

HOOSIER WOMEN AT WORK

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Leading Hoosier Women in Wartime: How Kate Hevner Mueller Prepared Collegiate Coeds for World War II

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Speaking at a senior sorority breakfast in the spring of 1942, Dean Kate Hevner Mueller advised these young women to “take more interest in current affairs, in economic conditions, social progress, in labor problems, in political matters, know history, read books, read the papers (not funnies or headlines), differentiate truth from propaganda, know your senators, and what they stand for.”¹ If nothing else, she told them to vote. Mueller knew she had a chance with these women to encourage them to go forward with their lives as not only career women, but also as intelligent citizens in the United States.

Kate Hevner was born in Westmoreland, Pennsylvania, in 1898. Her father was a minister and her mother was a schoolteacher.² Upon graduating high school, she attended Wilson College, first studying English before switching to psychology, her true passion.³ She earned her master's degree from Columbia University in New York City, and her PhD from the University of Chicago in 1928. While she was at the University of Oregon, researching the Aesthetics of Art, she met her future husband, John Mueller.⁴ It was after his acceptance of an

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¹ “Speaking at a Senior Breakfast,” 1942 in Box 8, Folder “Speech Notes,” C 170, Kate Hevner Mueller Papers, 1909-1981, at the Indiana University Office of University Archives and Records Management, Bloomington, Indiana.

² “A Guide to her Papers at the Indiana University Archives,” C 170, Kate Hevner Mueller Papers.

³ Ibid.

⁴ Ibid., note: Kate and John did not have any children.

associate professorship at Indiana University that led Kate to Bloomington, Indiana.

As dean of women at IU, from 1938 until 1946, Dr. Kate Hevner Mueller researched and wrote curricula for women before, during, and after the war; supervised the maintenance of women's residence halls and sororities; led a support staff; chaired numerous committees; and assisted women students in establishing self-governing bodies on campus. Simultaneously, she was an assistant professor of Psychology and collaborated in the Aesthetics of Art with her husband.⁵

In preparing collegiate coeds for World War II, Mueller drew on her past experiences to lead the women to succeed in contributing to the war effort. As a statistician, she took a number of polls and conducted interviews for data collection. Having been dean of women for three years, she had learned what was expected of her in the role and had worked diligently to understand the problems that women students faced on college campuses in order to serve them well. Thus, Mueller had armed herself with knowledge to perform her work duties with ease and efficiency; she was ready for duty. Mueller facilitated the ease of the transition from non wartime to wartime by educating herself on how to address the purpose of women's education in wartime and how best to serve the needs of the country, but also the needs of women as well.

Mueller's story of leading women in wartime fits into several gaps within the literature written on deans of women. The scholarship on Mueller mainly focuses on her post-World War II life. Kathryn Tuttle examines the role of the dean of women as it changed following World War II, asserting that Mueller had recognized a dual role for women as homemaker and wage earner.⁶ Similarly, Kelly Sartorius in *Deans of Women and the Feminist Movement: Emily Taylor's Activism*, argued that the dean of women's position in the early years set up the educational foundation for the women's movement in the 1970s.⁷ Two articles, one being an interview-style which uses Mueller's memoirs as answers and the other, written by a student of higher education and student affairs, briefly mention Mueller's role as dean of women during World War II. Jennifer Buckley, in her article titled, "Kate Hevner Mueller: A Retrospective Analysis of a Dean of Women and Exploration of White Women's Gender Identity in the Interwar and World War II Generations," holds the opinion that while Mueller encouraged

⁵ Ibid.

⁶ Kathryn Tuttle, "What became of the dean of women? Changing Roles for women administrators in American higher education, 1940-1980. (PhD diss., University of Kansas, 1996), 188.

⁷ Kelly C. Sartorius, *Deans of Women and the Feminist Movement: Emily Taylor's Activism*, (New York: Palgrave MacMillan, 2014).

white women to have careers, she did so while maintaining “behavioral patterns that deferred to men.”⁸ Mueller, Buckley believes, failed in helping women succeed in a society dominated by men because society did not see women capable of making their own choices.⁹

Scholars investigating the deans of women have focused mainly on either the early years of the dean of women or post World War II leading up to the feminist movement. Jana Nidiffer, who wrote *Pioneering Deans of Women: More Than Wise and Pious Matrons* and edited *Women Administrators in Higher Education: Historical and Contemporary Perspectives* dismissed the idea that early deans of women were mother figures and chaperones of women students; instead, they were strong advocates for women’s education, housing, and employment.¹⁰ Early deans of women created “a new professional identity for themselves as the first senior women administrators on a coeducational campus.”¹¹ Barbara Solomon in *In the Company of Educated Women: A History of Women and Higher Education in America*, argued that the modernization of the liberal arts curriculum from 1860 to 1920 maintained the gender roles through the 1950s as women expanded their cultural knowledge for life in the private sphere, while men prepared for work in the public sector. Robert Schwartz, in the article titled, “Reconceptualizing the Leadership Roles of Women in Higher Education: A Brief History on the Importance of Deans of Women,” argued that early deans of women from the late 1800s through the 1940s “ensured the place and role of women in twentieth century higher education.”¹² The deans of women worked with the coeds in groups and individually, advocating for their interests to the administration and faculty. The deans of women were their voice on a male-dominated campus. Many journal articles, theses, and dissertations written in the early twentieth century focused on the deans of women at the students’ respective university or a selection within a geographic region.¹³ Others, like Angie Klink, who chronicled the history of the deans of women

⁸ Jennifer Buckley, “Kate Hevner Mueller: A Retrospective Analysis of a Dean of Women and Exploration of White Women’s Gender Identity in the Interwar and World War II Generations,” *Journal of the Indiana University Student Personnel Association*, 2004 Edition, Department of Higher Education and Student Affairs, Indiana University, Bloomington, IN, (2004): 26-40.

⁹ Ibid.

¹⁰ Jana Nidiffer, *Pioneering Deans of Women: More Than Wise and Pious Matrons*, (New York: Teachers College Press, 2000), 2.

¹¹ Nidiffer, “Advocates on Campus,” in *Women Administrators in Higher Education: Historical and Contemporary Perspectives*, edited by Nidiffer and Carolyn Terry Bashaw (Albany, NY: State University of New York Press, 2001), 136.

¹² Robert A. 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 (Sept - Oct, 1997): 502-522.

¹³ G. S. Martin, “The Position of dean of women,” *Journal of the Association of Collegiate Alumnae* Vol. 4,

at Purdue University, narrated the personal lives of these women.¹⁴ Coomes, Whitte, and Kuh chronicle Mueller's life before her arrival at IU through her retirement. The questions they ask during World War II, and the answers they use, concentrate on the impact of the men's military training programs upon the women's housing and social lives.¹⁵

When the United States declared war on Japan after the Japanese attacked Pearl Harbor on December 7, 1941, colleges and universities scrambled to establish an accelerated war schedule in order for students to complete their degrees before being called into the armed services and war work. At IU, the Committee on Student Morale to the Emergency War Council met on January 12, 1942 to discuss how to present the accelerated war schedule to students in such a way that explained the students' responsibility for following it.¹⁶ Three days later, the Administrative War Council met to consider the parameters of this accelerated schedule and how Indiana University would prepare for this war emergency.¹⁷ They recommended a three semester schedule and included sections on social organizations, wartime scholarship, and the curriculum—which noted that for women, as well as men, health and physical education classes would be required each semester.¹⁸

With the onset of World War II, Mueller's responsibilities increased with less time to accomplish them, noting that life in the Dean of Women's office was a "period of constant change."¹⁹ Mueller lost one of her Residence Hall personnel workers to the WAVES program three days before classes started in the fall and could never keep a full staff.²⁰ IU administrators

No. 2 (1911): 65-78; R. Haddock, "A Study of Five Deans of Women," (PhD Diss., Syracuse University, 1952); Katherine Rothenberger, "An Historical Study of the Position of Dean of Women at Indiana University," (master's thesis, Indiana University, 1942); and L. H. Holmes, "A History of the Position of Dean of Women in a Selected Group of Coeducational Colleges and Universities in the U.S. (PhD Diss., Columbia University, 1939).

¹⁴ Angie Klink, *The Dean's Bible: Five Purdue Women and their Quest for Equality*, (West Lafayette, IN: Purdue University Press, 2014).

¹⁵ M.D. Coomes, E. J. Whitt, and G. D. Kuh, "Kate Hevner Mueller: Woman for a changing world," *Journal of Counseling and Development*, 65, (1987): 407-415.

¹⁶ "Report of the Committee on Student Morale to the Emergency War Council," January 12, 1942, in Box 16, in Folder, "War Council Meetings and Reports, 1941-1942," C 165, Dean of Women's Office Records, 876-1951, bulk, 1917-1945, at the Indiana University Office of University Archives and Records Management, Bloomington, Indiana.

¹⁷ "Report of the Administrative War Council to the Faculty of Indiana University, January 15, 1942, 2:30pm," in Box 16, in Folder, "War Council Meetings and Reports, 1941-1942," C 165, Dean of Women's Office Records.

¹⁸ Ibid.

¹⁹ "World War II period in Dean of Women's Office," in Box 2, Folder "Memoirs, 1937-1949, ca. 1970s," C 170, Kate Hevner Mueller Papers.

²⁰ Kathryn Tuttle, "What became of the dean of women? Changing Roles for women administrators in

established a student war council, offered lectures and courses in civilian defense, and created a junior division for first year students that helped them make the transition from high school to college.²¹

In February 1942, Virginia Hanson, the College Board Editor of *Mademoiselle* magazine, sent Mueller a letter asking if Indiana University was on an accelerated schedule and how it affected student's time on campus.²² Mueller replied with enclosing a pamphlet of the accelerated schedule, explaining how the eight semesters that would normally be completed in 4 years would now be completed in 2 ½ years and included summer courses.²³ Mueller had polled the women students at IU, finding that 50% of the polled students hoped to return for their new summer term and that 25% definitely planned to return.²⁴ At IU, the Dean of Women's office also hosted a placement clinic to help women find a summer job of those students who planned on returning to campus.²⁵ This accelerated schedule was an elective for students, not mandatory.

By the summer of 1942, the members of the American Council of Education were displeased—to say the least—with the federal government for not having an approved organized program for colleges and universities in order to serve the needs of the nation's war effort. The War Manpower Commission, established by President Franklin D. Roosevelt, met in August and discussed how colleges and universities would be utilized on college campuses for purposes of the war effort.²⁶ The Commission challenged all universities to meet the wartime needs, including that of hosting military training programs. The commission resolved that all students, men and women, must participate in the war effort and complete training programs that facilitate the needs of the armed services and civilian activities.²⁷ The accelerated schedules that students elected to take was no longer a choice; it was mandatory.

As for military training, Mueller advocated for and succeeded in having IU host the

American higher education, 1940-1980. (PhD diss., University of Kansas, 1996), 116.

²¹ "Summary of Major Changes Made by Indiana Colleges and Universities," *Presented at the Spring Meeting Indiana Association, Deans and Advisors of Women and Girls, Indiana University, April 25, 1942*, in Box 17, Folder, "State Dean's Conference, 1942-1943," C 165 Dean of Women's Office Records.

²² (Mrs.) Kate Hevner Mueller to Virginia Hanson, College Board Editor of *Mademoiselle* Magazine, March 9, 1942, [letter], in Box 14, Folder, "College Women and the War, 1941-1942," in C 165, Dean of Women's Office Records.

²³ Ibid.

²⁴ Ibid.

²⁵ Ibid.

²⁶ Karen Wood, "Gridiron Courage: The Navy, Purdue, and World War II," (master's thesis, Indiana University, 2011), 15.

²⁷ Ibid.

Women Appointed for Volunteer Emergency Service (WAVES) and the Women's Army Auxiliary Corp (WAC) programs on campus. Before these programs were initiated, Law School Professor Frank Horack suggested that a special training program might be set up for the women before enlisting into the military training programs.²⁸ In charge of writing IU's wartime curriculum, Horack coordinated with Mueller in designing the Women's Auxiliary Training Program for the fall term of 1942.²⁹ The program, having no official affiliation with any of the armed services, offered women a chance to wear uniforms, learn to parade, and take vigorous physical training courses.³⁰ It lasted only a year, but provided women the opportunity to contribute to the war effort in a similar manner as men.

On November 3, 1942, the Women's Education Committee held a brainstorming session, discussing how women on campus could meet the wartime needs. The current women's career booklet would require a supplemental war curriculum in order "for women who wished to replace men or help with the war effort."³¹ Therefore, Mueller decided she would write a wartime curriculum to distribute among women students for the following semesters at IU.³² Mueller knew that she could easily assemble a wartime curricula because she already had an outline from the careers booklet for women Mueller published in June 1941.³³

Two years previously, in 1940, President Herman B. Wells had formed a committee on Women's Education with Mueller as the chairman.³⁴ He was concerned that World War II would eventually involve the United States and that the young men, who made up the majority of IU's enrollment numbers, would leave campus.³⁵ The committee discussed the current problems of women's education and resolved that a career booklet needed to be written and a vocational advisor be hired. By September 1941, Dr. M. Catherine Evans would arrive to fill the vocational advisory role as Assistant Dean of Women. Mueller had written President Wells recommending

²⁸ "The Women's Auxiliary Training Corps, 1942," p. 29, in Box 2, Folder Memoirs, 1937-1949, ca. 1970s, MS, C 170, Kate Hevner Mueller Papers.

²⁹ Ibid.

³⁰ Ibid.

³¹ "Booklet for Women" p. 31 of Memoirs, in Box 2, Folder "Memoirs, 1937-1949, ca. 1970s," C 170, Kate Hevner Mueller Papers.

³² "Minutes of Committee on Women's Education, November 3, 1942," TS, in Box 16, Folder, "Committee on Women's Education, 1942-1943," C 165, Dean of Women's Office Records.

³³ "Booklet for Women" p. 31 of Memoirs, in Box 2, Folder "Memoirs, 1937-1949, ca. 1970s," C 170.

³⁴ [Report to the President, 1940], TS, in Box 16, Folder, "Committee on Women's Education, 1942-1943," Dean of Women's Office Records.

³⁵ "Booklet for Women" p. 30 of Memoirs, in Box 2, Folder "Memoirs, 1937-1949, ca. 1970s," C 170, Kate Hevner Mueller Papers.

her based on her highly qualified experience. She had her PhD in Vocational Guidance and Educational Psychology from the University of Minnesota and had taught at several universities around the Midwest.³⁶

The President approved both recommendations and Mueller began working on the careers booklet immediately.³⁷ Mueller asked the department heads to send her information on what kinds of careers women could expect upon graduation with a list of sequential courses to help her achieve that career. With few responses, Mueller realized that her male colleagues “were not going to take [her] too seriously,” and examined the University Bulletin herself.³⁸ Mueller pieced together possible jobs and careers that might be available for women. She wrote a draft curriculum with course program descriptions and then sent it to the department heads for approval. Of course, they had an opinion then. After all the revisions and designing a layout for the booklet, it was published in June 1941.³⁹ Receiving little to no help from her male colleagues and having to figure it out on her own demonstrate the challenges that deans of women faced on the male-dominated college campuses.

Titled, “Indiana University Plans Careers for Women,” the document laid out the available programs for female students.⁴⁰ Practical careers included over 30 programs including the following: accounting, advertising, art, aviation, botany, chemistry, clinical work in speech, dramatics, government, economics, home economics, institution management, journalism, journalistic specialization in women’s fields, laboratory technician, languages, law, library science, and nursing. There were also cultural and background programs in art, economics, homemaking, literature and creative writing, and music.⁴¹ The booklet noted, however, that these programs were designed for women “who plan[ned] to enter the various occupations temporarily or as a life vocation.”⁴² The idea of working temporarily implies that marriage and the responsibilities of wife, homemaker, and eventually mother will halt her professional career,

³⁶ Mueller to Wells, July 21, 1941, [letter], in Box 15, Folder, “Evans, Dr. Catharine, 1941-1942,” C 170, Dean of Women’s Office Records.

³⁷ “Booklet for Women” p. 30 of *Memoirs*, in Box 2, Folder “Memoirs, 1937-1949, ca. 1970s,” C 170, Kate Hevner Mueller Papers.

³⁸ “Memoirs,” p. 30, in Box 2, Folder “Memoirs 1937 -1949 folder, ca. 1970s,” C 170, Kate Hevner Mueller Papers.

³⁹ *Ibid.*, 31.

⁴⁰ “Indiana University Plans Careers for Women,” *Indiana University News-Letter*, Vol. 30, No. 7 (June 1942), as previously published in June 1941, in Box 8, Folder “Publications for Women Students, 1939, 1942,” C 170, Kate Hevner Mueller Papers.

⁴¹ *Ibid.*

⁴² *Ibid.*

usually for good.

While Mueller pointed out that a man's education focused mostly on wage-earning occupations, a woman's education, however, must have training in homemaking, consumerism, and becoming a well-rounded citizen in addition to wage earning occupations.⁴³ Furthermore, the campus experience exposed her to a true democratic society in which the interaction with diverse groups of people with varying philosophies would encourage her to develop and maintain her own attitudes, identity, and self-reliance.⁴⁴ The Dean of Women's office provided guidance and assistance to all women while at Indiana University. Speaking of this booklet, President Herman B. Wells praised Mueller for her "thorough and illuminating pamphlet."⁴⁵ Mueller remembered shortly after this careers booklet was published, a dean of women, who was visiting IU, leafed through the booklet and said, "Oh, dear, I can't stand this. It makes me sick. It's too damn good."⁴⁶

Back in 1942 when Mueller was preparing for the wartime curriculum, Franklyn B. Snyder, the President of Northwestern University sent a Western Union telegram to President Wells, inviting a representative from IU to attend a conference concerning college women and the war.⁴⁷ Wells redirected it to the dean of women's office, requesting Mueller attend the conference.⁴⁸ The timing could not have been more perfect for Mueller.

A week after attending the "College Women and the War," conference on November 13-14, 1942, Mueller wrote a letter to Northwestern University President Franklyn Snyder, thanking him for hosting such an event. She was astonished at how hard the delegates worked to absorb the information from several different points of view, admitting with excitement that she had "seldom spent two days with so much profit, both in concrete information and in stimulation to my own thinking on these problems."⁴⁹ A couple of weeks later in the beginning of December,

⁴³ Ibid.

⁴⁴ Ibid.

⁴⁵ From the President's Office to Mrs. Kate H. Mueller, June 4, 1941, [memo], in Box 15, Folder "Committee on Women's Education, 1941-1942," C 165, Dean of Women's Office Records.

⁴⁶ "Memoirs," p. 31, in Box 2, Folder "Memoirs 1937 -1949 folder, ca. 1970s," C 170, Kate Hevner Mueller Papers.

⁴⁷ President Franklyn B. Snyder to President Herman B. Wells, October 28, 1942, [telegram], in Box 17, in Folder, "Women's Education (War and Post War Period), 1942[-1943]," C 165, Dean of Women's Office Records.

⁴⁸ From the President's Office to Mrs. Kate H. Mueller, November 6, 1942, [memo], in Box 17, in Folder, "Women's Education (War and Post War Period), 1942[-1943]," C 165, Dean of Women's Office Records.

⁴⁹ (Mrs.) Kate Hevner Mueller to President Franklyn Snyder, on November 20, 1942 [letter], TS, Box 16, Folder "College Women and the War, 1942-1943", C 165, Dean of Women's Office Records.

Dean Mueller, with the help of Dr. Evans, wrote and published *Indiana University's Wartime Curricula for Women*.⁵⁰

The "College Women and the War" Conference was a two-day conference, which over 110 colleges and universities were represented, in which the first day included speakers and subsequent discussions of the following topics: College Women and the Armed Services, College Women in Industry, and College Women and Community Service.⁵¹ The second day summarized and provided recommendations for overall wartime requirements and proposed training for technical operations for college women.⁵² Mueller took copious notes on the conference sessions, especially the one on college women in industry. The speakers came from all over the country—Detroit, Pittsburgh, New York City, and Chicago—who managed manufacturing plants making products such as airplane engines and munitions.⁵³

Some of the observations from industrial executives and managers illuminated the uphill battle that women were fighting in working in the public sphere. One of the managers expressed that college women found it difficult to work with women of lower societal and intellectual status, and often fail in "executive and supervisory work," because they lack "emotional balance and stability."⁵⁴ One speaker admitted that he would prefer to have lesser-educated women run the production lines than a college girl because a "waitress or a beauty operator knows what it means to deliver to her employer an honest 8-hour day's work. The college girl has never learned to assume that responsibility."⁵⁵ Mueller defended these remarks, writing, "these men did not mean to be uncomplimentary to college women, nor need the college women to be particularly sensitive to their criticisms. They are interested only in increased and efficient production."⁵⁶ College women needed to view war work objectively, and ask themselves "whether it is efficient for us to work at a level which is below our ability and training, or

⁵⁰ *Indiana University's Wartime Curricula for Women*, [pamphlet], Bloomington, IN: Indiana University, 1942, Box 16, Folder "College Women and the War, 1942-1943", C 165, Dean of Women's Office Records.

⁵¹ "College Women and the War," [pamphlet] A Conference at Northwestern University, November 13 and 14, 1942, Evanston, Illinois, in Box 16, Folder "College Women and the War, 1942-1943," C 165, Dean of Women's Office Records.

⁵² *Ibid.*

⁵³ "Notes and Information from Northwestern Conference on Women and War Work," dated November 18, 1942, TS, in Box 17, Folder, "Women's Education (War and Post War Period), 1942-1943," C 165, Dean of Women's Office Records.

⁵⁴ *Ibid.*

⁵⁵ *Ibid.*

⁵⁶ *Ibid.*

whether we can make out best contribution in another type of endeavor.”⁵⁷

On a handwritten note during the conference, Mueller jotted down her problems on keeping students on campus, “plan programs to meet war emergencies, but keep them out of blind alleys.” She acknowledged that marriage would interfere eventually and she needed to think of the distant future for women students, planning for social and personal problems.⁵⁸ Even though Mueller did not have a background in administration, she learned on the job how to look out not only for women’s education but also for their future. Commenting on this lack of experience in a letter to Eunice Hilton, Mueller said before she took the Dean of Women position, she was a “pure psychologist” with a research focus on music and statistics. She believed that she did much better than what was expected of her and was also underpaid.⁵⁹

Upon returning from the conference, Mueller began drafting the wartime curricula for IU women students. In designing a shortened curriculum for women, Mueller had to consider three different groups of students: the better student, the average student, and the student with “neither the ability nor the motivation.”⁶⁰ Better students should “be urged to pursue a curriculum which will train them in a profession or give them skills for which there is a present demand.”⁶¹ Mueller pointed out that the current curriculum for women would not suffice for the duration of the war and offered the following modifications: 1) waiving the major and minor requirements in cases where juniors or seniors need to take a specific training course; 2) credit must be given to courses that had not been given credit before the war—typing and shorthand; and 3) allowing students to choose courses that offer specific war training even if it does not follow the prescribed courses for completion of a degree.⁶²

The Proceedings of the Conference included Northwestern University’s wartime curricula for college women, which provided positions in the War Industry, Community Service, and Military and other Government Service. Some of these course programs included Office Manager, Personnel Manager, Production Supervisor, Technical Assistant (in engineering), X-Ray

⁵⁷ Ibid.

⁵⁸ Handwritten Note, MS, in Box 17, Folder Women’s Education and the War, 1942-1943, C 165, Dean of Women’s Office Records.

⁵⁹ Mueller to Eunice Hilton, January 14, 1947, [letter], in Box 2, Folder, “Dean of Women 1938-1948,” C 170, Kate Hevner Mueller Papers.

⁶⁰ “General Statement for the Administrative War Council re curricula for women to meet war demands for Semester II, 1942-1943,” in Box 16, Folder, “Administrative War Council, 1942-1943,” C 165 Dean of Women’s Office Records.

⁶¹ Ibid.

⁶² Ibid.

Technician, Family Social Worker, Community Organization Worker, Junior Accountant, Photographer, Weather Observer, Junior Meteorologist, and Cartographer.⁶³

Mueller adapted these course programs to meet the needs of women students at IU. Not only did *Indiana University's Wartime Curricula for Women* include most of the above-mentioned programs, but also added junior business analyst, dietician, junior economist, geographer, nursing, library science, physics and radio, junior psychologist, and junior statistician.⁶⁴ These offered course programs described the courses of study, possible positions, salary, and recommended courses are divided into the four accelerated semesters. For example, the laboratory technician in Chemistry, Zoology, and Bacteriology offered courses in chemistry, biology, mathematics, and physics.⁶⁵ Upon completing the program, women graduates could work for city, Army, or Navy hospitals, as well as industrial companies like DuPont and make between \$1,440 to \$2,000 a year.⁶⁶ Many of these course programs noted that these positions would remain valued vocations for women after the war.

Inserted at the beginning was a Q & A section of the wartime curricula that answered many basic questions that Mueller hoped would direct women to make the best decisions for their education and future. Questions included the following topics: women joining WAVES or WACs, sacrifice cultural subjects, drafted for war work, best way to fulfill patriotic duty, returning to campus after war to complete her degree, possible changes in curricula, and best courses to take.⁶⁷ Answering the question if women should work on the assembly lines, Mueller encouraged women with exceptional talents and abilities to develop them and take courses in specialized training.⁶⁸ She went further, telling these talented women that it was their duty to their country to develop these skills, and if they did not develop them, then they would have failed their country.⁶⁹ Mueller would go on to create a wartime curriculum at IU, assisting women students at IU through rigorous training and placement into specialized positions around the country. She stressed the "college-trained" mind and how the industries needed

⁶³ "College Women and the War," *Proceedings of the Conference held at Northwestern University, November 13-14, 1942*, [pamphlet], Box 1, Folder 10, in Collection World Wars I and II, Records of, in the Archival and Manuscript Collections, Northwestern University, Evanston, Illinois.

⁶⁴ *Indiana University's Wartime Curricula for Women*, [pamphlet], in Box 16, Folder "College Women and the War, 1942-1943," C 165, Dean of Women's Office Records.

⁶⁵ Ibid.

⁶⁶ Ibid.

⁶⁷ Ibid.

⁶⁸ *Indiana University's Wartime Curricula for Women*, [pamphlet], in Box 16, Folder "College Women and the War, 1942-1943," C 165, Dean of Women's Office Records.

⁶⁹ Ibid.

trained women to supervise the younger women without a college education. College women were the leaders in wartime society, bearing the responsibility of the war effort on their shoulders, which demanded “high intelligence and a wide educational background.”⁷⁰

On November 21st, 1942, in the middle of composing the wartime curriculum, Mueller wrote to her friend Edna Heidreder, who taught in the Psychology Department of Wellesley College: “We are so extremely busy here trying to keep up with the Government’s plans for college women in adapting our schedules and curricula to meet one crisis after another that I have little time to enjoy life.”⁷¹ After *Indiana University’s Wartime Curricula for Women* was published in early December, she was flooded with letters from university and even high school administrators from Illinois, Missouri, Minnesota, Indiana, and Michigan requesting copies of her curriculum.⁷² In a letter to President Wells, Mueller humbly acknowledged how popular her curriculum had become among higher education administrators.⁷³ Her tone in the letter suggests that she was surprised at so many requests for copies. At least to the President of IU, she was modest about her successful accomplishments.

By 1944, Mueller would publish another careers booklet for women; but this curriculum focused on post-war. She based this curriculum on the discussions with the Committee of Women’s Education and the themes Mueller was developing for a future book.⁷⁴ Mueller outlined the curriculum according to four major themes, or roles for women to choose from: Earner, Citizen, Individual, and Homemaker.⁷⁵ A return to life in peacetime allowed women to focus their academic education on how they could better themselves.

After the war, the deans of women on college campuses became the first casualties on the home front. The GI Bill of Rights allowed the veterans to return to campus to finish their education, causing an influx of male students on campus. Additionally, the dean of men and women were restructured and became the dean of students offices. At IU, politics came into play

⁷⁰ Ibid.

⁷¹ (Mrs.) Kate Hevner Mueller to Edna Heidreder, November 21, 1942, [letter], in Box 16, Folder “Mueller, Personal, 1942-1943,” C 165, Dean of Women’s Office Records.

⁷² [Numerous letters], see Box 15, Folder “College Women and the War, 1942-1943,” C 165, Dean of Women’s Office Records.

⁷³ Mueller to Wells, December 31, 1942, [letter], in *ibid.*

⁷⁴ “Memoirs,” p. 31, in Box 2, Folder “Memoirs 1937 -1949 folder, ca. 1970s,” C 170, Kate Hevner Mueller Papers.

⁷⁵ [Careers Booklet], in Box 18, Folder “Careers Booklet, Folder 2 of 2, 1944-1945,” C 170, Dean of Women’s Office Records.

as Colonel Shoemaker was appointed Dean of Students by President Wells in 1946.⁷⁶ Mueller was demoted to Counselor of women and was all but pushed out of the deans of women's offices. She no longer served on any committee, wrote any more curricula, or participated in women's organizations.⁷⁷ She handled students that were sent to her from the dean of student's office, which was rare. However, this new role freed up her schedule, allowing her to focus on her teaching and her research studies. Her book *Educating Women for a Changing World* was highly regarded among higher education and student affairs. She would go on to participate in the rising feminist movement and remain at IU with her husband until her retirement in 1969. Although her role as dean of women came to an abrupt ending, it was truly the beginning of her career as an educator in higher education.

As World War II came to a close, Dean Kate Hevner Mueller wrote a letter to Oliver Field, Professor of history and the University Historian at IU, including with it a summary of impacts upon college life for women at IU.⁷⁸ She mentioned that he might be interested in this material that was used in an article for publicity of the university. Dean Mueller spoke with ten girls on the Board of Standards and learned that women do more of the following: walking and hiking; knitting for themselves, not for soldiers; playing card games including bridge; going to the movies; reading books and magazines; studying because of the accelerated system; going to church; participating in extracurricular activities; and dating younger men.⁷⁹ Dean Mueller noted that one of the larger changes from pre-war days was that the families of women students preferred that their daughters train in courses that would "enable them to earn," money themselves as opposed to receiving a liberal education only.⁸⁰ While less women were enrolling in the science and medical technology programs, there was an increased enrollment in nursing, occupational, and physical therapy.⁸¹

Perhaps the most crucial impacts the war had on women students were the leadership skills that they crafted in becoming more self-reliant and resourceful. Among the student organizations in 1945, all but one man was on the prom committee, and the president of student council and the student senior bodies were women.⁸² The student newspaper and yearbook were

⁷⁶ Mueller to Eunice Hilton, January 14, 1947, [letter], in Box 2, Folder, "Dean of Women 1938-1948," C 170, Kate Hevner Mueller Papers.

⁷⁷ Ibid.

⁷⁸ (Mrs.) Kate Hevner Mueller, to Oliver Field, on January 19, 1945, [letter], in Box 19, Folder College Women and the War, 1944-1945, in C 165, Dean of Women's Office Records.

⁷⁹ Ibid.

⁸⁰ Ibid.

⁸¹ Ibid.

⁸² Ibid.

staffed with mostly women and the band, an all-male ensemble before the war, was evenly divided among the sexes.⁸³ Amid the nationwide societal pressures of women becoming a housewife and homemaker a few years if not immediately after college, women at IU campus had become stronger individuals. Women were no longer seen as delicate and definitely not ignorant. They were well-informed of current affairs and thought for themselves. The war had opened the eyes of young women, showing them that they were just as smart, strong, and resilient as the men in the workplace.

Mueller herself had been impacted by the war. During a tumultuous time that desperately needed female leadership, Mueller stepped up and took initiative, writing curriculum and documenting empirical studies of student personnel and guidance in higher education. Her legacy, the wartime curriculum that she and Dr. Evans assembled (and really all of the careers booklet she had written) facilitated the ease and quickness of creating the wartime supplemental curriculum increasing the number of women who graduated from IU. Women were trained during the war on an accelerated schedule, focusing only on the courses needed in each respective program that would lead to a wartime position. Without the deans of women position, this training and accelerated curriculum probably would have looked and have been executed much differently. According to Mueller, the conscription of men in military training would not have worked as well for the women. Her research in the late 1940s led her to publish *Educating Women for a Changing World* in 1954, which predicted modern roles for women: that they would leave the household (thus sharing the household work with men) and work in the public sphere.⁸⁴ Although she was no longer dean of women, she resumed teaching at IU, becoming a professor in higher education for the next twenty years and leaving a legacy of a woman, who epitomized female empowerment, resilience, and strength.

⁸³ "IU During the War Years I," IU and World War II, *Student Life at IU*, Indiana University, Bloomington, IN, 2016, <<http://www.dlib.indiana.edu/omeka/archives/studentlife/exhibits/show/iuand-world-war-ii/iu-during-the-war-years>>.

⁸⁴ Tuttle, "What became of the dean of women? Changing Roles for women administrators in American higher education, 1940-1980. (PhD diss., University of Kansas, 1996), 188.

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