was for her.

### II. Arrival at Colorado College

- A. Met Mrs. Fauteaux (C.C.'s Dean at that time) in Chicago at the National Dean's Meeting. She was looking for her own replacement, and Sally had been recommended to her. She invited Sally to C.C. for an interview.
- B. She arrived early in April and stayed at the Acacia Hotel. The lilacs were in bloom in Acacia Park. She walked up Cascade Avenue to C. C. and the crab apples were blooming. She also saw Pikes Peak for the first time.
- C. Mrs. Fauteaux lived in Bemis Hall, and looking out her window at the scenery she knew she was coming back.
- D. The committee that chose her were to be her good friends. Members were Glen Grey, George McQue, Lou Werner, Howard Olson, and Frank Kruski. She hadn't had such a good time in many a year as in that interview. Had lunch at the Broadmoor Tavern. This was the job she really wanted, and before she left it was hers.
- E. August, 1949: She came back and it was a thrill to arrive and to look forward to work

### III. Assistant Dean of Women in 1949-50.

- A. Important thing was to get to know students and see what they wanted from a new dean.
- B. Her office was on the ground floor of Ticknor Hall. She was a counselor in matters dealing with academic and vocational interests. She gave various tests, and this was an approach that seemed to work well.
- C. Made many contacts with the faculty; important in her job to work closely with them. Job was to create an atmosphere conducive to the academic progress of the students.

### IV. Dean Fauteaux's approach.

- A. Able person, took intellectual approach to the job.
- B. Lacked warmth with the students though in her heart she was very interested and helped many students.
- C. Big job was to help students with financial problems.

### V. 1950 Took over as dean

- A. Atmosphere in Bemis Hall dining room was very formal, particularly at dinner. Women from nine dorms all came there to eat. The dining room was beautiful with damask tableclothes and napkins and candlelight at night. Dean and her staff always led the way into the dining room for meals. She assigned seats about four times a year and students were expected to sit there.
- B. Sang prayer at dinner that was instituted by D. Loomis from Psalms:  
The eyes of all wait upon the Lord,  
And thou givest them their meat in due season.  
Thou openest thine hand and satisfiest the desire of every living thing.
- C. At breakfast meals were informal, also lunch.

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Halbert      Gregg

D. Struggle with students from Halbert and Greg Halls when they closed down their dining room and thus, they had to go to Bemis. Leader was Morgan's friend Sue Pfeifer. Financially separate dining areas were impractical, therefore the students lost.

VI. With the job came innumerable responsibilities and duties.

A. Room assignments: Very important part of the job because she was already familiar with the girls when they arrived and only had to associate a name with a face. This pleased the girls and, thus, gave her a headstart in working with them.

B. School needed students, and she did a lot of recruitment since she was a member of the admissions committee.

1. She knew a lot of students who wanted to attend C.C., but couldn't afford it. She took it upon herself to find ways for good students to come.
2. She had contacts with the deans of various girls high schools throughout the state, and they would contact her about girls they knew who needed to come here, but had no money. With Evelyn McNery's cooperation she would find waitressing jobs for them, and she also worked closely with the scholarship committee.
3. Margaret Cook, a retired biology teacher with money, would donate any money that Morgan asked for to allow these girls to school. Ben Rastall did the same thing. Once he said to her that she had better stop panhandling, but he never turned her down.
4. So a big part of her job was to recruit good people to increase the academic standards of the school, and to work with them and keep them here after that.

VII. Social Aspects of the job

- A. Her second priority was the work of AWS (Associated Women Students) which governed the residence halls. Her philosophy was more liberal than the students' or past administrations.
1. Freshmen girls had to be in at 8:30 every night but Saturdays. She tried to convince the girls making the rules that they should make a standard 10:30 curfew and apply it to everyone. Everytime she brought it up, she was voted down.
- B. All dances had to be registered with her, and she had to approve all the chaperones.
- C. Conduct
1. AWS Judiciary Committee ruled in cases dealing with dormitory infringements.
  2. Anything bigger than that went to the Committee on Undergraduate Life, which was made up of faculty and students.
  3. Most common infringement was girls coming in late on weekends. One girl stayed out all night. She worked on the case a long time, and ruled that she should be allowed to stay in school. This ruling was vetoed by President Benezet. This was one of her chief disappointments. Though she was expelled, the girl did return later to complete her studies.
  4. She agrees that this was a double standard and she used to fight with J. Juan Reid about it. He couldn't do anything about it either.

#### D. Student Values

1. Very little resistance to rules, and she thinks there was the absence of a desire to change them. Sallie favored disbanding the AWS in favor of an all campus (male and female) committee, but nobody else wanted it.
2. She worked closely with the leadership. Tried honor dorms which were very satisfactory.
3. When she first came to C. C. she asked the girls what they wanted. Replied, younger women in the dorms and clear, black and white rules. She brought in the younger women, but it was a problem since nine of the older women wanted to stay.
4. Mary ~~Bacalo~~<sup>Barkalow</sup>, head of Bemis, nobody wanted her to leave, she had made a place for herself on campus. Only one student felt was acceptable though. Some older women went to the trustees, but eventually she got the go ahead. So she went to Columbia and recruited there.

#### VIII. The Dormitories/Physical plant

- A. Slocum Hall=honor dorm: Worked very well; students made the rules and ran the hall; Eventually all the dorms changed over to this system, though the freshman dorm, Bemis, was the last.
- B. Head of Ticknor Hall was Vicki Han- She had great potential, terrific personality, worked well with everyone.
- C. Lenox House=Student center: Social program expanding, at the time it was adequate; Skiing wasn't very popular though she remembers one trip to Fairplay that she chaperoned. Students were nervous so she sat in the lobby while they imbibed.
- D. Planning of Rastall Center: Judy (Reid) Finley was chairperson of the student planning committee. Did a very good job and made a major contribution.
- E. Loomis Hall constructed: Morgan on the planning committee, but didn't know much about building a dorm. The biggest problem was where to put the dorm since they didn't have a lot.

#### IX. Memorable People

- A. President Gill: She liked him a lot. In his administration at C. C. he grew to have the respect of the great majority of the faculty. Feels his administration had a great impact on the college's history. For example:
  1. Instituted the honor system, which he lived under himself at BMI where he went to school.
  2. Great academic progress was made, though the faculty also took great initiative in this area.
  3. Observing class absences: This was her job, but his idea. Helped her to get to know both the students and the faculty well.
  4. Also saw to it that the students were strictly disciplined for poor academic performances.
- B. Dean Lou Worner (one of three-Mathias, O'Dell the George Adams)
  1. Very close to him and worked with him on many problems. Much progress was made in the area of administration while he was dean.
  2. She formed a friendship with him that lasted through the years.
- C. Faculty- worked with many through the years.
- D. Students- She keeps up with many students of her day still.
  1. Thrilled to be invited to the 1976 Homecoming Reunion Dinner. (class of '51 and '56). Best of all their sons and daughters are at C. C. now and she has come to know them.
  2. Outstanding students she remembers: Mattee Gasser (President

of AWS), Barbara Lett, Marsha Frye. She recalls many happy associations with these girls.

E. "Era of Queens"-Values different, didn't appear to be as serious as students today. The girls came primarily for husbands. Today it is totally the opposite, they want to be together. Social and moral standards different today also. Like the changes she sees and supports them. In her day, many things were simply done without her knowledge, whereas today students are more open. Even approves of student co-ed housing plan. Thinks living together off campus is a good way for them to learn. Heartily approves of students way of living today.

X. Career at C. C.

- A. Happiest and best years were working under President Gill for six years. With President Benezet she began to feel the physical and emotional pressures of the job. Much tension. Had to get away from this, wanted to taper off at 62 and retire at 65.
- B. At 62, she went to Boulder as councilor to upper-class women. She spent three years there and retired at 65.
- C. Moved to Mississippi during the racial upheavals. This affected her deeply. Felt the need to get a part time job chiefly to help young people. Councilled high school students, but wasn't happy in the racist atmosphere.
- D. Dean Worner knew she wasn't happy, so when she was visiting his wife had her over for tea. Worner told her it was time to come back and offered her a few part time jobs. She gladly chose the one as receptionist in the library and had been there for 12 years when this interview was taped. Contacts with various people made it a very rewarding experience. From this vantage point she was able to observe the changes the students have gone through.

XI. President Benezet's Administration.

- A. School needed him at that time, for he brought a new enthusiasm and a new hope for C.C. Worked very hard and worked his staff very hard. This was part of the reason she was feeling the pressures. She couldn't work the long hours that he demanded. They would have a picnic and immediately afterwards Benezet would call a committee meeting.
- B. Not to discredit him, for he brought C. C. up by the bootstrap. Would say this college has the potential, and there is money available. All we have to do is show that we are a good school to these foundations. Brought faculty salaries up to where they should have been.

XII. Personal interests and Hobbies.