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Michigan State University, Ph.D., 1972
Education, administration

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THE DEVELOPMENT OF THE DEAN OF STUDENTS
OFFICE AT MICHIGAN STATE UNIVERSITY

By

Randolph Wyatt Webster, Jr.

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1972

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ABSTRACT

THE DEVELOPMENT OF THE DEAN OF STUDENTS OFFICE AT MICHIGAN STATE UNIVERSITY

By

Randolph Wyatt Webster, Jr.

Purpose and Statement of the Problem

The purpose of this dissertation was to provide an historical study of the development of the Dean of Students Office at Michigan State University between 1857 and the 1970-1971 school year and to contrast and compare this development with national student personnel trends. The author's hypothesis was: that the development of the Dean of Students Office at Michigan State University closely approximates the development of dean of students offices across the nation.

To accomplish this purpose the author first presented a general historical overview of the evolvement of the dean of students offices in the United States which provided a frame of reference for the examination of the development of the Michigan State University Dean of Students Office. Secondly, the historical-chronological

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development of the Dean of Students Office at Michigan State University was discussed in depth. Thirdly, the author analyzed the data and attempted to support or refute the hypothesis.

Methodology

Data were obtained from written sources and from personal interviews. This study included both original and secondary written sources, although original sources were used primarily when the historical development of the Dean of Students Office at Michigan State was described. The written sources were subjected to external criticism--determining the genuineness of the evidence, while internal criticism was applied to the personal interviews and to the written sources.

Organization of the Chronological Development of the Dean of Students Office at Michigan State University

The presentation of the development of the Dean of Students Office at Michigan State University was divided into five periods for discussion.

1st: 1857-1858 through 1895-1896, covered the years prior to the establishment of the Office of Dean of Women, the first recognized office which performed dean-of-student-related functions.

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2nd: 1896-1897 through 1934-1935, included the development of the Office of the Dean of Women which encompassed the formative stages of the Dean of Students.

3rd: 1935-1936 through 1943-1944, described the evolvement of the Office of the Dean of Men and the services that both the Offices of the Dean of Women and Dean of Men provided during the latter 1930's and the World War II years, the early 1940's.

4th: 1944-1945 through 1960-1961, detailed the establishment of the first officially titled Office of the Dean of Students, covering Stanley E. Crowe's and Tom King's administrations.

5th: 1961-1962 through 1970-1971, explored the advancement of the Office of the Dean of Students under the guidance of John Fuzak, Dean of Students and later Vice President for Student Affairs; Eldon Nonnamaker, Assistant Director, later Associate Dean and then Dean of Students; and Milton B. Dickerson, Vice President for Student Affairs.

Findings

1. That in most instances there was a definite pattern in the development of the dean of students offices across the nation, a progression of emphasis from one of control to one of services and educational functions, to one of student development.

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2. That the chronological periods of development of the Dean of Students Office at Michigan State demonstrated the following:

1857-1858 Through 1895-1896

Precedents were established that were to be followed later by student personnel deans. Emphasis was on control with the President and the Faculty unilaterally determining policies, rules, and regulations and utilizing the student government as a strategem for control.

1896-1897 Through 1934-1935

Regulative activities continued to be emphasized but women students were afforded the opportunity to modify and/or change various policies and rules. The providing of services by student personnel administrators began to develop.

1935-1936 Through 1943-1944

Emphasis was on student activities and the service concept.

1944-1945 Through 1960-1961

Specialized student personnel services were established and expanded.

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1961-1962 Through 1970-1971

A greatly expanded student personnel program--one which not only provided the traditional services but also furnished the thrust for the development of community government and a student development philosophy, singularly advanced the professionalization of student personnel workers, assisted in conflict resolution in situations of critical magnitude never before encountered by the University, undertook as a Divisional responsibility evaluative and research projects, instituted significant innovative programs, and incalculably increased the number of contacts with students, individually and collectively.

3. That the analysis and interpretation of the data does support the hypothesis that the development of the Dean of Students Office at Michigan State University approximates the evolvement of dean of students offices across the nation, a progression of emphasis from one of control to one of services and educational functions to one of student development.

Expectations and Recommendations

It would appear that Michigan State University Dean of Students Office will continue to expand its

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efforts in the student development processes, "facilitating as effective personal and interpersonal growth as can be devised in the frame of the Collegiate experience." A continued emphasis will be placed on learning the various principles of conflict resolution; re-identifying various channels through which the Dean of Students Office reaches students and redefining its modes of operation; helping students to develop leadership skills; providing more comprehensive services to off-campus students; establishing and/or participating in ongoing programs in areas which students have indicated are crucial, e.g., racism, drugs; and conducting evaluations of the Office's operation, based whenever possible, upon attainment of specific objectives.

It is recommended that the Michigan State University Dean of Students Office establish a Dean of Students Archives and identify an individual to act as curator. Additional studies which could be developed are: one, a study which establishes the critical requirements, for Dean of Students staff members--student interactions, through an analysis of critical incidents as reported by Dean of Students personnel and students; two, a study, conducted after Michigan State University has experienced at least a year of student involvement in academic governance, which would compare the perceptions of students, faculty, and administrators with respect

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to the effectiveness of students' participation in various areas of academic governance, e.g., department, college, Academic Council, Academic Council Standing Committees.

ACKNOWLEDGMENTS

The author expresses his sincere gratitude to his guidance committee members: Dr. Eldon R. Nonnamaker, Dr. Louis F. Hekhuis, Dr. Max R. Raines, and Dr. James B. McKee, for their constructive suggestions and for being so willingly available for consultation. A note of special thanks is extended to my chairman, Dr. Nonnamaker, for his direction and for his kindness and thoughtfulness.

Deepest appreciation is expressed to my father who has given me continuous encouragement throughout the years.

Many thanks to my wife, Diana, for her faith in my educational quests, her steadfast love, and her assistance, and to my children, Randy, Marian, Trent, and Ruth, for their cooperation, understanding, and enthusiastic support.

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CHAPTER I

INTRODUCTION

The philosophical emphasis and specific responsibilities of dean of students offices across the nation are constantly changing. A general overview of the evolution nationally and a detailed analysis of Michigan State University Dean of Students Office's development within that context can contribute to a better understanding of the origin, nature, aims, and objectives of dean of students offices in general and the MSU Dean of Students office in particular. This research is conducted on the historical continuum, referred to by Cowley as "investigating the present in light of the past with a view to preparing for the constantly arriving future . . . the history of each sector has shaped its present characteristics, and both the past and the present can be assessed to glimpse and to prepare for the future."¹

No study has been located that traces the development of a dean of students office at a large public land

¹W. H. Cowley, "Student Personnel Services in Retrospect and Prospect," School and Society, LXXXV, No. 2103 (January, 1957), 20.

grant educational institution of higher learning from its inception to the present time. A study such as this could provide prospective and experienced student personnel workers, other administrators, faculty, and the interested public with new frames of references, new perspectives, and new focuses for evaluation. Knight points out that "a knowledge of history of schools and other educational agencies is an important part of the professional training of the teacher or a school administrator . . . only in the light of their origin and growth can the numerous educational problems of the present be viewed sympathetically . . . by the teacher, the school administrator, or the public. . . . "² Historical research can also provide happiness and pleasure. A. L. Rowse says that "the knowledge of history enriches and fills out our appreciation of the world around us under our eyes. It gives an interest and a meaning to things which perhaps we should not have noticed before. . . . "³ Therefore, this dissertation will attempt to provide an in-depth comprehensive study of the Dean of Students Office at Michigan State University, a large public land grant educational institution.

²E. W. Knight, Education in the United States (Boston: Ginn and Co., 1934), p. 38.

³A. L. Rowse, The Use of History (New York: The Macmillan Co., 1948), p. 31.

Purpose and Statement of
the Problem

The purpose of this dissertation is to provide an historical study of the development of the Dean of Students Office at Michigan State University and to contrast and compare this development with national student personnel trends. It is the author's hypothesis that the development of the Dean of Students Office at Michigan State University closely approximates the development of dean of students offices across the nation.

To accomplish this purpose the author has first presented a general historical overview of the evolvement of dean of students offices in the United States, providing a frame of reference for the examination of the development of the Michigan State University Dean of Students Office. Secondly, the historical-chronological development of the Dean of Students Office at Michigan State University from 1857 through the 1970-1971 school year is discussed in depth. Thirdly, based on analysis of the data, the author has attempted to support or refute the hypothesis.

It was the responsibility of the author to select, organize, and cogently present events, facts, and trends concerning the development of Michigan State University Dean of Students Office, fostering an understanding of this Office in the 70's in light of its past.

Limitations of the Study

This study is subjective. While every effort was made to apply rigid control standards to all phases of this study, the dissertation is influenced by the author's perceptions and beliefs. Man is a social creature in an institutionalized world who thinks as a member of a group.⁴ What man sees and what he thinks are shaped by his background, his common experiences. This author is a caucasian, thirty-eight-year-old male who received his B.A. with a major in history, his M.A. with a major in Administration, Educational Service from Michigan State University, and is presently working on his doctorate in Higher Education-Student Personnel while a full-time member of the Dean of Students Staff at Michigan State. These factors and many more, realized or not, affect how the study is organized, what is included, omitted, the conclusions drawn, and others.

Definition of Terms

Control.--A process justified by the in-loco-parentis concept, varying from unilateral establishment and enforcement of rules and regulations by the faculty and/or administrators as agents of the governing boards

⁴Peter L. Berger, The Social Construction of Reality (New York: Anchor Books, 1967), pp. 48-61.

to partial or incomplete involvement of students in their own self-discipline and development and in the operations of the University.

Dean of the College.--A position created during President Butterfield's administration; a "Dean of Deans" who was responsible for all on-campus education; John Phelan, the only individual to hold this title, served from 1925-1926 through 1927-1928.

Dean of Students.--Student personnel administrator.

House Director.--Supervisor of dormitory life in the Women's Building.

In loco parentis.--The concept that an institution of higher education serves in lieu of the parents for students attending the institution, teaching values, maintaining order, preserving traditional morals.

M.A.C.--Michigan Agricultural College, founded in 1855 and established in 1857 was re-named Michigan State College in 1925 and in 1955, Michigan State University.

Professionalization.--The development of professional ability, attitudes, and status.

Regulatory Committee on Social Functions.--The Faculty Committee on Entertainment, the Society and Entertainment Committee, the Social Committee of the

Faculty, and the Faculty-Student Social Committee were various titles applied to the organization which regulated student social functions.

Service.--Assistance to or for students provided by specialized student personnel programs, with or without student involvement in the designing and implementation of the programs.

Societies.--Student organizations originally established to provide opportunities for discussions and presentations of essays and lectures which later became more social-function oriented.

Student Development.--A total university community effort to solve campus problems and to develop and provide services, facilitating meaningful growth experiences, with the office of the dean of students in a key position to play a role of active intervention in every sector of the campus community. This approach stresses faith in individual's potentiality for development, understanding, and acceptance of others and also involves continued emphasis by the office of the dean of students on research, consultation services, innovative programs, and evaluation.

Organization of the Study

This study is organized into six chapters. Chapter I is an introduction to the study and includes

the purpose of the study and a statement of the problem, limitations of the study, definition of terms, and the organization of the study. Chapter II discusses the methodology, the method of securing and source of data, and the method of treating data--external and internal criticism and utilization of appendices. Chapter III presents a general historical overview of the evolvement of the dean of students offices in the United States, establishing the context in which the Michigan State University Dean of Students Office is examined. Chapter IV is an in-depth study of the development of the Michigan State University Dean of Students Office. Chapter V provides an analysis and interpretation of the data. Chapter VI, the concluding chapter, provides the summary, including expectations for future developments within the Michigan State University Dean of Students Office, recommendations, and implications for further study.

CHAPTER II

METHODOLOGY

Data were obtained from written sources and from personal interviews. Written materials were secured from the Michigan State University Dean of Students Office's files, publications, and College Personnel Library; Michigan State University Library, the reserve stacks, the Archives, and the business library located in Eppley Hall; the State of Michigan Library; the Michigan State University Office of the Registrar; and individuals' personal professional collections. Examples of specific written sources used are: The Report of the Secretary of the State Board of Agriculture, 1867-1957; Michigan State University "Faculty Minutes" 1857-1959 and "Administrative Minutes" 1916-1959; Michigan State University Office of the Dean of Students staff reports and proposals; Michigan State University Catalogues, student handbooks, student yearbooks, student and faculty phone directories; Madison Kuhn's The First Hundred Years; Maud Gilchrist's The First Three Decades of Home Economics at Michigan State College; and W. J. Beal's History of

The Michigan Agricultural College and Biographical Sketches of Trustees and Professors. Those individuals interviewed were Dean of Students and Home Economics staff members, other administrative officers, and faculty members and students.

While this study is based on both original and secondary written sources, original sources are used primarily when the historical development of the Dean of Students Office at Michigan State University is described. Both written sources were subjected to external criticism--determining the genuineness of the evidence, and internal criticism--determining the meaning, trustworthiness, and value of the statements made.⁵ After the written sources were tested for authenticity, internal criticism was applied, e.g., it was found that the names obtained from phone books were not always current; internal criticism was also applied to statements made during interviews. Examining the qualifications of the reporter or ascertaining the time span between events and comments about the events were examples of internal criticism applied; following is a descriptive explanation of these examples. Individuals were identified to be interviewed and those to be quoted from written source material were selected

⁵Carter V. Good, The Methodology of Educational Research (New York: D. Appleton-Century Company, 1935), pp. 257-64; Walter R. Borg, Educational Research An Introduction (New York: David McKay Company, Inc., 1963), pp. 193-96.

because of their primary relationship to student personnel work or who were in position to knowledgeably comment on the development of the Michigan State University Dean of Students Office. Of those interviewed, one Dean of Students staff member has served from 1934 to the present; one executive secretary has, with the exception of a break between April 1, 1948, to September, 1950, been secretary to the Dean of Men, the Counselor for Men, the Dean of Students, and the Vice President for Student Affairs from 1937 to the present; one Home Economics faculty member has been on the staff since 1931; and two administrators served, among other capacities, as Assistants to President John Hannah and are presently directly responsible for the University's historical collections. Upon examination of the time span between events and recollections of the events it was found that individuals interviewed often could not accurately remember specific dates, events, and items if there were a considerable time lapse between the period discussed and the present. Therefore, written materials were primarily used for specific verification of facts with observations by individuals interviewed being incorporated in the dissertation as overall impressions.

The appendices have been organized as an important part of this dissertation. Instead of including reference materials in the body of the paper, as experimental design

studies are prone to do, this study includes in the appendices supportive documents that were obtained through historical research. This includes documents not readily obtainable by the reader, but which provide the reader an opportunity to explore ideas in depth, statements, and trends, or to trace in detail the staffing and structure of the Dean of Students Office at Michigan State University. The appendices are: Appendix A--Student Government Constitutions; Appendix B--The Staffing and Structures of the Dean of Students Office at Michigan State University; Appendix C--Dean of Students Office Organizational Structures and Job Descriptions; Appendix D--Student Group Regulations; Appendix E--Graduate Program in College Personnel Work as Established in 1964; Appendix F--The Associate Dean of Students' Charge to Staff Concerning Reassessment of Dean of Students Office; Appendix G--A chronology of Organizations, Departments, and Positions Which Had Relevance to Student Personnel Administration.

CHAPTER III

THE EVOLVEMENT OF THE DEAN OF STUDENTS OFFICES IN THE UNITED STATES

Introduction

This chapter presents a general historical overview of the evolvement of the dean of students offices in the United States, establishing the context in which the development of Michigan State University Dean of Students Office will be examined.

Historical Development

The development of relevant functions for dean of students offices, undergirded by philosophical and theoretical constructs has been slow. Prior to the establishment of offices of dean of men and dean of women--offices which performed functions later incorporated within the deans of students offices--university presidents, members of the faculty, and the boards of trustees, acting in loco parentis administered the discipline and provided various services to the students, such as, consultation, tutoring, recreational activities, general

health, and sanitation care. These services were not organized ongoing programs but rather by-products of an educational environment in which both the educators and the students lived in close proximity.

The events following the passage of the Morrill Act in 1862 precipitated the creation of offices of dean of men and dean of women. More than 600 colleges and universities were founded between 1862 and 1912 with the predominant objective:

. . . to make higher education the right of every citizen regardless of place of residence, social standing, vocational aspiration, or sex. The working out of this prepotent aim is to be seen in the efforts that were made to start a college, however humble, in every sizeable settlement and in the three new types of colleges that emerged--women's colleges, co-educational colleges, and 'manual labor' colleges . . . enrollment in institutions of higher learning expanded from approximately 40,000 to over 400,000 students. Pioneer campuses metamorphosed into large, well-equipped, modern institutions with curriculums that had multiplied from two or three to an impressive array of liberal arts and professional courses of study.⁶

Leonard declares that between 1862 and 1912 the growth in number and variety of students and the educational institutions' increased complexity necessitated the organization of personnel services into separate administrative units

. . . as had not been the case earlier the trustees now

. . . could no longer take an active part in campus life. Presidents could no longer personally supervise the study halls, assign students to rooms or

⁶Eugenie Leonard, Origins of Personnel Services In American Higher Education (Minneapolis: University of Minnesota Press, 1956), pp. 111, 113.

tramp the dormitory halls at midnight. They did not have time to buy food or teach students table manners. Disciplinary problems, except for the most serious cases, had to be delegated, along with control of the numerous activities, to designated personnel in charge of student affairs.⁷

Johnson⁸ points out that since many of the "tasks" grew out of crisis situations and "things gone wrong" the role of student personnel administrators, e.g., those performing dean-of-students-related functions, was defined largely in terms of control, structured containment, and supervision.

Wrenn specifically identifies the addition of the presence of women on the campus as hastening the establishment of student deans.

It was obvious that college deans, always men, could not be expected to deal with the peculiar problems of "females," particularly as to living quarters, dress, and conduct, so deans of women began to appear. These first deans bore such Victorian titles as Lady Principal, Matron, or even Warden, but they performed the work of a dean of women with additional responsibility for courses or curricula to which women were admitted. At first only regulators of conduct and protectors of women's morals, these deans began to counsel women, to pay attention to unique needs, to see the relationship of out-of-class activities to classroom performance, and to plan for the social development of women students. College and university administrators eventually saw that similar services might be provided for men.⁹

⁷ Ibid., p. 114.

⁸ Walter F. Johnson, "Student Personnel Work in Higher Education: Philosophy and Framework," in College Student Personnel: Readings and Bibliographies, ed. by Fitzgerald (Boston: Houghton Mifflin Company, 1970), p. 6.

⁹ C. Gilbert Wrenn, Student Personnel Work in College (New York: The Ronald Press, 1951), p. 33.

The embryonic formations of dean of students offices began, then, during the latter years of the 1800's when the first dean of men was appointed at Harvard and the first deans of women by that title were appointed at Swarthmore, University of Chicago, and Oberlin.¹⁰

Significant direction was given to the dean of students office in 1938 when leaders in the field of education, such as Hopkins, Paterson, Lloyd-Jones, C. G. Wrenn, Cowley, published, "The Student Personnel Point of View" (revised later in 1949). This is summarized by Mueller¹¹ who states that the "Student Personnel Point of View" emphasizes: (1) Individual differences are anticipated, and every student is recognized as unique, (2) each individual is to be treated as a functioning whole, (3) the personnel program is to be developed on the basis of individual drives, interests, and goals. E. G. Williamson¹² and Esther Lloyd-Jones¹³ published books, 1937 and 1938 respectively, which spotlighted

¹⁰ Ibid., p. 30; Kate Mueller, Student Personnel Work in Higher Education (Boston: Houghton Mifflin Company, 1961), pp. 52-53.

¹¹ Ibid., p. 56.

¹² E. G. Williamson, Student Personnel Work: An Outline of Clinical Procedures (New York: McGraw Hill Book Company, 1937).

¹³ Esther Lloyd-Jones, A Student Personnel Program for Higher Education (New York: Harper and Brothers, 1938).

student personnel work and helped influence the dean of students offices to develop specialized services--orientation, counseling, placement, and others.

Following World War II, with the advent of federal legislation for veterans and increased interest and monetary aid for school guidance programs, the dean of students offices' programs of student personnel services were greatly expanded.¹⁴ Wrenn¹⁵ points out that as the student personnel workers, e.g., deans of students, were able to help students in various kinds of counseling relationships, were able to encourage and supervise student organizations and social situations, and were able to provide personalized facilities for the housekeeping aspects of campus life--living and eating arrangements, financial aid, etc., they served to meet student needs. He states that the progress in the development of student responsibility for life in the residence halls, the regulations of student conduct on campus, and the management of student organizations was slow during the 1950's and 1960's; but he observes the establishment of counseling

¹⁴ Archie Ayers, Student Services Administration in Higher Education (Washington: Government Printing Office, 1966), p. 6; C. Gilbert Wrenn, "The Development of Student Personnel Work in the United States and Some Guidelines for the Future," in The Individual and the System, ed. by W. John Minter (Boulder, Colorado: Western Interstate Commission for Higher Education, 1967), p. 104.

¹⁵ Ibid., p. 102.

centers staffed with professionally equipped personnel, the integration of services for men and women under deans of students, and the strengthening of financial aid, job placement, and health services did, however, occur during this period.¹⁶ The dean of students offices were still expected, though, to maintain their "watch dog" role, but during this calm period of time, this role was not militantly challenged by students.

Gradually the emphasis developed which projected the dean of students offices in the role of "educator." Stark¹⁷ discusses this aspect, past and present, while Johnson¹⁸ adds that some institutions tried to relate all personnel functions to this standard with the result that programs were placed out of focus, overemphasizing "educative value" as had been done earlier to "service value."

While a gradual shift in emphasis from regarding students as objects to be controlled, to viewing students as individuals to be helped, serviced, and educated was demonstrated, it was not until the mid-sixties that the

¹⁶C. Gilbert Wrenn, "Foreword," in College Student Personnel, ed. by Fitzgerald (Boston: Houghton Mifflin Company, 1970), p. v.

¹⁷Matthew Stark, "The Student Personnel Administrator As An Educator: The Teaching of Human Relations," NASPA, V, No. 2 (October, 1967), 147-49.

¹⁸Johnson, p. 10.

dean of students offices, reacting to their own self-consciousness, began discernible, distinctive changes in working with students. This self-consciousness arose as a result of the continued professionalization of its members and in response to student activism, a force which demanded, often dramatically, that the dean of students' office increase its knowledge of and responsiveness to the student culture, which compelled the office to evaluate its techniques used in relating to people, and which required of student personnel workers expanded professional knowledge in areas such as law, drugs, racism, sexuality, territoriality, behavioral development.

As the offices began examining their functions it became apparent even with the shift in emphasis that a myriad of control activities were still being regarded as essential tools for dealing with students. Priorities were established and the offices began to re-define their role to that of student development specialist--"facilitating as effective personal and interpersonal growth as can be devised in the frame of the collegiate experience."¹⁹ This approach is designed to enable every student to become a self-directing person--an individual so aware of himself, others, and his environment that he is able

¹⁹ Philip A. Tripp, "The Role of the Dean of Students in the Academic Community: Servant or Leader?" Conflict and Change in the Academic Community (papers prepared for NASPA 52nd Annual Conference, Detroit, National Association of Student Personnel Administrators, April, 1970), p. 45.

to interact as an integrated, responsible personality. Johnson,²⁰ speaking of student personnel work in general (but specifically applicable to the dean of students office) reflects that student development is not a new concept. He states what is different is the emphasis and the approach--a total university community effort to solve campus problems and assist individuals in their behavioral development with the student personnel worker in a key position to play a role of active intervention in every sector of the campus community. As the emphasis in behavioral development evolved and as the in loco parentis dimension diminished the nature of the dean of students' control function changed to that of assisting all members of the university community to cooperatively develop guidelines for academic freedom and due process and help one another to act responsibly.

Deans of students offices have come to realize the value of working through student concerns as suggested by Keniston:²¹ handling student complaints honestly, openly, consistently, indicating the underlying intellectual, moral, philosophical, or political positions from which they act, clearly delineating university

²⁰Johnson, p. 10.

²¹Kenneth Kenison, "Deans and Dissenters" (address at the National Association of Student Personnel Administrative Conference, 1967, Cincinnati, Ohio).

expectations for student conduct and providing responsive channels. Campus tensions in many cases have been reduced through the willingness of dean of students personnel and other members of the university community to involve students in the decision-making process. Indeed, The Report by the American Council on Education's Special Committee on Campus Tensions²² underscores this action, stating campus tensions will be eased as all members of the academic community are involved in decision-making and held responsible for their actions, and as communications are improved within the university.

The current student development approach also includes a continued emphasis on research, consultation services, innovative programs, and evaluation, and deans of students are being enjoined to continue advances in these areas. Wise²³ states that considerable amount of time should be spent on researching student cultures and Greenleaf²⁴ asks should not student personnel administrators

²²"Involving Entire College Community in Decisions Called Key to Easing Campus Tensions," The Chronicle of Higher Education, IV, No. 29 (April 27, 1970), 1, 3-5.

²³W. Max Wise, "Culture, Politics and The Dean of Students," Conflict and Change in the Academic Community (papers prepared for the NASPA 52nd Annual Conference, Detroit, National Association of Student Personnel Administrators, April, 1970), p. 50.

²⁴Elizabeth Greenleaf, "How Others See Us," The Journal of College Student Personnel, IX, No. 4 (July, 1968), 231.

be attuned to student concerns, such as, draft, racial problems, student power? Tripp adds, that the dean of students must be "a student of students and be responsible to translate his findings concerning them into programs and services that facilitate their education individually and collectively."²⁵ It is also pointed out that as dean of students offices develop understandings of and sensitivities to students' concerns and needs, it can perform a valuable function of serving as interpreter and consultant to the faculty, other administrators, and the interested public.²⁶ Katz²⁷ asserts that deans of students should work with the academic community in developing curriculum. Rogers²⁸ exhorts deans of students to be innovative. According to Robinson²⁹ student personnel administrators must continue to conduct evaluations,

²⁵Tripp, p. 44.

²⁶Johnson, p. 11; Wise, pp. 50-51.

²⁷Joseph Katz, "The Role of the Student Dean in Educational Innovation" (paper read at the College Student Personnel Institute, Claremont, November, 1965, College Student Personnel Abstract, I, No. 3 [April, 1966], 164).

²⁸Allen Rodgers, "The New Student Dean An Innovator for Student Development," NASPA, VI, No. 3 (January, 1969), 135-37.

²⁹Donald W. Robinson, "Evaluation as a Function of Student Personnel Administration," in College Student Personnel, Readings and Bibliographies, ed. by Fitzgerald (Boston: Houghton Mifflin Company, 1970), p. 156.

listing six reasons: (1) means for clarifying program goals and objectives, (2) means of relating program objectives to the broad educational objectives of the university, (3) means for evaluating effectiveness of the total program and its several subdivisions, (4) means for keeping the program in proper perspective, (5) basis for program modification, (6) stimulus for basic research. Evaluation, as Johnson and Fitzgerald have discussed in Student Personnel Seminars,³⁰ are to occupy more than ever a position of prominence in the dean of students office.

Chapman has advanced a plan, based on the student development concept, which could serve as a model for deans of students offices.³¹ He quotes Hazen Foundation's report of the Committee on the Student in Higher Education which advocates developmental education and cites Abraham Maslow's hierarchy of human needs, stating that colleges have opportunities to meet higher order needs. His model is a Student Development Center that employs action programs of Human Relations, Volunteer Services,

³⁰Dr. Walter F. Johnson and Dr. Laurine E. Fitzgerald, Education 982, Fall, 1969.

³¹James L. Chapman, "Toward a New Concept of Student Affairs," College and University Business, March, 1969, pp. 69-72.

Motivational Seminar, Counseling and Research, and Administrative Services to focus on individual development through need satisfaction.

Summary

The evolvement of the dean of students offices can be traced through its emphasis--from control, to services and education, to student development which incorporates services, education, behavioral development, and a continued emphasis on research, consultation services, innovative programs, and evaluation.

CHAPTER IV

THE DEVELOPMENT OF THE DEAN OF
STUDENTS OFFICE AT MICHIGAN
STATE UNIVERSITY

The presentation of the data of this chapter will be divided into five periods for discussion.

1st: 1857-1858 through 1895-1896 covers the years prior to the establishment of the Office of Dean of Women, the first recognized office which performed dean-of-student-related functions.

2nd: 1896-1897 through 1934-1935 includes the development of the Office of the Dean of Women which encompasses the formative stages of the Dean of Students Office.

3rd: 1935-1936 through 1943-1944 describes the evolvement of the Office of the Dean of Men and the services that both the Offices of the Dean of Women and Dean of Men provide during the latter 1930's and the World War II years, the early 1940's.

4th: 1944-1945 through 1960-1961 details the establishment of the first officially titled Office of the Dean of Students, covering Stanley E. Crowe's and Tom H. King's administrations.

5th: 1961-1962 through 1970-1971 explores the advancement of the Office of the Dean of Students under the guidance of John A. Fuzak, Dean of Students and later Vice President for Student Affairs; Eldon R. Nonnamaker, Assistant Director, later Associate Dean and then Dean of Students; and Milton B. Dickerson, Vice President for Student Affairs.

THE CONCEPT OF STUDENT CONTROL
PERIOD, 1857-1858 THROUGH
1895-1896

Administrative-Faculty
Responsibility

During the period of 1857-1896 the President and faculty under authorization of the Board of Trustees, acting in loco parentis, administered discipline and provided services to the students, establishing philosophies and guidelines that were eventually incorporated in the student personnel deans' modus operandi.

The following rules and regulations established by the Board of Trustees on October 23, 1857, indicate the rigid standards which were applied by the Agricultural College of the state of Michigan:

1. Students shall not absent themselves from the college premises without permission.
2. They are required promptly to attend all chapel exercises, recitations, lectures and field operations and to discharge every duty imposed upon them.
3. They shall faithfully observe all study hours and remain quietly in their rooms during the same, except on leave of absence.
4. They shall neither bring nor use upon the premises any spirituous or intoxicating liquors.
5. The use of tobacco and other narcotics being disapproved of under all circumstances is forbidden in any of the college buildings.
6. No student will be permitted to use obscene or profane language.
7. Card playing and other games of chance are wholly prohibited.
8. No student will be permitted to interrupt or interfere with the labor of fellow students and other persons employed on the premises, or to visit them at their labor.
9. The mutilation or defacement of any part of the college premises is regarded as a great misdemeanor both in principle and accessories. All damages shall be assessed upon the offenders.
10. On Sabbaths students shall attend the public religious services held at the college and during the hours not necessarily otherwise occupied shall remain quietly in their rooms and engage in nothing inconsistent with the proper observance of the day.
11. Upright and gentlemanly deportment will on all occasions be

required. 12. As no person can be received into the Institution under the law creating it for less than one term, any student leaving during that term without permission from the faculty is liable to expulsion and a forfeiture of further privileges in the Institution. 13. Violations and disregard of the rules of the College or countenancing the same on the part of others will subject the offender to reprimands, suspensions or expulsions, as the faculty may determine. 14. Students are expected fully to cooperate with the faculty to secure the object for which the Institution was established. 15. Firearms will not be permitted to be kept or used upon the College premises.³²

George Geddes' statement illustrates the philosophy of the time during which the rules were established:

I speak from experience when I say that nothing can be better for the student than constant occupation under rules and orders. Three hours each day given to work, and four to six more devoted to study, will so fill up the time that but little will be left for outside amusements.³³

The rules were expanded and modified down through the years but it was not until the 1960's that the emphasis was changed from control, as an in-loco-parentis responsibility by the University and, in particular, the Dean of Students Office, to involvement of the total University community, faculty, students, and administrators in developing policies, rules, and regulations and engaging in the mediation and/or adjudication of disputes or violations.

³²"Minutes of the Board of Trustees," October 23, 1857.

³³George Geddes, "Agricultural College of Michigan and Its Influence," Report of the Secretary of the State Board of Agriculture of the State of Michigan, For the Year 1872, p. 284.

Student Self-Government

The first organization for student government, Students' Government, was established in 1875.³⁴ Beginning in the school year 1881-1882, a trial by jury was included in the governmental process.³⁵ The Students' Government was simplified and partially united to the Students' Organization in August, 1882, for the purpose of maintaining good order in the dormitories and the general comfort of students in pursuit of study.³⁶ Briefly, the students were organized into districts. The districts selected captains and lieutenants who were responsible for preventing all disturbances within their districts, for securing a gentlemanly deportment from all students everywhere about the grounds, and especially toward visitors, and for serving on a court for the trial of offenders.³⁷

³⁴Report of the Secretary . . . 1875, "Report of the Faculty," p. 23; Report of the Secretary . . . 1884, "Report of the President," p. 24.

³⁵Report of the Secretary . . . 1884, "Report of the President," pp. 24-25.

³⁶Appendix A.

³⁷W. J. Beal, History of the Michigan Agricultural College and Biographical Sketches of Trustees and Professors (East Lansing: Michigan Agricultural College Press, 1915), p. 77; Appendix A.

The faculty constructed the student government.

Prof. Geo. T. Fairchild . . . took a very active part in perfecting this organization. All the original documents are in his handwriting, and bear the impress of his cool, discriminating judgment. This fact is mentioned here to show that the plan was undertaken with great care and deliberation on the part of the Faculty and was given, at least during its inception, all the support and encouragement possible by the members of the Faculty.³⁸

The faculty also retained the right to take cognizance in their discretion of any case of misdoing brought to their notice and called for all elections, trials, and marks accruing from trials to be reported regularly by the President of the College to the Faculty.³⁹ In essence, the students were to discipline themselves, through an organization designed by the faculty, according to rules they did not make, and in accord with faculty expectations. President Abbot had noted the success of self-government⁴⁰ but his comments just prior to the adoption of the 1882 constitution, indicate the atmosphere in which the new constitution was developed:

. . . as to discipline the faculty is the legislative body, and I desire to govern in accordance with their will . . . for several years it had grown

³⁸ Report of the Secretary . . . 1898, "Report of the President," p. 35.

³⁹ Report of the Secretary . . . 1884, "Report of the President," p. 24.

⁴⁰ Report of the Secretary . . . 1877, p. 24; 1878, p. 46; 1880, pp. 16-17.

into a habit with me not to report to the faculty the minor infractions of law, but by seeing the students, talking with them, and gaining the aid of officers and prominent members of the societies to which they belong, to lead students to self-control, and a freely chosen obedience to rule. While I have insisted that with the president and faculty rests the final decision of each case, I have taken the students into free counsels regarding college matters, explained reasons of college rules and discipline, and heard all their opinions and wishes. I have not compelled them to inform on each other, but have required them to give any and all information regarding themselves. I have never acted as a spy, nor employed others to do so, nor by any way of questioning pretended to any knowledge of students' doings that I did not have.

There would of course be failures in discipline under this method of proceeding, and the best successes would often appear to be failures, when it was heard that some offenses had been committed and not made the subject of faculty discipline. I have no reason to doubt the substantial wisdom of this course of proceeding, nor have I had in the main cause to regret the freedom allowed to students in representing their own views, believing it to be better to run some risks of disorder for a large gain in self-government. The moral condition of students was never better than now. Profaneness, drinking, and other gross vices were never so infrequent, and the reports of the officers show a zeal in study and standing in classes never before so uniformly high. However, this plan does not meet with the approval of the faculty, and I cheerfully join with it, in its way; and in obedience to its will offenses are now reported to the faculty for faculty investigation and discipline, and students are required to tell all they know of the actions of other students. . . . 41

President Snyder points out that between 1876-1896, "it is quite evident that very often the organization drifted into the hands of those least fitted to control such matters. When this occurred discipline became

⁴¹Report of the Secretary . . . 1882, "Report of the President," p. 45.

lax and often the Faculty was compelled to mete out punishment regardless of the wishes of the organization."⁴²

Student Government in Disfavor

By 1892 the student government was becoming in disfavor and the faculty established new dormitory rules and directed that inspection be made by cadet officers under rules prescribed by the Military Department, the Commandant of Cadets to have general supervision.⁴³ By the fall term of 1896,

. . . the better element among the students were willing to give it up. The Faculty were equally willing to assume control. During the winter term the Faculty quietly exercised its authority and student government was a thing of the past at M.A.C. So quietly was the transition made that it is difficult to fix the exact time. No protests came from students. They seemed perfectly willing to relinquish all claims to authority and allow the Faculty to shoulder the responsibility and assume entire control.⁴⁴

In retrospect this should not be a surprise, for the reins had always been held by the Faculty. The demise of student government came during the same period that the Office of the Dean of Women was established. Student government was re-formed in 1908 and as the antecedent

⁴²Report of the Secretary . . . 1898, "Report of the President," p. 35.

⁴³"Faculty Minutes," July 6, 1892.

⁴⁴Report of the Secretary . . . 1898, "Report of the President," p. 35.

administration structure of the Dean of Students Office unfolded and the office of the Dean of Students established, student government proceeded through various stages--from being controlled by the Faculty and the Administration through gradual achievement of self-determination to being self-directed.

Additional Areas of Faculty
Control

The Faculty's requirement that all student organizations must be approved, illustrated by the following quote from a Faculty Meeting, established a precedent that the future student personnel deans were to follow.

Resolved that Messrs. Clute and the other petitioners be permitted to organize themselves into a Society, after the time for the next regular election of Officers in the existing Society. Provided the Society which they shall form be purely educational in its nature, and hold its meetings on the same evening with the existing Society; and shall consist of members not belonging to the existing Society, at the time and after its first meeting; and provided the Constitution, laws, and bylaws, and all changes of them be submitted to, and approved by the Faculty; and the Faculty be kept informed of the members belonging to the Society, and have at any time liberty of access to their meetings.⁴⁵

The Faculty regulation of social activities also provided directions for student personnel deans. The

⁴⁵"Faculty Minutes," March 24, 1862.

following specific regulations found in the Faculty Minutes,⁴⁶ while of the period just after the establishment of the Dean of Women, serve to illustrate the various expectations, past, present, and future: any society inviting guests of the opposite sex must provide for such entertainment a chaperon acceptable to the President of the College or to the Faculty Committee on Entertainment and the name of the chaperon must accompany the request for permission to hold the entertainment; not more than half the whole number of Friday nights of each term can be given up to society and military parties; no young lady in the care of the College would be allowed to attend more than four dancing parties during the term; all entertainments must close at 11:00 P.M.

Emergence of Service Concept

Another activity which the Faculty informally handled, then more specifically organized in 1894 and which later fell under the auspices of student personnel deans, was counseling of the students. The September 24, 1894, and the October 1, 1894, "Faculty Minutes" concerning this aspect are quoted verbatim.

⁴⁶"Faculty Minutes," December 12, 1898; December 11, 1899; February 13, 1900; June 7, 1900.

Dr. Edwards of the Committee on social relations with students reported as follows:

To the Faculty of the Michigan Agricultural College.

Gentlemen: --Your committee appointed to consider the question of closer social intercourse and companionship between members of the Faculty and students, after careful considering the matter report that in their opinion there is a serious lack of social contact and kindly sympathy between the students and faculty; that from both points of view such a state of affairs is deeply to be regretted, and that it is the duty of the Faculty to seek at once some remedy for the existing evil.

Your committee would therefore recommend:

(a) That all students now living in the College dormitories be equally parceled out according to geographical location among the members of the Faculty, with the exception of the President.

(b) That Dr. Grange and Prof. Kedzie be requested to divide between them the non-resident students.

(c) That each Professor concentrate himself upon his quota of students in an earnest effort to make himself their confidential adviser, companion and friend, to create between himself on the one hand and in his quota of students on the other a bond of sympathy and friendly interest.

(d) That while it would in our judgment seem invidious for the President to thus devote himself to any one quota of students he be requested to cooperate with the Professors by advice and in whatever other way he may see fit.

(e) That a Committee be at once appointed to carry out the details of this plan.

Respectfully submitted,
Howard Edwards, Chairman

Faculty Meeting (October 1, 1894)

On motion the resolution reported by special committee--relating--to social relations with students was taken up and adopted.

Summary

During this period which preceded the establishment of an office specifically designed to deal with student personnel services, Dean of Women's Office, precedents were established that were to be followed

later by student personnel deans. It was apparent during this period that the emphasis was on control. The President and the Faculty unilaterally determined policies, rules, and regulations utilizing the student government as a stratagem for control.

ESTABLISHMENT AND DEVELOPMENT OF THE OFFICE
OF THE DEAN OF WOMEN, ENCOMPASSING THE
FORMATIVE STAGES OF THE DEAN OF
STUDENTS OFFICE PERIOD
1896-1897 THROUGH
1934-1935

Impact of Dean of Women's Office

Although women were in attendance at Michigan State since 1870, when ten women were admitted, it was not until 1896 when a women's course was approved that Miss Edith F. McDermott⁴⁷ assumed the responsibilities for the Women's Department but not the title, of Dean of Women. The course was described by President Snyder as "a course of study for young women, covering four years of work . . . affords an opportunity to acquire a thorough knowledge of English, mathematics, history, literature, French, German, botany, chemistry, entomology, natural philosophy; but the distinguishing feature, of course, is the emphasis it lays on home making."⁴⁸ Forty-two women were enrolled the first year, seventeen of whom lived in remodeled Abbot Hall, previously a men's dormitory.⁴⁹ Miss McDermott, besides teaching household science and cooking acted as matron of the dormitory, and served on the Society and Entertainment Committee, a Standing Committee of the Faculty which supervised

⁴⁷Report of the Secretary . . . 1898, "Faculty and Other Officers," p. 5; "Report of the President," pp. 28-29.

⁴⁸Report of the Secretary . . . 1897, "Report of the President," pp. 26-27.

⁴⁹Report of the Secretary . . . 1898, "Report of the President," p. 29.

student social activities.⁵⁰ In the second year, 1897-1898 Mrs. Harriet Bacon⁵¹ was appointed as matron enabling Miss McDermott to spend more time on her academic work.

Dean of Women as in Locus
"Maternal"

Miss McDermott resigned at the end of the 1897-1898 school year. The department was reorganized which included the removal of the matron position, and Miss Maud Ryland Keller was placed in charge as Dean of Women's Department; therefore becoming the first Dean of Women.⁵² Miss Keller describes her duties saying,

. . . the work of the Dean of Women has varied.
. . . In addition to classes, her work has been to grant permissions, sign excuses, general responsibility for women in her department. Supervision of Abbot Hall and care of finances help to make up the duties of the Dean.⁵³

She adds in her report of June 30, 1900, that

. . . we have tested regulations which will be printed for use in the new dormitory. . . . We have had no housekeeper during the year, and this gave the care of the house to me. I have had, also, care of the sick. Fewer students have been sick this year than before, owing perhaps to better sanitary conditions of the

⁵⁰Ibid., pp. 28-29, 32.

⁵¹Ibid., "Faculty and Other Officers," p. 6.

⁵²Report of the Secretary . . . 1899, "Report of the President," p. 22.

⁵³Report of the Secretary . . . 1899, "Report of the Women's Department," p. 49.

house. The sickness has been cause of greater anxiety, however, because of its epidemic character, the diseases being tonsillitis, measles and scarlet fever.⁵⁴

The regulations governing women were exacting. Kuhn contrasts attitudes concerning the discipline of women and men saying, "while men were expected to be quiet and orderly, women were subjected to more minute supervision."⁵⁵ Gilchrist says,

Because of the fact that "Agricultural College" was not even a village and that East Lansing, when incorporated in 1908, consisted of houses few and far between, the State Board and the faculty believed that our girls should be safely guarded and their mode of life carefully supervised. . . . The rules were strict. Victorian ideas prevailed to some extent in the early 1900's.⁵⁶

The 1906-1907 Catalogue under "Discipline--Supervision of Young Women:" states,

In addition to giving a practical education, the College aims to make its women's dormitory a home. The women there are under the supervision of the head of the department. The restraints are only such as are made necessary by numbers. What rules exist are required by the health and best interests of the women. They aim to secure the proper number

⁵⁴Report of the Secretary . . . 1900, "Report of the Women's Department," p. 49.

⁵⁵Madison Kuhn, Michigan State the First Hundred Years (East Lansing: The Michigan State University Press, 1955), p. 208.

⁵⁶Maud Gilchrist, The First Three Decades of Home Economics at Michigan State College 1896-1926, A Bulletin of Michigan State College (East Lansing: Michigan State College Press, 1947), p. 66.

of hours of sleep for all women students, and quiet during hours to study; certain hours are set apart for receiving callers.⁵⁷

The Dean of Women at Michigan State being entrusted with the overall responsibility for the care of the women students followed the pattern described earlier in the historical overview of the evolvement of dean of students offices in the United States.

Miss Keller resigned at the end of the 1900-1901 school year and Miss Maud Gilchrist was appointed as Dean of Women's Department, a position she held for twelve years with the exception of a leave of absence in 1906 when Elizabeth S. Jones was Acting Dean.⁵⁸ During her administration she encouraged the development of a student government which did not become a reality due to a lack of student interest.⁵⁹ She also sought to liberalize the restrictive policies concerning women and in her concluding report as Dean, June 30, 1913, asserted, "I believe a more liberal policy toward the women students would result to advantage on both sides.

⁵⁷Catalogue: Officers and Students of the Michigan State Agricultural College for the Year 1906-1907 (East Lansing: Michigan State Agricultural College Press, 1907), p. 157.

⁵⁸Report of the Secretary . . . 1907, "Report of the Women's Department," p. 66; Report of the Secretary . . . 1913, "Report of the President," p. 33.

⁵⁹Gilchrist, p. 67.

The dean should feel free to let the young women decide most matters for themselves in the conduct of their daily college life."⁶⁰

Expansion of Dean of Women's Role

On November 13, 1909, the Board of Trustees authorized and directed the President to organize the instructional force of the College into four divisions, one of which was the Division of Home Economics, whereupon Maud Gilchrist's title was changed from Dean of the Women's Department to Dean of Home Economics, and in the 1911-1912 school year to Dean of the Division of Home Economics.⁶¹

Miss Gilchrist concluded her tenure of service saying,

The duties of the dean's office have become so varied and considerable that a regular stenographer should be employed to carry on the work. In addition to the correspondence, which is at times large, the dean issues all orders for supplies for class work, and furnishings and repairs for the building; she signs all bills belonging to the division and ok's the payrolls for all regular and student employees. The women students are classified three times a year under her supervision; their records and blanks are filed in her office; she keeps lists of social activities and

⁶⁰ Report of the Secretary . . . 1913, "Report of the Dean of the Division of Home Economics," pp. 81-82.

⁶¹ "Board of Trustees Minutes," November 13, 1909; Report of the Secretary . . . 1910, "Faculty and Other Officers," p. 7; "Report of the Dean of Home Economics," pp. 83-84; Report of the Secretary . . . 1912, "Report of the Dean of the Division of Home Economics," pp. 72, 74.

of those who attend; all excuses for absence from class and permits for absence from town are given by her; she acts as general adviser to the women students and for their organizations; her office is a bureau of information as far as may be, of the various matters pertaining to them. The four departments of work--music, physical culture, domestic art and domestic science--have grown in every way in these years, in numbers, courses, classes and character of the work.⁶²

It should be noted that a House Director, Miss Katherine Cameron, was appointed September 1, 1909,⁶³ which did provide the Dean some relief. She served until Mrs. Harriet B. Crawford⁶⁴ assumed responsibility in September, 1911; she was replaced by Mrs. Mary H. Page in September, 1912.⁶⁵

Miss Gilchrist was commended for her efforts by President Snyder who said that,

. . . the splendid development of this department has been due in no small measure to the good judgment, keen initiative and courageous efforts of the Dean. She brought to the position the very best of training in scholarship and experience;

⁶²Report of the Secretary . . . 1913, "Report of the Dean of the Division of Home Economics," pp. 78-79.

⁶³Report of the Secretary . . . 1910, "Faculty and Other Officers," p. 10.

⁶⁴Report of the Secretary . . . 1912, "Faculty and Other Officers," p. 11.

⁶⁵Report of the Secretary . . . 1913, "Faculty and Other Officers," p. 11.

thorough preparation reinforced with the very highest qualities of character made her administration one of signal success.⁶⁶

Mrs. Lillian L. Peppard served as Acting Dean of the Division of Home Economics fall and winter terms of the 1913-1914 school year with Miss Georgia L. White being appointed Dean on April 1, 1914.⁶⁷ Miss Edith W. Casho, a member of the Division since 1911, was recognized for her efficiency in looking after the health of students and in various duties of the dormitory, by being appointed Assistant to the Dean in 1915.⁶⁸

During Miss White's term of office, the staff gradually increased, e.g., house mother, matrons.⁶⁹

Miss White, in 1916, writes that the increase in the number of women students

. . . though not large has made necessary readjustments along many lines; as the dormitory, dining-room and laboratory accommodations were inadequate to meet it. It has also seemed essential to make some changes in the plans for the life of the young

⁶⁶Report of the Secretary . . . 1913, "Report of the President," p. 33.

⁶⁷Report of the Secretary . . . 1914, "Report of the Dean of the Division of Home Economics," p. 110; Report of the Secretary . . . 1915, "Faculty and Other Officers," p. 8.

⁶⁸Gilchrist, p. 28.

⁶⁹From this point on the study will only refer to individuals when some significant point, example, illustration, is to be made; the staffing and structural development from 1896 through 1970-1971 may be found in Appendix B.

women and in regulations governing their social activities, for more than half of the students in the division, aside from those whose homes are in Lansing and East Lansing, were housed outside of the Woman's Building and the problems to be met have been increasingly those of a scattered body of students rather than those of a group living under one roof.⁷⁰

Separate Government for Women Emerges

One significant development was the establishment of a Women's Student Council, 1916-1917. The 1917 Wolverine states that it was founded because of the growing need for an official organization to represent women and help maintain a spirit of cooperation and good will among the women of the College.⁷¹ Miss White reports,

. . . that the Council will concern itself with many and varied interests in the division, and will work with the Men's Student Council to maintain the traditions and standards of the College and to promote progress. We feel that the organization of this Council will be of great help in developing the life of the division.⁷²

"The Student Council" composed of only men was re-established in 1908, again primarily as a control agent, and it appears that until at least after the development of a new Constitution in 1914 it was struggling to develop

⁷⁰Report of the Secretary . . . 1916, "Report of the Dean of Division of Home Economics," p. 146.

⁷¹1917 Wolverine, p. 271.

⁷²Report of the Secretary . . . 1917, "Report of the Dean of Division of Home Economics," p. 125.

a positive self-concept.⁷³ World War I depleted the ranks of the Council and affected its efficiency. The Women's Student Council--Miss Gilchrist's dream long come true--from its inception working with the Dean of Women, provided needed opportunities for women to assume leadership roles and to participate in their own self-government. The 1919 Wolverine reported: "The principal activities of the Council during the past year have been confined to a revision of the Women's Regulations, making them more liberal and democratic."⁷⁴ For example, "couples could stroll unchaperoned across Farm Lane Bridge or Grand River Avenue; coeds could go canoeing, although only in the company of members of the flourishing men's Canoe Club; junior and senior women might attend Lansing theaters without a chaperone, provided there were two or more couples in the party."⁷⁵ The Women's Student Council was renamed Women's Student Government in 1920-1921; Women's League, 1921-1922 through 1922-1923; Women's Self-Government Association, 1923-1924; and

⁷³Appendix A; 1912 Wolverine, pages not numbered.

⁷⁴1919 Wolverine, p. 275.

⁷⁵Kuhn, p. 320.

reorganized in 1929-1930 as the Associated Women Students' Organization.⁷⁶ A.W.S.'s description in the 1930 Wolverine is as follows:

The Associated Women Student's Organization is composed of all the women students on the campus represented by a council of eleven, elected by the members. The purpose of this association is to regulate all matters pertaining to the student social life, to further the spirit of unity among the women, and to increase their sense of responsibility in making and keeping a high social standard.

A.W.S. puts forth an extra effort each year to make Freshman Week a success. They hold mass meetings, carry out judicial work and give teas, etc., aiding the Freshmen in getting acquainted. This year in their attempt to make easier for each new girl her adjustment to her new surroundings, they organized the movement of "Freshman Councillor" and carried it out.

This year A.W.S. has a new system of signing out slips and of special permission. As an experiment they tried one o'clock permission on Saturday nights for formal parties. Through a joint committee of A.W.S. and the Student Council the point system was revised. With the assistance of other groups on the campus, they sponsored the Co-ed Prom and Lantern Night. They were able to send two representatives, Dorothy Prideaux and Anthenia Andros, to the A.W.S. convention at Vermillion, South Dakota.

They are looking forward with especial pleasure to the coming year and they are enthusiastically planning to make it one well worth while. They are planning an interesting orientation week, and to work for better convocations and to give Freshman teas.⁷⁷

⁷⁶1921 Wolverine, p. 342; 1922 Wolverine, p. 367; 1924 Wolverine, p. 312; 1930 Wolverine, p. 314.

⁷⁷1932 Wolverine, p. 154.

Organized Effort to Promote
Women's Development

The Pan Hellenic Association, which was reorganized in 1922 to actively promote inter-fraternity (sorority) cooperation⁷⁸ and the Spartan Women's League which was organized in 1931 to create a stronger bond of friendship among the College women, to enter teams in competitive athletic sports and to develop campus leadership,⁷⁹ gave women students additional opportunities to acquire leadership skills and to influence the campus. It would appear that the Office of the Dean of Women worked closely with the various women's organizations, advising and providing supportive assistance for such activities, as freshmen women orientation. While control regulations were certainly still most prominent, the Office helped women students institute changes. The Dean of Women as a member of the Administrative Group and a member of the Faculty and of particular, the Social Committee, was in position to effectually represent the women students' views.⁸⁰

The Division of Home Economics was reorganized during the 1916-1917 school year with Miss White being designated as Dean of Home Economics and Dean of Women

⁷⁸Ibid., p. 235.

⁷⁹Ibid., p. 209.

⁸⁰"Faculty Minutes," May 3, 1915; "Faculty Minutes," May 1, 1916.

for the 1917-1918 school year.⁸¹ Miss White comments,

. . . owing to the growth and to the increased specialization in the division, as well as to facilitate the financial management, separate departments of Domestic Science and Domestic Art have been created with separate budgets, the remaining work of the division being carried on under the denomination--Dean's Office and Dormitories. This is in line with the development of the work of the division, and with the hope which we have had that eventually the dormitory life and department life may be made as distinct as possible.⁸²

In the 1918-1919 school year Miss Mary E. Edmonds served as Dean of Home Economics with Miss Annie Howard as Advisor of Women who, in her capacity, relieved the Dean of many details.⁸³ In the 1919-1920 school year Miss Eudora H. Savage became Dean of Women within the Division of Home Economics, a title which she held for three years. During these years Mary Edmonds, 1919-September 26, 1920; May Person, September 27-December 1, 1920; Mary Sweeney, December 1, 1920-June 30, 1922, respectively, were in charge of the Division.⁸⁴ Miss Savage resigned in 1922

⁸¹Report of the Secretary . . . 1917, "Report of the Dean of the Division of Home Economics," p. 125; Report of the Secretary . . . 1918, "Faculty and Other Officers," p. 8.

⁸²Report of the Secretary . . . 1917, "Report of the Dean of the Division of Home Economics," p. 125.

⁸³Report of the Secretary . . . 1919, "Faculty and Other Officers," p. 7.

⁸⁴Report of the Secretary . . . 1920, "Faculty and Other Officers," p. 7; Report of the Secretary . . . 1921, "Report of the Department of Home Economics,"

and the dean of women responsibilities fell upon the shoulders of the Acting Dean of Home Economics for the 1922-1923 period, Miss Louise Hathway Campbell.⁸⁵ Jean Krueger was appointed in 1923 as Dean of Home Economics and Women⁸⁶ and served in this dual capacity until Dr. Clara Powell was appointed Advisor of Women, starting the 1926-1927 school year. Miss Krueger comments in her end of year report, June, 1927, "with the appointment of Dr. Clara Powell to the position of Advisor of Women to serve on the staff of the Dean of the College, the work of the Dean of Women has been removed from this Division."⁸⁷

The First Administrator to Assume
the Role of a Dean of Students

John Phelan, Dean of the College, as part of his responsibility devoted much of his time to the tasks of a dean of students during the period 1925-1926 through

pp. 74-75; Report of the Secretary . . . 1922, "Faculty and Other Officers," p. 7; Gilchrist, p. 30.

⁸⁵Report of the Secretary . . . 1923, "Faculty and Other Officers," p. 9; "Report of the Dean of Home Economics," pp. 72-81.

⁸⁶Report of the Secretary . . . 1924, "Report of the President," p. 42; "Report of the Department of Home Economics," p. 77.

⁸⁷Report of the Secretary . . . 1927, "Report of the Division of Home Economics," pp. 82-83.

1927-1928.⁸⁸ Kuhn points out: "Dr. Clara E. Powell served under him as adviser to women and J. W. Steward, as attendance officer, relieved the deans and others of the responsibility for certifying excuses, an important task, for one negative credit was assigned for each six to twelve unexcused absences;" (when an individual accrued six absences one credit was added to the graduation requirement); Phelan also provided extensive direction to counseling and guidance.⁸⁹

Phelan's report, included in the Report of the Secretary of the State Board of Agriculture, 1926, aptly illustrates his responsibilities.

To the President:

Sir:--I beg to report the progress during the year in the organization of the work of the Dean of the College.

Freshman Week was established and carried out in such a way that both students and faculty considered it very much worth while.

A system of advisers of Freshmen has been organized. The freshmen report to their advisers at least once a month. The adviser has a record on the student's work and is often able to be of great service to him.

The Student Council and the Women's Self Government Association deserve mention for their loyal cooperation in student affairs.

⁸⁸ Report of the Secretary . . . 1926, "Report of the Dean of the College," p. 155; Report of the Secretary . . . 1927, "Report of the Dean of the College," pp. 158-59; Report of the Secretary . . . 1928, "Report of the Dean of the College," p. 54; Kuhn, p. 301.

⁸⁹ Kuhn, p. 301.

A large number of upperclassmen have come to the office with their personal problems. There have been relatively few cases of serious discipline.

For future consideration may I suggest five important items:

- (1) The appointment of a Dean of Women who would act as adviser to the girls.
- (2) The organization of an Orientation Course for Freshmen.
- (3) The development of a system of personnel that will be of advantage to the college staff in providing them with vital information concerning the students.
- (4) The development of an organization that will assist graduates in finding positions. This organization should cooperate with all divisions and departments of the college.
- (5) The attendance of students is kept in the several divisions of the college. I would suggest that there be created the position of Attendance Officer and that records of attendance be centralized.⁹⁰

In 1928, The Board eliminated the Dean of the College, the advisor to women, and other positions; President Shaw and a secretary assumed most of the functions, though J. W. Steward was continued as attendance officer until June 17, 1936 and, a new Dean of Women, Miss Elisabeth W. Conrad was appointed.⁹¹

Functions Crystallized for the Dean of Women's Office

Miss Conrad, to enable the "College to have more right to dictate as to the caliber of women engaged by

⁹⁰Report of the Secretary . . . 1926, "Report of the Dean of the College," p. 155.

⁹¹Kuhn, p. 334; Report of the Secretary . . . 1936, "Report of the Supervisor of Attendance," p. 54.

sororities as housemothers," requested and received approval from the Board of Trustees on March 24, 1930, for the College to pay \$10 a month for ten months to each of the ten sorority housemothers, starting fall 1931.⁹² The housemothers were thus members of the Dean of Women staff and their selection by the sororities were subject to the approval of the Office.⁹³

Miss Conrad's reports to the President as evidenced by the Annual Reports of the Secretary of the State Board of Agriculture 1932-1944 presented for the first time comprehensive and detailed descriptions of the activities of the Office of the Dean of Women. The following selective quotes from her report to the President in 1932 exactly describe the Dean of Women's Office organization and its activities.

To the President:

Sir:--The office of the Dean of Women was moved from the Library Building to the Women's Building in September, 1931.

The resulting changes in the handling of work in the office of the Dean of Women may be outlined as follows: The larger waiting room gave more space for cooperating student organizations; A.W.S. officers were granted one desk and file enabling them thus to have regular office hours and make their student contacts more effectively; the Panhellenic was also given file space for records and encouraged to deal more systematically with

⁹²"Board of Trustee Minutes," March 24, 1930; Report of the Secretary . . . 1932, "Report of the Dean of Women," p. 52.

⁹³Report of the Secretary . . . 1932, "Report of the Dean of Women," p. 52.

sorority organization problems. A less formal atmosphere in the office seemed to encourage easy student approach. The number of students who came in for advice and assistance was very greatly increased. This was probably aided by the fact that students learned that their wants would be taken care of without an indefinite period of waiting. The two assistants to the Dean of Women were given individual desks and their work more clearly differentiated.

To the housing assistant came all interviews with girls seeking work and all problems of the girls working for room and board, doing light housekeeping, or living off-campus. The housing assistant was also given charge of inspecting all off-campus houses, visiting several times each term each house in which students lived and adjusting personal difficulties which arose between landladies and students. She also served as advisor to the A.W.S. vice-president in House Presidents' meetings and in the checking of weekly house reports. All assignments of rooms in the two dormitories, taking deposits and authorizing refunds were under her jurisdiction. She developed a very simple and accurate system of card files which show individual accounts at a glance. Her employment supervision included the dormitory telephone switchboard in Mayo Hall and the elevator service in the Women's Building. A continually fluctuating number of girls usually about 85 worked off-campus during the year.

The secretary's duties, in addition to the usual secretarial work of caring for correspondence and keeping correspondence files, included the keeping of the social calendar. She interviewed the student social chairmen of all organizations, and registered all social dances or evening parties. A total of 231 dances were registered during the year. Inasmuch as all dances must be chaperoned by at least two couples of accepted standing in the community, it has been likewise the duty of the secretary to issue official recognition "invitations" to these chaperons. Characteristic student procrastination necessitated the devotion of much secretarial time on Thursday and Friday of practically each week to the matter of dances for whom chaperons were not recorded.

With the informal atmosphere of the new office an open door policy has been stressed. Interviews cannot be tabulated but may be classified as largely with parents, students below par in academic work who came either voluntarily or in response to a request at the beginning of a new term, interviews

with students whose health problems had been reported by the Campus Health Service or by their house matrons; freshmen and transfers, particularly those whose social adjustments were noted as unsatisfactory. A few cases of discipline entered into the year's work, and also many detail questions of dormitory management and policy varying from student insistence on personal radios to parental resentment of A.W.S. discipline meted out to daughters. Conferences with student leaders and meetings with student organizations cut deep into the after 7:00 p.m. hours, but seem always a necessary part of the constructive work, as are also the acceptances of official invitations to formal student social functions.

The introduction of the faculty advisory system for freshmen and new students changed the character of the interviews with failing students. The question for the Dean of Women to ask was no longer "Why did you fail?" but "What are you doing or what can we help you do to make it possible for you to get better study results?"⁹⁴

Service Role Expanded

During the depression years the Dean of Women's Office spent considerable time helping young women contend with the economic conditions. Miss Conrad, in discussing the office endeavors in this area, commented that "A special note should be made here of the especially good work done by Miss Petersen, not only in securing an unusually large number of homes where girls were able to work for room and board, but also in the constant and sympathetic supervision given the women so placed."⁹⁵ It might also be noted at this point, that Miss Mabel F.

⁹⁴Ibid., pp. 50-51.

⁹⁵Report of the Secretary . . . 1935, "Report of the Dean of Women," p. 35.

Petersen's long record of service to the Dean's Office extends from 1934-1935 to date. To provide women with inexpensive housing the first cooperative, Concord House, was established in 1936 under the auspices of the Dean of Women with Supervision by a resident housemother.⁹⁶

Summary

Regulative activities continued to be emphasized during this period but women students were afforded the opportunity to modify and/or change various policies and rules. The providing of services by student personnel administrators was beginning to develop during this period.

The next period in the development of this study, 1935-1936 to 1943-1944, will include further discussion of the Dean of Women's Office as well as the delineation of the newly established Office of the Dean of Men.

⁹⁶Kuhn, p. 357.

ESTABLISHMENT OF THE OFFICE OF THE DEAN
OF MEN AND THE EVOLVEMENT OF
STUDENT ACTIVITIES AND THE
SERVICE CONCEPT PERIOD
1935-1936 THROUGH
1943-1944

Office of the Dean of Men Established

In May of 1935 the first Dean of Men was appointed.

President Shaw reports that

In May 1935, in response to an apparent need and growing demand, the position of Dean of Men was created and Dr. F. T. Mitchell, Associate Professor of Education, was appointed (though without complete severance of his relations with his former department). Dr. Mitchell has administered the Freshman Week program most successfully, has accomplished much in improving housing conditions for men, and has acted in an advisory capacity to all of the leading groups of men students on campus. The new position has been more than justified.⁹⁷

The first year's staff consisted of Mr. Glen Stewart, Assistant to the Dean of Men in charge of National Youth Administration (an agency created by Executive Order in 1935 to furnish part-time work for students in high schools and colleges); Mr. C. A. Rosenbrook, Assistant to the Dean of Men in charge of housing men students; and Miss Blanche Barnhart as Secretary.⁹⁸ Kuhn⁹⁹ also points out that the Freshman Week and testing programs became the responsibility of the Dean of Men in the 1935-1936 school year with Paul L. Dressel, a half-time assistant, administering entrance and diagnostic examinations and exploring vocational aptitudes to advise

⁹⁷ Report of the Secretary . . . 1936, "Report of the President," p. 28.

⁹⁸ Report of the Secretary . . . 1936, "Brief of Annual Report of Dean of Men," p. 56

⁹⁹ Kuhn, p. 375.

students on their careers. (Author's note: Paul Dressel was not a half-time assistant; he did provide the stated services but not in a formal capacity.)¹⁰⁰ Dean Mitchell's personal message to the students in Fall 1935 conveys his perception of the Office:

Coming to an institution of higher learning for the first time, you will meet perplexities of many kinds. The Office of the Dean of Men is open all day and the chief function of this office is to assist students in adjusting themselves to college life. You are welcome to come in at any time.¹⁰¹

Dean Mitchell's commitment to personal interaction with students is evidenced by his statement,

To make students feel at home, I personally visited all men in Wells Hall and many in off-campus houses. The Blue Key men visited all freshmen which I did not visit and we found a considerable number of men a bit unhappy because of living conditions. These cases were adjusted with no delay.¹⁰²

Expansion of Student Activities in the 1930's

The Dean of Women and the Dean of Men personnel spent considerable time throughout the 1930's supervising, assisting, and advising student activities. While student organizations and social functions had down through the years been gradually increasing, it was during the 1930's

¹⁰⁰ Conversation with Dr. Paul L. Dressel on March 22, 1972.

¹⁰¹ 1935-1936 Student Handbook, p. 7.

¹⁰² Report of the Secretary . . . 1938, "Annual Report of the Dean of Men," p. 96.

that they expanded significantly. Even the depression did not seem to dampen enthusiasm. Miss Conrad observes in 1933, "Social events succeeded each other throughout the year much as in former times, although after a few experiences with deficits, student social committees learned to plan less expensive dances."¹⁰³ By the end of the school year in 1939 Miss Conrad reports a total of 420 registered social affairs.¹⁰⁴ Dean Mitchell reports in 1939, "There are a large number of campus organizations for men students--probably too many. Approximately 75 per cent of the men students participated in some extra-class activity or belonged to some organization or both."¹⁰⁵ (The Dean of Men had an extra-curricular or non-academic record for every man during the year.)¹⁰⁶

The Dean of Women's Office worked closely with A.W.S.; Spartan Women's League; Mortar Board, a senior women's honorary; and Pan Hellenic Council. All the organizations were most active. An example is the

¹⁰³Report of the Secretary . . . 1933, "Report of the Dean of Women," p. 39.

¹⁰⁴Report of the Secretary . . . 1939, "Report of the Dean of Women," p. 71.

¹⁰⁵Report of the Secretary . . . 1939, "Report of the Dean of Men," p. 69.

¹⁰⁶Report of the Secretary . . . 1938, "Annual Report of the Dean of Men," p. 96.

description in the 1935 Wolverine of one of the A.W.S.' endeavors:

The biggest project undertaken by A.W.S. during the year consisted of an orientation program for freshmen women. Formerly, this work was treated in the weekly physical education lectures, but the limited time which could be devoted to orientation made it advisable for a new system to aid freshmen women in becoming acquainted with their new surroundings. The freshmen were divided alphabetically into groups of about twenty each. At the head of every group was a junior, carefully chosen for her qualities of leadership. In informal meetings were discussed problems and topics of general interest such as citizenship, social etiquette, mannerisms, adjustment and similar subjects. The whole plan proved very successful considering the short time it has been in effect, both freshmen and upper-classmen apparently profiting immensely by the opportunities afforded for the development of closer contacts among Spartan women.¹⁰⁷

In 1936 A.W.S. also kept a detailed filing system of the extra-curricular activities of each girl on campus, sponsored a co-ed carnival at which Freshman girls were introduced to activities on campus, co-sponsored with Mortar Board a lecture for Senior women on the topic of marriage and the home, undertook a variety of other activities.¹⁰⁸

Dean Mitchell personally served as Faculty Advisor for Interfraternity Council, Co-ordinating Council of Fraternities; Blue Key, a junior and senior national honorary; Student Council; and Independent Men's League,

¹⁰⁷1935 Wolverine, p. 92.

¹⁰⁸1936 Wolverine, p. 83; Report of the Secretary . . . 1936, "Report of the Dean of Women," p. 55.

which was established under Dean Mitchell's guidance to provide a channel of authority and activity for men who were not members of fraternities.¹⁰⁹ The Interfraternity Council gave recognition in the 1936 Wolverine to Dean Conrad and Dean Mitchell for their assistance in compiling a list of patrons who would be available for campus parties.¹¹⁰ Dean Mitchell also sought and received approval from the Administrative Group, Faculty, and the Board of Trustees in the 1937-1938 school year for the College to contribute \$100 per year for the house-mother of Farmhouse fraternity, Mrs. Nell Bartlett.¹¹¹ The first fraternity, though, to employ a housemother, according to the Faculty and Students Directories, was Phi Delta Theta in 1935-1936 who retained the services of Mrs. Helen Stephenson; Mrs. Jonathan Palmer served the next year and then the Fraternity discontinued retaining a housemother for a number of years.¹¹² The Dean of Mens

¹⁰⁹Report of the Secretary . . . 1938, "Annual Report of the Dean of Men," p. 96; Kuhn, p. 392.

¹¹⁰1936 Yearbook, p. 85.

¹¹¹"Faculty Minutes," October 1, 1937; Report of the Secretary . . . 1938, "Annual Report of the Dean of Men," p. 98.

¹¹²1935-1936 Faculty and Students Directory, p. 19; 1936-1937 Faculty and Students Directory, p. 19.

Office also inaugurated in the fall of 1937 the Part-Time Employment Service.¹¹³

Informal Non-Professional
Guidance Activities

The Dean of Women's Office, as reflected earlier, and the Dean of Men's Office were deeply involved in guidance activities. Dean Mitchell indicates during the 1938-1939 school year,

. . . 872 men students came to the office to confer on personal problems. These problems ranged from one end of the category to the other. Each case was heard sympathetically and some plan of action determined and followed. Many men return many times for assistance. Personally, this activity is the most challenging of all things to do. My relations with this group have been pleasant and enjoyable, but at times disappointing. There has been splendid cooperation on every hand and I feel much good has been accomplished.¹¹⁴

Gradual Development of Students'
Self-Determination

While in loco parentis regulations were still the rule and not the exception, e.g., social regulations or the "speakers regulation," passed by the Faculty on September 28, 1936, which required that all outside speakers be approved by the Administrative Authorities before the program may be arranged, it appears that

¹¹³Report of the Secretary . . . 1941, "Brief Annual Report of the Dean of Men," p. 75.

¹¹⁴Report of the Secretary . . . 1939, "Report of the Dean of Men," p. 70.

students were gradually becoming involved in some aspects of controlling their campus life. A.W.S. had acquired and continued to acquire privileges for women students and two students were included on the Social Committee of the Faculty for the first time in 1937-1938 school year.¹¹⁵ The Student Government became a truly representative body in 1940 including women as official voting members for the first time,¹¹⁶ thus providing the students a stronger base from which to operate.

Impact of World War II

The early 1940's with the United States involved in World War II, were trying years. Kuhn writes, "violation of the tradition against smoking became more brazen and drinking at College parties increased. However few the offenders, these excesses were symptomatic of widespread uncertainty about traditional values in war which threatened the survival of both the individual and his civilization."¹¹⁷ Miss Conrad reports, "Individual initiative lagged, and new projects did not materialize in the traditional campus activity group."¹¹⁸

¹¹⁵1937-1938 Student Handbook, p. 52.

¹¹⁶"Faculty Minutes," July 7, 1939; Appendix A.

¹¹⁷Kuhn, p. 405.

¹¹⁸Report of the Secretary . . . 1942, "Report of the Dean of Women," p. 83.

The elimination of the retail automobile business, a prime source of income for Michigan residents hurt the students financially; consequently, many students contacted the Office of Dean of Women and the Office of Dean of Men for job placement.¹¹⁹ The first cooperative living unit for men, Hedrick House, was established in 1940¹²⁰ and in 1941 eleven co-op houses combined to form the Inter-Cooperative Council.¹²¹ These two cooperative ventures and others were most helpful during the difficult economic conditions. The Office of the Dean of Women and the Office of the Dean of Men provided support and direction to these new living group organizations.

Summary

The 1935-1936 through 1943-1944 period indicates a stress on service by the Offices of the Dean of Women and Dean of Men, but it is not until the 1944-1945 through 1960-1961 period that specialized services are identified and consolidated under a dean of students.

¹¹⁹Ibid., p. 84; Report of the Secretary . . . 1943, "Brief Annual Report of the Dean of Men," p. 104.

¹²⁰Kuhn, p. 357.

¹²¹1942 Wolverine, pp. 426-27.

EMPHASIS ON SPECIALIZED STUDENT
PERSONNEL SERVICES PERIOD
1944-1945 THROUGH
1960-1961

Establishment of the Dean of
Students Office--Service
Concept in Full Sway

On March 7, 1944, the Administrative Group discussed the need for the unification of student personnel services¹²² and recommended to and received approval from the Faculty that the State Board of Agriculture be asked to sanction a regrouping and reorganization of these services under a Dean of Students,¹²³ an action which was subsequently taken.

An officially titled Office of the Dean of Students was established on July 1, 1944, with Stanley E. Crowe as Dean. This Office provided the direct and indirect supervision of the following activities: Orientation of new students; Office of the Registrar; Counseling and Testing Service; Placement Service; Servicemen's Institute; Counselor for Men; Counselor for Women; Dormitory Management; Summer School; General College; Academic Coordinator for the Army, and Lecture-Concert Series.¹²⁴

¹²²"Administrative Group Minutes," March 7, 1944.

¹²³"Faculty Minutes," April 7, 1944.

¹²⁴Report of the Secretary . . . 1945, "Report of the Dean of Students," p. 41; "Minutes of Administrative Group," August 29, 1944.

A condensed description of each area secured from combining verbatim information from the "Report of the Dean of Students"¹²⁵ and from Michigan State College, Story of the Year,¹²⁶ follows:

REGISTRAR'S OFFICE

A total of 6,640 civilian, Army, and short course students received instruction at Michigan State College in 1944-45. The number of Army trainees enrolled declined considerably during the year as the various military programs were curtailed or discontinued. A large increase was noted in the number of women students enrolling.

All 83 Michigan counties were represented, as well as most of the other states, the District of Columbia, two United States territories, and 13 foreign countries. The College conferred 600 degrees, including 38 masters, nine doctorates, two professional degrees, and two honorary degrees.

The Michigan State staff was composed of 749 men and women engaged in administrative, instructional, extension, and research work. Robert S. Linton is the college registrar.

COUNSELING AND TESTING

During the year the work of the Board of Examiners and Basic College Counseling was concerned with two major tasks: The in-service training program for Basic College counselors, and the comprehensive examinations for Basic College courses. Testing and counseling was done on numerous rehabilitation cases as well as on many high school and elementary school pupils referred by parents or teachers. Some adult non-college persons also were tested and counseled. The Freshman Week testing program is conducted by this department which is under the direction of Dr. Paul Dressel.

¹²⁵Report of the Secretary . . . 1945, "Report of the Dean of Students," p. 41.

¹²⁶Michigan State College, Story of the Year, A Michigan State College Bulletin (East Lansing: Michigan State College Press, XL, No. 9 [January, 1946], 33-35).

PLACEMENT

With the inclusion of Home Economics and Agricultural teachers in September, 1944, formation of the Central Placement Office, directed by Tom King, was completed.

During the year 35 industrial and business firms sent representatives to the campus for the purpose of interviewing students interested in obtaining employment. Referrals for full-time jobs totaled 288, and of this group 190 were successfully placed in jobs. In teacher placements, 68 graduates of the current year were placed. Thirty-three inexperienced teachers, graduates of former years, also were placed, and 55 experienced teachers were assisted in finding other positions.

Part-time work was found for 286 M.S.C. students during the year.

SERVICEMEN'S INSTITUTE

The Servicemen's Institute was established on July 1, 1944, to give personal guidance to war veterans from the moment they begin their studies until they complete them and are placed in jobs. Dr. Fred T. Mitchell was chosen to act as director.

At Michigan State the matriculating veteran has a special faculty counselor to advise him on various matters and to discuss with him his previous training with the view to fitting the ex-serviceman into the proper college courses. Upon entering, the veteran is given an achievement test to determine his current educational level, and is provided refresher or review courses if the tests indicate they would be beneficial.

Double-period, non-credit review courses are taken by many of the veterans, and classes are kept small so that tutorial-type instruction may be given. By and large, war veterans enrolled at Michigan State have received better grades than the average student. This is attributed to their social--not necessarily chronological--maturity, their desire for an education, and their willingness to make the best use of their time. More than 300 veterans, including several women, enrolled at M.S.C. during the 1944-45 fiscal year, and that number was expected to double by fall term, 1945.

ARMY SPECIALIZED TRAINING PROGRAMS

The Army Specialized Training Program was carried on during the year with a greatly reduced number of trainees. The enrollment ranged from 200 to 600. On July 1, 1945, the ASTP unit moved from Abbot Hall to Wells Hall. The number will drop to approximately 300.

COUNSELOR FOR MEN

Activities of all men students attending Michigan State College were under the direction of Dr. Fred T. Mitchell, Counselor for Men. During the year 1944-45 all civilian men students were housed in approved rooms for men in East Lansing, residence halls for men having been occupied by women students and by military units stationed on the campus.

Because of the large decrease in the enrollment of men owing to the war, relatively few of the student organizations for men were active. All 16 social fraternities on the campus had active groups, nine groups occupying homes and seven not living as a unit. Groups without houses used the Student Union as a meeting place. Many of the activities planned by fraternities for post-war adjustment were put into operation during the year.

COUNSELOR FOR WOMEN

Fall term 1944 opened with a total of 2,733 women students enrolled. Their various activities during the year were under the supervision of the Counselor for Women, Mrs. Isabelle Gonon.

Besides filling to capacity the three dormitories for women, 10 co-operative houses, two annexes, and 14 sororities, women occupied for the first time the two dormitories for men, Mason Hall and Wells Hall, which were adapted for their use. The recreation rooms of Williams Hall and Campbell Hall, women's dormitories, were used to house 80 students until withdrawals permitted transfer of these students into regular residence rooms.

Students living in co-operative houses came to a fuller recognition of their worth. With the purpose of achieving a stronger feeling of unity and inter-co-operation, and with the desire to help new students acquire and maintain a co-operative spirit and a sense of self respect and pride in their work, the girls organized the Women's Co-operative League, a council composed of a representative from each house.

DORMITORY MANAGEMENT

A manager of men's residence halls and a manager for women's residence halls supervise the food operations, furnishing and maintenance of the halls.

GENERAL COLLEGE DIVISION

The General College Division was closed on July 1, 1945, in accordance with a motion passed by the faculty after the organization of the Basic College. All students enrolled in the General College Division were either transferred into another school of the College or terminated their program on that date.

LECTURE-CONCERT SERIES

The 1944-45 Lecture-Concert Series was a success from the standpoint of programs offered and attendance. Michigan State students and faculty members, as well as townspeople, were privileged to hear such outstanding attractions as the Minneapolis Symphony, Lily Pons, Sigmund Romberg, and several noted lecturers.

SUMMER SCHOOL

The 1945 Summer School was organized into a regular quarter and concurrent six-week and three-week sessions. The total enrollment was 1633 at the end of the first three weeks and the final enrollment figure will be increased by late registrations for the second and third term language courses. A large group of rural teachers will enroll in August for a two-week Rural Education Workshop.

Throughout the Dean of Students Administrations of Stanley E. Crowe, 1944-1945 through 1949-1950; Tom H. King, 1950-1951 through 1960-1961; and John A. Fuzak, 1961-1962 through 1963-1964, basically many of the same services were provided.¹²⁷ The table of organizations and staff responsibilities did, however, vary and there were specific additions and deletions, for example, dormitory management which had historically been part of the student personnel services no longer came under the supervision of the Dean of Students after the 1945-1946 school year; the Registrar's Office was deleted as of 1956-1957; the Office of School Cooperation and Health Services were added in April 1, 1949 and in

¹²⁷Detailed descriptions of the organization and structure of student personnel services during Tom King's and John Fuzak's Dean of Students administrations are found in Appendix C.

1951-1952 respectively; and the Placement Service which had been transferred to the President's Office in 1948-1949 was re-assigned to the Office of the Dean of Students in 1950-1951.¹²⁸

Service was the credo of the Office of School Cooperation. Coordinator Guy H. Hill's 1949-1950 Report which encompassed the Office's first complete school year of operation states that the purposes of the Office are "to make available to the state all of the facilities and personnel of the College which will administer to the needs of public schools; to better acquaint high school students, their teachers and parents with Michigan State College and its services; and to constantly refine the processes and techniques for accomplishing these purposes."¹²⁹ The services rendered by the Office during 1949-1950 school year according to types are shown in Table 1.¹³⁰ The Office of School Cooperation continued to provide these various services throughout its tenure.

The Director of Placement, Tom King, stresses that the primary function of the Placement Bureau was

¹²⁸Appendices B, G.

¹²⁹Report of the Secretary . . . 1950, "Report of the Coordinator of High School Cooperation," pp. 138-39.

¹³⁰Ibid.

TABLE 1.--Services rendered by the office of high school cooperation according to types.

Types of Services	Number of Times Given	Number of Staff Involved	Number of Recipients	Number of High Schools Involved
Teacher Workshops, Conferences and Institutes	47	89	4,738	480
High School Assemblies, "Career" and "College" Days	69	232	9,280	198
High School Senior College Visitation Day (Innovation)	1	137	5,500	240
M.S.C.--High School Principal-Freshman Conference--"13th" Annual	1	97	350	161
Junior College Services	4	4	860	4-- Jr. Colleges
Services to Institutions of Higher Learning	3	25	120	3-- Colleges
High School Commencement Speakers	68	22	35,800	68
Community Workshops	7	12	322	7
Parent-Teacher Institutes	6	12	1,500	100
Groups Affiliated with the Schools	36	55	8,000	36
Totals	242	685	66,470	1,297

to service all students who have attended Michigan State College through four major divisions: The Industrial Division, The Teacher Division, The Part-time and Summer Employment Division, and the Alumni Division.¹³¹ He adds that the secondary function is to make available to employers the most effective service possible.¹³² John F. Schlueter discusses the prime consideration, service, more specifically, saying service is provided in the five following areas:

1. To the students--to counsel and guide them vocationally during their college years and to assist them in the development of graduate employment opportunities;
2. To the faculty--to free them from non-academic responsibilities;
3. To the administration--to act as its representative in student vocational matters and to carry out the important last step in the institution's broad responsibility--the marketing of its graduates;
4. To the alumni--to provide an employment service to assist them in developing opportunities either for themselves or within their respective business concerns;
5. To employers--to develop a satisfactory program of mutual understanding for the primary purpose of bringing together in an efficient manner the needs for both the graduate and those seeking to hire college graduates.¹³³

The magnitude of the Placement Bureau's service increased greatly since its first involvement with the Dean of

¹³¹Report of the Secretary . . . 1950, "Report of the Director of Placement," p. 133.

¹³²Ibid., p. 134.

¹³³Report of the Secretary . . . 1951, "Report of the Director of Placement," p. 127.

Students Office in the 1944-1945 school year. In 1950-1951 approximately 406 representatives of business, industry, and government conducted a total of 6,000 individual interviews and in addition, approximately 360 school superintendents and 100 college officials conducted a total of 2,600 individual interviews with approximately 800 new teaching candidates.¹³⁴ The Part-Time Employment division in the 1951-1952 school year was able to identify more job opportunities for students because not only departments on campus requested students for part-time jobs but more and more business and industrial concerns and home owners in the local area began to use the services of students to round out their employment needs¹³⁵ and by the 1952-1953 school year over 10,000 jobs were secured by students through the efforts of this Division.¹³⁶ Jacweir Breslin adds¹³⁷ that perhaps the most rapidly expanding department of the Placement Bureau is Alumni Placement. "At present our total active file on alumni numbers 1,650, and we are

¹³⁴Ibid.

¹³⁵Report of the Secretary . . . 1952, "Report of the Director of Placement," p. 232.

¹³⁶Report of the Secretary . . . 1953, "Report of the Director of Placement," p. 256.

¹³⁷Ibid.

constantly publicizing the fact that Michigan State College has many job openings which may mean a decided advancement for the alumnus." The expansion of the various services provided by the Placement Bureau has continued throughout the years.

The inclusion of the Health Service within the Office of the Dean of Students was a recognition of the importance of consolidating the many student support services under one office for direction and coordination.

Student Self-Determination Expanded

One of the most significant developments, beginning in the latter 1940's, continuing throughout the 1950's and expanding during the 1960's, was student self-determination. After the war, rules and regulations were still most numerous with new ones being added, such as the requirement instituted starting the fall of 1950 that all fraternities must have house-mothers¹³⁸ (Men's Co-ops were granted an exception due to extenuating circumstances, instead a full-time advisor-hostess, Mrs. Laurline Lee, was provided by the Office of the Counselor for Men).¹³⁹

¹³⁸ Report of the Secretary . . . 1949, "Report of the Counselor for Men," p. 112.

¹³⁹ Report of the Secretary . . . 1950, "Report of the Counselor for Men," p. 124.

It was during this time that the Student Council became more assertive, seeking to become involved in the decision-making process. The following three quotes from Administrative Group meetings are interesting not only because they demonstrate student interest in participating in University governance, but because they pointedly project administrative attitudes towards student involvement at the major governing level.

The President has explained to the Student Council's President, Mr. Loring, that it is not possible to have regular attendance of a Student Council representative at the Administrative Group meetings. If the Student Council has submitted a question that needs some advice or action by the Administrative Group, a representative may be called before the Group to present his case.¹⁴⁰

. . . were other school faculties being approached on the matter of granting student participation in faculty meetings? The President stated that he thought it was better if students had something to present, to invite them in from time to time, as we did with Mr. McCartney, rather than have them in regular attendance. The Administrative Group agreed with the President.¹⁴¹

A communication from the Student Congress expressing regret over the loss of Dr. . . . and asking the College to retain his services. The President asked Dean King to inform the Student Congress that they have gone out of bounds in making such a request.¹⁴²

¹⁴⁰"Administrative Group Minutes," February 11, 1947.

¹⁴¹"Administrative Group Minutes," October 14, 1947.

¹⁴²"Administrative Group Minutes," April 29, 1952.

Student involvement was making some inroads at least at the Committee level. The "Faculty Minutes" of June 12, 1947, show the faculty discussed a recommendation from the Student Council for the Faculty-Student Social Committee to be changed to include ten members, four present student members, plus a member of the Activities Board and an equal number of faculty members with the chairman a faculty member. The 1948-49 Helmet, the student handbook, confirms that this recommendation was approved.¹⁴³

The development of a viable, three-branch student government, was started by the 1949-1950 Student Council under the leadership of Louis Hekhuis, who appointed and gave direction to the "Little Hoover Commission."¹⁴⁴ This "think tank" organization established the framework for the All-College Student Government which included a "strong" executive, a legislative body, and an All-College Judiciary.¹⁴⁵ The Constitution was approved on May 3, 1951, by the student body, 3,304 to 384, and by the faculty on the same day.¹⁴⁶ Gaylord Sheets, chairman of

¹⁴³1948-49 Helmet, p. 31.

¹⁴⁴1950 Wolverine, p. 81; Conversation with Michigan State Student Activity Staff, March 21, 1972.

¹⁴⁵Appendix A.

¹⁴⁶Michigan State News, Friday, May 4, 1951, p. 1; "Faculty Minutes," May 3, 1951.

the final drafting commission, after thanking the faculty and student body for passing the constitution commented, "From now on we can go forward to learn to discipline ourselves."¹⁴⁷ The student body voted to tax themselves up to an amount of \$.25 per term and the Board of Trustees voted on May 15, 1952, to collect this fee as a part of the registration procedure.¹⁴⁸ This financial base enabled the All-College Student Government to initiate projects and to promote issues on their own volition.

While A.W.S. had a judicial process, it was not until the new student government constitution was approved that the total student body had recourse to a judicial hearing. The Judiciary could take action regarding any legislation passed by the Student Congress or the executive branch of the government; rule on the constitutionality of actions taken by campus organizations and on cases involving the infraction of student government rules; hear disciplinary cases referred to the Judiciary if the student requests and if the request was approved by the Dean of Students.¹⁴⁹

¹⁴⁷ Michigan State News, Friday, May 4, 1951, p. 1.

¹⁴⁸ "Board of Trustees Minutes," May 15, 1952.

¹⁴⁹ Appendix A.

Dean King comments:

The change in student government to the Student Congress gave to the Student Judiciary some participation in the investigations and recommendations relative to student conduct. In a raid on Wells Hall in the Fall, and an attempted so-called "panty raid" in the Spring, the Student Judiciary made excellent recommendations, which were followed almost entirely by this Office.¹⁵⁰

In the 1955-1956 school year the entire University judiciary pattern was defined with all of the courts, e.g., precinct judiciaries, dormitory judiciaries, and inter-dormitory judiciaries having their purpose, jurisdiction, composition, procedures, actions they may take, appeal routes, and where they are housed, clearly stated.¹⁵¹ The student body also voted to have the All-University Student Judiciary Court handle all disciplinary situations, except where remedial or medical services are indicated.¹⁵² Therefore, Dean King states that for the first time the Dean of Students Office turned over most of the student disciplinary cases, not settled in the residence halls, to the Student Judiciary--206 cases.¹⁵³

¹⁵⁰ Report of the Secretary . . . 1952, "Report of the Dean of Students," p. 209.

¹⁵¹ Report of the Secretary . . . 1956, "Report of the Dean of Students," p. 230.

¹⁵² Ibid.

¹⁵³ Report of the Secretary . . . 1957, "Report of the Dean of Students," pp. 239-40.

Student self-discipline was being further extended, but there were still "certain types of violations" not given to the judiciaries.¹⁵⁴ The All-College Judiciary (retitled All-University Judiciary in 1955) was certainly a step toward effective student self-regulation, but it should be remembered that the Dean's Office did not always choose to allow cases to go before the Judiciary.¹⁵⁵

Contact with Students Through
Student Activities

The Dean of Students Office spent considerable time advising, guiding, and assisting through supportive services the many student government areas, all student organizations, and individual students.

Mabel Petersen in her 1953 "Report of the Women's Division" comments

Each of the Staff devotes many hours a week, after office hours, in meetings with students. The staff served as advisors for the following organizations and committees: Student Government, Women's Inter-Residence Hall Council, Pan-hellenic Council, Inter-cooperative Council, Spartan Women's League, the two boards of Associated Women Students, Cooperative Advisers Association, Student-Faculty Social Committee, All-College Judiciary and Resident Advisors Groups.¹⁵⁶

¹⁵⁴Report of the Secretary . . . 1956, "Report of the Dean of Students," p. 223.

¹⁵⁵Report of the Secretary . . . 1957, "Report of the Dean of Students," p. 240.

¹⁵⁶Report of the Secretary . . . 1953, "Report of the Women's Division," p. 299.

John W. Truitt reports that

. . . a great deal of time has been spent in assisting many of our one hundred and seventy student organizations with problems of all types. . . . There was an apparent need to provide and interpret information concerning social, organizational, and financial problems common to all M.S.C. student organizations. It seemed advisable that both faculty advisers and student leaders be brought together in a Leadership Clinic to fulfill the need expressed above. The Student Congress and our office worked cooperatively to organize this clinic which accomplished, at least in part, the desire that a similar meeting be held each fall as an annual event.¹⁵⁷

Leadership training was provided in a regular three-hour course, Education 312, beginning Spring 1953 which proved to be especially valuable to Resident Assistants and prospective Resident Assistants¹⁵⁸ and in a leadership program established by Dr. and Mrs. John Kidd in the 1955-1956 school year.¹⁵⁹ More leadership opportunities were developed in the latter 50's, e.g., Resident Halls Pre-school Workshop, Educational and Administrative Service Course #309, Student Leadership Course AES #315; the Men's Division Educational Director and the residence halls advisory staff organized and directed a separate leadership training program for chairmen of the activities,

¹⁵⁷ Report of the Secretary . . . 1953, "Report of the Men's Division," p. 294.

¹⁵⁸ Ibid., p. 296; "Report of the Dean of Students," p. 235.

¹⁵⁹ Report of the Secretary . . . 1954, "Report of the Dean of Students," p. 233.

athletics, judicial, scholastic, and social aspects of the residence halls program.¹⁶⁰ The concerns for individual students is reflected in the Report of the Women's Division which states that "much time was spent in helping students with a multiplicity of problems, for it is believed that one of the major functions of the Women's Division is helping students and their parents in an informal manner."¹⁶¹

Summary

As a student at Michigan State University during this period of time and active in class and student government, particularly in the judicial area, this author's impression of the Dean's Office was one which provided many supportive services which attempted to promote students' educational experiences and which staffed friendly, understanding individuals willing to give of themselves. At the same time students were still expected to operate in only certain areas of university activities and while they were able to adjudicate violations they were still expected to accept, unhesitantly, the still

¹⁶⁰ Report of the Secretary . . . 1956, "Report of the Men's Division," p. 228; Report of the Secretary . . . 1957, "Report of the Men's Division," p. 242.

¹⁶¹ Report of the Secretary . . . 1956, "Report of the Women's Division," p. 237.

myriad of rules and regulations.¹⁶² Meaningful student involvement in university governance was not to occur until the 1960's.

¹⁶²The Helot, Michigan State College Publication, XLIX, No. 3 (September, 1954), 54-66; Sparta Guide, Michigan State University, Fall, 1961.

ERA OF EMPHASIS ON STUDENT DEVELOPMENT
PERIOD, 1961-1962 THROUGH
1970-1971

Significant involvement of the total university community, student, faculty, administrators in policy making began during the administration of John Fuzak.

Expanding Faculty-Administrative
Interactions

Closer faculty-administrative relationships developed when John Fuzak became Dean of Students in the 1961-1962 school year. This is pointed out in "An Introduction to the University Student Affairs Committee,"¹⁶³ from which much of the phrasing has been combined with the author's. At that time, the administrative officers of the Dean of Students Office, primarily Dr. Fuzak and Dr. Eldon Nonnamaker, felt that the Office's relationship with the faculty of the University should be improved, specifically that the University Student Affairs Committee should be involved in the making of policy, since the areas of responsibility encompassed by the Dean of Students Office resulted in policies which affected the entire University. Prior to 1961-1962, when Dean King served as Dean of Students, the committee, then known as the Faculty Committee on Student Affairs, was one of several standing committees of the Academic Council. Its role was solely advisory, and it served primarily

¹⁶³"An Introduction to the University Student Affairs Committee," Prepared by the Student Activities Division, Dean of Students Office, ed. by Sue Hughes (East Lansing: Michigan State University, October 1, 1969), pp. 1-2.

as a sounding board. The Dean would ask the committee's opinion, but the committee itself had no real authority. The faculty by-laws of that period stated clearly that final authority for policy-making rested with the administrative officer. The committee itself could best be described as inactive. It was composed of about six representatives, and met on an average of once a term. Dr. Fuzak and Dr. Nonnamaker enlarged the Committee to include representatives from every college of the University, and they began meeting weekly with the Committee, both to inform them of the responsibilities of the Dean of Students Office, and to ask the opinions and advice of the Committee members on policy decisions. The Committee evolved to the point that, as a standing committee of the Academic Council it acted as the agent of the Council in the area of student affairs, subject to the Council's direction, and as a fundamental channel for the evaluation and modification of regulations governing student conduct. Parenthetically, it should be added that the University Student Affairs Committee has subsequently been enlarged to give students a majority vote and its role in the evaluation and modification of rules governing student conduct has been redefined.¹⁶⁴

¹⁶⁴ Bylaws for Academic Governance Michigan State University 1971, pp. 45-46; Academic Freedom for Students at Michigan State University, revised June 18, 1971, pp. 24-25.

Impact of Nation-Wide Student
Activism

Student activism across the nation as it concentrated on campus, national, and international issues did much to direct attention to the in-loco-parentis concepts held by many universities. Students stressed the respectability and value of their ideas and contributions and demanded that students be included in the governance of universities, establishing participatory democracies. Highlighted also were the students' expectations that students were to be guaranteed rights and were to be afforded due process. The Student Non-violent Coordinating Committee's initial program of civil rights protests, assisting "black brothers and sisters" and stimulating black consciousness, helped spark the white student movement in the North.¹⁶⁵ In 1961 the National Student Association began protesting the House Un-American Activities Committee's actions--its requests for universities to provide names of student activists to the Committee and its hearings.¹⁶⁶ The Students For A Democratic Society (SDS) in 1962 urged disenfranchised and powerless

¹⁶⁵The Politics of Protest, A Task Force Report Submitted to the National Commission on the Causes and Prevention of Violence (New York: Simon and Schuster, 1969), pp. 88, 92.

¹⁶⁶Conversation with Max Raines, Professor of Administration and Higher Education, and Louis Hekhuis, Associate Dean of Students on April 26, 1972, and April 28, 1972, respectively.

people to organize themselves and obtain their just rewards from the already powerful;¹⁶⁷ in 1966 The Free Speech Movement in Berkeley, California, which began over suddenly imposed restrictions on students who used the campus "to support or advocate off-campus political or social action" became

. . . not simply a protest against particular violations of students' rights, but rather an expression of an underlying conflict between students as a class and the "multiversity" and its administration--a struggle between two fundamentally opposed interests in and orientations toward higher education.¹⁶⁸

In 1966 SDS established a thrust which was first called "student syndicalism." It was "an effort to increase the 'class-consciousness' of students and break down what SDS saw as the bureaucratic quality of university life, the paternalistic treatment of students and the authoritarian pattern of education. . . ."¹⁶⁹ The existence of powerful student movements, such as those just discussed, has increased the power and influence of students on American campuses. This conclusion is supported by the following statement in The Politics of Protest:

That students are beginning to be heard and considered in University policies is largely a result of the political activity and organization of students in recent years.¹⁷⁰

¹⁶⁷The Politics of Protest, p. 90.

¹⁶⁸Ibid., p. 93.

¹⁶⁹Ibid., p. 97.

¹⁷⁰Ibid., p. 119.

At Michigan State University the involvement of students in the decision-making process and the establishment of student rights and responsibilities and procedures for due process, actions which fostered a developmental approach for working with people, were accomplished in part because of student pressure and legal decisions and in part because of the receptiveness of many members of the University community.

Controversy Over "Speakers
Policy"

Faculty and student involvement in the decision-making process was stimulated by the controversy over the "speaker's policy." All speakers had to be approved by the Administrative authorities.¹⁷¹ In the spring of 1962 a group of students did in fact bring a speaker without approval; in the fall of 1962 the Student Government President, to test the reaction of the University, cooperated in bringing a speaker to the University without receiving approval and as a result he was removed from office.¹⁷² A furor developed and Dr. Nonnamaker felt that the wisest course of action was to get representatives from the University community to sit down and

¹⁷¹"Faculty Minutes," September 28, 1936.

¹⁷²Conversation on March 9, 1972, with Eldon Nonnamaker who served as Director of the Men's Division of Student Affairs in 1962-1963.

talk about the problem; he therefore, asked representatives from all the major student governing groups, from the faculty, and from the administration to come together to discuss the issue at hand and to make recommendations.¹⁷³ The inclusion of leaders from the major student governing groups provided a basis for the eventual re-structuring of the student government in 1965,¹⁷⁴ the inclusion of faculty representatives accorded recognition to the faculty, and the inclusion of all three segments of the University community laid the groundwork for total University community participation in the University governance.

The Challenge of Legalisms
and Due Process

The Paul Schiff case in 1965 underscored the need for the University to clearly identify University expectations and to insure that due process be afforded in all situations. The following information regarding the Schiff case was obtained from Robert Fedore's dissertation.¹⁷⁵ Mr. Schiff was an activist student who participated in challenging University regulations, in particular, the University's regulation on the distribution of written materials--publishing and circulating

¹⁷³Ibid.

¹⁷⁴Ibid.; Appendix A.

¹⁷⁵Robert Fedore, "An Evaluation of the Report on the 'Academic Freedom for Students at Michigan State University,'" (unpublished Ph.D. dissertation, Michigan State University, 1969), pp. 6, 34-37.

a pamphlet, "Logos." Mr. Schiff did not enroll for spring term of 1965 and when he tried to do so for summer term, Dr. John Fuzak, Vice President for Student Affairs, refused to approve Schiff's application for re-admission on the grounds of his conduct. He appealed this decision to the Federal District Court of the Western District of Michigan on the grounds that he had been denied his constitutional rights. The Court directed the University to present Mr. Schiff a statement of charges, provide him with a hearing, and to insure that the interests of all parties were protected. After due deliberation Mr. Schiff was denied re-admission--though he was granted re-admission for the winter term of 1966--but it was apparent that the University needed to study the rights and responsibilities of students. A study was instituted and from the recommendations arose the Academic Freedom for Students at Michigan State University, usually referred to as the Academic Freedom Report, which was adopted on May 16, 1967, by the Board of Trustees to be implemented 120 days after that date.

The Academic Freedom Report, The
Judicial System and Student
Development

This Report stresses community responsibility in developing and abiding by guidelines for academic freedom and due process and in adjudicating or mediating conflicts. The spirit of the judicial process established

under the Academic Freedom Report is based on good faith-- a mutual trust between the University and the student. The established judicial system involves student judiciaries at the living-unit level, governing an All-University Student Judiciary and a Student-Faculty Judiciary.

To provide direction, coordination, and continuity to, and evaluation of the judicial system, the Dean of Students Office established in the Fall of 1969 the Judicial Programs Office, designating Ms. Ruth Renaud as Director.

In contrast to the 1950's the student personnel staff encouraged student judiciaries to adjudicate and/or mediate the whole gauntlet of violations from roommates not communicating, to drinking, to questionable behavior in public, to a member of the opposite sex remaining in a room beyond stated requirements; the Student-Faculty has original jurisdiction to hear cases involving academic dishonesty, requests for re-admission from suspension for non-academic reasons, and appeals concerning the substance of a regulation or an administrative decision. The staff's perception is that the system is an integral part of the total educational process.

Operation under the Academic Freedom Report has led to a de-emphasis on disciplinary control and substituted instead a developmental approach for working with people--that of accepting people, helping them to

work through their problems and assisting them in becoming self-actualizing, developing themselves to their full potential. This statement is supported by Ray Byers, a previous residence hall graduate advisor, who asserted in his presentation in Instruction in Higher Education, 828E, Summer, 1970, that the Academic Freedom Report has created an atmosphere at Michigan State University "where people are reacting to one another in a developmental manner." The student development emphasis is reflected in an exacting and comprehensive study conducted, by an Ad Hoc Committee created by the Dean of Students, Dr. Eldon Nonnamaker, on the resident assistant position.¹⁷⁶ This study was completed on April 12, 1971, and among other items stressed that the resident assistant was to act as a facilitator/mediator and also was to provide positive type support actions to encourage compliance to regulations. His role was not to be that of "establishment punitive control agent."

The establishment of channels, under the Academic Freedom Report, to challenge administrative decisions and the substance of regulations and to initiate changes has fostered orderly change. Examples are the students' utilization of the judicial channels to challenge the

¹⁷⁶"Report of the Committee to Study the Resident Assistant Position," April 12, 1971, p. 15, Appendix G, pp. 1-3.

Women's Hours and Open House policies. In these instances the Student-Faculty Judiciary issued cease and desist injunctions against hall government actions, which were in conflict with All-University policies, so that the status quo would be preserved until policies dealing with these matters, already in the legislative channels, were finalized. Ultimately, new policies were effected and were accepted by the students.

The last major vestiges of in loco parentis rule were removed with the passage of the new Student Group Regulations: Closing Hours In University Residences, April 27, 1970,¹⁷⁷ Social Regulations, April 27, 1970,¹⁷⁸ University Residence Hall Alcohol Policy, April 29, 1970,¹⁷⁹ and the adoption of the Bylaws for Academic Governance, May 21, 1971, which seated thirty-two students on the Academic Council of 110 total membership and which entitled students to participate in the decision-making process within departments, colleges, and Standing Committees of the Academic Council.¹⁸⁰

¹⁷⁷Appendix D.

¹⁷⁸Ibid.

¹⁷⁹Ibid.

¹⁸⁰Bylaws for Academic Governance Michigan State University, 1971.

Relating to Student Activists During
Confrontations in the Late 1960's

The Dean of Student's commitment to community government and the student personnel point of view of creating within each student motivation to seek experiences and knowledge, both of an academic and non-academic nature, which will assist her in becoming a self-reliant, self-evaluative, self-analyzing, and self-directing individual provided the basis from which the Office related to the student activists of the latter 1960's. The Office had provided an early impetus for community governance in its handling of the "outside speaker" crises, was intimately involved in the development and implementation of the Academic Freedom Report, shared in the debating of the various recommendations on student participation in academic governance, supported removal of in loco parentis restrictions, and consistently related to students in a one-to-one or small-group sharing relationship. The Dean of Students Office had therefore established credibility with many students and when students, as they did in 1969-1970, created conflict situations, e.g., student strike (boycott of classes from May 5 until about May 15) the Office was in a position to interact with students and facilitate the undertaking of constructive activities, such as, a mass democratic meeting in the Auditorium. The staff operated as responsive channels of communication from students to

the highest administrative echelon, faculty, and interested citizens and from these publics to the students. By being constantly on the scene of action, the staff was often in position to stress, reason, and dialogue rather than over-reaction. The following quote from "Annual Report of the Vice President for Student Affairs 1969-1970" by Milton B. Dickerson provides an insightful reflection on student activism:

For a large portion of the basic causes one must look at the society as a whole. The social problems faced by today's Americans generate much of the tension appearing on the campuses. Solutions can be found only by the diligent efforts of individual students, faculty and administrative staff. The Dean of Students staff must assist in identifying these problems and in developing educational programs which will help students to better understand and cope with them. If conflict on the campus is to be resolved, or at least kept within reasonable limits, in the final analysis it can probably be done only through better educational programs. Certain elements of control will probably have to be employed but it is important to create means of resolving conflict before rigid control becomes necessary.¹⁸¹

Reorganization of the Dean of Students Office

As various events were happening across the campus, the Dean of Students Office, itself, was undergoing changes. During the 1960's, for a variety of reasons, changes in student personnel administrative structures were accomplished with a trend toward

¹⁸¹"Annual Report Vice President for Student Affairs 1969-1970," p. 1.

establishing offices of Vice President for Student Affairs. For example, in some universities the office of Vice President for Student Affairs was created to place student personnel services on the same administrative level as other units within the university. Increased university's enrollment and the subsequent increase in the number of administrative offices and services were other factors which influenced restructuring the dean of student offices. Student activities, housing, governance, and discipline alone were often enough to fully occupy the time and energies of the dean of students staff. The removal of some of the areas of responsibilities from the jurisdiction of the dean of students and assigning them to a Vice President for Student Affairs helped to create a manageable span of control.

Michigan State University Dean of Students Office reorganization is a case in point. To enhance the administrative position of student personnel services and to create a more manageable span of control, among other reasons, the Dean of Students Office was placed under the jurisdiction of a Vice President for Student Affairs in 1964-1965. The Office of the Dean of Students retained the responsibility for student activities, housing, governance, financial aid, and discipline and the Dean of Students Staff's responsibilities for the Health

Center, Counseling Center, and Draft Deferments were assumed by the Office of the Vice President for Student Affairs, which also assumed the responsibilities for Intramural Athletics. The Dean of Students Placement Service was reassigned to the Office of the Vice President for Special Projects. John Fuzak, who had been the Dean of Students, was appointed as Vice President with Eldon Nonnamaker and Laurine Fitzgerald being selected as Associate Dean and Assistant Dean respectively. Dr. Milton B. Dickerson became the Vice President for Student Affairs for the 1967-1968 school year and served through the 1970-1971 school year.

Professionalization of Staff

The professionalization of the Staff was stimulated by the decision of the University to open co-educational residence halls in 1961-1962. This made the employment of qualified student personnel workers, both men and women requisite--previous to this time housemothers for the womens' residence halls had little if any professional training.¹⁸² Professionalization was advanced by the initiation, late in the spring of 1964, of a graduate program in College Personnel Work, jointly administered by the Dean of Students Office and

¹⁸²Frances H. DeLisle, "Annual Report of the Women's Division of Student Affairs," July 16, 1962, p. 22.

the College of Education.¹⁸³ Under the guidance of Dr. Laurine E. Fitzgerald, Dr. Walter F. Johnson, and Dr. Eldon R. Nonnamaker this program, combining practical experience with formal academic training, developed to be rated as one of the finest in the United States. Dr. Fitzgerald has served as the primary coordinator from the Dean of Students Office. The Dean of Students' Inservice Training Program, e.g., central staff seminars, residence hall advisory staff workshops, also provides opportunities for the staff to grow professionally.

The Office of the Dean of Students College Personnel Library of Resource Materials and the professional publications by the Office are means by which students and administrators in student personnel can become more professional. Students and administrators can readily secure professional information from the library and through the publications share and communicate ideas and publish articles and studies. The Library has psychological and sociological journals and publications of student personnel and higher education, including reference text books and "classics" in guidance and personnel work.

In the 1965-1966 school year the Student Personnel Administration Newsletter (SPAN) was published, under the

¹⁸³Appendix E.

guidance of Assistant Dean Laurine Fitzgerald, to promote staff cohesiveness through the sharing of ideas. With the publication of the Staff Courier between Fall 1968-June 1970 under the direction of the Assistant to the Dean, Robert Fedore, SPAN was re-designed as a personal information and notes quarterly sent to graduates and staff of Student Personnel and Higher Education. The new Staff Courier increased its coverage emphasizing national student personnel endeavors plus including some local professional happenings and ideas. This publication was shared with other student personnel administrators across the nation. In February, 1971, the Staff Courier was placed under an editor who was a member of the Division of Graduate Education and Research and who obtained materials from a staff member from each of the Divisions within the Office of the Dean of Students. The stress has been on "in house" communication including the periodic features of various Divisional functions. The MSU Orient has been published since the fall of 1965, identifying ongoing student personnel activities at Michigan State University and furnishing space for staff members to publish articles and studies. The circulation is to all former staff members and students in student personnel and to the national executive boards of National Association of Student Personnel Administrators,

National Association of Women Deans and Counselors, and American College Personnel Association.

Commitment to Research and
Evaluation

The Dean of Students Office has continued to be committed to conducting research, but to date has not re-allocated funds for extensive research projects, or been able to secure sufficient computer time.¹⁸⁴ Dr. Fitzgerald, Associate Dean of Students for the Division of Graduate Education and Research, writes,

The concern and involvement of personnel within the Office of the Dean of Students for descriptive, basic action and experimental research has been implemented through the efforts of the staff members of the Division, and coordinated by a half-time Graduate Assistant during the current academic year. A major research project of a descriptive nature was initiated in the fall, an attempt to assess the preferences and speculative assessments made by parents and students of Michigan State University who have had direct contact with residence halls; in addition, a follow-up survey of the MSU Omnibus II was initiated, and a minimum of five or six in-depth individual projects were coordinated, stimulated and encouraged by personnel of the Division. The purposes of this sub-division of the total responsibilities of the Office of the Dean of Students are to coordinate the on-going research which involve students and the divisional aspects of the Office of the Vice President for Student Affairs, to provide resource for researchers within the functional and budgetary area and in the entire University regarding relevant projects, to stimulate the investigation of problems in areas of interest within the broad field of College Student Personnel

¹⁸⁴Dr. Laurine Fitzgerald, "Annual Report of the Associate Dean for Graduate Education and Research, 1970-71," pp. A1, A5, A6.

Administration, to provide resource and assistance to graduate students and staff members who wish to pursue research projects, to provide personnel who can assist in the development of survey instruments in response to the needs evidenced by staff members of the Dean of Students Offices.¹⁸⁵

The Dean of Students Office personnel as they individually daily perform in various roles and at sundry activities constantly seek feedback from students, faculty, and other administrators on the effects of their actions and programs with which they are associated. These personal assessments represent an ongoing evaluative process. An in-depth study of the Dean of Students' organizational structure was conducted during the summer of 1969 (Dr. Nonnamaker's charge to the staff is included in Appendix F), with a reorganization being proposed in the fall of 1969 and adopted officially in April, 1970; this provided a more functional organizational structure.¹⁸⁶

Innovative Programs

Several innovations have been accomplished during the latter part of the 1960's. During Winter Term 1970 funding was obtained and a comprehensive drug education program, which served as a national model, was developed as a service provided by the Student Governance Division.

¹⁸⁵ Ibid., p. A5.

¹⁸⁶ "Annual Report Vice President for Student Affairs 1969-70," p. 1; Appendix C.

After two successful years, the program became independent of the Division, receiving state and federal funds and moving its entire operation off campus. The Associate Dean for University Governance, Dr. Louis Hekhuis, provided considerable personal input into the development of an off-campus crises intervention center. It is staffed by volunteers trained as para-professionals. As this center services both the University community and the public, and as the Student Governance Staff concentrated on assisting both on-campus and off-campus students, individually or collectively, through organizations, e.g., Off-Campus Council, Pan Hellenic Association, Inter-Fraternity Council, Inter-Cooperative Council, it was felt that the inclusion of the Director of the Center on the Student Governance staff, between the summer of 1970 and June of 1971 would provide supportive assistance to a center which serviced students and would assist the Student Governance staff in increasing its awareness of student concerns. These objectives were realized and the crises intervention center is now operating independently of the University. The Black Student Aide Program was developed as the result of extensive in-depth discussions between black student representatives, Residence Hall Area Directors, Student Governance staff, and the Dean of Students over a three-month period in the winter of 1968. This exchange of ideas helped the

Dean of Students staff to better perceive the needs and concerns of minority students; as a result, a plan was initiated to retain black students on residence hall staffs, over and beyond those who were selected as resident assistants, to help both white and black students to understand one another, and to facilitate black students' adjustment to the total University environment. The program, now supervised by the Black Student Aide Coordinator of the Dean of Students staff, has proved to be a significant endeavor.

While historically student volunteer services have existed for many years, it was Michigan State student personnel services that first established an officially designated office to provide support for volunteer programs, both in an advisory capacity and in the operation of necessary educational and practical services.¹⁸⁷ Upon the recommendation of Milton B. Dickerson, Vice President for Student Affairs, and Provost Howard Neville, the Board of Trustees, on November 22, 1967, approved the creation of this Office, with James Tanck as its Director and on January 2, 1968, the Office of Volunteer Programs,

¹⁸⁷ Conversation on March 24, 1972, with John Cauley, current Director of the Office of Volunteer Programs; The Volunteer Action Effort at Michigan State University, "A Report on the Initial Year of the M.S.U. Office of Volunteer Programs," 1968, pp. 20-23.

located in the Student Activities Division area of the Dean of Students, commenced operation.¹⁸⁸

The duties are implemented by two major divisions within the Office of Volunteer Programs, the MSU Volunteer Bureau which serves as a central information and recruiting agency for all student and community volunteer programs which use college students and others from the campus, and the Volunteer Transportation Pool which transports volunteers to the point within the community where they are needed.¹⁸⁹ The Office of Volunteer Programs provides peripheral liaison and support activities to thousands of volunteers and coordinates approximately sixty-five community volunteer programs, with roughly 1,000 volunteers in the field at any one time working on long-term, ongoing community projects.¹⁹⁰

Increased Support for Student Organizations

The Dean of Students Office's service to registered student organizations,¹⁹¹ greatly expanded in the

¹⁸⁸The Volunteer Action Effort at Michigan State University, p. 23

¹⁸⁹Ibid., p. 40.

¹⁹⁰Conversation on March 24, 1972, with John Cauley.

¹⁹¹Student organizations have not had to be approved since the winter of 1966; students just register the name of the organization, the purpose of the

1960's. In the 1969-1970 school year over 303 organizations were registered;¹⁹² requests for information and supportive assistance was prodigious. As of the fall of 1968 advisors were no longer required, consequently many organizations utilized in the place of an advisor, the Dean of Students staff. The demands by student organizations have certainly grown since 1896 when Dean of Women's functions began. At that time there were only approximately twenty non-fraternal organizations on campus, all having advisors for guidance and support.¹⁹³

Summary

The period of the 1960's through the early 1970's witnessed a greatly expanded student personnel program--one which not only provided the traditional services, but also furnished the thrust for the development of community government and a student development philosophy, singularly advanced the professionalization of student personnel workers, assisted in conflict resolution in situations

organization, the officers, their addresses and phone numbers and the name of the advisor if there is one--Conversation with Ms. Lana Dart, Assistant Director of Student Governance on March 9, 1972.

¹⁹²"Directory of Registered Student Organization, Michigan State University, 1969-1970."

¹⁹³Beal, pp. 205-14; Michigan State Agricultural College Catalogue, 1896, pp. 106-07.

of critical magnitude never before encountered by the University, undertook as a Divisional responsibility evaluative and research projects, instituted significant innovative programs, and incalculably increased the number of contacts with students, individually and collectively.

CHAPTER V

ANALYSIS AND INTERPRETATION
OF THE DATA

Testing the Hypothesis that the Development of the Dean of Students Office at Michigan State University Approximates the Evolve-ment of dean of students offices across the nation.

In reviewing and analyzing Chapter III, "The Evolvment of the Dean of Students Offices in the United States," the author has concluded that in most instances there was a definite pattern in the development of the dean of students offices across the nation, a progression of emphasis from one of control to one of services and educational functions to one of student development. This chapter will test the hypothesis that the develop-ment of the Dean of Students Office at Michigan State University described in Chapter IV approximates the national pattern.

In Michigan Agricultural College's period of development from 1857-1858 through 1895-1896, which covers the years prior to the establishment of the Office of Dean of Women, precedents were established which were

later followed by student personnel deans. The principal precedent during this period was one of control. The President and Faculty established the rules and regulations and designed the student government as an organization to enforce the rules and regulations in accordance with faculty expectations. This was demonstrated in the establishment of the Students' Government in 1875, in its revision in 1882 and also in the situation in the 1890's when the Faculty, as the student government lost students' support, established new rules and directed that dormitory inspection be made by cadet officers under the supervision of the Military Department. The Faculty also approved all student organizations and student social event requests. Student life was strictly regulated! The emphasis, then, in this period, which had a direct influence on the philosophy developed by the Dean of Women in the next period, was placed on the President and the Faculty in lieu of student parents to maintain order and preserve traditional morals.

The first dean-of-student-office related functions received official recognition at Michigan Agricultural College with the establishment of a women's course in 1896 under the direction of Edith F. McDermott who assumed the responsibility for the Women's Department. In the formative years of the Dean of Women's Department the staff responsibilities were numerous and varied, e.g.,

care of the sick, supervision, and maintenance of the dormitory building. Control, though, was the major concern. As was stated earlier by Kuhn and Gilchrist, regulations governing women were exacting and Victorian ideas prevailed to some extent in the early 1900's. At Michigan Agricultural College the Office of the Dean of Women's overall responsibility for the care of women students followed the in-loco-parentis control precedent established in the period 1875-1876 through 1895-1896, providing the same emphasis that other dean of students offices across the nation employed as they began to evolve. At Michigan Agricultural College the control over women students did gradually move on the continuum away from administrative autocratic establishment and enforcement of rules to some student involvement in the regulation of their own lives. Miss Gilchrist sought to liberalize the restrictive policies and with the establishment of the Women's Student Council in the 1916-1917 school year which evolved to Associated Women Students', women students were afforded the opportunity to modify and/or change various policies and rules. Male students, on the other hand, operating in a void without any student personnel dean, were not provided with any meaningful opportunities to regulate their own conduct, e.g., the 1908 student council constitution and statements made

in the yearbook implied that the student council was trying to change its control agent image.

While the providing of services was not the major concern of the office responsible for women students during 1896-1897 through 1934-1935, this service function did begin to evolve. For example, the Dean of Women's Office spent considerable time helping to place young women in homes where they could work for their board and room and helping to establish the first cooperative house in 1936 in an effort to provide women with inexpensive housing.

The service function was expanded by the Michigan State College Office of the Dean of Women and the newly established Office of the Dean of Men, May, 1935, during the 1935-1936 through 1943-1944 period, with the stress on control being somewhat de-emphasized; students became more involved in controlling some aspects of their campus life, especially through A.W.S. and the 1940 Student Government which enabled women for the first time to be official voting members. The Office of the Dean of Men administered entrance and diagnostic examinations, organized and coordinated Freshmen Week orientation, and assisted in vocational counseling. The Office of the Dean of Women specifically facilitated the orientation of women students as it assisted the A.W.S. in its orientation program for freshmen women. The Offices

of the Dean of Men and the Dean of Women were also involved in placement activities--the Office of the Dean of Men, namely, in its cooperative activity with the National Youth Administration, to furnish part-time work for students, and the Office of the Dean of Women, particularly, in its efforts to place students in homes where they could work for their board and room. Counseling of an informal non-professionalized nature and informal leadership training was provided as students came to the Offices for assistance or as the staff advised the various student organizations. Supervision of living accommodations and life within the various living units, e.g., residence halls, co-ops, private homes, was also provided by the Offices.

While it was not until the 1944-1945 through 1960-1961 period that specialized services were identified and consolidated under a dean of students at Michigan State College, the gradual increase, during the 1935-1936 through 1943-1944 period, of the emphasis on service and a gradual decline in the emphasis on control follows the pattern of development of the dean of students offices across the nation.

With the establishment at Michigan State College of the Office of the Dean of Students on July 1, 1944, the providing of specialized personnel services became a reality. The various services during the 1944-1945

through 1960-1961 period correspond in most cases to those identified by Hopkins¹⁹⁴ in a 1948 address, though possibly not always as thorough or complete as he advocated. For example, he advocated an effective orientation program spread throughout the year, but with the exception of some A.W.S. directed activities Michigan State College did not provide an effective ongoing orientation program. Hopkin's eleven specialized student personnel services are as follows:

1. A program of pre-College counseling, selection, and applicant-centered admissions.
2. An organized program for diagnosis and counseling of students. This includes both intensive clinical counseling and the normal day-to-day educational and personal counseling provided by the faculty and other less professionally trained counselors.
3. An effective orientation program, spread throughout the entire first year.
4. Remedial assistance in various areas for those students who need it.

¹⁹⁴E. H. Hopkins, "The Essentials of a Student Personnel Program," Educational and Psychological Measurement, VIII, No. 3 (Autumn, 1948), 431-32.

5. Definite provision for the supervision, coordination, and integration of the "Co-curricular" program on campus.
6. A student health service, providing professional services in areas of both physical and mental health.
7. An adequate program of supervision of living arrangements, including the food service program. This program must be provided in such a manner as to contribute to the maximum extent possible to the social-educational objectives of the institution, as they relate to the individual student.
8. A well-organized program for administering financial aids, student employments, post-graduate placements, and job follow ups.
9. Special facilities for developing and evaluating the religious life and interests of students on the campus.
10. There must be devised and maintained an adequate system of permanent cumulative personnel records which include pertinent information relative to all aspects of student life and student accomplishment.

11. At present, and for the next few years, a special service providing for the Coordination of Veterans' Affairs is an essential part of the total program.

The personnel services at Michigan State College were implemented by divisions within the Dean of Students Office such as the following: the Office of School Cooperation; Placement Bureau; Foreign Student Advisory Service; Servicemen's Institute; Counseling Center; Health Service; Housing Assignments; Registration, Admissions and Records; Alumni Relations; Counselor for Men and Counselor for Women, later in this period retitled Men's Division and Women's Division of Student Affairs. A description of the Counseling Center's accomplishments by the Director, Donald Grummon, aptly points out the numerous and most significant activities with which a specialized student service may become involved.

Nearly 5,000 students were seen for individual counseling, an increase of 12 per cent over the previous year. The total number of counseling contacts with these students increased still more--by 18 per cent. Approximately 5,000 students, a gain of 46 per cent, were also seen in other programs such as the Summer Clinics, special testing programs, and admissions testing and counseling--though many of these were the same students seen in our individual counseling program. In all programs combined, the number of students served increased by 28 per cent over the previous year. These increases in the quantity of our work are quite remarkable, especially since sizable increases have also been recorded each year for several years now.

We also saw over 700 non-students for counseling and/or testing and held over 2,000 conferences with faculty, parents, high school personnel, and visitors.

In addition to this heavy load of counseling and testing we made time to serve on doctoral committees, to teach 17 sections of courses for the Department of Psychology and the College of Education, to hold 627 conferences with students in which we served as instructors rather than counselors, to begin to develop a sound program of supervision and training for graduate students working half-time at the Counseling Center, to plan and administer the orientation program for new students, to assist with the selection of scholarship applicants, to administer the tutoring program for the Athletic Department, to serve on All-University committees and as advisers to several student organizations, to help the State Civil Service Commission select applicants for the State Police, to do some diagnostic testing for the psychiatric service in the University Health Service, to prepare 10 articles for publication, to get 28 research projects planned or under way, to participate in the activities of professional societies, to improve our in-service training program, to plan for a new building, and to make innumerable speeches before professional student, and community groups. It has been a busy and productive year!¹⁹⁵

The Dean of Students Office did provide, through the Men's and Women's Division, supervision, coordination, and integration of the "co-curricular" program. Considerable time was spent advising, guiding, and assisting students, individually and collectively, e.g., leadership training was not only provided in informal unstructured situations, but also in specific educational courses and workshops. These two Divisions also provided direction and support to students through the various residence hall programs.

¹⁹⁵The Report of the Secretary . . . 1957, "The Report of the Director of the Counseling Center," p. 258.

During this period of emphasis on specialized student personnel services one significant development was the advancement of student self-determination with a corresponding de-emphasis on control. The student government with its re-organization in 1951, including the establishment of an All-College Judiciary, came to be recognized as a responsible effective influential force. It appears, though, that the Michigan State University Dean of Students Office responded somewhat more slowly than other dean of students offices across the nation in its relaxing of control measures. For example, the Annual Report of the Women's Division for the year 1955-1956, states that

Washington State University distributed in the fall of 1955 the results of a periodic survey of rules, regulations and social practices involving a nationwide sample in which Michigan State University participated. According to this survey, closing hours for women on this campus were a little more conservative than the typical university, which usually included different closing hours for freshmen. These data, together with the revision of hours for the new Michigan State University Library, influenced us to investigate the possibility of a change of hours for women students for the fall of 1956. It was recommended to A.W.S. that closing hours be extended to 10:30 p.m., Monday through Thursday, except for freshmen for whom closing hours on these evenings would remain the same as at present. A satisfactory academic average at the end of the first term will qualify for extended hours.¹⁹⁶

¹⁹⁶ Report of the Secretary . . . 1956, "The Annual Report of the Women's Division," p. 236.

It has been demonstrated that in comparison with the national trend of dean of students offices evolvement, Michigan State University Dean of Students Office's development did follow the national pattern of emphasis from control to service and educational functions. The control influence, however, remained stronger at Michigan State University than at many other colleges.

With the dawn of the 1960's Michigan State University Dean of Students Office intertwined and undergirded its service concept with the student development philosophy--a total University community effort to solve campus problems and to develop and to provide services, facilitating meaningful growth experiences, with the Office of the Dean of Students in a key position to play a role of active intervention in every sector of the campus community. Faith in the individual's potentiality for development, understanding and acceptance of others, and the involvement of the Office in research, consultation services, innovative projects, and evaluation are also essential principles and activities for a student development program. While the Dean of Students Office had been slow in exorcising the in-loco-parentis control concept, it now provided the leadership in the promoting and refining of the humanistic student development approach.

The Dean of Students Office fostered community government through encouraging the faculty, students,

and administrators to sit down together and work out various problems, e.g., "the speaker policy," through its assisting in the development, implementation, and ongoing evaluation of the Academic Freedom Report, and through coordinating and implementing student participation in academic governance. Operating under the Academic Freedom Report led to a de-emphasis on disciplinary control and substituted instead a developmental approach for working with people. This approach entails accepting people, helping them to work through concerns, and assisting them in becoming self-actualizing, developing themselves to their fullest potential. The last major vestiges of the in-loco-parentis rule were removed with the passage of the Student Group Regulations: Closing Hours In University Residences, April 27, 1970, Social Regulations, April 27, 1970, University Residence Hall Alcohol Policy, April 29, 1970, and by the adoption of the Bylaws for Academic Governance, May 21, 1971. These policies, in effect, allow students, in cooperation with other members of the University community, to establish standards for student conduct and for students to be significantly involved in the governance of the University.

The new social regulations clearly place Michigan State University in the position of being one of the few universities to utilize the student development approach to the extent that all major in-loco-parentis regulations

were removed. This observation is supported by Christensen in his doctoral dissertation, 1970, when he says "even though there is a trend to move toward fewer rules governing non-academic activities, there is still considerable control over the student's life except in a few rare universities."¹⁹⁷

The Dean of Students Office as a part of its ongoing student development program conducted research, such as the attempt to evaluate the preferences and speculative assessment made by parents and students of Michigan State University, about living accommodations in the residence halls. The Staff also sought constant feedback about the various programs from the students, faculty, administrators, and the community at large and conducted, in the summer of 1969, an in-depth examination of the Dean of Students Office's objectives, organizational structure, and modus operandi. The innovative endeavors, such as the Drug Education Project, Black Aide Program, Volunteer Programs, support for the Crises Intervention Center, and the service provided to countless registered student organizations all relate to the student development concept. With Michigan State University Dean of Students Office's espousal of the student development concept, the

¹⁹⁷Val Rigby Christensen, "A Survey and Evaluation of Existing Student Conduct Codes and Regulations in Selected Four-Year Institutions of Higher Learning" (unpublished Ph.D. dissertation, Michigan State University, 1970), p. 256.

Office's pattern of development had progressed from an emphasis on control, to service and educational functions, to student development.

Summary

The analysis and interpretation of the data does support the hypothesis that the development of the Dean of Students Office at Michigan State University approximates the evolvement of dean of students offices across the nation, a progression of emphasis from one of control to one of services and educational functions to one of student development.

CHAPTER VI

SUMMARY, EXPECTATIONS, AND RECOMMENDATIONS

Summary

The purpose of this dissertation was to provide an historical study of the development of the Dean of Students Office at Michigan State University and to contrast and compare this development with national student personnel trends. The author's hypothesis was: that the development of the Dean of Students Office at Michigan State University closely approximates the development of dean of students offices across the nation.

To accomplish this purpose the author first presented a general historical overview of the evolvement of the dean of students offices in the United States which provided a frame of reference for the examination of the development of the Michigan State University Dean of Students Office. Secondly, the historical-chronological development of the Dean of Students Office at Michigan State University was discussed in depth. Thirdly, the author analyzed the data and attempted to support or refute the hypothesis.

Data were secured from written sources and from personal interviews and were subjected to external and internal criticism. In the analysis and interpretation of the data the author found that in most instances there was a definite pattern in the development of the dean of students offices across the nation, a progression of emphasis from one of control to one of services, and educational functions to one of student development. The author discovered that the development of the Michigan State University Dean of Students Office did, in fact, approximate this pattern enabling him to accept his hypothesis.

As the history of the Dean of Students Office at Michigan State University unfolded, personages out of the past were revealed which demonstrated a humanness approach in Michigan State's earliest days, e.g., T. C. Abbot, whose approach appeared to be premature for acceptance and Miss Maud Gilchrist whose push for the acceptance of women students as responsible, mature young ladies encouraged the involvement of women students in many significant activities. This history, upon close inspection, also revealed the dichotomy between theory and practice as applied to self-discipline and self-government. While student personnel workers alluded to the students' self-discipline and self-government as supported by the various student personnel offices,

stressing the value of self-determination and the student personnel point of view, in actual practice this goal was very slow in being realized--the 1960's.

Expectations

It would appear that the Michigan State University Dean of Students Office will continue to expand its efforts in the student development processes. The humanness approach has fostered understandings of and sensitivity to others and has assisted individuals to reach their goal of developing themselves to their fullest capacity. This direction would be in keeping with Tripp's prediction about education and student personnel work in the year 2000:

There will be more concern for self-awareness and development of warm fulfilling interpersonal relations as significant objectives in the educational experience . . . much of the future will fall to a new generation of student development experts. They will be responsible not only for integrating the intellectual experiences of the individual but also for assisting students in their study and treatment of moral and ethical problems. They will consult in the development of life styles and on the affective and aspirational aspects of student government.¹⁹⁸

Grant also advocates the student development approach as the ongoing emphasis, saying to student personnel workers,

¹⁹⁸ Philip A. Tripp, "Student Personnel Workers: Student Development Experts of the Future," Journal of NAWDC, XXXI, No. 3 (Spring, 1968), 143.

. . . we can look forward to performing a unique function central to the educational process of facilitating behavioral development rather than providing a peripheral or complementary service. We will seek to free the student from environmental domination rather than be control agents of student conduct.¹⁹⁹

Specifically, a student development specialist and a student could jointly develop a behavioral profile for the student, describing where he is now in his developmental process, identifying his aspirations, and the ways in which he might reach his goals. His development could be projected against various personality theories such as Jung's personality concepts,²⁰⁰ Erickson's "Eight Ages of Man,"²⁰¹ and Holland's "Personality types."²⁰²

Jung's theories on personality have been incorporated in the Myers-Briggs Type Indicator and related to man's total self-developmental experiences, e.g.,

¹⁹⁹Harold Grant, "Higher Education in Student Personnel Work in the Year 2000," Journal of NAWDC, XXXI, No. 3 (Spring, 1968), 141.

²⁰⁰J. H. VanderHoop, Character and the Unconscious (London: Routledge and Paul Ltd., 1950), pp. 130-98.

²⁰¹Erik H. Erickson, Childhood and Society (New York: W. W. Norton and Company, Inc., 1963), pp. 247-74.

²⁰²John L. Holland, The Psychology of Vocational Choice (Waltham, Mass.: Blaisdell Publishing Company, 1966), pp. 1-96.

personal, educational, and vocational.²⁰³ Further assistance could be provided by helping the individual to develop an educational and vocational program to modify his personality, e.g., through assertive training,²⁰⁴ desensitization-relaxation,²⁰⁵ and by creating environments which would enable the student to satisfy the three basic needs of identity, stimulation, and security and to become self-directive. A supportive environment would be one which would insure that the student would have his own territory,²⁰⁶ a place to call his own, and would be one which would foster the student's development of his own life style through social modeling. Examples of individuals which could serve as models would be: faculty and staff members; the student's peer group, which could include specially designed small interaction groups, security groups composed of members whose modes of operation are similar

²⁰³ Isabel Briggs Myers, The Myers-Briggs Type Indicator (Princeton, N.J.: Educational Testing Service, 1963).

²⁰⁴ Joseph Wolpe, Behavioral Therapy Techniques (New York: Pergamon Press, 1968), pp. 38-53.

²⁰⁵ Ibid., pp. 54-101.

²⁰⁶ The importance of territory is discussed by Robert Ardrey, The Territorial Imperative (New York: Dell Publishing Company, 1966); Desmond Morris, The Naked Ape (New York: The Dell Publishing Company, 1969); Edward T. Hall, The Hidden Dimension (New York: Doubleday and Co., 1966).

and stimulation groups composed of members whose modes of operation vary; and individuals within the larger community. For example, if the student would like to be a banker, he could associate with a banker and learn both personal and technical skills from him. Since behavioral development is an ongoing process the student development specialists would work in various areas with students throughout the student's University experience.

A continued emphasis will be placed on learning the various principles of conflict resolution, for as Gross²⁰⁷ states, conflict is an inevitable concomitant of cooperative action in organizations. He points out that conflict can energize creative and growth-producing potentialities.²⁰⁸ The Report of the American Bar Association Commission on Campus Government and Student Dissent concludes that "tension itself is not necessarily evil, and may be the hallmark of a sensitive progressive academic community."²⁰⁹ An example of Michigan State University Dean of Students Office's continued interest in conflict resolution was the participation of residence

²⁰⁷ Bertram M. Gross, Organizations and Their Managing (New York: The Free Press, 1968), pp. 47, 59, 62-73.

²⁰⁸ Ibid.

²⁰⁹ The Report of the American Bar Association Commission on Campus Government and Student Dissent (Chicago: American Bar Association, 1969), p. 36.

hall advisors who were new to their positions and those advisors who had also been designated as "judicial specialists" and were concurrently receiving training and orientation from the Judicial Programs Office in an in-service training program on conflict resolution during November, 1971. This program is described in detail by Ms. Westfall²¹⁰ who concludes that the model presented, one of ongoing involvement, by its emphasis on human understanding and self-awareness, is preventative in nature. She adds, "it attempts to encourage communication which conveys a message rather than turning people off. It is pointed toward building and maintaining a sense of community which is functional and which allows for individual differences within a living unit."²¹¹

The understanding and the use of conflict resolution principles by the Dean of Students personnel help them to effectively relate to the various segments of the University and society at large. Michigan State University, a large complex educational institution, serves multi interests--students, faculty, administrators, non-professional employees, and society at large. It is in

²¹⁰Sandra K. Westfall, "Learning Various Principles About Conflict Resolution: A Model for On-Going Involvement," The MSU Orient, VII, No. 1 (Winter, 1972), 11-16.

²¹¹Ibid., p. 15.

Clark Kerr's terms a "multiversity."²¹² The Dean of Students Office has been in a position to help the various interest groups understand one another's concerns and needs and to assist in the resolution of conflicts that have arisen, for example, students' requests for a variety of living arrangements in dormitories, such as, the assignment of males and females in alternate rooms on the same floor, or students' activities related to the larger societal happenings, such as, the United States invasion of Cambodia. The Dean of Students Office will in the future continue to play a key role in the operation of the University by acting as interpreter and mediator and by assisting in the continuous development, implementation, and evaluation of processes and structures for orderly change.

The Michigan State Dean of Students Office will be re-identifying various channels through which it reaches students and redefining its modes of operation. Traditionally, the Dean of Students Office has established close bonds with the student government. But, the Associated Students of Michigan State University (ASMSU), the present student government, has fallen into the state Mueller describes of student governments in general,

²¹²Clark Kerr, The Uses of the University (Cambridge, Mass.: Harvard University Press, 1964), pp. 18-45.

The structures are top-heavy with the cumbersome machinery of yearly elections and procedures unsuited to the loose organization of the campus: they are overridden with petty politics and stymied with parliamentary minutiae; the indifference and apathy of their constituents is 10 times worse than in the general society and they have no programs for reducing it; they have nothing comparable to a civil service preparation for office, nor an apprenticeship, such as the faculty committee system offers.²¹³

With students now formally participating in academic governance, with few social regulations to which ASMSU can direct its energy to change, and with internal dissensions within ASMSU, the role of ASMSU and the effect this role has or any role change by ASMSU would have on the Dean of Students must be examined.

A concomitant concern will be for the enhancement of student leadership skills. The Dean of Students' staff does provide an atmosphere for the development of leadership skills as they advise and assist and relate in informal situations to students, providing leadership training by example. Leadership training often occurs in organizational development as the individuals come to recognize the various stages of and the demands upon the members imposed by the group development process. The Dean of Students' emphasis, though, will be directed specifically to developing meaningful leadership training

²¹³Kate H. Mueller, "The Future of the Campus Personnel Worker," Journal of NAWDC, XXXI, No. 3 (Spring, 1968), 133.

courses, stressing, for example, basic skills of how to meet people and/or how to express oneself, game activities, and conflict resolution techniques. In addition, leadership training could be supported through independent study projects. An educational-credit leadership training experience could be implemented through a seminar team consisting of a member of the Dean of Students Office and a Faculty member from the specific area in which the student wishes to do his study could provide the student direction, assistance, and evaluation. This experience could not only be beneficial to the student, it would provide opportunities for an exchange of ideas between the members of the team, fostering closer administrative-faculty relationships. Leadership training could also be advanced through the creation of job opportunities for students to serve as para-professionals. Continued emphasis on leadership training is sustained by Nonnamaker, who, in an address to Michigan State University Dean of Students personnel and students, declares,

I can only say that in a democratic society universities carry a great part of the burden for developing leadership. In the highly technical and complex world in which we live, it would seem to me that there are few, if any, other societal institutions to which we can look to for so much. A great trust has been placed in all of us, students and staff alike, to assume this burden.

It would be morally wrong for us to shirk such duty, or not to make the most of the opportunities that such a great institution as this offers.²¹⁴

More and more students are living off campus (over half of the students presently do so) and Michigan State University Dean of Students Office will expand its services provided for these students. Much attention has been devoted to the development of a creative residence hall system and now the same effort will be expended to provide more comprehensive services to off-campus students, such as, fostering interactions and understandings within and between groups, e.g., communes, co-ops, fraternal organizations, facilitating individual behavioral development, and providing expertise in finances, housing concerns, drugs, racism, to name a few areas. This will necessitate an increase in staffing and an expansion of the work already being accomplished in the field.

The Dean of Students Office will continue to provide and/or participate in ongoing programs, like the "Racism Resource Program" proposed by Ms. Sue Hughes, Assistant Director of Student Governance, which entails:

1. Developing a bibliography (and, if feasible, library) of materials reflecting all possible aspects of race relations.
 - A. Pamphlets, position papers, manifestos, etc.
 - B. Political position books
 - C. Research, theory and personal experience books

²¹⁴Eldon R. Nonnamaker, Director, Men's Division of Student Affairs, Address at the Leadership Workshop, Michigan State University, 1962.

- D. Fictional works
- E. Films, slides, A-V displays
- F. Tapes
- G. Simulation games, models, etc.
- 2. Developing contacts with local authorities on various aspects of race relations, and local exponents of particular positions, who can speak from their own point of view.
- 3. Acting as a focal point for dissemination of information and opinion on the subject of race relations and racism, most particularly in the following areas:
 - A. The white experience--cultural attitudes and behavior
 - B. The minority experience--black, chicano and native american
 - C. The economic factors of racism
 - D. The social, psychological and sexual factors of racism
 - E. The personal experience of racism--how it operates on the individual, as distinct from the society
- 4. Planning and implementing programs for informational, training and mutually educational purposes for the following audiences:
 - A. Central (non-academic) administrative staff who, by virtue of their positions must respond in official capacities to instances of racial tension
 - B. Advisory staff in the residence halls, and other living units where applicable
 - C. Students or student groups requesting programs or assistance
 - D. New freshmen (after arrival, fall term)
- 5. Planning and implementing programs for crisis situations, designed to promote discussion of the racial tension involved
- 6. Developing working relationships with departments of the University dealing with aspects of race relations and racism, attempt to develop such relationships with the off-campus community
- 7. Serving as a complaint bureau to collect information about possible and existing areas of racial tension, direct such information to concerned parties, and/or provide assistance where appropriate.²¹⁵

²¹⁵Sue Hughes, "Racism Resource Program--Proposal for Implementation Within the Student Activity Division of the Dean of Students Office," Michigan State University, October 1, 1970, pp. 2-3.

Whether or not the Dean of Students Office may be effectively and efficiently evaluated by "systems" analysis, namely, "Program Budget Evaluation System" (PBES), a version of the "Programming Planning Budgeting System" (PPBS), must be determined. Governor Milliken, on February 16, 1971, issued an Executive Directive which informed department heads and the chief executives of state institutions of higher education that a Program Planning Budget System was to be implemented across the state.²¹⁶ Within the Dean of Students Office much discussion and the dissemination of written material has followed, describing just what PBES entailed and discussing the applicability of "systems" analysis to education and specifically to the Dean of Students' activities.²¹⁷

²¹⁶William D. Peterson and Donald S. Svoren, "Proposal for a Staff Self Study" (East Lansing: Office of the Dean of Students, Michigan State University, May 14, 1971), pp. 1-2.

²¹⁷Ibid., pp. 1-7 and Appendices; Alan C. Coe, "The PBES Concept" (East Lansing: Division of Education and Research of the Office of the Dean of Students, Michigan State University, October 28, 1971), pp. 1-8; David Coleman, "The State's View of PBES," Inservice Training Program, Michigan State University, November 3, 1971; Coe, "PBES Problems" (East Lansing: Division of Education and Research of the Dean of Students, Michigan State University, November 15, 1971), pp. 1-4; Elliot G. Ballard, "MSU's Response to PBES," Inservice Training Program, Michigan State University, November 17, 1971).

Due²¹⁸ presents a review of the overall PPBS operations, Isachsen²¹⁹ has developed a Planning Programming Budgeting Model, specifically designated for the College of Education at Michigan State University, while Coe presents PBES basics and an example pertaining to the Dean of Students Office.

1. The State of Michigan has general goals (Major Program Goals)
2. These general goals are reduced to a number of slightly more specific goals (Program Category Goals)
3. These goals are further reduced to objectives which are specific and give direction to organizational effort. (Program Sub-Category/objectives)
4. In order for an objective to be accomplished an activity (element) must take place. Alternate activities should be developed and evaluated for its effectiveness. The most appropriate activity is selected for implementation.
5. The consequence of the activity is output.
6. Impact or evaluation attempts to determine how well the organization is accomplishing its goals and objectives.
7. It should be noted that the very basis of PBES rests on value judgments. Decisions on what is "good" for the citizens of the state and their institutions reflect values.

MAJOR PROGRAM	Intellectual Development and Education
MAJOR PROGRAM GOAL	To provide a system of learning experiences. . . .

²¹⁸John F. Due, "Introduction to the General Features of Planning, Programming, Budgeting Systems," Excerpts from Government, Finance: Economics of the Public Sector (4th ed.; Homewood, Ill.: R. D. Trevin, 1968), pp. 1-13.

²¹⁹Olaf Isachsen, "Proposal for a Model and Procedure for the Allocation of Financial Resources in a College of Education Within a Complex University System" (unpublished Ph.D. dissertation, Michigan State University, 1970).

PROGRAM CATEGORY	Assume that the dilemma of instruction, research and public service is solved.
PROGRAM SUBCATEGORY	Student Services
OBJECTIVE (one of many)	To provide programs which supplement and/or complement the students classroom experience.
PROGRAM ELEMENT	Concerts and music festivals, lectures, etc.
OUTPUT	Number of events held by tape, number of persons participating, etc.
IMPACT	Number and percent of participants indicating positive evaluation of the event, increase in participation in cultural program, etc. ²²⁰

Whether or not PBES will be incorporated into the Dean of Students Office's operations, the impetus it has created for assessing outputs can stimulate evaluations to be based, whenever possible, upon attainment of specific objectives.

Michigan State University Dean of Students staff are catalysts, resource people, facilitators, advocates, educators, evaluators, mediators, and students. They are perceived by the students as specialists who can handle their specific concerns; though, as the staff assist in a variety of situations they are, in effect, generalist, sensitive administrators.²²¹ To be effective the Dean of

²²⁰Coe, "PBES Concept," pp. 2, 6.

²²¹Discussion at the Annual Midwest Activities Directors Conference, Chicago, Illinois, January 11-12, 1972.

Students personnel must continue to be flexible and responsive. Their capabilities and the direction of their emphasis will affect not only the student and the University, but also society at large, for all are integrally intertwined. "The real test of the value of the Office of Student Affairs lies not so much in its structure, but in the people who fill the various positions in the structure."²²²

Recommendations and Implications
For Further Study

It is recommended that the Michigan State University Dean of Students Office establish a Dean of Students Archives and identify an individual to act as curator. A copy of all reports, studies, proposals, papers, newspaper stories, articles, books written by the Dean of Students staff or about the Office would be filed, indexed, and stored in a secure area. The curator would be responsible for clipping stories from the local newspapers and staff members would be responsible for sending a copy of their work to the Archives.

While this study has described events, programs, philosophies, trends, and identified individuals, there is a need for a study which would provide a better

²²²Eldon Nonnamaker, "Foreward," Description of Professional Positions--Office of Student Affairs: Dean of Students Office, East Lansing, Michigan State University, July, 1963.

understanding and definition of the patterns of personality traits and behaviors that contribute to satisfactory or unsatisfactory Dean of Students staff member--student interaction. A study which established the critical requirements, for Dean of Students staff members--student interactions, through an analysis of critical incidents as reported by Dean of Students personnel and students would be most significant. The Critical Incident Technique is described in detail by Flanagan;²²³ Walker and Alcorn,²²⁴ and Jensen²²⁵ provide illustrative examples of this Technique.

Briefly, the design of the study could be developed to solicit from Dean of Students personnel and students who participated in staff-student interactions satisfactory or unsatisfactory incidents, defined as critical incidents which facilitate or hinder a student's academic progress or personal development. After all the critical incidents were obtained the staff and student

²²³John C. Flanagan, "The Critical-Requirements Approach to Educational Objectives," School and Society, LXXI, No. 1849 (May 27, 1950), 321-24; John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, LI, No. 4 (July, 1954), 327-58.

²²⁴Bill R. Walker and John D. Alcorn, "Critical Requirements of Foreign Student Adviser," The Journal of College Student Personnel, IX, No. 3 (May, 1968), 190-92.

²²⁵Alfred C. Jensen, "Determining Critical Requirement for Teachers," Journal of Experimental Education, XX, No. 1 (September, 1951), 79-85.

incidents, treated separately, would be sorted into two basic groups which would be catalogued as satisfactory and unsatisfactory and an analysis would be made to identify salient features (elements) of the incidents. These elements would be synthesized and designated as Critical Requirements--aptitudes, abilities, attitudes, or other requirements for staff-faculty interaction which are critical in the sense that they are frequently factors causing either successful or unsuccessful interaction, i.e., either facilitating or hindering a student's academic progress or personal development. A comparison could then be made between the Critical Requirements derived from incidents described by students and Critical Requirements derived from incidents described by the staff.

This study referred to the recent involvement of students in academic governance. A study conducted after Michigan State University has experienced at least a year of student involvement in academic governance could compare the perceptions of students, faculty, and administrators with respect to the effectiveness of students' participation in various areas, e.g., department, college, Academic Council, Academic Council Standing Committees.

Concluding Statement

This study is congruent with the emphasis of self-consciousness and rationality in our present American

Society, referred to by McKee and Useem²²⁶ as the Post Modern Society, which stresses the examination of, and the speculating and reflecting on, all aspects of American society. Hopefully, this study will provide a stimulus for others to continue to explore the history of the development of the Michigan State University Dean of Students Office.

²²⁶James McKee and John Useem, Michigan State University Sociology Course #471, "Modern American Society," Spring, 1970.

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APPENDICES

APPENDIX A

STUDENT GOVERNMENT CONSTITUTIONS

STUDENT GOVERNMENT CONSTITUTIONS

Constitution

Adopted by the students, August, 1882, in place of the Constitution and Rules given in College Rules, 1878:

- I. OBJECT - The prime object shall be the maintenance of good order within the dormitories, and the general comfort of students in pursuit of study.
- II. DOMAIN - The halls used as dormitories shall be divided into several districts, as follows:
 - A. Williams Hall, 3d floor, 1 to 10 east.
 - B. Williams Hall, 3d floor, 11 to 20 south.
 - C. Williams Hall, 2d floor, 21 to 30 east.
 - D. Williams Hall, 2d floor, 31 to 40 south.
 - E. Wells Hall, east ward, 61 to 82.
 - F. Wells Hall, center ward, 83 to 106.
 - G. Wells Hall, west ward, 107 to 129.
- III. OFFICERS - The President, Secretary, and Legal Board of the Students' Organization shall act as President, Secretary, and Legal Board for the Students' Government.

Each district shall elect by ballot, on the second Saturday of each term, one Captain and one Lieutenant.

All of the above officers shall be installed by the approval of the President of the College. No student under censure shall be eligible to office.

In case any District fail to elect officers at the appointed time, or within three days thereafter, said officers shall be appointed by the President of the College, and the President and Secretary of the Students' Government.

- IV. DUTIES - The President of the Students' Government shall arrange for all trials, shall act as judge at all trials, and in case of the absence of the Secretary, shall perform the duties of that officer.

The Secretary shall act as the clerk of the court, shall report the results of all trials to the Faculty, shall report the results of all elections, or appointments of officers to the Faculty at its next regular meeting; shall see that all students are duly notified

of the time and place for the election of officers; shall inform all officers of their election, selection, or appointment; as soon as they are qualified shall notify jurymen of their appointment, and in the absence of the President shall perform the duties of that officer.

Each Captain or his Lieutenant shall make it his first duty to prevent all disturbance within his district.

It shall be the duty of each and all of these officers to secure a gentlemanly deportment from all students everywhere about the grounds, and especially toward visitors.

All cases of willful disregard of rules of good order he shall report immediately to the President of the Students' Government.

All the Captains and Lieutenants shall meet each week for consultation with the President of the College as to the general good order, and a written report of this meeting shall be made each week to the Faculty of the College.

Any member of the Legal Board shall act as counsel for the prosecution at the request of the Captain, who reports the person to be tried, or for the defense, if requested to do so by the person to be put on trial.

V. RULES OF TRIAL -

1. Any person accused shall be tried before a jury to consist of six persons, who shall be drawn as follows: The names of all the students of the College, excepting those of the officers indicated above, shall be kept by the President of the Students' Government in a box, and said President shall draw out, in the presence of the accused, of the two counsels in the case, and the Secretary, at some previously designated time and place, the names of six persons.

In case the name of the person to be tried, or that of any student absent from the College is drawn, others shall be drawn till the requisite number is secured.

The Secretary shall at once notify the jurymen of their appointment, and of the place and time when the trial shall be held.

2. Testimony. Testimony of any competent witness may be taken, and the accused may be personally examined. Any member of the jury may give testimony and shall not thereby be debarred from voting on the case.
3. Verdict. Verdict and penalty shall be decided by a majority vote of all the jurymen, in close session, the President of the Students' Government having the casting vote.

- VI. PENALTIES - The penalties shall consist of a definite number of marks of demerit upon the records of the Secretary.

An accumulation of five such marks shall bring a private warning from the President of the College; ten marks shall bring a second warning, with a notification of the fact to the friends; fifteen marks shall be attended with a request for his withdrawal from College.

- VII. RECORDS - The records of all trials shall be kept by the Secretary, and each week submitted to the Faculty for approval.
- VIII. APPEAL AND PARDON - The Faculty shall reserve the right to hear appeals or to rectify all cases when necessary; also, to pardon and expunge demerit marks after proof of subsequent good conduct.
- IX. RULES - Rules of good order shall be established by a majority of the captains and lieutenants, under the sanction of the Faculty.
- X. In case any district fails to preserve order, the President may reorganize it by change of students' rooms.
- XI. AMENDMENTS - Any change in the above constitution shall be only by a vote of two-thirds of the students present at College.

Student Council or Union

On March 24, 1908, The M.A.C. Record reports:

"Perhaps the largest mass meeting held at M.A.C. in a number of years was that in the chapel Friday night for the purpose of organizing a student union and adopting a code of rules which will be the criterion for the future guidance of all classes, and settlement of matters which concern the student body. The majority of the rules recommended by the committee from the upper classes consisting of Messrs. Barden, O'Gara, Grazer, Boyd, Lemmon and DeCamp were adopted as follows:

1. That for the future settlement of all class matters and the maintenance of the college customs and traditions at M.A.C. a students' union be formed, to consist of three seniors, two juniors and one sophomore to be elected by the classes named in the first week of each fall term; the officers to be a senior president and a junior secretary.
2. Each and every freshman and sub-freshman shall wear at all times during the fall and spring terms, except on Sundays, a cap of the following description. For the freshmen, an official brown cap with a small vizor and a gray button. For sub-freshmen, a similar gray cap with a black button. They shall not at any time while in college wear a pin representing their preparatory school in any manner, nor shall they wear any emblem or insignia of that institution.
3. No student shall be allowed to loaf around the college barber shop.
4. All students shall show their respect to college professors whom they know by tipping their hats.
5. Only seniors may wear stiff hats about the campus.
6. A time-honored tradition at M.A.C. is that no student shall smoke on the campus.
7. Students' night shall be the last Thursday night of the spring term when a celebration in the form of a night shirt parade shall be held under the supervision

of the junior class. On this night, at which time the freshmen and sub-freshmen caps may be burned, all classes participate in this celebration.

8. Commencement week shall be known as senior week.
9. Class numerals can be worn only by members of its football, baseball, basket ball or track team or by members who have earned a position on the first or second varsity teams and then only when those numerals have been awarded by the Athletic Council upon recommendation of the class.
10. The most important social function of the college course is the Junior Hop given by the class during the winter term of its junior year.
11. There is no hazing. Occasionally some individual first year man is made to feel that one can know too much from the start, but hazing is severely condemned as a general practice.
12. The old class rushes have been abolished and the organized rush on the second Saturday of the fall term substituted."

At a meeting of the Student Council held on Friday, June 12, 1908, the business of the year was finished and recommendations drawn up for the use of the succeeding council:

"While the council has accomplished no startling results, the work of the term has been a signal success. We look forward with confidence to the time when this organization can be made an effective instrument in the hands of the student body.

With regard to the present regulations and customs we may say that the spirit in which they have been received and carried out is highly satisfactory. The idea of a college periodical edited and managed by students, was also taken up.

As promiscuous advertising is unsightly the council recommends the placing of large billboards in conspicuous places. This is being done, and in return we recommend that all advertising by students be confined to these boards.

To make the observance of 'student night' more formal and impressive, a large banner has been made which is to be handed down with appropriate ceremony from year to year by the outgoing senior class to the keeping of their successors. This ceremony will mark the passing of the senior class from college activities. The burning of the freshman and 'prep' caps will be in charge of those classes." Many other colleges and universities have adopted similar plans to help regulate the conduct of students.

In the Record for November 10, 1908, appears a criticism by the father of a freshman on the rules of the council:

"It seems to me that your class rules are not altogether on American principles. The council has no delegates from the freshman class, yet it lays down rules that the latter must follow. This is taxation (or government) without representation. If the council had four seniors, three juniors, two sophomores, and one freshman, the deal would be a fairer one, and in all probability the freshmen would acquiesce more readily to the rules, under the theory that the minority should be content to submit to the majority, except in cases of clear injustice, when they would have the inherent right to resist. A college in America ought to be a little republic, with fair representation in all matters for all students."

Some of the rules of the student council smack too much of the rules in vogue in Rugby and Oxford, England. It is a wonder that rebellions are not more numerous and more serious.

It is by no means certain that this record of societies is complete. From time to time in season of presidential campaign there were, for a few weeks, usually a Republican Club, a Democratic Club, a Prohibition Club.

As the College becomes larger, there will be still more clubs some of which will endure and some of which will thrive only during the presence of a certain professor, becoming inoperative as soon as he leaves the College.*

*Material concerning 1908 constitution reprinted from W. J. Beal's History of the Michigan Agricultural College, 1915, pp. 218-219.

Faculty Meeting (February 9, 1914)

Dean Bissell, in behalf of the committee of deans, presented the constitution of the Student's Council, and moved its adoption.

Carried.

Proposed Constitution for the Student Council
of Michigan Agricultural College

Article 1

Name and Object

Section 1. The name of the organization shall be "The Student Council of the Michigan Agricultural College."

Section 2. The object of this organization shall be to enable the student body, through representatives, to effectively manage such affairs of general interest to the student body as are established by precedent or by general concensus of opinion to rightfully fall under the jurisdiction of a student body.

Article 2

Membership

Section 1. The Student Council shall be composed of six members, three members from the senior class, two from the junior class and one from the sophomore class. The Council members shall be elected in the following manner: at least two weeks before the close of the winter term of each year the names of candidates from the classes shall be submitted to the Student Council as follows: nine members from the junior class, six from the sophomore class and three from the freshman class. From these candidates the Student Council shall select and submit to the committee of Deans of the College for approval respectively six, four, and two nominees. If the Deans disapprove of any nominee the Student Council shall name a substitute to be in turn approved or rejected by the Deans until the list of nominees required is complete. Of these nominees so ratified and approved the classes shall elect respectively three, two and one members to compose the incoming Student Council and to hold office for the ensuing year. Vacancies shall be filled by the Council.

Article 3

Duties and Powers of the Student Council

Section 1. The Student Council shall take the initiative in all matters established by precedent as the especial duties of said body.

Section 2. The Student Council shall consider and act upon all petitions and other communications from the student body or any reasonable part thereof.

Section 3. The Student Council shall pass and enforce laws concerning the lower classes, especially in regard to the maintenance of college customs and traditions.

Section 4. The Student Council shall represent the student body in its desires to the Faculty or other authority.

Section 5. The Student Council shall place important questions before the student body in the form of referendum vote.

Section 6. The Student Council shall administrate or cooperate with the Faculty, Athletic Department or other organizations in managing such affairs of general interest as Class Rush, Cap Night, General Elections, Mass Meetings, Campus Improvement, etc.

Section 7. The Student Council shall organize the Freshman class before the middle of the fall term and shall inform them in regard to campus customs, etc.

Section 8. The Student Council shall arbitrate between classes or individuals in case of necessity and shall take such steps as are deemed necessary to preserve the unity and harmony of the student body.

Section 9. Mass Meetings of the student body shall be called when necessary, the president of the Student Council to act as chairman provided no other temporary chairman shall have been chosen by the Council.

Article 4

Publicity

Section 1. The official organ of the Student Council shall be the weekly publication known as the "Holcad".

Section 2. The management of this periodical shall be governed by the "Holcad Rules" adopted by the Student Council and Faculty during the winter of 1912.

Article 5

Finances

Section 1. Each College class shall contribute one dollar per term to defray the expenses of the Student Council payable in advance to the Secretary Treasurer of said Student Council.

Article 6

Amendments

Section 1. Subject to approval of the Committee of Deans amendments to this constitution may be made by a vote of the majority of the members of the Student Council, provided the proposed amendments are advertised in the Holcad at least two weeks before the vote thereon.

Professor French asked that the members of the Senior class in Home Economics taking Pedagogics, be excused from classes on Monday, February 23, and Wednesday, February 25, for observation in the Lansing city schools, and that the seniors in the Agricultural and Horticultural class in Pedagogics be excused from classes on Tuesday and Wednesday, February 24 and 25, for school visitation and observation.

Moved by Professor Vedder that these requests be granted.

Carried.

Faculty Meeting (April 15, 1932)

Student Government. Professor Emmons presented the following proposed constitution of the Student Council:

Article 1

Section 1. The name of the organization shall be "The Student Council of Michigan State College."

Section 2. The object of this organization shall be to enable the student body through representatives to effectively manage such affairs of general interest to the student body as are established by precedent or by general consensus of opinion to rightfully fall under the jurisdiction of a student body.

Article 2

Section 1. The Student Council shall be composed of nine active members. Six of these shall be elected by their respective classes at the general election to be held at least one week before the close of winter term. Representation from the three upper classes shall be as follows: Three members from the senior class, two from the junior, and one from the sophomore. These new men shall attend all the meetings of the old council during the spring term and take office the next fall. In addition, the presidents of the three upper classes shall be active members of the Council and shall attend all meetings during their terms of office. Vacancies shall be filled by the respective classes.

Section 2. The managing editor of the Michigan State News, the president of the freshman class, one athletic representative to be elected by the Varsity Club, and one representative from the Intrafraternity Council are ex officio members during their terms of office.

Article 3

Section 1. At the last meeting in May, the new Council shall elect a president, a vice president, a secretary-treasurer, who shall hold office during the ensuing year. Their duties shall be those generally expected of such officers.

Section 2. The candidates for the office of president and vice president shall be confined to the three elected senior members of the Council. That senior member who receives the highest votes shall be declared president, the one receiving the second highest number of votes shall be declared vice president. The candidates for secretary-treasurer shall be confined to the elected members of the junior class, and the one receiving a majority vote of the Council shall be declared elected. In the election of officers for the Student Council, each active member shall be entitled to one vote, except the president (who shall vote only in the case of a tie).

Section 3. Any council officer who has been duly elected may be removed by a two-thirds vote of the active membership for any cause which the Council shall consider sufficient, and his successor shall immediately be chosen by the Council.

Section 4. A complete vote of those members who are active at the time of the balloting and those who have been elected as active members for the following year shall be required either by proxy or in person for the election or removal of council officers.

Section 5. That at the beginning of the fall term, the Student Council shall designate a regular time and place of meeting for the ensuing year. At least one meeting must be held every two weeks. These meetings are open for visitation by any member of the student body.

Section 6. All procedure and council meetings not otherwise specified by this constitution shall be carried out according to "Roberts' Rules of Order."

Article 4

Section 1. The Student Council shall take the initiative in all matters established by precedent as the special duties of said body.

Section 2. The Student Council shall consider and make recommendations to the Administrative Group on all petitions and other communications from the student body.

Section 3. The Student Council shall consider that part of the constitution of any student organization which states its purpose and objectives and shall make recommendations of changes in the constitution or for the elimination of any of these organizations to the Administrative Group.

Section 4. The Student Council shall recommend to the faculty and have complete power to enforce laws, customs, and traditions concerning the student body.

Section 5. The Student Council shall review all such rulings of student bodies as may affect the social conduct and well being of the student.

Section 6. The Student Council shall represent the student body in any of its desires to the faculty and other authority and shall aid in the enforcement of all proposals to the faculty with reference to the student body with the exception of the scholarship question.

Section 7. The Student Council shall place important questions before the student body in the form of a referendum vote.

Section 8. The Student Council shall administer or cooperate with the faculty, athletic department, or other organizations in administering such affairs of general interest as class elections, general elections, mass meetings, student migrations, cap night, etc.

Section 9. The Student Council shall maintain a rating system which limits any student's participation in extracurricular activities to a definite number of activities per term in accordance with faculty eligibility rules.

Section 10. The Student Council shall have the power to remove from participation in extracurricular activities any student who does not comply with the faculty rules of eligibility for participation in college activities.

Section 11. The Student Council shall organize the freshman class before the middle of the fall term and shall inform them in regard to campus customs.

Section 12. The Student Council shall arbitrate between classes or individuals in case of necessity and shall take such steps as are deemed necessary to preserve the unity and the harmony of the student body.

Section 13. Mass meetings of the student body shall be called when necessary. The president of the Student Council to act as chairman provided no temporary chairman shall have been appointed by the Council.

Section 14. No members of the Student Council shall issue orders or statements in the name of the Student Council without the sanction of at least four other Council members.

Section 15. Students may present to the Council in writing or in person any proposal or grievance at any regular meeting.

Section 16. The decisions of the Student Council made in pursuance of its constitutional power shall be carried into execution by the appropriate student executives or groups or by recommendation of the president of the college. The Student Council shall have the power to

suspend or dismiss from office any student executive who shall refuse to carry its legislation into effect.

Section 17. Any student or organization or member of the faculty of this college may appeal to the Administrative Group whenever he feels that the Student Council has either exceeded or misapplied its powers or has assumed an unwarranted jurisdiction. In such cases, the Administrative Group shall permit both the complaining party and the Council to be heard, after which the decision of the Administrative Group shall be final. When an appeal is made from some ruling of the Council, no steps shall be taken by that body to carry out that ruling pending the decision of the Administrative Group.

Article 5

Publicity

Section 1. The official organ of the Student Council shall be the publication known as the Michigan State News.

Section 2. Management of this periodical shall be governed by the rules adopted by the Student Council and faculty during the winter of 1912.

Article 6

Finance

Section 1. The Student Council shall assess the classes equally for fines to defray any laudible expense of said body. Failure to pay or make satisfactory arrangement of these assessments within two weeks after notice of such assessment by a class automatically disenfranchises the members of such class at any student elections.

Article 7

Amendments

Section 1. Amendments to this constitution or revisions of it may be submitted to the student body for adoption at any regular student election or at a special election called for that purpose. The Council shall submit amendments for the approval of the student body when such amendments have been passed by a two-thirds vote of the council members or upon petitions of not less than 100 students and subsequent approval by the faculty. Proposed amendments must be

published by the Michigan State News at least ten days before the elections at which they are submitted. A majority of the vote cast thereon is sufficient for passage of an amendment. Moved by Professor Emmons that the proposed constitution be adopted. Carried.

Faculty Meeting (July 7, 1939)

Dean Mitchell explained the changes in the Student Council plan that had received the approval of the Administrative Group and moved its adoption.

The Constitution of the Student Council of Michigan State
College Preamble

We the student of Michigan State College of Agriculture and Applied Science, recognizing that the purpose of this institution is to train young men and women in the higher ideals of citizenship, and believing that provision for and operation of a program of student government are essential to this end and recognizing that as students of this institution we have interests to further for the welfare of ourselves and of the institution, and believing that by self-government the interests of ourselves and of the institution best promoted in order to promote orderly student government and to provide a framework for such student government, do ordain and establish this Constitution.

Article I
Governing Body

Section 1. The authority to direct student affairs and student organizations shall be vested in the Student Council.

Article II
Governing Body--Name

Section 1. The name of this body shall be "The Student Council of Michigan State College." Hereinafter, referred to as the "The Student Council."

Article III
Purpose

Section 1. The purpose of this body shall be to enable the student body, through representatives, to so direct those student affairs and student organizations as best to promote the welfare of the institution and the student body.

Article IV
Membership

Section 1. The Student Council shall consist of the following members: two representatives of the Liberal Arts Division, one man and one woman; one representative of each of the remaining five academic divisions; the president of each of the four classes; the president of the Men's Council; the president of the Council of Associated Women Students; the editor of the Michigan State News; the president of Religious Councils; the president of the Union Board; vice-president of the senior class; vice-president of the junior class.

Section 2. The term of office for these members shall be for one calendar year beginning with the last meeting in May.

Section 3. The Dean of Men and the Dean of Women shall be ex-officio members and shall act in the capacity of faculty advisers.

Section 4. No member of the Student Council shall lose his status on that Council because of change of classification standing, provided that such students shall maintain the satisfactory standing of eligibility as required by the Faculty Committee on eligibility.

Article V
Officers

Section 1. At the last meeting in May, the Student Council shall elect a president, a vice-president, and a secretary-treasurer, who shall hold office from the time of their election until such time as succeeding officers have been duly elected.

Section 2. A complete vote of those members who are active at the time of the balloting and those who have been duly elected as members for the following year shall be required either by proxy or in person for the election of Council officers. Such vote shall be taken by secret ballot.

Section 3. Candidates for the office of president and vice-president shall meet the following qualifications:

- a. Senior standing during the term of office.
- b. A division representative during term of office.

- c. Service for any previous year on one of the following bodies:
 - 1. Student Council.
 - 2. Associated Women's Student Council.
 - 3. Men's Council.
 - 4. A divisional council.

A primary ballot shall be cast to reduce this list of candidates to two. The relative number of votes cast for each candidate shall not be announced, but a second ballot shall be cast on those two candidates who receive the highest number of votes. The candidate who receives the highest number of votes on the second ballot shall be declared president. The opposing candidate shall be declared vice-president.

Section 4. The candidates for the office of secretary-treasurer shall be the remaining division representatives. The primary ballot shall be cast to reduce this list of candidates to two. The relative number of votes cast for each candidate shall not be announced, but a second ballot shall be cast on those two candidates who receive the highest number of votes. The candidate who receives the highest number of votes in the second ballot shall be declared secretary-treasurer.

Section 5. Any officer of the Student Council may be removed from office by a two-thirds vote of the membership for any cause which the Student Council shall consider sufficient. The successor shall be elected at the next regular meeting of the Student Council.

Section 6. The duties of the officers of the Student Council shall be those generally expected of such officers.

Article VI

Meetings

Section 1. At the first meeting of the college year, the Student Council shall designate a regular time and place of meeting.

Section 2. Twelve members shall constitute a quorum, one faculty member shall be present.

Section 3. Regular meetings shall be held every two weeks. Special meetings shall be held on call of the president, or any four active members of the Student Council.

Section 4. Any member of the student body may attend any regular meeting of the Student Council as a visitor.

Section 5. All procedure in the Student Council meetings not otherwise specified by this Constitution or in the Bylaws of the Student Council shall be carried out according to "Robert's Rules of Order."

Section 6. Attendance of members at meetings shall be compulsory. If any member shall have been absent without having previously been excused by the secretary from three meetings during his term of office, or from any two consecutive meetings, the status of such member shall be automatically removed and the office declared vacant.

Section 7. Typewritten copies of the minutes of all meetings shall be filed with the secretary-treasurer, the Dean of Men, and the Dean of Women.

Article VII

Elections

Section 1. Not later than the sixth week of the winter term, the Student Council shall arrange for the nomination of candidates for the office of division representatives in the following manner:

- a. Each division council shall nominate not more than four candidates for each office.
- b. In addition, any candidate may be nominated by a petition signed by five per cent of the students enrolled in that division. Such petition must be presented within three days after the division council has announced its nominations and it shall be subject to the approval of that division council. Primary elections shall be held at the discretion of the Student Council. The name of the two candidates for each office receiving the highest number of votes in the primary election shall be placed upon the ballot for the final election which shall be held at the discretion of the Student Council. The candidate receiving the majority vote in the final election shall be declared elected.

Section 2. The Student Council shall, at such time as it may, determine, but not later than the sixth week of the spring term, arrange for the nomination of candidates of

the office of the sophomore, junior, and senior classes on the Union Board. The Student Council shall arrange for primary elections at its own discretion following the nomination of those candidates. The names of the two candidates for each office receiving the highest number of votes in the primary election, shall be placed upon the ballot for the final election which shall be held at the discretion of the Student Council following the primary election. The candidate receiving the majority vote in the final election shall be declared elected.

Section 3. Any student desiring to become a candidate for any class office or for the Union Board may have his name put on the ballot by filing with the president of the Student Council not later than noon of the fifth day before the primary election a petition signed by not less than five per cent of the students of his class.

Section 4. The Student Council should prescribe and enforce the rules governing general student elections.

Section 5. All candidates for office must comply with the requirements of the Faculty Committee on Eligibility.

Section 6. The Student Council may remove from office any student officer who having been duly elected shall fail to maintain the status of satisfactory compliance with the requirements of the Faculty Committee on Eligibility.

Section 7. It shall be the duty of the Student Council to fill vacancies in elective offices of the Student Council, class offices in the Union Board, by installing the next eligible candidate according to the last election returns.

Section 8. A student shall be allowed to vote for only those division representatives of the division in which he is enrolled.

Per the records of the Registrar--Eligibility--The whole class offices are to vote in class elections, shall be based on the student's standing as defined in the following classification:

Freshmen--below 42 credits
 Sophomore--42 to 92 credits
 Junior--92 to 142 credits
 Senior--142 and over credits
 Fifth year students--fifth year students

Article VIII

Relation to Student Organizations

Section 1. Any student organization desiring to bear the name of Michigan State College or any of its divisions, to be an organization belonging to Michigan State College, to sponsor any activities in connection with the institution, to hold any meetings or gatherings on the campus, shall proceed as follows:

- a. Present a request to the Student Council for the privilege of tentatively organizing.
- b. Present the nature, the function, and the financial status of the organization to the Student Council. The Student Council shall then confer with the Faculty Committee on Organizations and the petitioning group shall be notified of their decision. Final approval of the Student Council and Faculty Committee on Organizations will be expressed in a formal document after the acceptance of the Constitution of the organization.

Section 2. Upon presentation of a written order signed by three members of the Student Council and one faculty adviser, a committee of three Student Council members appointed by the president of the Student Council may examine the activities of any student organization.

Section 3. The Student Council with the approval of the Faculty Committee on Organizations may revoke the Charter of any organization under its jurisdiction after notifying the organization of the charges against it and allowing a period of two weeks for formal reply.

Section 4. The provisions of this Article shall not be construed to apply to any of the following organizations. (Here listed are the social fraternities and sororities.
 JNW)

Article IX

Finance

Section 1. For one year beginning with the adoption of this Constitution the financial structure of the Student Council, as of May 1939, shall be maintained and any further changes approved by the faculty before adoption.

Article X

Bylaws

Section 1. The Student Council shall have the power to enact and interpret and enforce the Bylaws to perform its functions.

Article XI

Amendments

Section 1. Amendments may be proposed by the Student Council or by a petition signed by 200 regularly enrolled students.

Section 2. Proposed amendments shall be put to vote of the student body at the next succeeding regular general college election, or if the cause is deemed sufficient by the Student Council, with a special election called for that purpose.

Section 3. The proposed amendment, together with the parts affected by the amendment shall be published in the Michigan State News on at least two separate days during the week prior to election day.

Section 4. Proposed amendments upon receiving the affirmative vote of a majority of those votes cast on the issue and having been approved by the President of this institution shall immediately become a part of the Constitution.

Article XII

Interpretation

Section 1. All matters of interpretation of this Constitution shall be decided by the President of the institution or in the event of his absence by the Acting President of this institution. Requests for interpretation may be made only by the president of the Student Council or by the person or party aggrieved and only in writing.

Article XIII

Adoption

Section 1. This Constitution shall go into effect with the school year beginning fall term 1940, with the exception of Article VII, which shall become effective at the beginning of winter term 1940.

Faculty Meeting (October 7, 1948)

The Proposed Constitution of the Student Government
Preamble

We, the students of Michigan State College, recognizing that one purpose of this institution is to train young men and women in the higher ideals of citizenship; and believing that a representative student government to assist the faculty in maintaining orderly supervision of student affairs and organizations is essential to this end, do establish this constitution.

Article I

Legislative

Section 1. All legislative functions of the student government shall be vested in the Student Council.

Section 2. Representation on the Student Council shall be accorded by districts, as provided in the ordinances of the student government.

Section 3. Ex-officio representation shall be accorded the Counselor of Men and Counselor of Women.

Section 4. All student legislation pertaining to the student body shall be in the form of ordinances of the student government.

Section 5. Ordinances of the student government shall become effective upon receiving a majority of those votes cast on the questions.

Section 6. Standing rules of the Student Council shall become effective upon receiving a two-thirds majority of those votes cast on the question at two consecutive regular meetings. They shall provide for the conduct of Council business, including:

- (a) Frequency of regular meetings.
- (b) Parliamentary authority for those procedures not covered in this constitution.
- (c) Compilation and publication of all ordinances of the student government.

Section 7. Special meetings of the Student Council shall be called by the President upon written request of twenty-five per cent of the active members.

Section 8. Two-thirds of the active members of the Student Council shall constitute a quorum.

Section 9. The Student Council may, by a two-thirds majority vote, expel any officer or member of the student government for cause.

Article II

Executive

Section 1. The executive functions of the student government shall be vested in the office of the president of the Student Council.

Section 2. At the fourth meeting following the election of new members of the Student Council, the Council shall elect by secret ballot, from among its members, a president, vice-president, secretary, and treasurer. Balloting shall continue until one candidate shall receive a majority of the votes cast. Those elected shall hold office from the time of their election until such time as succeeding officers have been installed. Nominations for these offices shall not be made before the third meeting of the new Student Council.

Section 3. The President may call special meetings of the Student Council upon twenty-four hour notice.

Section 4. The President shall:

- (a) With the consent of the Student Council, fill all vacancies on the Student Council by appointment of a qualified resident of the district in which the vacancy occurs.
- (b) Be advised and assisted by an Executive Board composed of:

- (1) President of Men's Council
- (2) Presidents of Associated Women Students,
Activities Board and Judiciary
- (3) President of Union Board
- (4) Class presidents
- (5) Chairman of such Student Council standing
committees as the president deems necessary.

Section 5. The vice-president shall assume the duties of the president in the event of the president's absence or removal.

Section 6. The secretary shall maintain complete records of the student government, and perform other duties generally expected of a secretary.

Section 7. The treasurer shall prepare and submit for Council approval, at the second meeting in the fall term a budget for the ensuing year, and shall perform other duties generally expected of a treasurer.

Article III Amendments

Section 1. Amendments to this constitution may be proposed by the Student Council or by a petition signed by five per cent of the regularly enrolled undergraduate student body.

Section 2. Proposed amendments shall be put to vote of the student body at the next succeeding regular general college election, or, if the cause is deemed sufficient by the Student Council, at a special vote called for that purpose by the Student Council.

Section 3. The proposed amendment, together with the parts affected by the amendment, shall be published in the M.S.C. student newspaper on at least four separate days during the two weeks prior to the vote.

Section 4. Proposed amendments, upon receiving the affirmative vote of a majority of those votes cast on the issue, and having been approved by the faculty of this institution, shall immediately become part of this constitution.

Article IV

Adoption

Section 1. This constitution shall be declared adopted immediately following faculty approval and a majority affirmative vote of those students voting on the question. It shall take effect immediately upon adoption.

Dean Crowe moved approval of the report. Motion supported. Following a brief discussion the motion was passed.

Faculty Meeting (May 3, 1951)

Asked Dean King to comment on the proposed Constitution for the All-College Student Government. The Constitution, as distributed, has the approval of the Faculty Social Committee and the Committee on Student Organizations. Dean King moved that it be approved. Approved.

Preamble

We, the students of Michigan State College, in order to form a more perfect student body; to provide for full student representation in all matters pertinent to student affairs; to promote all things of value and of general welfare to the students and the College; and to assist in the integration and coordination of the activities of all student organizations; do hereby ordain and establish this constitution for the All-College Student Government.

Article I

Authority

The responsibilities as are vested in the All-College Student Government in this constitution are granted by the Faculty, and the Student Body of Michigan State College.

Article II

Legislative

Section 1. Supreme student legislative responsibility shall be vested in the Student Congress.

Section 2.

- a. Representatives on the Student Congress shall be elected by districts in proportion to the population. These districts and their apportionment shall be defined in an ordinance of the Student Congress.

- b. An officer of every major governing group on campus, as defined by congressional ordinance, shall be a non-voting member and it shall be his duty to attend meetings of the Student Congress for the purpose of intercommunication between the Congress and his group.

Section 3.

- a. The Student Congress shall elect a Speaker of the Student Congress from its own membership who will be the presiding officer of the Student Congress. His seat shall be declared vacant upon his election. He shall succeed to the office of President of the Student Government in case of vacancy of that office, until the next regular election. In case of succession or vacancy of the Speaker's office, the Congress shall elect a new Speaker to fill the unexpired term.
- b. The Speaker shall, by appointment with the consent of the Student Congress, fill all vacancies that shall occur within the Student Congress, unless the district shall have elected a representative in compliance with the Special Election ordinance.

Section 4.

- a. The Student Congress shall also elect from its own membership a Secretary whose duty it shall be to take minutes of the Congress proceedings, prepare copies of said minutes for distribution, and to communicate all messages to the President of the Student Government from the Student Congress.

Section 5. The Student Congress shall have the responsibility:

- a. To establish qualifications for its own members.
- b. To determine its own rules of proceedings.
- c. To appropriate all college student congressional, judicial, and executive monies for student government functions in accordance with financial regulations of the college.
- d. To elect a President of the Student Government from its own membership. His seat shall be declared vacant upon his election.
- e. To review and ratify such presidential appointments as the Congress deems necessary.
- f. To ratify or revoke the constitution of any student organization with the exception of living units and governing bodies having charters granted by the Faculty.

- g. To make ordinances governing All-College student elections.
- h. To require written term reports from all standing committees and all agencies receiving funds from the student congress.
- i. To provide for the organization of the freshman, sophomore, junior, and senior classes of Michigan State College.
- j. To set minimum academic requirements for extra-curricular participation, not in conflict with Faculty or Western Conference regulations. Interest organizations, with the exception of the A.W.S. and Men's Council, may set a standard higher than the minimum provided by the Student Congress.
- k. To provide for and maintain rules concerning student conduct of an all-college nature as will reflect creditably on the college and the students.
- l. To elect a representative from its own membership to any all-college student faculty committee, and to designate, within the remaining number of members allotted to students, those governing groups which shall have a representative on the committee. These governing groups shall name their own representative. Boards do not come within this jurisdiction.
- m. To legislate on any matter necessary in aiding in the planning, supervision and coordination of student activities.

Section 6. The Student Congress shall have the power to execute all foregoing responsibilities and such others as the Congress and Michigan State College deem desirable and necessary to promote the general welfare of the student body and Michigan State College.

Section 7. Special meetings of the Student Congress shall be called by the Speaker upon written request of twenty-five per cent of the voting members.

Article III

Executive

Section 1. The executive functions of the Student Government shall be vested in a President of the Student Government.

- a. At the fourth meeting following the election of new members of the Student Congress, the Congress

shall elect by secret ballot from among its members a President of the Student Government and a Speaker of the Student Congress.

- b. Balloting shall continue until one candidate for each office receives a majority of the votes cast for that office.
- c. Those elected shall hold office from the time of their election until such time as the succeeding officers have been elected.
- d. Nominations for these offices shall not be made before the third meeting of the incoming Student Congress.

Section 3. The President, during a temporary absence, may delegate his responsibility to the Speaker of the Student Congress. The Speaker of the Student Congress shall succeed to the office of President should that office become vacant.

Section 4. The President shall appoint, with the approval of the Student Congress, the Treasurer of the Student Government who shall:

- a. Supervise the disbursing of all monies appropriated by the Student Congress in accordance with college procedure.
- b. Keep complete financial records of the All-College Student Government.
- c. Handle all correspondence incident to the office of Treasurer.
- d. Publish and distribute a complete financial statement to the student body, at least once per term.
- e. The treasurer shall perform such other duties as the President and/or Student Congress may require.

Section 5. The President, at his discretion, may appoint an Executive Secretary to assist him in his duties.

Section 6. The President shall be advised and assisted by an Executive Board, which shall meet at least once a month. It shall be composed of:

- a. The Speaker of the Student Congress.
- b. The Presidents of the major governing bodies as defined by ordinance.
- c. The President of Union Board.

- d. The executive officer of each class.
- e. The chairman of any student congressional committee as the President deems necessary.

Section 7. The President shall, with the consent of the Student Congress, have the authority:

- a. To create such agencies as he deems necessary to carry out the executive functions of the Student Government.
- b. To appoint the chairmen of these agencies. Subject to the approval of the President, the chairmen shall appoint members to these agencies.
- c. To make, upon his request, a personal appearance before any student organization or governing group.
- d. To require reports either of a general or specific nature from any student organization.
- e. To exercise such other powers as are usually incident to such an office.

Section 8. The President shall have the responsibility:

- a. To administer and enforce all legislation enacted by the Student Congress requiring executive action.
- b. To make periodic reports and recommendations to the Student Congress.
- c. To perform such other duties as are usually incident to such an office.

Article IV

Judicial

Section 1. The All-College Student Government judicial responsibility shall be vested in the All-College Judiciary.

Section 2.

- a. The Justices of the All-College Judiciary shall be: the Counselor for Men, Counselor for Women, one person appointed by the all-college Women's Judiciary from its own membership, one person appointed by the all-college Men's Judiciary from its own membership and three persons from the student body at large appointed by the President of the Student Government for a twelve-month period, one to be appointed each term with the exception of Summer term. These three members at-large shall be approved by the Student Congress by a two-thirds majority vote and shall have served at least two terms on a student governing board.

- b. In case of a vacancy a new student Justice shall be appointed in like manner to complete the term of the Justice whose place he has taken.
- c. All student Justices of the All-College Judiciary shall meet qualifications to be established by the Student Congress.
- d. Justices may be reappointed for a twelve-month period.
- e. The three Justices appointed at-large shall each be Chairman the third term of his term of office, other than Summer term.
- f. The All-College Judiciary shall meet at least once every two weeks. It shall meet in special session upon twenty-four hour notice, at the call of the Chairman, when a case arises in which immediate consideration is requested.
- g. Any temporary vacancy of Justices at-large during Summer session shall be filled by Presidential appointment. That term of office shall expire at the beginnings of Fall term. The President shall designate the Chairman of the Summer Judiciary.
- h. The Judiciary shall determine its own rules of procedure.

Section 3. The All-College Judiciary shall have original jurisdiction over:

- a. The constitutionality of student congressional legislation and of any action taken by the Congress or by a Representative thereof.
- b. The constitutionality of any action taken by the President of Student Government or by any of his executive agencies or members thereof.
- c. The constitutionality according to its individual constitution of any action taken by any campus organization or governing group.
- d. Constitutional conflicts between any campus organizations and/or governing groups according to their individual constitutions.
- e. All cases involving violations of student congressional legislation.

Section 4. The All-College Judiciary shall have appellate jurisdiction over:

- a. Appeals from the all-college Women's Judiciary and the all-college Men's Judiciary. This appeal must be made in writing within 24 hours after notification of the final decision is made by the judiciary involved.

Section 5. The All-College Judiciary shall hear those cases involving student infractions of college rules, regulations, and policies which are referred to it by the Counselor for Men and/or Counselor for Women when indicated as a preference of the student or students involved and approved by the Counselor for Men and/or Counselor for Women.

Section 6. Further judicial functions may be delegated to the Judiciary by other campus organizations or by the Student Congress.

Section 7. In all cases brought to it the All-College Judiciary shall arrive at a final decision which shall constitute the official All-College Student Government recommendation to the Dean of Students.

Article V Recall

Section 1.

- a. Any constituency shall have the power to recall any officer elected by that constituency under this constitution.
- b. The Student Congress, by a two-thirds majority, may recall any officer of the All-College Student Government.
- c. All other elective officers may be recalled by petition to be filed with the Speaker of the Congress and containing the signatures of not less than (25%) twenty-five per cent of the qualified voters of that constituency.
- d. Upon receipt of petition, a recall election shall be held within two weeks of filing of said petition.

Article VI Referendum

Section 1. The Student Body shall have the power to petition for a ballot on any act of the Student Congress. Said ballot shall be effected within two weeks from date the petition containing signatures of (10%) ten per cent of the qualified voters is presented to the Speaker of the Congress.

Section 2. The Congress shall be empowered to refer, by a majority vote, pending legislation to the student body for a vote.

Article VII

Amendments

Section 1. Amendments to this constitution may be proposed by the Student Congress by a petition signed by (10%) ten per cent of the qualified voters of the student body.

Section 2. Proposed amendments shall be put to vote of the student body at the next succeeding regular general college election, or if the cause is deemed sufficient by the Student Congress, at a special election called for that purpose by the Student Congress.

Section 3. The proposed amendment, together with the parts affected by the amendment, shall be published in the Michigan State College student newspaper on at least four separate days during the two weeks prior to the election.

Section 4. Proposed amendments, upon receiving the affirmative vote of a majority of those votes cast on the issue, and having been approved by the faculty of this institution, shall immediately become part of this constitution, except those concerning assessments of the student body, which shall require that a majority of the student body vote on it.

Article VIII

Adoption

Section 1. This constitution shall be declared adopted immediately following approval by the Faculty and a majority affirmative vote of those students voting on the question and shall supersede all previous All-College Student constitutions.

Section 2. The ordinances and by-laws now in effect, not repugnant to this Constitution, shall remain in force until they expire by their own limitations, or are altered or repealed.

Article IX

Citizenship

Section 1. Every regularly enrolled undergraduate student of Michigan State College (carrying twelve (12) or more credits) shall be a voting citizen of the All-College Student Government.

Article X

The Counselor for Men and Counselor for Women shall meet with and serve in an advisory capacity to the All-College Student Government in all its branches.

Constitution of the Associated
Students of Michigan State University
March 9, 1965

Article I

The responsibilities vested in this organization are granted by the faculty and student body of Michigan State University.

Article II

Section 1. Student decision making responsibility of an all-university nature shall be vested in the following Student Board. All Michigan State University student organizations shall operate under the jurisdiction of this board.

Section 2. This Student Board shall be comprised of the following individuals:

A. Voting members as follows:

1. The chief executive officer of the following groups:
 - a. association of men's residence halls
 - b. association of fraternities
 - c. association of off-campus students
 - d. association of cooperative living units
2. For one year the chief executive officer of the following groups:
 - a. association of women's residence halls
 - b. association of sororities
 - c. association of women's regulations and interests

Prior to the second general election, the Student Board, upon recommendation of the above three groups, shall determine how two votes representing these areas shall be distributed. This decision of the board shall attain constitutional status once it has been made.

3. Four undergraduate students elected at large by popular vote of all qualified students as follows:
 - a. two students with at least 120 quarter credits earned

- b. two students with more than 74 quarter credits but less than 120 quarter credits earned towards graduation at Michigan State University
 - c. any student with less than 75 quarter credits may have his candidacy approved by an election review board
- 4. Two students, one of which must be female, appointed at large by the Student Board from open petitions to the board.
- B. Non-voting members as follows:
 - 1. The student editor of the student newspaper or a designate from its editorial board.
 - 2. The chief executive officer of the all-university cabinet.
 - 3. Advisor(s) in a manner prescribed by the Office of the Vice President for Student Affairs of Michigan State University.

Section 3. If an elected at-large member resigns prior to the first class day of winter term, a temporary replacement shall be appointed by the Student Board from open petitions to the board. A special election shall be held during the second full week of classes of winter term to fill this position for the duration of the term of office. Vacancies on or after the first class day of winter term shall be filled by appointment by the Student Board from open petitions to the board. Replacement of an appointed member-at-large shall be in the same manner as original appointees.

Section 4. To assist in its operations the Student Board shall make use of the following:

- A. A chairman, with voting privileges, to preside over the meetings of the Student Board elected by the Student Board from the following:
 - 1. the present six members-at-large
 - 2. a voting member of the Student Board from the preceding year not presently on the Student Board
- B. Any other temporary officers as the Student Board shall deem necessary.
- C. A resource board, composed of members of the faculty, staff, and administration of Michigan State University, to assist in communication, advice and judgement, and innovation.

Section 5. Recall of the members of the Student Board shall be as follows:

- A. The chief executive officer of the groups represented on the Student Board may be recalled according to the provisions of their respective organizations.
- B. Any elected member-at-large may be recalled by:
 - 1. a petition signed by 10 percent of the qualified voters
 - 2. a subsequent simple majority vote of those casting ballots in a special election
- C. The chairman of the Student Board may be dismissed as chairman by:
 - 1. a motion of the Student Board
 - 2. a 2/3 majority vote of the entire voting membership of the Student Board, such vote to be held at the next regularly scheduled meeting.
- D. Appointed members of the Student Board may be recalled by:
 - 1. a motion of the Student Board
 - 2. a 2/3 majority of the entire voting membership of the Student Board, such vote to be held at the next regularly scheduled meeting.

Section 6. The Student Board shall have the duty and responsibility:

- A. To determine its own rules of procedure.
- B. To set student policies of an all-university nature.
- C. To provide a common ground for communication among student organizations and between the student body and members of the university faculty, staff, and administration.
- D. To meet periodically with a resource board whose members shall be designated as needed by the Student Board.
- E. To hold at least once a term a series of all-university student forums, on an invitational and open basis, at which any undergraduate student may voice his opinions and/or suggestions directly to the Student Board.
- F. To designate student representatives by open petition to all-university student-faculty committees as requested.

- G. To provide arbitration between and among student organizations by
 - 1. dealing with the situation as a complete board, or
 - 2. designating discussion and/or arbitration to appropriate groups.
- H. To provide for the regulation of all-university student elections.
- I. To appropriate all-university monies in accordance with financial procedures of the university.
- J. To levy an assessment on all qualified voting citizens, not to exceed 25 cents per student per term, in a manner in compliance with the university financial procedures.
- K. To elect the chief executive of the all-university cabinet from open petitions.
- L. To review and ratify appointments by the chief executive of the all-university cabinet.
- M. To review and approve or reject all-university events, including all-university fund-raising events.
- N. To recommend the ratification or revocation of the constitutions of non-living unit student organizations to the appropriate faculty body.
- O. To coordinate any matter necessary in aiding in the planning and supervision of student activities and organizations.

Section 7. The Student Board shall have the power to execute all the foregoing duties and responsibilities and such other as the Student Board and Michigan State University shall deem necessary to promote the general welfare of the student body and the university.

Article III

Section 1.

- A. To assist in the execution of the responsibilities of the Student Board, there shall exist an all-university cabinet headed by a chief executive and consisting of such departments as the Student Board shall deem necessary.
- B. The chief executive of the all-university cabinet shall be elected and may be removed by a 2/3 majority vote of the Student Board.

- C. The chief executive shall be assisted by such directors of the various departments as he, with the approval of the Student Board, shall deem necessary. These appointments by the chief executive shall be by open petitioning and shall be subject to the approval of the Student Board.
- D. The departments shall be organized and staffed at the discretion of the respective directors by open petitioning, subject to the approval of the chief executive of the cabinet.

Article IV

Section 1. The Associated Students of Michigan State University judicial responsibility shall be vested in the All-University Student Judiciary and such other courts as are deemed necessary.

Section 2. Composition

- A. The justices of the All-University Student Judiciary shall be: two representatives from the Office of the Vice President for Student Affairs, and eleven students--at least one of these students being a married student, one an off-campus student, and three female students, one for each class represented.
- B. Vacancies shall be filled in the spring term so that the membership of the All-University Student Judiciary in the fall term shall be composed of three sophomores, three juniors, three seniors, and two graduate students. At the end of their first year of service the sophomores shall be placed in automatic nomination for the junior year vacancies on the Court. Any nomination shall be considered approved by a two-thirds (2/3) majority vote of the Student Board. The three juniors approved by the Student Board will serve for two years, and the graduate students shall be nominated each year.
- C. The Student Board shall select the justices by a two-thirds (2/3) vote from among those petitioning.
Each nominee shall go through a training period not to exceed five weeks. If at any time during the training period the nominees prove unacceptable to the Court, they may be relieved of their duties by the Student Board.

- D. If a vacancy occurs, the Student Board shall have the authority to appoint justices to the Court. The Student Board should fill a temporary vacancy in the Chief Justice's position from the justices who have served one year or more on the Court.
- E. All student justices of the All-University Student Judiciary shall meet qualifications to be established by the Student Board.
- F. The Chief Justice and the Associate Chief Justice of the All-University Student Judiciary shall be selected from the senior members of the Court by a simple majority of the Court and including the representatives of the Office of the Vice President for Student Affairs. The Chief Justiceship shall be held for one year.
The Chief Justice shall preside at all Court sessions, however, the Associate Chief Justice shall have the authority to preside in the absence of the Chief Justice. In the case of a vacancy in the Chief Justiceship, the vacancy left shall be filled as explained in Section 2, part D. The selection of the Chief Justice and the Associate Chief Justice shall take place in the spring term to enable the out-going Chief Justice to train them. The new Chief Justice and Associate Chief Justice shall assume their duties at the first scheduled meeting after May 1.

Section 3. The All-University Student Judiciary shall have original jurisdiction over:

- A. The constitutionality of Student Board decisions.
- B. The constitutionality of any action taken by the chief executive officer of the All-University Cabinet.
- C. The constitutionality according to its individual constitution of any action taken by any campus organization or governing group.
- D. Constitutional conflicts between any campus organizations and/or governing groups according to their individual constitutions.
- E. All cases involving violations of Student Board action.
- F. Student infractions of university regulations or public laws which are referred to the All-University Student Judiciary. In all cases excepting those adjudicated by the special courts here

inafter established, a student shall be referred to the All-University Student Judiciary by the University administration except for those cases where students need special remedial or rehabilitative action. A student may submit in writing, immediately, to the Dean of Students, a request that his case not be handled by the All-University Student Judiciary. The All-University Student Judiciary's decisions shall be considered final unless they are changed by the Dean of Students or appealed to him.

Section 4. The All-University Student Judiciary shall have appellate jurisdiction over appeals from the judicial agencies of all the other student governing bodies when their decisions affect the students as individuals, except for decisions of special courts having final jurisdiction. When a student is affected as an individual by the decision of one of these other judicial agencies, he shall have the right to request the All-University Student Judiciary to hear his appeal. If the request is denied, the original court's decision will hold. A representative of the original judiciary shall be able to be present and explain the factors affecting its decision to the All-University Student Judiciary when considering the request for hearing and the hearing, if granted.

Section 5. Procedure

- A. Students who will be tried by the All-University Student Judiciary shall be notified in writing at least two days before the date of the hearing, but upon his request to the All-University Student Judiciary, the student shall be granted an additional two days before the date of the hearing. This notice should contain a statement of charges, the date, time and place of the hearing, and an explanation of the general procedure that will be followed, and an explanation of the students' rights.
- B. All students shall have the right to one counsel of their choice whether a student, faculty or staff member.
- C. Hearings involving student infractions of University regulations or public laws shall not be open to the public.

- D. A quorum for the All-University Student Judiciary shall consist of five student justices.
- E. The All-University Student Judiciary shall determine its own rules of procedure in addition to those stated above.

Section 6. The following special courts shall be established as courts of appeal for infractions of certain specific university regulations.

- A. The Student Traffic Appeal Court shall become the final court of appeal involving summonses written pursuant to the Student Motor Vehicle Regulations established by the State Board of Trustees. Associate justices shall be appointed to the Court upon open petition and two-thirds (2/3) majority of the Student Board. Announcement and petitioning shall be conducted in the same manner as that for vacancies occurring on the All-University Student Judiciary. The Chief Justice of the Student Traffic Appeal Court shall be nominated to the Student Board by the concurrence of the Dean of Students. The Chief Justice shall determine the size of the court. At least one of the associate justices shall be a graduate student who shall serve for one year, and at least one justice shall be a female. All undergraduate justices shall serve until resignation, graduation, or recall. The Student Traffic Appeal Court shall determine its own rules of procedure.
- B. The late registration fee appeal court shall become the final court of appeal in all cases involving fines levied for late student registration. The court shall be composed of two undergraduate students and one graduate student each having one vote, and one ex-officio member having no vote representing the Registrars' Office. The graduate student shall serve for one year, and the undergraduate students shall serve until resignation, graduation, or recall. Appointments to this court shall be made by a two-thirds (2/3) majority vote of the Student Board. The Late Registration Fee Appeal Court shall determine its own rules of procedure and its chairman.
- C. The Student Board may establish any additional special courts to enforce its legislation. The Student Board and the university may establish any additional special courts to enforce university rules, regulations, and policies.

Section 7. All courts created in accordance with this Constitution shall have the right to investigate, review, and secure all necessary information pursuant to a case under consideration.

Section 8. The present members and operations of the Student Traffic Appeal Court and the Late Registration Fee Appeal Court will continue until their terms expire under the provisions of this Constitution.

Section 9. Decisions from all student courts having final jurisdiction may be appealed to the Office of the Vice President of Student Affairs.

Section 10. The Summer Judiciary shall be composed of the representatives of the Office of the Vice President of Student Affairs and four students appointed directly by the Student Board. Wherever possible, these appointments should be from the regular court justices who desire to serve on the Summer Court.

Article V

Student Board shall recognize the existence of the following student groups:

1. the governing or coordinating bodies of all organized living units
2. the governing or coordinating bodies of groups of living units with similar interests
3. the governing or coordinating bodies of groups of students with similar interests whose Constitution has been ratified by the appropriate faculty body.

Article VI

Section 1. The student body shall have the power to petition for ballot on any decision of the Student Board. Said ballot shall be effected within 10 class days from the date the petition containing signatures of 10 percent of the qualified voters is presented to the Student Board.

Section 2. The Student Board shall be empowered to refer by majority vote any all-university legislative issue to the student body for a vote.

Article VII

Amendments to this constitution may be proposed by a majority vote of the Student Board or by petition of 10 percent of the qualified voters. A ballot shall be effected within 10 class days of presentation. Having been approved by a simple majority of those votes cast and having been approved by the faculty of the university, the proposed amendment shall immediately become a part of this constitution.

Article VIII

Every full-time undergraduate student at Michigan State University shall be considered a qualified voting citizen.

Article IX

Section 1.

- A. This constitution shall be declared adopted immediately following a majority affirmative vote of those students voting on the question and approval of the faculty.
- B. Within two class days of the adoption of this constitution, an interim board of review shall become effective to determine the regulations of the first election of the at-large members of the Student Board. This review board shall consist of the following:
 The 1964-65 presidents of Men's Halls Association, Women's Inter-Residence Council, Associated Women Students, Panhellenic Council, Interfraternity Council, All-University Student Government, Union Board, Excalibur, and Mortar Board, the outgoing chairmen of the Congress Business and Organizations Committee and the Re-evaluation Committee, Chief Justice of All-University Student Judiciary, and the president of Intercooperative Council.
- C. If any of these members become candidates for the Student Board, their respective organizations shall designate a representative to fill their positions.
- D. The election of the first at-large elected members of the Student Board shall take the place of the usual all-university spring election. Within 24 hours after the election of these members, the Student Board shall assume full duties and responsibilities vested in it by this constitution.

Within 10 class days of this date, the Student Board shall fill the appointments to the Student Board.

Section 2. All existing organizations provided for by the previous All-University Student Government Constitution shall be empowered to conduct business until the time the Student Board assumes full duties and responsibilities.

Section 3. Qualifications of elected members-at-large after the first election must become a part of the constitution by amendment.

Section 4. This constitution shall supersede all previous All-University Student Government Constitutions.

Section 5. The ordinances and by-laws and organizations now in effect not contrary to this constitution shall remain in force until they are altered, repealed, disbanded, or reorganized.

APPENDIX B

THE STAFFING AND STRUCTURES OF THE DEAN
OF STUDENTS OFFICE AT MICHIGAN STATE UNIVERSITY

PERSONNEL WHO PERFORMED DEAN-OF-STUDENTS-RELATED-FUNCTIONS

Introduction

Few yearly records identified the complete student personnel staff and structure. The personnel and structures were obtained from Reports of the Secretary of the State Board of Agriculture Michigan State University; Catalogues, Michigan State University; Mabel Petersen, Assistant Director of Student Governance, Pan Hellenic Council Advisor; Dean of Students and Vice President for Student Affairs Annual Reports and faculty and staff phone directories. The author perused many phone directories from A to Z checking names and titles. Any inaccuracies could be due to incorrect or incomplete source data or human error.

In the years following the 1930-31 school year student personnel staff members progressively increased. The author, therefore, has listed personnel, other than the central staff, under categories by numbers rather than by names from the 1931-32 school year to date. The category, Dormitory Supervisory Personnel, does not include undergraduate student advisory staff; it does include individuals who provided dormitory management and/or student supervision until 1944-45 when, under the Dean of Students Table of Organization, separate staffs for dormitory management and for supervision of residence hall students were identified. (After 1945-1946, management personnel was not included as Dean of Students' personnel).

The first co-educational dormitory was established in the school year 1961-62 and so from this time on for the sake of convenience all dormitory supervisory personnel will be listed under one category.

1896 - June 30, 1897

Edith F. McDermott - Professor of Domestic Science and Household Economy and Matron of Women's Dormitory

1897 - June 30, 1898

Edith F. McDermott - Professor of Domestic Science and Household Science²²⁷
Harriet G. Bacon - Matron Women's Dormitory

²²⁷During the early years of the Department the entire staff while primarily responsible for academic courses did assist in related Dean of Women functions.

1898 - June 30, 1899

Maud Ryland Keller - Dean of Women's Department

1899 - June 30, 1901

Maud Ryland Keller - Dean of Women's Department

1901 - June 30, 1906

Maud Gilchrist - Dean of Women's Department

1906 - June 30, 1907

Maud Gilchrist - Dean of Women's Department

Elizabeth S. Jones - Acting Dean (September 1, 1906 - partial school year)

1907 - June 30, 1909

Maud Gilchrist - Dean of Women's Department

1909 - June 30, 1911

Maud Gilchrist - Dean of Home Economics

Katherine Morse Cameron - House Director

1911 - June 30, 1912

Maud Gilchrist - Dean of the Division of Home Economics

Harriet B. Crawford - House Director

1912 - June 30, 1913

Maud Gilchrist - Dean of the Division of Home Economics

Mary H. Page - House Director

1913 - June 30, 1914

Lillian L. Peppard - Acting Dean of the Division of Home Economics (Fall and Winter Term)

Georgia Laura White - Dean (April 1, 1914)

Mary H. Page - House Director

1914 - June 30, 1915

Georgia Laura White - Dean of the Division of Home Economics

Florence Farwell - House Director Women's Building

1915 - June 30, 1916

Georgia Laura White - Dean of the Division of Home Economics

Edith W. Casho - Assistant to the Dean and Instructor in Physical Culture

Florence Farwell - House Director Women's Building

Cornelia Lindsay - House Mother, Women's Building

Nancy L. Eastman - Matron College Cottage

1916 - June 30, 1917

Georgia Laura White - Dean of the Division of Home Economics
 Edith W. Casho - Assistant to the Dean and Instructor in
 Physical Culture
 Clara Hunt - House Director Women's Building
 Friedrika M. Heyl - House Mother Women's Building
 Minnie Meeker - Matron College Cottage
 Nancy L. Eastman - Matron College Residence

1917 - June 30, 1918

Georgia L. White - Dean of the Division of Home Economics
 and Dean of Women
 Edith W. Casho - Assistant to the Dean and Instructor in
 Physical Culture
 Clara Hunt - House Director Women's Building
 Friedrika M. Heyl - House Mother Women's Building
 Mabel Williams - House Mother Senior House
 Mrs. Frank Porter - House Mother Howard Terrace
 Mrs. H. E. Murdock - House Mother College Cottage
 Minnie Meeker - Matron College Cottage (Died August 8, 1917)
 Nancy L. Eastman - Matron College Residence

1918 - June 30, 1919

Mary E. Edmonds - Dean of the Division of Home Economics
 Annie Howard - Advisor of Women
 Edith W. Casho - Assistant to Dean and Instructor in Physical
 Culture
 Clara Hunt - House Director Women's Buildings
 Mabel Williams - House Mother Senior House
 Mrs. Frank Porter - House Mother Howard Terrace
 Mrs. H. E. Murdock - House Mother College Cottage
 Mildred Osband - House Mother Senior House
 Mrs. C. S. Lewerenz - Hostess Eunomian House
 Nancy L. Eastman - Matron College Residence

1919 - June 30, 1920

Mary E. Edmonds - Dean of the Division of Home Economics
 Eudora H. Savage - Dean of Women
 Clara Hunt - Director Women's Dormitories
 Caroline S. Lewerenz - In Charge of Abbot Hall
 Frances Murdock - In Charge of College Cottage
 Mildred Osband - In Charge of Senior House
 May Stoner Clay - In Charge of Collingwood House
 Nancy L. Eastman - Matron College Residence

1920 - June 30, 1921

Mary E. Edmonds - Dean of the Division of Home Economics
 Eudora H. Savage - Dean of Women
 Clara Hunt - Director Women's Dormitories
 Caroline S. Lewerenz - In Charge of Abbot Hall
 Frances Murdock - In Charge of College Cottage
 Mildred Osband - In Charge of Senior House
 Nancy L. Eastman - In Charge of College Residence
 Emily P. Jones - In Charge of Howard Terrace
 Sallie Katz - In Charge of Waterbury House

1921 - June 30, 1922

Mary E. Sweeny - Dean of the Division of Home Economics
 Endora H. Savage - Dean of Women
 Caroline S. Lewerenz - In Charge of Abbott Hall
 Frances Murdock - In Charge of College Cottage
 Nancy L. Eastman - In Charge of College Residence
 Sallie Katz - In Charge of Senior House
 Nora Field - In Charge of Waterbury House
 Mrs. W. B. Ratleff - In Charge of Howard Terrace

1922 - June 30, 1923

Louise H. Campbell - Acting Dean of the Division of Home
 Economics
 Vinnie Baker - In Charge of Abbot Hall
 Nancy L. Eastman - In Charge of College Residence
 Frances Murdock - In Charge of Maud Gilchrist House
 Helen Dow - In Charge of Waterbury House
 Pearl Weamer - In Charge of Katherine Friday House
 Ida R. Reasoner - Matron Women's Building
 Other Housemothers:
 Miss Yakely Mrs. Corcoran
 Mrs. Black Mrs. Peterson

1923 - June 30, 1924

Jean Krueger - Dean of the Division of Home Economics and
 Women
 Maude C. Thompson - Social Director
 Martha Woodworth - In Charge of Women's Building
 Nancy L. Eastman - In Charge of College Residence
 Pearl Weamer - In Charge of Senior House
 Helen Dow - In Charge of Johnston House
 Eva B. H. Wyckoff - In Charge of Vedder House
 Harriet Sebring - In Charge of Friday House

1924 - June 30, 1925

Jean Krueger - Dean of the Division of Home Economics
 Osee Hughes - Assistant to the Dean
 Pearl Weamer - In Charge of Abbot Hall
 Harriet Sebring - In Charge of Women's Building
 Helen Dow - In Charge of Vedder House
 Edith Cummings - In Charge of College Residence (Fall Term Only)
 Minnie M. Heald - In Charge of Baker House (Fall Term Only)

1925 - June 30, 1926

John Phelan - Dean of College

Jean Krueger - Dean of the Division of Home Economics
 Osee Hughes - Assistant to Dean
 Harriet Sebring - In Charge of Women's Building
 Pearl Weamer - In Charge of Abbot Hall
 Eva Wyckoff - In Charge of Abbot Hall
 Martha Woodworth - In Charge of College Residence

1926 - June 30, 1927

John Phelan - Dean of College

Clara Powell - Advisor of Women
 Harriet Sebring - In Charge of Women's Building
 Eva B. H. Wyckoff - In Charge of Abbot Hall
 Martha Woodworth - In Charge of College Residence
 Mabel Coburn - In Charge of The Elden

John W. Steward - Supervisor of Attendance

1927 - June 30, 1928

John Phelan - Dean of College (resigned May 22, 1928)

Clara Ethel Powell - Advisor of Women (resigned May 22, 1928)
 Cora Cyrena Brewer - In Charge of Women's Building
 Eva B. H. Wyckoff - In Charge of Abbot Hall
 Helen Betz - In Charge of The Elden

John W. Steward - Supervisor of Attendance

1928 - June 30, 1929

Elisabeth W. Conrad - Dean of Women
Cora Cyrena Brewer - In Charge of Women's Building
No dormitory personnel identified

John W. Steward - Supervisor of Attendance

1929 - June 30, 1930

Elisabeth W. Conrad - Dean of Women
Loretta Atkinson - Stenographer
No dormitory personnel identified

John W. Steward - Supervisor of Attendance

1930 - June 30, 1931

Elisabeth W. Conrad - Dean of Women
Bernice Howard - Housing Assistant
Loretta Atkinson - Secretary
No dormitory personnel identified

John W. Steward - Supervisor of Attendance

1931 - June 30, 1932

Elisabeth W. Conrad - Dean of Women
Mary Ann Uptegrove - Housing Assistant
Dorothy Wickstrom - Secretary
Dormitory Supervisory Personnel - 4
Sorority Supervisory Personnel - 11

John W. Steward - Supervisor of Attendance

1932 - June 30, 1933

Elisabeth W. Conrad - Dean of Women
Mary Ann Uptegrove - Housing Assistant (Until Winter Term)
Dorothy Wickstrom - Secretary and From Winter Term on as
Housing Assistant
Dormitory Supervisory Personnel - 3
Sorority Supervisory Personnel - 11

John W. Steward - Supervisor of Attendance

1933 - June 30, 1934

Elisabeth W. Conrad - Dean of Women
 Harriet Tendale - Housing Assistant on Half Time
 Dorothy Wickstrom - Secretary
 Dormitory Supervisory Personnel - 3
 Sorority Supervisory Personnel - 11

John W. Steward - Supervisor of Attendance

1934 - June 30, 1935

Elisabeth W. Conrad - Dean of Women
 Mabel F. Petersen - Assistant for Housing
 Dorothy Wickstrom - Secretary
 Dormitory Supervisory Personnel - 5
 Sorority Supervisory Personnel - 12

John W. Steward - Supervisor of Attendance

1935 - June 30, 1936

Elisabeth W. Conrad - Dean of Women
 Mabel F. Petersen - Housing Supervisor
 Louise Smith - Secretary
 Dormitory Supervisory Personnel - 5
 Sorority Supervisory Personnel - 12

Fred T. Mitchell - Dean of Men
 Glen Stewart - Assistant to Dean of Men in Charge of N.Y.A.
 C. A. Rosenbrook - Assistant to the Dean of Men in Charge of
 Housing Men Students
 Blanche Barnhart - Secretary

John W. Steward - Supervisor of Attendance

1936 - June 30, 1937

Elisabeth W. Conrad - Dean of Women
 Mabel F. Petersen - Housing Supervisor
 Louise Smith - Secretary
 Dormitory Supervisory Personnel - 5
 Co-operative Supervisory Personnel - 1
 Sorority Supervisory Personnel - 12

Fred T. Mitchell - Dean of Men
 E. A. Fitting - Housing Director
 Blanche Barnhart - Secretary to Dean of Men

1937 - June 30, 1938

Elisabeth W. Conrad - Dean of Women
 Mabel F. Petersen - Housing Supervisor
 Orletta Hansen - Dormitory Maintenance Director
 Louise England - Secretary (Fall)
 Margaret Hotchin - Secretary (Winter and Spring)
 Dormitory Supervisory Personnel - 8
 Co-operative Supervisory Personnel - 3
 Sorority Supervisory Personnel - 12

Fred T. Mitchell - Dean of Men
 Ronald Heath - Housing Director
 Allene Grimes - Secretary to Dean of Men
 Glen Orland Stewart - Part-time Service of the Alumni
 Secretary
 Dormitory Supervisory Personnel - 1
 Fraternity Supervisory Personnel - 1

1938 - June 30, 1939

Elisabeth Conrad - Dean of Women
 Mabel F. Petersen - Housing Supervisor
 Orletta Hansen - Dormitory Maintenance Director
 Margaret Hotchin - Secretary (Until November)
 Bette Hatch - Secretary (From November On)
 Dormitory Supervisory Personnel - 9
 Co-operative and Rooming House Supervisory Personnel - 7
 Sorority Supervisory Personnel - 12

Fred T. Mitchell - Dean of Men
 Ronald Heath - Housing Director
 Allene Grimes - Secretary to Dean of Men
 Glen Orland Stewart - Part-time Service of Alumni
 Secretary
 Dormitory Supervisory Personnel - 2
 Fraternity Supervisory Personnel - 1

1939 - June 30, 1940

Elisabeth W. Conrad - Dean of Women
 Mabel F. Petersen - Housing Director
 Orletta Hansen - Supervisor of Girls' Dorms
 Bette Hatch - Secretary
 Dormitory Supervisory Personnel - 7
 Co-operative Supervisory Personnel - 6
 Sorority Supervisory Personnel - 12

1939 - June 30, 1940

(continued)

Fred T. Mitchell - Dean of Men
 Ronald Heath - Housing Director
 Glen O. Stewart - Part-time Service of Alumni Secretary
 Allene Grimes - Secretary to Dean of Men
 Dormitory Supervisory Personnel - 5
 Fraternity Supervisory Personnel - 1

1940 - June 30, 1941

Elisabeth W. Conrad - Dean of Women
 Mabel F. Petersen - Housing Supervisor
 Orletta Hansen - Maintenance Supervisor
 Mary A. Hanson - Assistant in Housing
 Nellie Olin - Housing Inspector
 Bette Hatch - Secretary
 Sophie Tomaski - Clerk
 Dormitory Supervisory Personnel - 15
 Co-operative Supervisory Personnel - 7
 Sorority Supervisory Personnel - 12

Fred T. Mitchell - Dean of Men
 Ronald Heath - Housing Director
 Glen O. Stewart - Part-time Service of Alumni Secretary
 Paul Dressel - Half-time Service as Executive Secretary
 for the Freshman Week Committee
 Allene Grimes - Secretary to Dean of Men
 Dorothy Lewis - Secretary to Housing Director for Men
 Audrey Bruse - Secretary to Alumni Secretary
 Dormitory Supervisory Personnel - 6
 Fraternity Supervisory Personnel - 1

1941 - June 30, 1942

Elisabeth W. Conrad - Dean of Women
 Mabel F. Petersen - Housing Supervisor
 Mary Alfreda Hanson - Assistant to Housing Supervisor
 Orletta Hansen - Housing Maintenance Supervisor
 Nellie Olin - Housing Inspector
 Bette Hatch - Secretary (Until January)
 Elizabeth Corbishley - Secretary (Remainder of the Year)
 Dormitory Supervisory Personnel - 13
 Co-operative Supervisory Personnel - 9
 Sorority Supervisory Personnel - 11

Fred T. Mitchell - Dean of Men
 Ronald Heath - Housing Director
 Mrs. Barton - Part-time Service - Assisting Housing Director
 Allene Grimes - Secretary to Dean of Men

1941 - June 30, 1942

(continued)

Dorothy Lewis - Stenographer to Housing Director
Dormitory Supervisory Personnel - 7
Fraternity Supervisory Personnel - 1

1942 - June 30, 1943

Elisabeth W. Conrad - Dean of Women
Mabel F. Petersen - Housing Supervisor
Orletta Hansen - Housing Maintenance Supervisor
Nellie Olin - Housing Inspector
Elizabeth Corbishley - Secretary
Dormitory Supervisory Personnel - 12
Co-operative Supervisory Personnel - 10
Sorority Supervisory Personnel - 12

Fred T. Mitchell - Dean of Men
Ronald Heath - Housing Director (Until Spring 1943)
Osa Mae Barton - Part-time Service as Assisting Housing
Director
Allene R. Grimes - Secretary to Dean of Men
Dormitory Supervisory Personnel - 5
Fraternity Supervisory Personnel - 1

1943 - June 30, 1944

Elisabeth W. Conrad - Dean of Women
Mabel Petersen - Housing Supervisor
Orletta Hansen - Cooperative House Maintenance Manager
Nellie Olin - Housing Inspector
Elizabeth Corbishley - Secretary
Rachel Noll - Assistant in Office
Dormitory Supervisory Personnel - 13
Co-operative Supervisory Personnel - 9
Sorority Supervisory Personnel - 12

Fred T. Mitchell - Dean of Men
Osa Mae Barton - Assisting Dean of Men in Handling the Work
of the Housing Director
Allene R. Grimes - Secretary to the Dean of Men
Dormitory Supervisory Personnel - 2

1944 - June 30, 1945

DEAN OF STUDENTS

Stanley E. Crowe - Dean
Barbara Hanna - Secretary

1944 - June 30, 1945
(continued)

Counselor for Men

Fred T. Mitchell - Counselor
Allene Grimes - Secretary to the Counselor for Men
Osa Mae Barton - Housing Assistant for Men
Dormitory Supervisory Personnel - 3

Counselor for Women

Isabelle Gonon - Counselor
Elizabeth Corbishley - Housing Director for Women
Nellie Olin - Off-campus Housing Supervisor
Rachel Noll - Assistant in Office on Sorority Affairs
Althea Hunt - Secretary
Dormitory Supervisory Personnel - 14
Co-operative Supervisory Personnel - 10
Sorority Supervisory Personnel - 14

Board of Examiners and Basic College Counseling

Paul L. Dressel - Chairman

Registrar's Office

Robert S. Linton - Registrar
Kermit H. Smith - Assistant Registrar
Lyle B. Leisenring - Recorder
Cora Van Kuiken - Assistant Recorder

Dormitories for Men

Curtis M. Beachum - Manager

Dormitories for Women

Mildred L. Jones - Manager

Service Men's Institute

Fred T. Mitchell

Placement Service

Tom S. King - Director Placement Center

Summer School Office

Stanley E. Crowe - Director

1945 - June 30, 1946

DEAN OF STUDENTS

Stanley E. Crowe - Dean
Barbara Hanna - Secretary

Counselor for Men

Tom H. King - Counselor
Osa Mae Barton - Part-time Service - Assisting the
Counselor for Men in Handling the Work of Housing
for Civilian Students
Allene R. Grimes - Secretary to the Counselor for Men
Dormitory Supervisory Personnel - 6

Counselor for Women

Isabelle Gonon - Counselor
Elizabeth Corbishley - Housing Director for Women
Nellie Olin - Off-campus Housing Supervisor
Elizabeth Thornton - Clerical Assistant and Inspector
of Sorority Houses
Dorothy Liberty - Secretary and Receptionist
Dormitory Supervisory Personnel - 16
Cooperative Supervisory Personnel - 9
Sorority Supervisory Personnel - 15

Board of Examiners and Basic College Counseling

Paul L. Dressel - Director

Registration

Robert S. Linton - Registrar
Lyle B. Leisenring - Recorder
Kermit H. Smith - Assistant Recorder
Cora Van Kuiken - Assistant Recorder

Dormitories for Men

Curtis M. Beachum - Manager

Dormitories for Women

Mildred L. Jones - Manager

Placement Service

Tom H. King - Director
Clyde M. Campbell - Teacher Placement

Summer School Office

Stanley E. Crowe - Dean

1946 - June 30, 1947

DEAN OF STUDENTS

Stanley E. Crowe - Dean
 John S. Pingel - Administrative Assistant in Charge of
 all High School Contacts (Until January 1, 1947)
 Barbara Hanna - Secretary

Counselor for Men

Tom H. King - Counselor
 Allene Grimes - Secretary to Counselor for Men
 Part-time work on the part of two students, and the
 services of the secretary of the Interfraternity
 Council who kept the fraternity records up-to-date
 Dormitory Supervisory Personnel - 6

Counselor for Women

Isabelle Gonon - Counselor
 Mabel F. Petersen - Assistant Counselor
 Nellie Olin - Inspector Off-campus Housing
 Betty Randall - Secretary and Receptionist
 Elizabeth Thornton - Sorority Inspector and Records
 Dormitory Supervisory Personnel - 12

Board of Examiners and Basic College Counseling

Paul L. Dressel - Director

Registration

Robert S. Linton - Registrar
 Kermit H. Smith - Assistant Registrar

Student Housing

Starr H. Keesler - Director
 Elizabeth A. Corbishley - Assistant Director
 Osa Mae Barton - Assistant Director
 Donald Cudworth - Assistant Director

Placement Service

Tom H. King - Director
 John F. Schlueter - Assistant Director
 Clyde M. Campbell - Director of Teacher Placement
 Leonard H. Glander - Personnel Officer

Summer School Office

Stanley E. Crowe - Director

1947 - June 30, 1948

DEAN OF STUDENTS

Stanley E. Crowe - Dean
 Carl M. Horn - Administrative Assistant to the Dean
 Barbara Hanna - Secretary

Counselor for Men

Tom H. King - Counselor (Transferred April 1, 1948)
 L. Dale Faunce - Assistant Counselor (Became Counselor
 for Men April 1, 1948)
 Allene Grimes - Secretary to the Counselor for Men
 Dormitory Supervisory Personnel - 11
 Fraternity Supervisory Personnel - 1

Counselor for Women

Isabelle Gonon - Counselor
 Mabel F. Petersen - Assistant Counselor
 Nellie Olin - Inspector Off-campus Housing
 Betty Rendall - Secretary and Receptionist
 Dormitory Supervisory Personnel - 16
 Co-operative Supervisory Personnel - 8
 Sorority Supervisory Personnel - 15

Board of Examiners and Basic College Counseling

Paul L. Dressel - Director

Housing

Starr A. Keesler - Director
 Elizabeth Corbishley - Assistant Director - Women's
 Housing
 Donald Cudworth - Assistant Director - Men's Housing

Registration

Robert S. Linton - Registrar
 Kermit H. Smith - Assistant Registrar
 Lyle B. Leisenring - Recorder

Placement and Personnel Service

Tom H. King - Director
 John F. Schlueter - Assistant Director of Placement
 Clyde M. Campbell - Director of Teacher Placement
 Leonard H. Glander - Assistant Director of Personnel

Summer School Office

Stanley E. Crowe - Director

1948 - June 30, 1949

DEAN OF STUDENTS

Stanley E. Crowe - Dean
Barbara Hanna - Secretary

Counselor for Men

L. Dale Faunce - Counselor
Harold E. Sponberg - Assistant Counselor
Jeanette C. Morningstar - Secretary
Dormitory Supervisory Personnel - 8
Fraternity Supervisory Personnel - 1

Counselor for Women

Isabelle Gonon - Counselor
Mabel F. Petersen - Assistant Counselor
Nellie J. Olin - Supervisor of Off-Campus Housing
Betty Rendall - Secretary and Receptionist
Dormitory Supervisory Personnel - 18
Cooperative Supervisory Personnel - 8
Sorority Supervisory Personnel - 15

Board of Examiners and Basic College Counseling

Paul L. Dressel - Director

Housing

Starr H. Keesler - Director
Elizabeth A. Corbishley - Assistant Director (Women)
Richard A. Geer - Assistant Director (Men)

Registration, Admissions and Records

Robert S. Linton - Registrar and Secretary to the
Faculty
Kermit H. Smith - Assistant Registrar
Lyle B. Leisenring - Recorder

Admissions

Walter F. Swartz

Evaluations

Cora Van Kuiken

Records

Mary B. Dunham

Registration

Robert S. Linton - Registrar
Victor V. Henley

1948 - June 30, 1949

(continued)

Summer School

Stanley E. Crowe - Director

Board of Religious Counselors

L. Dale Faunce - Chairman

Office of High School Cooperation

Guy Hill - Coordinator

1949 - June 30, 1950

DEAN OF STUDENTS

Stanley E. Crowe - Dean

Barbara Hanna - Secretary

Counselor for Men

L. Dale Faunce - Counselor

Harold E. Sponberg - Assistant

Lurline M. Lee - Advisor to Men's Cooperatives

Jeanette C. Morningstar - Secretary

Dormitory Supervisory Personnel - 15

Fraternity Supervisory Personnel - 20

Counselor for Women

Isabelle Gonon - Counselor

Mabel F. Petersen - Assistant

Nellie Olin - Off-Campus Houses

Betty Ryckman - Secretary

Dormitory Supervisory Personnel - 15

Cooperative Supervisory Personnel - 7

Sorority Supervisory Personnel - 16

Board of Examiners and Basic College Counseling

Paul L. Dressel - Director

Housing Assignments

Starr H. Keesler - Director (Transferred January 16, 1950)

Elizabeth Corbishley - Assistant Director

Richard A. Geer - Assistant Director and Director
(January 16, 1950)

Charles Elmore Sutton - Assistant Director

Admissions, Registration and Records

Robert S. Linton - Registrar

Kermit H. Smith - Assistant Registrar

Lyle B. Leisenring - Recorder

1949 - June 30, 1950

(continued)

Admissions

Walter F. Swartz - Assistant

Evaluations

Cora Van Kuiken - Assistant Recorder

Records

Mary B. Dunham

Registration Office

Victor V. Henley - Assistant

Herbert N. Stoutenburg Jr. - Assistant

High School Cooperation

Guy H. Hill - Coordinator

Summer School

Stanley E. Crowe - Director

1950 - June 30, 1951

DEAN OF STUDENTS

Tom King - Dean

Allene Grimes - Secretary

Board of Examiners and Basic College Counseling

Paul L. Dressel - Director - Chairman

American Council on Education

Paul L. Dressel - Director

Housing Assignments

Richard A. Geer - Director

High School Cooperation

Guy H. Hill - Coordinator

Junior College Cooperation

Thomas R. Ford - Coordinator

Placement Service

Tom King - Director

Registration, Admissions and Records

Robert S. Linton - Registrar

Kermit H. Smith - Assistant Registrar

1950 - June 30, 1951

(continued)

Admissions

Walter F. Swartz - Assistant

Evaluations

Cora Van Kuiken - Assistant Recorder

Records

Lyle B. Leisenring - Recorder

Registration

Victor V. Henley - Assistant

Herbert Stoutenburg - Assistant

Draft Deferments

Dorsey R. Rodney - Coordinator

Coordinator of Student Activities

Nick Pagan - Coordinator

Counselor for Men

Lyle A. Thornburn - Counselor

Lurline M. Lee - Advisor to Mens Cooperatives

Jeanette C. Morningstar - Secretary

Dormitory Supervisory Personnel - 7

Fraternity Supervisory Personnel - 24

Counselor for Women

Isabelle Gonon - Counselor

Mabel F. Petersen - Assistant

Nellie Olin - Assistant

Shirley Collins - Secretary

Dormitory Supervisory Personnel - 18

Cooperative Supervisory Personnel - 6

Sorority Supervisory Personnel - 16

Counselor for Foreign Students

Albert T. Cordray

1951 - June 30, 1952

DEAN OF STUDENTS

Tom King - Dean

Allene Grimes - Secretary

Alumni Relations

Starr H. Keesler - Director

Jacweir Breslin - Assistant Director

John McGoff - Assistant Director

1951 - June 30, 1952

(continued)

Board of Examiners and Basic College Counseling

Paul L. Dressel - Chairman

Committee on Scholarships

John R. Stewart - Director

Draft Deferments

Dorsey R. Rodney - Coordinator

Health Service

Charles F. Holland - Head

High School Cooperation

Guy H. Hill - Coordinator

Henry L. Dykema - Assistant

Housing Assignments

Richard A. Geer - Director

Elizabeth A. Corbishley - Assistant Director of Housing

International Center

Shao Chang Lee

Placement Service

John F. Schlueter - Director

Harold E. Sponberg - Assistant in Charge of Teacher
Placement

Thomas A. Dutch - Placement Assistant

John Henderson - Placement Assistant

Registration, Admissions and Records

Robert S. Linton - Registrar and Secretary to the
Faculty

Kermit H. Smith - Assistant

Lyle B. Leisenring - Recorder

Admissions

Herbert N. Stoutenburg - Supervisor

Evaluations

Cora Van Kuiken - Assistant

Records

Lyle B. Leisenring - Recorder

Robert R. Reppenhagen - Assistant Recorder

1951 - June 30, 1952

(continued)

Registration

Victor V. Henley - Assistant

Morton D. Dunham - Assistant

Counselor for Men

Lyle A. Thorburn - Counselor

Nick Pagan - Assistant

Lurline M. Lee - Assistant

Jeanette C. Morningstar - Secretary

Dormitory Supervisory Personnel - 11

Fraternity Supervisory Personnel - 22

Counselor for Women

Isabelle Gonon - Counselor

Mabel F. Petersen - Assistant

Jo M. Crego - Secretary

Nellie Olin - Assistant

Jean E. Parker - Secretary

Dormitory Supervisory Personnel - 15

Cooperative Supervisory Personnel - 6

Sorority Supervisory Personnel - 19

Advisor to Foreign Students

Albert T. Cordray - Counselor

1952 - June 30, 1953

DEAN OF STUDENTS

Tom King - Dean

Allene Grimes - Secretary

Alumni Relations

Starr H. Keesler - Director

John McGoff - Assistant Director

Jacwier Breslin - Field Secretary

Committee on Scholarships

J. Robert Stewart - Director

Counseling Center

Paul L. Dressel - Director

William A. Mann - Assistant Director

Draft Deferments

Dorsey R. Rodney - Coordinator

1952 - June 30, 1953

(continued)

Adviser to Foreign Students

Donald J. Gemmel - Adviser

Louise Carpenter - Assistant Adviser

Health Service

Charles F. Holland - Director

High School Cooperation

Guy H. Hill - Director

Henry C. Dykema - Assistant

Housing Assignments

Lyle A. Thorburn - Director

International Center

Donald J. Gemmel

Mary E. Gemmel - Hostess

Michigan State College Fund

William L. Davidson - Director

Placement Bureau

John F. Schlueter - Director

Harold E. Sponberg - Assistant Director

Thomas A. Dutch - Assistant

Robert C. Collins - Assistant

Registration, Admissions and Records

Robert S. Linton - Registrar and Secretary to the
Faculty

Kermit H. Smith - Assistant Registrar

Lyle B. Leisenring - Recorder

Admissions

Herbert N. Stoutenburg - Assistant

Cora Van Kuiken - Assistant

Registration

Victor V. Henley - Assistant

Morton D. Dunham - Assistant

Records

Robert R. Reppenhagen - Assistant

1952 - June 30, 1953

(continued)

Assistants to the Dean of Students

Men Affairs

John W. Truitt - Men's Residence Halls
Dormitory Supervisory Personnel - 7
Fraternity Supervisory Personnel - 24
Robb G. Gardiner - Student Organizations

Women's Activities

Mabel F. Petersen - Women's Activities
Sorority Supervisory Personnel - 15
Dorothy J. Parker - Women's Residence Halls
Dormitory Supervisory Personnel - 23
Lurline Lee - Women's Organizations
Cooperative Supervisory Personnel - 6

1953 - June 30, 1954

DEAN OF STUDENTS

Tom King - Dean
Allene Grimes - Secretary

Alumni Relations

Starr H. Keesler - Director
John P. McGoff - Assistant Director
Robert C. Toll - Assistant Director

Committee on Scholarships

J. Robert Stewart - Director

Counseling Center

Paul L. Dressel - Director

Draft Deferments

Dorsey R. Rodney - Coordinator

Foreign Students' Counselors

Donald J. Gemmel - Advisor
Louise Carpenter - Assistant Advisor

Health Service

Clifford G. Menzies - Director

High School Cooperation

Guy H. Hill - Director
Henry Dykema - Assistant

1953 - June 30, 1954
(continued)

Housing Assignments

Thomas Dutch - Director

International Center

Donald J. Gemmel - Director

Mary E. Gemmel - Hostess

Michigan State College Fund

William L. Davidson - Director

Placement Service

Jacweir Breslin - Director

Frederic Bennetts - Assistant Director

Robert Clark - Assistant Director

Registrar

Robert S. Linton - Registrar and Secretary to the
Faculty

Kermit H. Smith - Assistant Registrar

Lyle B. Leisenring - Recorder

Admissions

Herbert N. Stoutenberg - Assistant

Cora Van Kuiken - Assistant

Registration

Victor V. Henley - Assistant

Records

Robert Reppenhagen - Assistant

Statistics and Tabulating Procedures

Morton D. Dunham - Assistant

Assistants to the Dean of Students

Mens Division

John W. Truitt - Men's Residence Halls

Dormitory Supervisory Personnel - 5

Robb G. Gardiner - Men's Activities

Fraternity Supervisory Personnel - 24

Elwood A. Voller - Student Organizations

1953 - June 30, 1954

(continued)

Women's Division

Dorothy J. Parker - Women's Residence Halls
Dormitory Supervisory Personnel - 23
Mabel F. Petersen - Women's Activities
Sorority Supervisory Personnel - 16
Lurline M. Lee - Women's Organizations
Cooperative Supervisory Personnel - 4

1954 - June 30, 1955

DEAN OF STUDENTS

Tom H. King - Dean
Allene Grimes - Secretary

Alumni Relations

Starr H. Keesler - Director
Robert Toll - Field Secretary

Committee on Scholarships

J. Robert Stewart - Director

Counseling Center

Donald L. Grummon - Director

Draft Deferments

Dorsey R. Rodney - Coordinator

Foreign Students

Donald J. Gemmel - Adviser
Louise Carpenter - Assistant

Health Service

Clifford G. Menzies - Director

High School Cooperation

Guy H. Hill - Director
Henry C. Dykema - Assistant

Housing Assignments

Thomas A. Dutch - Director

International Center

Robert F. Moran - Director
Margaret M. Moran - Hostess

1954 - June 30, 1955

(continued)

Michigan State College Fund

William L. Davidson - Director

Placement Service

Jacweir Breslin - Director

Robert C. Clark - Assistant Director

Frederick Bennetts - Assistant in Charge of Teacher
Placement

Registrar

Robert S. Linton - Registrar and Secretary to the
Faculty

Kermit H. Smith - Assistant Registrar

Lyle B. Leisenring - Recorder

Admissions

Herbert N. Stoutenburg - Assistant

Oneta J. Abbott - Assistant

Cora Van Kuiken - Assistant

Registration

Victor V. Henley - Assistant

Records

John F. Corbin - Assistant Recorder

Statistics and Tabulating Procedures

Morton D. Dunham - Assistant

Assistants to the Dean of Students

Men's Division

John W. Truitt - Men's Residence Halls

Dormitory Supervisory Personnel - 14

Robb G. Gardiner - Men's Activities

Fraternity Supervisory Personnel - 25

Ellwood A. Voller - Student Organizations

Women's Division

Mabel F. Petersen - Women's Activities

Sorority Supervisory Personnel - 16

Nellie J. Olin - Supervisor of Off-Campus Houses

Dorothy J. Parker - Women's Residence Halls

Dormitory Supervisory Personnel - 26

Lurline M. Lee - Women's Organizations

Cooperative Supervisory Personnel - 4

1955 - June 30, 1956

DEAN OF STUDENTS

Tom H. King - Dean

Allene Grimes - Secretary

Alumni Relations

Starr H. Keesler - Director

F. Ward Ouradnik - Assistant Director

Robert C. Toll - Assistant Director

Ralph H. Young - Assistant to the Director

M.S.U. Fund

William L. Davidson - Associate Director

Robert C. Toll - Associate Director

Committee on Scholarships

J. Robert Stewart - Director

Counseling Center

Donald L. Grummon - Director

Draft Deferments

Dorsey R. Rodney - Coordinator

Foreign Students

Donald J. Gemmel - Advisor

Health Service

Clifford G. Menzies - Director

High School Cooperation

Guy H. Hill - Director

Henry C. Dykema - Assistant

Housing Assignments

Thomas A. Dutch - Director

International Center

Roger Moran - Director

Margaret Moran - Hostess

Placement Service

Jacweir Breslin - Director

F. W. Bennetts - Assistant Director

Robert C. Clark - Assistant Director

1955 - June 30, 1956

(continued)

Registrar's Office

Robert S. Linton - Registrar and Secretary of the
Faculty
Kermit H. Smith - Assistant Registrar
Lyle B. Leisenring - Recorder
Herbert N. Stoutenberg - Assistant to Registrar
Oneta J. Abbott - Assistant
Cora Van Kuiken - Assistant
Victor V. Henley - Assistant to the Registrar
Walter F. Swartz - Assistant Recorder
Robert A. Jackson - Assistant to the Registrar

Assistants to the Dean of Students

Men's Division

John W. Truitt - Men's Residence Halls
Wayne F. Tinkle - Educational Director - Men's
Residence Halls
Ellwood A. Voller - Student Organizations
Robb G. Gardiner - Men's Activities
Dormitory Supervisory Personnel - 12
Fraternity Supervisory Personnel - 26

Women's Division

Frances H. DeLisle - Director
Lurline M. Lee - Women's Organizations
Mabel F. Petersen - Women's Activities
Dormitory Supervisory Personnel - 26
Sorority Supervisory Personnel - 16
Cooperative Supervisory Personnel - 4

1956 - June 30, 1957

DEAN OF STUDENTS

Tom H. King - Dean
Allene Grimes - Secretary

Alumni Relations

Starr H. Keesler - Director
Don L. Mason - Assistant Director
F. Ward Ouradnik - Assistant Director

Michigan State University Fund

Robert C. Toll - Director

1956 - June 30, 1957

Counseling Center

Donald L. Grummon - Director

Draft Deferments

Dorsey R. Rodney - Coordinator

Foreign Students

Donald Jay Gemmel - Advisor

Louise Carpenter - Assistant

Health Service

Clifford G. Menzies - Director

High School Cooperation

Guy H. Hill - Director

Henry C. Dykema - Assistant

Housing Assignments

Thomas A. Dutch - Director

Elizabeth A. Corbishley - Assistant Director

International Center

Roger F. Moran - Director

Margaret Moran - Hostess

Placement Service

Jacweir Breslin - Director

Robert C. Clark - Assistant Director

John R. Kinney - Assistant Director

Walter P. Schroeder - Assistant Director

Men's Division of Student Affairs

John W. Truitt - Director

John W. Henderson - Assistant Director

Ellwood Voller - Assistant Director

Wayne F. Tinkle - Educational Director - Men's

Residence Halls

Dormitory Supervisory Personnel - 24

Fraternity Supervisory Personnel - 26

Women's Division of Student Affairs

Frances H. DeLisle - Director

Mabel F. Petersen - Assistant Director

Laurena A. Beadle - Assistant Director

Dormitory Supervisory Personnel - 29

Sorority Supervisory Personnel - 19

1957 - June 30, 1958

DEAN OF STUDENTS

Tom H. King - Dean
Allene Grimes - Secretary

Alumni Relations

Starr H. Keesler - Director
Don L. Mason - Assistant Director
F. Ward Ouradnik - Assistant Director

Michigan State University Fund

Robert C. Toll - Director

Counseling Center

Donald L. Grummon - Director

Draft Deferments

Dorsey R. Rodney - Coordinator

Health Service

Clifford G. Menzies - Director

High School Cooperation

Guy H. Hill - Director

Housing Assignments

Thomas A. Dutch - Director
Elizabeth A. Corbishley - Director
Anthony J. Diekema - Assistant Director

International Center

Roy Edelfelt - Director
M. Vivian Edelfelt - Hostess

Placement Service

Jack Breslin - Director
Robert C. Clark - Assistant Director
John R. Kinney - Assistant Director
George Peterson - Assistant Director

Men's Division of Student Affairs

John W. Truitt - Director
John W. Henderson - Assistant Director
Eldon R. Nonnamaker - Assistant Director
George H. Thomas - Assistant Director
Wayne F. Tinkle - Educational Director - Men's
Residence Halls

1957 - June 30, 1958

(continued)

Men's Division of Student Affairs

Dormitory Supervisory Personnel - 24

Fraternity Supervisory Personnel - 25

Women's Division of Student Affairs

Frances H. DeLisle - Director

Laurena A. Beadle - Assistant Director

Mabel F. Petersen - Assistant Director

Dormitory Supervisory Personnel - 30

Sorority Supervisory Personnel - 19

1958 - June 30, 1959

DEAN OF STUDENTS

Tom H. King - Dean

Allene Grimes - Secretary

Alumni Relations

Starr H. Keesler - Director

F. Ward Ouradnik - Assistant Director

Donald L. Mason - Assistant Director

Michigan State University Fund

Robert C. Toll - Director

Alumni Memorial Chapel

Allene Grimes - Secretary

Counseling Center

Donald L. Grummon - Director

Draft Deferments

Dorsey R. Rodney - Coordinator

Foreign Students

Donald J. Gemmel - Advisor

Health Service

James S. Feurig, M.D. - Medical Director

High School Cooperation

Guy H. Hill - Director

Henry C. Dykema - Assistant

1958 - June 30, 1959

(continued)

Housing Assignments

Thomas Dutch - Director

Anthony J. Diekema - Assistant Director

International Center

Roy Edelfelt - Director

Placement Service

John R. Kinney - Director

Robert C. Clark - Assistant Director

John D. Shingleton - Assistant Director

George C. Peterson - Assistant Director

Men's Division of Student Affairs

John Truitt - Director

John Henderson - Assistant Director

Robert F. Etheridge - Assistant Director

Wayne Tinkle - Educational Director - Men's

Residence Halls

Dormitory Supervisory Personnel - 26

Fraternity Supervisory Personnel - 27

Women's Division of Student Affairs

Frances DeLisle - Director

Mabel F. Petersen - Assistant Director

Laurena Beadle - Assistant Director

Dormitory Supervisory Personnel - 18

Sorority Supervisory Personnel - 18

Religious Advisers

Robert F. Etheridge

1959 - June 30, 1960

DEAN OF STUDENTS

Tom H. King - Dean

Allene Grimes - Secretary

Men's Division of Student Affairs

John W. Truitt - Director

Henry C. Dykema - Assistant Director

Louis Frederick Hekhuis - Assistant Director

George B. Hibbard - Assistant Director

Eldon R. Nonnamaker - Assistant Director

Wayne F. Tinkle - Educational Director - Men's

Residence Halls

1959 - June 30, 1960

(continued)

Men's Division of Student Affairs

Dormitory Supervisory Personnel - 17
Fraternity Supervisory Personnel - 27

Women's Division of Student Affairs

Frances H. DeLisle - Director
Mabel F. Petersen - Assistant Director
Joann Brady - Assistant Director
Dormitory Supervisory Personnel - 31
Sorority Supervisory Personnel - 19

Health Service

James S. Feurig - Medical Director

Counseling Center

Donald L. Grummon - Director

Placement Service

John R. Kinney - Director
Edwin B. Fitzpatrick - Assistant Director
George E. Peterson - Assistant Director
John D. Shingleton - Assistant Director

Alumni Relations

Starr H. Keesler - Director
Don L. Mason - Assistant Director
F. Ward Ouradnik - Assistant Director

Michigan State University Fund

Robert C. Toll - Director

Alumni Memorial Chapel

Allene Grimes

Housing Assignments

Thomas A. Dutch - Director
Jack D. Siebold - Assistant Director - Off Campus
Betty DelDin - Assistant Womens' Housing

Draft Deferments

Dorsey R. Rodney - Coordinator

Foreign Students

Donald Jay Gemmel - Adviser

1960 - June 30, 1961

DEAN OF STUDENTS

Tom H. King - Dean
Allene Grimes - Secretary

Men's Division of Student Affairs

John W. Truitt - Director
Eldon R. Nonnamaker - Assistant Director
Wayne F. Tinkle - Educational Director - Men's
Residence Halls
Henry C. Dykema - Assistant Director
Louis F. Hekhuis - Assistant Director
George B. Hibbard - Assistant Director
Dormitory Supervisory Personnel - 25
Fraternity Supervisory Personnel - 29

Women's Division of Student Affairs

Frances H. DeLisle - Director
Mabel F. Petersen - Assistant Director
Joyce McNamara - Assistant Director
Margaret Foster - Assistant Director
Dormitory Supervisory Personnel - 31
Sorority Supervisory Personnel - 19

Health Service

James S. Feurig - Director

Counseling Center

Donald L. Grummon - Director

Placement Service

John R. Kinney - Director
Edwin B. Fitzpatrick - Assistant Director
George E. Peterson - Assistant Director
John D. Shingleton - Assistant Director

Alumni Relations

Starr H. Keesler - Director
Don L. Mason - Assistant Director
F. Ward Ouradnik - Assistant Director

Michigan State University Fund

Robert C. Toll - Director

Alumni Memorial Chapel

Allene Grimes

1960 - June 30, 1961

(continued)

Housing Assignments

Thomas A. Dutch - Director
 Jack D. Seibold - Assistant Director - Off Campus
 Betty Z. DelDin - Assistant Director - Women's Housing

United Nations Lounge

Neomi Wold - Hostess

Draft Deferments

Dorsey R. Rodney

Foreign Students

Donald J. Gemmell

1961 - June 30, 1962

DEAN OF STUDENTS

John A. Fuzak - Dean
 Allene Grimes - Secretary

Men's Division of Student Affairs*

John W. Truitt - Director
 Eldon R. Nonnamaker - Assistant Director
 Wayne F. Tinkle - Educational Director - Men's
 Residence Halls
 Henry C. Dykema - Assistant Director
 Louis Hekhuis - Assistant Director
 George Hibbard - Assistant Director
 Fraternity Supervisory Personnel - 27

Women's Division of Student Affairs*

Frances H. DeLisle - Director
 Joyce McNamara - Assistant Director
 Lana Dart - Assistant Director
 Mabel F. Petersen - Assistant Director
 Sorority Supervisory Personnel - 19

*Total Number of Dormitory Supervisory Personnel - 61

Alumni Memorial Chapel

Allene Grimes

Counseling Center

Donald L. Grummon - Director

1961 - June 30, 1962
(continued)

Draft Deferments

Dorsey R. Rodney - Coordinator

Health Service

James S. Feurig, M.D. - Medical Director

Housing Assignments

Thomas A. Dutch - Director

Placement Service

John R. Kinney - Director

John D. Shingleton - Assistant Director (on leave)

George C. Peterson - Assistant Director

Edwin B. Fitzpatrick - Assistant Director

1962 - June 30, 1963

DEAN OF STUDENTS

John A. Fuzak - Dean

Allene Grimes - Secretary

Men's Division of Student Affairs

Eldon R. Nonnamaker - Director

Donald V. Adams - Assistant Director - Men's Residence
Halls*

Henry C. Dykema - Assistant Director

Louis F. Hekhuis - Assistant Director

George B. Hibbard - Assistant Director

Fraternity Supervisory Personnel - 24

Women's Division of Student Affairs

Frances H. DeLisle - Director

Louise Prince - Assistant Director - Women's
Residence Halls*

Lana Dart - Assistant Director

Joyce A. McNamara - Assistant Director

Mabel F. Petersen - Assistant Director

Sorority Supervisory Personnel - 19

*Total Number of Dormitory Supervisory Personnel - 71

Counseling Center

Rowland Pierson - Acting Director

Draft Deferments

Dorsey R. Rodney - Coordinator

1962 - June 30, 1963

(continued)

Health Service

James S. Feurig, M.D. - Medical Director

Housing Assignments

Thomas A. Dutch - Director

Placement Service

John R. Kinney - Director

George C. Peterson - Assistant Director

Edwin B. Fitzpatrick - Assistant Director

John Carter - Assistant Director

1963 - June 30, 1964

DEAN OF STUDENTS

John A. Fuzak - Dean

Allene Grimes - Secretary

Eldon R. Nonnamaker - Associate Dean

Laurine E. Fitzgerald - Assistant Dean - Leadership for Women

Donald V. Adams - Division of Residence Hall Student Services

Dormitory Supervisory Personnel - 82

Henry C. Dykema - Division of Financial Aids

Louis F. Hekhuis - Division of Student Activities

George B. Hibbard - Off-Campus Living Units for Men - Fraternities

Fraternity Supervisory Personnel - 26

Mabel F. Petersen - Off-Campus Living Units for Women - Sororities

Sorority Supervisory Personnel - 19

Jack Seibold - Off-Campus Housing

Mary Luginsland - Assistant Director

Lana Dart - Assistant Director

Counseling Center

Donald L. Grummon - Director

Harry A. Grater - Assistant Director - Counseling Service

Ross W. Matteson - Assistant Director General Administration

Bill L. Kell - Assistant Director Training

Draft Deferments

Dorsey R. Rodney - Coordinator

Health Center

James S. Feurig, M.D. - Director

1963 - June 30, 1964

(continued)

Placement Service

John D. Shingleton - Director
George C. Peterson - Assistant Director
Edwin B. Fitzpatrick - Assistant Director
Thomas A. Rand - Assistant Director
Donald F. Harden - Assistant Director

1964 - June 30, 1965

Personnel which served on Dean of Students Staff under the Supervision of the Vice President for Student Affairs,
John A. Fuzak. Secretary - Allene Grimes.

Eldon R. Nonnamaker - Associate Dean

Laurine E. Fitzgerald - Assistant Dean

Ira B. Baccus - Assistant in Charge of Orientation

Donald V. Adams - Director - Residence Hall Programs

James Appleton - Associate Director

Ruth Renaud - Associate Director

Betty Z. DelDin - Assistant Director

Dormitory Supervisory Personnel - 97

Henry C. Dykema - Director - Financial Aids

Louis F. Hekhuis - Director - Student Activities

George B. Hibbard - Associate Director

Fraternity Supervisory Personnel - 22

Mabel F. Petersen - Assistant Director

Sorority Supervisory Personnel - 19

Patrick B. Smith - Assistant Director

Lana Dart - Assistant Director

Mary Luginsland - Assistant Director

Edwin Reuling - Assistant Director

1965 - June 30, 1966

Personnel which served on Dean of Students Staff under the Supervision of the Vice President for Student Affairs,
John A. Fuzak. Secretary - Allene Grimes.

Eldon R. Nonnamaker - Associate Dean of Students

Laurine E. Fitzgerald - Assistant Dean of Students

1965 - June 30, 1966

(continued)

Robert R. Fedore - Assistant to the Dean of Students
Ira B. Baccus - Assistant to the Dean of Students

Donald V. Adams - Director - Residence Hall Programs
Arthur Sandeen - Associate Director
Ruth Renaud - Associate Director
Betty Z. DelDin - Assistant Director
Beverly Belson - Assistant Director
Dormitory Supervisory Personnel - 105

Henry C. Dykema - Director - Financial Aids
Ronald Roderick - Assistant Director

Louis F. Hekhuis - Director - Student Activities
George B. Hibbard - Associate Director -
Fraternity Supervisory Personnel - 23
Mabel F. Petersen - Assistant Director
Sorority Supervisory Personnel - 19
Patrick B. Smith - Assistant Director
Lana Dart - Assistant Director
Norm Hefke - Assistant Director
Mary Luginsland - Assistant Director
Edwin Reuling - Assistant Director

1966 - June 30, 1967

Personnel which served on Dean of Students Staff under the
Supervision of the Vice President for Student Affairs,
John A. Fuzak. Secretary - Allene Grimes.

Eldon R. Nonnamaker - Associate Dean of Students

Laurine E. Fitzgerald - Assistant Dean of Students
Michael Kaelkle - Assistant Director - Education
Programs

Robert R. Fedore - Assistant to the Dean
Ira B. Baccus - Assistant to the Dean

Donald V. Adams - Director - Residence Hall Programs
Arthur Sandeen - Associate Director
Ruth Renaud - Associate Director
Betty Z. DelDin - Assistant Director
Beverly Belson - Assistant Director
Michael Ferrari - Assistant to the Director
Dormitory Supervisory Personnel - 109

1966 - June 30, 1967

(continued)

Henry C. Dykema - Director - Financial Aids
 Ronald Roderick - Assistant Director
 Richard Baxter - Assistant Director
 Sandra Vaughn - Assistant Director

Louis F. Hekhuis - Director - Student Activities
 George B. Hibbard - Associate Director
 Fraternity Supervisory Personnel - 21
 Mabel F. Petersen - Assistant Director
 Sorority Supervisory Personnel - 18
 Patrick B. Smith - Assistant Director
 Lana Dart - Assistant Director
 Mary Luginsland - Assistant Director
 Edwin Reuling - Assistant Director
 Norm Hefke - Assistant Director

1967 - June 30, 1968

Personnel which served on Dean of Students Staff under the
 Supervision of the Vice President for Student Affairs,
 Milton B. Dickerson. Secretary - Allene Grimes.

Eldon R. Nonnamaker - Associate Dean of Students

Laurine E. Fitzgerald - Assistant Dean of Students
 Paul Sherburne - Assistant Director - Education
 Programs

Robert R. Fedore - Assistant to the Dean
 Ira B. Baccus - Assistant to the Dean

Donald V. Adams - Director - Residence Hall Programs
 Ruth Renaud - Associate Director
 Betty Z. DelDin - Assistant Director
 Joy Tubaugh - Assistant Director
 Beverly Belson - Assistant Director
 Katherine White - Assistant Director
 Michael Ferrari - Assistant to the Director
 Dormitory Supervisory Personnel - 116

Henry C. Dykema - Director - Financial Aids
 Ronald Roderick - Assistant Director
 Richard Baxter - Assistant Director
 Sandra Vaughn - Assistant Director

1967 - June 30, 1968

(continued)

Louis F. Hekhuis - Director - Student Activities
 George B. Hibbard - Associate Director
 Fraternity Supervisory Personnel - 21
 Mabel F. Petersen - Assistant Director
 Sorority Supervisory Personnel - 18
 Patrick B. Smith - Assistant Director
 Lana Dart - Assistant Director
 Mary Luginsland - Assistant Director
 Edwin Reuling - Assistant Director
 Norman Hefke - Assistant Director
 Mary Bondy - Assistant Director

1968 - June 30, 1969

Personnel which served on Dean of Students Staff under the
 Supervision of the Vice President for Student Affairs,
 Milton B. Dickerson. Secretary - Allene Grimes.

Eldon R. Nonnamaker - Associate Dean of Students

Laurine E. Fitzgerald - Assistant Dean of Students

Robert R. Fedore - Assistant to the Dean

Ira B. Baccus - Assistant to the Dean (on leave)

Eileen R. Seer - Office Supervisor

Donald V. Adams - Director - Residence Halls

Ruth Renaud - Assistant to Director

William Barr - Assistant Director

Beverly Belson - Assistant Director

Betty Z. DelDin - Assistant Director

Gary North - Assistant Director

Joy Tubaugh - Assistant Director

Katherine White - Assistant Director

William Thomas - Assistant Director

Bernard Abbott - Assistant Director

Dormitory Supervisory Personnel - 111

Henry C. Dykema - Director - Financial Aids

Ronald Roderick - Associate Director

Richard Baxter - Assistant Director

Robert Piersma - Assistant Director

Thomas Scarlett - Assistant Director

Marie Dellaratta - Administrative Assistant

1968 - June 30, 1969

(continued)

Louis F. Hekhuis - Director - Student Activities
 Mary Bondy - Assistant Director
 Lana Dart - Assistant Director
 Mary Luginsland - Assistant Director
 Mabel F. Petersen - Assistant Director
 Sorority Supervisory Personnel - 19
 Edwin Reuling - Assistant Director
 Fraternity Supervisory Personnel - 18
 Randolph W. Webster, Jr. - Assistant Director
 James Tanck - Director - Volunteer Programs

1969 - June 30, 1970

Personnel which served on Dean of Students Staff under the Supervision of the Vice President for Student Affairs, Milton B. Dickerson. Secretary - Allene Grimes.

Operated under this structure although it was not officially approved until April, 1970.

Eldon R. Nonnamaker - Dean of Students
 Betty Z. DelDin - Assistant to the Dean
 G. Louise Williams - Executive Secretary

Laurine E. Fitzgerald - Associate Dean and
 Director - Graduate Education and Research
 Thomas Zarle - Assistant Director

Louis F. Hekhuis - Associate Dean and Director
 of Student Governance
 Mabel F. Petersen - Assistant Director
 Lana Dart - Assistant Director
 Mary Luginsland - Assistant Director
 Don E. Coleman - Assistant Director
 Dolores M. Bender - Assistant Director
 Edwin Reuling - Assistant Director
 Randolph W. Webster, Jr. - Assistant Director

Robert R. Fedore - Associate Dean and Director of
 Staff Selection
 Kay White - Assistant Director

Ruth E. Renaud - Associate Dean for Judiciaries
 Joy Tubaugh - Assistant Director
 Randolph W. Webster, Jr. - Assistant Director

1969 - June 30, 1970

(continued)

Living Area Directors - Residence Halls

Beverly Belson - Brody
 Bernard Abbott - East Campus
 William Thomas - Cedar Woods
 William Barr - Red Cedar
 Joy Tubaugh - West Circle
 Peg Geggie - West Circle - Assistant Director
 Kathryn Krause - West Circle - Assistant
 Director (Winter and Spring)
 Gary North - South Campus
 Edwin Reuling - Off-Campus

Supervisory Personnel

Dormitories - 108
 Fraternities - 15
 Sororities - 20

Eileen R. Seer - Office Supervisor - Student
 Personnel Records

1970 - June 30, 1971

Personnel which served on Dean of Students Staff under the
 Supervision of the Vice President for Student Affairs,
 Milton B. Dickerson. Secretary - Allene Grimes.

Eldon R. Nonnamaker - Dean of Students

Betty Z. DelDin - Assistant to the Dean of Students
 G. Louise Williams - Administrative Secretary

Laurine E. Fitzgerald - Associate Dean and Director
 of Education and Research

William D. Peterson - Assistant Director

Ronald S. Stead - Coordinator - Staff Selection

Louis F. Hekhuis - Associate Dean and Director
 of Student Governance

William H. Barr - Assistant Director
 Delores M. Bender - Assistant Director
 Randall K. Buschman - Research Consultant
 Lana Dart - Assistant Director
 Michael M. Gieszer - Research Consultant
 Susan S. Hughes - Research Assistant

1970 - June 30, 1971

(continued)

Mary Luginsland - Assistant Director
 Mabel F. Petersen - Assistant Director
 Edwin Reuling - Assistant Director
 Randolph W. Webster, Jr. - Assistant Director

Ruth E. Renaud - Associate Dean and Director of
 Judiciaries

Kenneth Marvin - Assistant Director
 Michael Nunn - Assistant Director
 Joy Tubaugh - Assistant Director

Ronald S. Stead - Coordinator of Staff Selection

Area Directors - Residence Halls

Gary North - Coordinator - Residence Halls
 and Area Director - Cedar Woods

Bernard Abbott - East Campus

Beverly Belson - Brody

Don E. Coleman - Minority Groups

Kathryn Krause - West Circle

Katherine E. White - Red Cedar

Douglas Zatechka - South Campus

Edwin Reuling - Off-Campus

Supervisory Personnel

Dormitories - 105

Fraternities - 8

Sororities - 19

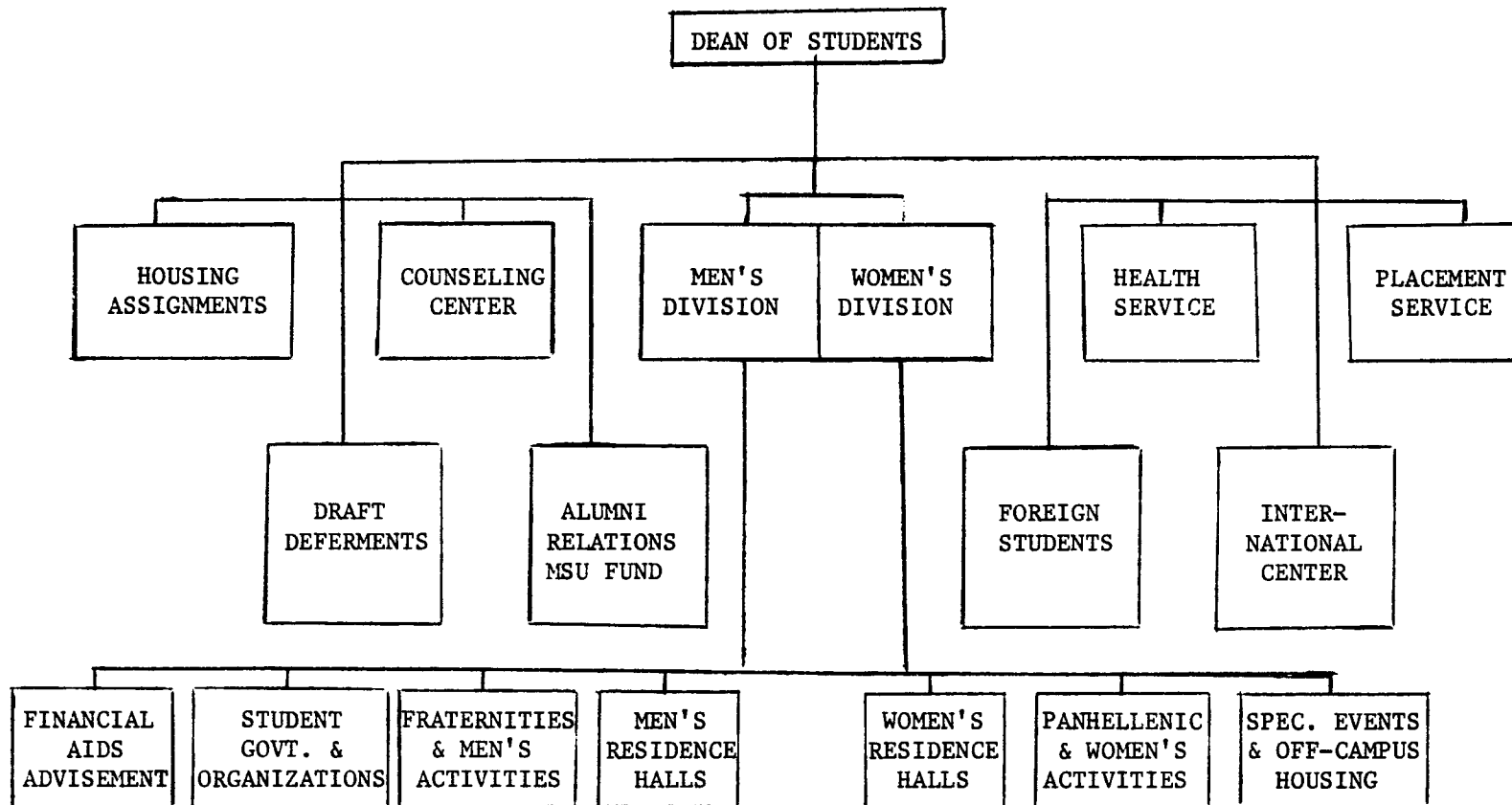
Eileen R. Seer - Office Supervisor - Student
 Personnel Records

APPENDIX C

DEAN OF STUDENTS OFFICE
ORGANIZATIONAL STRUCTURES AND JOB DESCRIPTIONS

ORGANIZATIONAL STRUCTURE OF STUDENT
PERSONNEL SERVICES
WHILE
TOM H. KING SERVED AS DEAN OF STUDENTS

STUDENT PERSONNEL SERVICES
MICHIGAN STATE UNIVERSITY



DR. JOHN TRUITT

DIRECTOR, MENS DIVISION OF STUDENT AFFAIRS

MEN'S DIVISION OF STUDENT AFFAIRS

The Men's Division is responsible for the operation of the personnel program primarily concerned with male students. It is administrative in nature and is a division of the Dean of Students Office.

The Men's Division has as its major function the organization and programming of the residence halls, fraternities, co-operatives, student government and student organizations. Related to these areas are intensive formal training programs including a three-credit course for residence hall personnel during the first quarter of their position and a pre-school workshop for all student advisory personnel each year. Regular staff meetings and leadership workshops during the year furnish the informal training and also serve as an effective means of communication. In addition, this Division has general administrative responsibilities for loans, within term withdrawals, advisement of students with personal problems, publications of the Men's Division, and student disciplinary functions of male students.

The Men's Division coordinates its program with the total university program by participating in the total university decision-making process. This division has representation on all-university policy making committees

such as motor vehicle, social, registration and enrollment, orientation, student judiciary court, and the faculty committee on student conduct.

This division is composed of twelve full-time professional personnel workers including the Director. Other personnel include sixteen half-time workers, sixty-eight resident assistants, twenty-nine fraternity housemothers and four secretaries.

MEN'S DIVISION OF STUDENT AFFAIRS

Director

Personnel Program of the Men's Division of Student Affairs

I. Personnel

A. Selection of Advisory Staff, Men's Residence Halls

B. Selection of Office Personnel, Men's Division

II. Leadership Training Programs

A. In-service Training Program for Resident Advisors and Graduate Resident Advisors

B. In-service Training Program for Resident Assistants

C. Direct the annual Pre-School Workshop for Residence Halls, Fraternities, Sororities, Housemothers and Student Leaders

D. Direct Leadership Course AES 309, "Personnel Work in Residence Halls"

E. Training programs for Student Leaders

F. AES 315, "Student Leadership" Course

III. Disciplinary Functions - All Male Students

IV. Staff Meetings

A. Residence Halls Advisory Staff

B. Men's Division Staff

V. Liaison with Academic Officials

A. Assistant Deans of the Academic Colleges

VI. Orientation

- A. All-University
- B. Residence Halls

VII. Publications

- A. Student Personnel Services
- B. Men's Division
- C. Residence Halls

VIII. Administrative Responsibilities

- A. Withdrawal Policy - All Male Students
- B. Loan Policy - All Male Students
- C. Spartan Round Table
- D. Referral Agent - Counseling Center, Mental Health Clinic, Health Service, etc.
- E. Budget, Yearly reports, Records
- F. Orientation Policy Committee
- G. Evaluation records of all present and former male students
- H. American College Personnel Association
- I. National Association of Student Personnel Administrators
- J. Mid-Western Deans Association

Assistant Director

Student Government and Student Organizations

I. Advisor to Following Organizations

- A. Student Government, Exec. & Legislative Branch
- B. Traffic Appeals Court
- C. Freshman Class
- D. Campus Chest
- E. Men's Activity Council
- F. Student Organization Council
- G. Exec. Board of Student Government
- H. Spartan Spirit

II. Student Organizations

- A. Advisors
- B. Budgets
- C. Activities chartering

III. Special Activities or Events

- A. Orientation
 - 1. President's Welcome - each term
 - 2. President's Convocation for Parents
 - 3. Open Houses - Religious Centers
 - 4. Campus Tours
 - 5. Meet the Team Programs (Varsity Club and Spartan Spirit)
 - 6. Orientation of Off-Campus students.

- B. Information Tables in Administration Bldg. for
Tower Guard and Green Helmet
- C. Screen all requests for tables at Registration
- D. Activities Carnival
- E. Student Government In-service Training Program

IV. General Administrative Responsibilities

- A. Loans - male and female students
- B. Withdrawals - Male students
- C. Committees
 - 1. Orientation Steering Committee
 - 2. Student Government Scholarship
 - 3. Student-Faculty Motor Vehicle Committee
 - 4. All-University Student Judiciary (Rotate)
 - 5. Student-Faculty Social Committee
 - 6. Homecoming Committee
 - 7. Senior Award Committee

V. Special Assignments

- A. MSU-U of M Exchange Dinner
- B. Summer Counseling Clinics
- C. Student-Services Building
 - 1. Committee on Room Assignments and Changes

Assistant Director
Financial Advisement

I. Loans

- A. Michigan State University Loans - Men and Women
- B. Henry Strong Foundation Loans - Men and Women
- C. State of Michigan - Loans to Korean War Veterans
enrolled on G.I. Bill 550.
- D. National Defense Education Loans - Men and Women
 - 1. Compiling and recording information for reports
to U.S. Department of Health, Education and
Welfare

II. General Administrative Responsibilities

- A. Withdrawals - Male Students
- B. Committees
 - 1. All University Student Judiciary (Rotate)
- C. Correspondence with parents of new students

III. Special Assignments

- A. Liaison Officer with
 - 1. Danforth Foundation Scholarship Program
 - 2. Scholarship Office
 - 3. Admissions Office
 - 4. Student Placement Office
- B. Religious Advisors Association

C. Memorial Chapel

D. University Y.M.C.A. - Board of Management

Assistant Director (Half-time)

Off-Campus Organized Living Units - Male Students

- I. Men's Cooperatives
 - A. Advisor to Inter-Cooperative Council
 - 1. Leadership Training Program
 - 2. Judicial Procedures of ICC
 - B. Publication of Cooperative President's Handbook
 - C. Representative to Cooperative Advisors Association
- II. Men's Religious Living Units
 - A. Representative to Religious Living Units Council
- III. Autonomous Living Units
 - A. Advisor to all Off-Campus Organized Living Units -
Men
- IV. General Administrative Responsibilities
 - A. Loans - male and female students
 - B. Withdrawals - Male students
 - C. Committees
 - 1. All-University Student Judiciary (Rotate)
- V. Special Assignments
 - A. Representative to Water Carnival
 - B. Periodically - Evaluation and publication of
Cooperative program manual and materials.

Assistant Director (Half-time)
Off-Campus Organized Living Units - Male students

I. Fraternity

A. Advisor to the Interfraternity Council

1. Leadership Training Program
2. Judicial Procedures of IFC
3. Business Meetings
4. Publication of Fraternity President's Handbook

B. Advisor to Fraternity Housemothers

1. Selection of Housemothers
2. Pre-School Workshop
3. Staff Meetings
4. In-service Training with Fraternity Housemothers
5. Publication of Housemothers Handbook

C. Representative to the Fraternity Advisors Association

1. Member of joint F.A.A.-I.F.C. Standing Committees
2. Advisor to Fraternity Buyer's Association
3. Business Meetings

D. Representative to the State of Michigan, Big Ten
and National I.F.C. Conferences

II. General Administrative Responsibilities

A. Loans - Male and female students

B. Withdrawals - Male students

C. Committees

1. All-University Student Judiciary (Rotate)

III. Special Assignments

- A. Representative to Water Carnival
- B. Periodically - Evaluation and publication of
Fraternity program manual and materials

Educational Director
Men's Residence Halls

I. Selection

- A. Head Resident Advisors
- B. Graduate Resident Advisors
- C. Precinct Resident Assistants
- D. Office Personnel

II. Training

- A. Assist with AES 309
- B. In-service Training Meeting with Residence Hall staff
- C. Assist with Pre-School Workshop
- D. Leadership Training Programs for Chairmen

III. Advisor to the Following Groups

- A. Men's Hall Association
 - 1. Big Ten President's Conference
 - 2. Big Ten Residence Hall Conference
- B. Residence Hall Clubs
 - 1. Radio Club
 - 2. Photo Club

IV. General Administrative Responsibilities

- A. Direct Men's Residence Hall Personnel Program
 - 1. Orientation
 - 2. Student Evaluation and Record System

3. Football Work Program
4. Discipline - Minor Student Conduct Situations
 - a. Referral Agent - Director of Men's Division
5. Residence Hall Contract Committee
6. Homecoming Program
- V. Publications for Residence Halls
 - A. Introduction to Residence Hall Living
 - B. Residents Hall Manual
 - C. Leadership Training Manuals
 1. Scholarship 2. Activities 3. Social
 4. Athletics 5. Judiciary 6. Disaster
 - D. Residence Hall Operational Manual
 - E. Various Residence Hall Research
- VI. Liaison with Business Management
 - A. Assist in selection of Men's Residence Hall Managers
 - B. Resource Agent for Management
 - C. Weekly Meeting, Management - Personnel Staff
 - D. Annual National Conference Association College and University Housing Officers
 - E. Summer Youth Conference
- VII. Liaison with Department of Public Safety
- VIII. Miscellaneous
 - A. Summer Counseling Clinics

DR. FRANCES DELISLE
DIRECTOR, WOMENS DIVISION OF STUDENT AFFAIRS

WOMEN'S DIVISION OF STUDENT AFFAIRS

As an administrative division of the Dean of Student's Office, the Women's Division is responsible for implementing the personnel program as it relates to women students.

Major functions involve the organization and operation of women's residence halls, sororities, women's self-governing body, Associated Women Students, and all women's organizations. Training sessions, work-shops and staff meetings related to these functions represent continuing responsibilities of this division. In addition, loans, withdrawals, referrals for personal problems, registration of social events, disciplinary matters for all women students are included.

The Women's Division of Student Affairs participates in the total university program by serving on many committees of all-university significance and by acting as consultant to many departments upon their request.

The staff of the Women's Division consists of three full-time professional workers including the Director. Other personnel include thirty-one Resident Advisers, nineteen sorority housemothers, two graduate assistants, sixty-five resident assistants and two secretaries.

WOMEN'S DIVISION OF STUDENT AFFAIRS

- I. Director
 - A. Directs the Personnel Program of the Women's Division of Student Affairs
- II. Personnel
 - A. Selection of Advisory Staff, Women's Res. Halls
 - B. Selection of Resident Assistants
 - C. Selection of Office Personnel
- III. Training
 - A. In-service Training Program for Head Resident Advisers and Assistant Resident Advisers
 - B. In-service Training Program for Res. Assistants
 - C. Assist with Training Course AES 309, "Personnel Work in Residence Halls"
 - D. Assist with annual Pre-School Workshop for Residence Hall Advisory Personnel
 - E. Leadership Training Programs for Residence Hall Officers and Chairmen
- IV. Disciplinary Functions - All Women Students
- V. Staff Meetings
 - A. Women's Division Professional Staff
 - B. Residence Halls Advisory Staff
- VI. Liaison with Residence Hall Management

VII. Orientation

- A. All-University
- B. Residence Halls

VIII. Adviser

- A. Women's Residence Halls Association
 - 1. Presidents' Council
 - 2. Inter-residence Hall Council
- B. Presidents' Cabinet - Presidents of Eight Women's Service Organizations

IX. General Administrative Responsibilities

- A. Withdrawals - Women Students
- B. Loans - Women Students
- C. Spartan Round Table
- D. Referral Agent - Counseling Center, Mental Hygiene Clinic, Health Service, etc.
- E. Budget, Yearly Reports, Records
- F. Liaison Relationship with All University Departments on Policy Pertaining to Women Students
- G. Available as Consultant to University Departments, Organizations, Sororities, etc.
- H. Conferences with District and National Sorority Officers
- I. Sponsor for National Honorary Organizations for Women, i.e., Alpha Lambda Delta, Mortar Board

J. Publications

X. Miscellaneous

A. Summer Counseling Clinics

B. Freshman Honor Women Reception

C. University Honor Women

Assistant Director 1

I. Sororities

- A. Selection of Sorority Resident Advisers
- B. In-Service Training of Sorority Res. Advisers
- C. Advisers to Sorority Alumnae Auxiliary
- D. Adviser to Pan-hellenic Council
- E. Greek Week Leadership Training Program
- F. Annual Big Ten and National Pan-hellenic Conference
- G. Liaison with Lansing City Pan-hellenic

II. Adviser

- A. Spartan Women's League
- B. Associated Women Students
 - 1. Executive Board
 - 2. Judiciary Board

III. Orientation Program for Transfer Students

IV. General Administrative Responsibilities

- A. Loans - Women Students
- B. Withdrawals - Women Students
- C. Representative to Adventure in World Understanding
and International Festival
- D. Community Chest Drive
- E. Freshman Honor Women Reception
- F. Summer Counseling Clinics

G. Representative to Michigan Deans and Counselors
Association

V. Student-Faculty Social Committee

A. Secretary

B. Inspection and Approval of Party Sites

C. Social Calendar

D. Registration of Social Affairs

E. Evaluation of Social Affairs

VI. Miscellaneous

Assistant Director 2

I. Special Activities or Events

A. Orientation

"Who's Who and What's What"

B. Activities Carnival

C. STUN

D. UMOC

E. Spartacade

F. Latern Night

G. Helot

II. Adviser

A. Alpha Lambda Delta

B. Associated Women Students

1. Executive Board

2. Activities Board

C. All-University Student Government

D. All-University Judiciary Board

E. Off-Campus Housing - Women's Adviser

1. Inspection for Room and Board Locations

2. Evaluation with Student and Householder

F. Assistant Adviser - Women's Inter-residence
Hall Association

1. Presidents' Council

2. Inter-residence Hall Council

III. General Administrative Responsibilities

- A. Loans - Women Students
- B. Withdrawals - Women Students
- C. Representative to Y.W.C.A. Board
- D. Representative to Religious Adviser's Association
- E. Selection and Arrangement for Leadership Course

AES 315

- F. Summer Counseling Clinics

IV. Miscellaneous

MR. STARR KEESLER
DIRECTOR, ALUMNI RELATIONS

DEPARTMENT OF ALUMNI RELATIONS

The Department of Alumni Relations basically involves the overall liaison work between the general alumni body and the University. The alumni body is composed of graduates and former students. Any person who has enrolled at Michigan State University for credit is eligible to be called an alumnus. The Department of Alumni Relations maintains records and mailing lists of all alumni and correlates off-campus organizations with the affairs of the institution.

ALUMNI CLUBS

Alumni Clubs have been organized throughout the country. These clubs send representatives to the Club Presidents' Workshop at the University each fall. Eighteen alumni are elected to the Alumni Advisory Council, twelve from Michigan and six from out-of-state areas. The Council meets semi-annually and serves as an advisory board to the Alumni Director and staff.

REUNIONS AND HOMECOMING

Reunions are held by academic colleges throughout the year. Reunions by classes will be held for those observing their 15th, 25th, 35th and 50th anniversaries; as well as the patriarchs who are invited back annually on or near Commencement Day in June. Homecoming Day each fall brings back many alumni for some outstanding football games and various functions are attended by the returning visitors.

M.S.U. DEVELOPMENT FUND

The operation of the M.S.U. Development Fund is a responsibility of the Alumni Director. The Development Fund was established to receive money and other gifts from alumni and friends of the University. The annual Alumni Roll Call is conducted by the Michigan State University Development Fund and is administered with the assistance of a Board of Trustees made up of alumni.

SENIOR CLASS

The Alumni Director is advisor to the Senior Class and works with them on their various activities including the Senior Ball, Swingout, Senior Receptions and Water Carnival. This gives the seniors an opportunity to become better acquainted with alumni activities and encourages their participation after they leave the campus.

MISCELLANEOUS

The Alumni Director is Secretary of the Athletic Council (ex-officio) and at the present time, is Co-Advisor of Excalibur, Senior men's honorary.

DR. DONALD DRUMMON
DIRECTOR, COUNSELING CENTER

COUNSELING CENTER

The Counseling Center offers its services without charge to all Michigan State University students and their wives or husbands. The goal of counseling is to assist the student to grow in self-understanding so that he may arrive at constructive decisions, solutions, or ways of dealing more effectively not only with his immediate problems but also with those which arise in the future.

NATURE OF THE CENTER'S BASIC FUNCTION

The nature of problems which students bring to the Center may be classified somewhat arbitrarily as those related to their educational-vocational planning, their academic situation, and their personal-social concerns. The counselor may assist the student to secure more information about his interests, aptitudes, personality characteristics or academic skills through the use of tests administered in the Center's testing department. The counseling interview frequently utilizes this information and information about specific curricular offerings and related vocations secured through the Center's Occupational Information Library or through referral to academic departments, the Placement Office, or similar resources.

LIAISON WITH OTHER CAMPUS AGENCIES

The Center staff frequently makes referrals to, as well as accepts referrals from, other student services such as the Health Service, the Mental Hygiene Clinic, the Placement Office, the Men's and Women's Divisions, Improvement Services; as well as to academic departments or administrative offices.

STAFF

The present professional staff consists of the Director, fourteen counselors, a director of testing and a psychometrist; most of whom have earned the doctorate in psychology or counseling and guidance. Seven half-time members supplement the staff.

SCOPE OF COUNSELING SERVICES

In addition to counseling or testing responsibilities; members of the staff participate in research; in the development of testing programs for instructional departments, in the teaching of psychology and counseling and guidance, in the practicum training of students from these two departments, in a program of testing and counseling for applicants for admission referred by the Registrar's Office, in V.A. counseling, in a limited amount of counseling for non-students on a fee basis, and in special testing for business or public agencies. Broader student personnel and university responsibilities also are carried by staff members such as the chairmanship of the university orientation committee and active participation in the orientation program, membership on other university committees, and consultative and diagnostic services to other departments.

SUMMER SCHOOL COUNSELING CLINICS

In cooperation with other departments of the University, the Center conducts a series of ten or more "Counseling Clinics" each summer for high school graduates who have been admitted to Michigan State. During a three-day clinic period the student learns about Michigan State majors and the occupations to which they lead, takes tests and examinations, meets with student leaders and faculty, and has group and individual sessions with a counselor who helps him think through his educational plans. Outstanding Basic College enrollment officers and carefully selected counselors from Michigan high schools supplement the regular Center staff to provide a ratio of one counselor to every twelve clinic participants, thus assuring each student of careful individual attention.

MR. DONALD GEMMEL
FOREIGN STUDENT ADVISOR

FOREIGN STUDENTS ADVISORY SERVICE

Generally speaking, the primary responsibility of the Foreign Student Advisor is to give assistance where needed to the foreign student in matters relating to his incorporation into the life of the University.

The Foreign Student Advisor answers many initial inquiries from prospective foreign students, concerning education in the United States generally and at Michigan State University in particular, and questions involving procedure and requirements for admission applications. He is among those who review applications received from prospective students.

The Foreign Student Advisor is directly involved in the general orientation of new students, and works with enrollment officers when problems arise in course scheduling. He serves as a consultant to the scholarship committee when foreign student applicants are involved, and passes upon applications from foreign students seeking assistance from the general student loan fund.

The Foreign Student Advisor is an advisor to the International Club, an organization of both foreign and American students which conducts social and educational meetings throughout the year.

Assistance is given the foreign student in his relationship with United States governmental agencies:

Immigration Service:

The Foreign Student Advisor helps the student to keep his United States entry permit valid, and submits reports on the arrival and departure of students. He aids students who desire permission to accept employment, and those who seek permission to engage in post-graduate practical training programs.

State Department:

Handling the sponsorship of Exchange Program persons by Michigan State University is one of the jobs of the Foreign Student Advisor, and he assists students sponsored by other agencies under the Exchange Program in their relationships with their sponsors.

Some matters involving the relationship of the foreign student with his own government fall within the scope of the Foreign Student Advisor's duties, such as assisting the student in obtaining a passport extension, and the filing of reports to the student's own embassy concerning his grades, adjustment and general progress.

The Foreign Student Advisor serves as a member of the University's International Center Committee, the International Festival Committee, and the Fulbright Committee.

DR. JAMES FEURIG
DIRECTOR, HEALTH SERVICE

HEALTH CENTER

The function of the Health Center is to provide adequate facilities for students who are in need of medical or psychiatric care, both on a preventive and curative level. Voluntary health and accident insurance is offered to all students on a very reasonable premium rate.

STAFF

A complete medical and psychiatric service is maintained for the benefit of the students in the Olin Memorial Health Center on the campus. The Health Center is under the supervision of a Medical Director and an assistant director. His staff consists of seven full-time physicians, a full-time psychiatrist, three social psychiatric workers and a psychologist. The nursing staff consists of a superintendent, an assistant superintendent and thirty-two registered nurses. Office hours are: Monday through Friday, 8 a.m. to 11 a.m. and 1:30 p.m. to 4:30 p.m.; Saturdays and Sundays for emergency only.

TERMS OF HOSPITALIZATION

Hospitalization in any one school year is limited to 40 days without charge. After that a flat fee of \$12.00 a day is made. The university will not pay for ambulance service unless the need for such service arises from injuries sustained in required class-room work or employment. The ambulance fee in all other cases will be charged to the individual from the Comptroller's Office.

SERVICES

All students who are not residents of Greater Lansing are required to use the Health Center. Students who are too ill to attend classes are hospitalized in the university hospital without charge. A fee of 25 cents is charged the student for every visit to the Health Center. Students requesting medical service after 7 p.m. will be charged a fee of \$1.00. Routine medical supplies are dispensed without charge and all sustaining drugs are furnished at cost plus a reasonable handling fee.

All new students, including graduate students, are required to report to the Health Center at the time of registration to have a free chest x-ray. Unless this requirement is met it will result in cancellation of registration.

Any laboratory, x-ray or other special medical service not prescribed in this clinic may be given at the current medical fee exacted in the community.

CARE AND SURGERY

Students admitted to the university hospital are under the care of the staff physicians. Consultants are called at the recommendation of the staff physician and the fee is charged to the student. All surgery except minor surgery is charged to the student. Elective surgery is accepted only at the discretion of the Director of the Health Center.

PERSONS ELIGIBLE FOR CARE

All students regularly enrolled in school and taking eleven or more credits are entitled to health service during the term in which they are enrolled. Graduate assistants and persons regularly enrolled in the university and working toward a graduate degree, are considered eligible. (Exceptions to the above rulings are made for those desiring help with their emotional problems.) Part-time students taking ten credits or less are not eligible. The student activity card must be presented when service is requested. Faculty members employed full-time and enrolled in one or more courses on their own time are not considered students and are not eligible to use the Health Center.

MR. TOM DUTCH
DIRECTOR OF HOUSING ASSIGNMENTS

HOUSING OFFICE

The Housing Office is a division of the Dean of Students Office and at the same time maintains a close working relationship with the management of the dormitories and married housing units on-campus. Michigan State University is one of the few major universities with a centralized assignment office where new students or staff members - single or married - can be directed for assistance in housing problems.

The office personnel consists of the Director, two assistants (handling off-campus and women assignments respectively) and six office employees. The responsibilities of this office are divided into five main divisions - Women's Housing Assignments, Men's Housing Assignments, Married Housing Assignments, Faculty and Staff Housing Assignments, and Off-Campus Housing.

WOMEN'S HOUSING ASSIGNMENTS

This division processes approximately 1500 new housing deposits and applications yearly and is responsible for the assignment of specific rooms in ten residence halls to incoming Freshmen girls. Assignments to Van Hoosen Hall with its 92 apartments and various approved off-campus rooming houses for girls are also handled through this office.

MEN'S HOUSING ASSIGNMENTS

This office processes approximately 2500 new applications yearly for incoming freshmen males and is responsible for the assignment of these men to the eight men's residence halls.

FACULTY AND STAFF ASSIGNMENTS

Applications are processed and assignments are made to the 234 available faculty apartments. Listings of available rooms, apartments and houses for rent and for sale are maintained in order to assist faculty and staff who wish to locate in the East Lansing - Lansing environs.

OFF-CAMPUS HOUSING

The off-campus housing program includes the approval of homes, periodic householder contacts and annual inspections, term newsletter to householders, conciliation of student - householder disputes, special placements, maintaining of room listings and general public relations. Definite housing standards with conditions that are conducive to study, health, and conduct are used as the basis for approval of residences. Annual householder contacts and housing inspections are made in order to maintain favorable public relations and housing standards. The Housing Office also strives toward satisfactory settlement of all student - householder disputes. Many aspects of the off-campus program are in the area of public relations because of the constant contacts with householders, city and township officials, parents, and foreign students. Placement of students with special problems is also a task of this office. In addition to these functions, the Housing Office provides an up-to-date listing of off-campus facilities for single men, women, and married students which is available at all times.

MRS. NORRIS WOLD
DIRECTOR, INTERNATIONAL CENTER

INTERNATIONAL CENTER

In September, 1944, the University established the International Center. This is an all-university organization, the object of which is to acquaint students of other lands with the American way of life; to aid local students and townspeople in the acquisition of a better knowledge and understanding of the cultures and problems of other lands; to foster and preserve an intimacy of friendly contact between American and foreign students.

SOCIAL

The Center serves as a central place of social and educational activity for foreign students and their friends and is located on the campus near the student Union Building.

RESIDENT ADVISOR AND HOSTESS

A resident advisor and hostess reside at the Center and promote the program for the International Center.

EDUCATIONAL

To students from other lands the Center is a kind of "home away from home". Here they may find games and reading material available to them at all times, they may gather to plan and carry out programs of an educational and social nature, they meet with people interested in the study of world affairs and the cultures of other countries, and they may entertain their teachers and friends.

ACTIVITIES

For the student individually, the Center provides a place to meet friends, make friends, to read, study or relax with television or radio. Also provided is a kitchen in which the student may prepare a meal of his own preference - a particular attraction to the foreign student who sometimes longs for a "native dish."

For students collectively, the Center is a meeting place for national clubs (many of which include American student members), for foreign language clubs, for student-faculty get-togethers. This affords these groups an

environment which makes the activities of the group more realistic since the Center is the place on campus where the various foreign languages are spoken.

In its broadest sense, the function of the International Center is to afford a place for foreign and American residents to mingle, so as to more fully understand each other.

To townspeople the Center is an international relations workshop where they may exchange ideas and form friendships with the strangers from afar.

MR. JACK KINNEY
DIRECTOR, PLACEMENT SERVICE

PLACEMENT BUREAU

The Placement Bureau at Michigan State University is one of the outstanding centralized placement operations in America today. The bureau is responsible for handling senior placement for all colleges within the university, and helping all alumni who register with the bureau to find new or better positions. Also, the bureau helps students obtain part-time employment both on and off campus. Counseling students and alumni with regards to vocational information and keeping the administration informed of the employment picture concerning college trained personnel falls within the jurisdiction of the placement operation.

To accomplish these objectives the bureau is broken down into four main divisions which are outlined below.

SENIOR PLACEMENT

Approximately 1,000 different organizations representing business, industry, state and federal agencies, and education visit the bureau each year to interview graduating seniors. This means approximately 2,000 interviewing schedules covering almost every phase of career employment.

STUDENT EMPLOYMENT

The bureau receives part-time jobs from employers both on and off campus, and refer qualified students on these positions. In addition, the bureau sponsors a summer employment Kick-Off Program each February and prepares several catalogs listing summer jobs in camps, resorts, business, industry, and recreation.

ALUMNI BUSINESS & INDUSTRY

The bureau registers alumni seeking new or better positions and sends their credentials to prospective employers for consideration.

ALUMNI EDUCATION

This division aids teachers and administrators seeking new positions by forwarding their credentials to superintendents and school boards for consideration. Those seeking college and university positions are aided in the same manner.

The Placement Bureau sponsors the annual Career Carnival which is the outstanding vocational information program on any campus today. Approximately eighty organizations from all areas of business, industry and education set up exhibits from which their representatives talk informally to the students outlining job opportunities available within their organization or field, and the background and qualifications necessary to fill these jobs.

The Bureau also provides occupational information to faculty and staff people, as well as business and industrial organizations with regards to salaries, demand for college trained personnel, and general placement trends.

MISS ALLENE GRIME
ALUMNI MEMORIAL CHAPEL

ALUMNI MEMORIAL CHAPEL

This chapel was provided by gifts from Alumni and friends of Michigan State University. It is a memorial erected to the memory of over 400 boys who left this campus to serve in the armed services of America and who paid the supreme sacrifice - their lives.

GENERAL INFORMATION

WHAT SERVICES ARE HELD IN THE CHAPEL

The chapel is available for weddings as well as for other services which may appropriately be held in such a shrine. Couples desiring to be married in this chapel may bring with them a clergyman of their own choice.

CHARGES

A nominal charge is made for use of the chapel and its equipment. One rehearsal at an appointed time is included in chapel rental.

CHAPEL RENTAL

Chapel Wedding	\$25.00
Extra Rehearsal	5.00

Food services furnished by Union Food Services, Union Building.

EQUIPMENT

Candelabras	No Cost
	Candles not furnished
Aisle Runner	\$ 4.00
Kneeling Pillow	No Cost

SEXTON

A sexton is furnished by the university who will open the chapel for a scheduled rehearsal and will be in attendance thirty minutes before a wedding service to arrange equipment, adjust lighting, and prevent intrusion during the service.

REGULATIONS FOR USE OF THE CHAPELFLOWERS

Flowers are to be placed in receptacles provided and placed on the altar. Palms may be used if desired. Flowers must be removed promptly following service.

FURNITURE

Because this is a Shrine, no furniture is to be changed, removed, or added. This chapel is to be used as it now stands.

MICHIGAN STATE UNIVERSITY

DESCRIPTION OF PROFESSIONAL POSITIONS

OFFICE OF STUDENT AFFAIRS

DEAN OF STUDENTS OFFICE

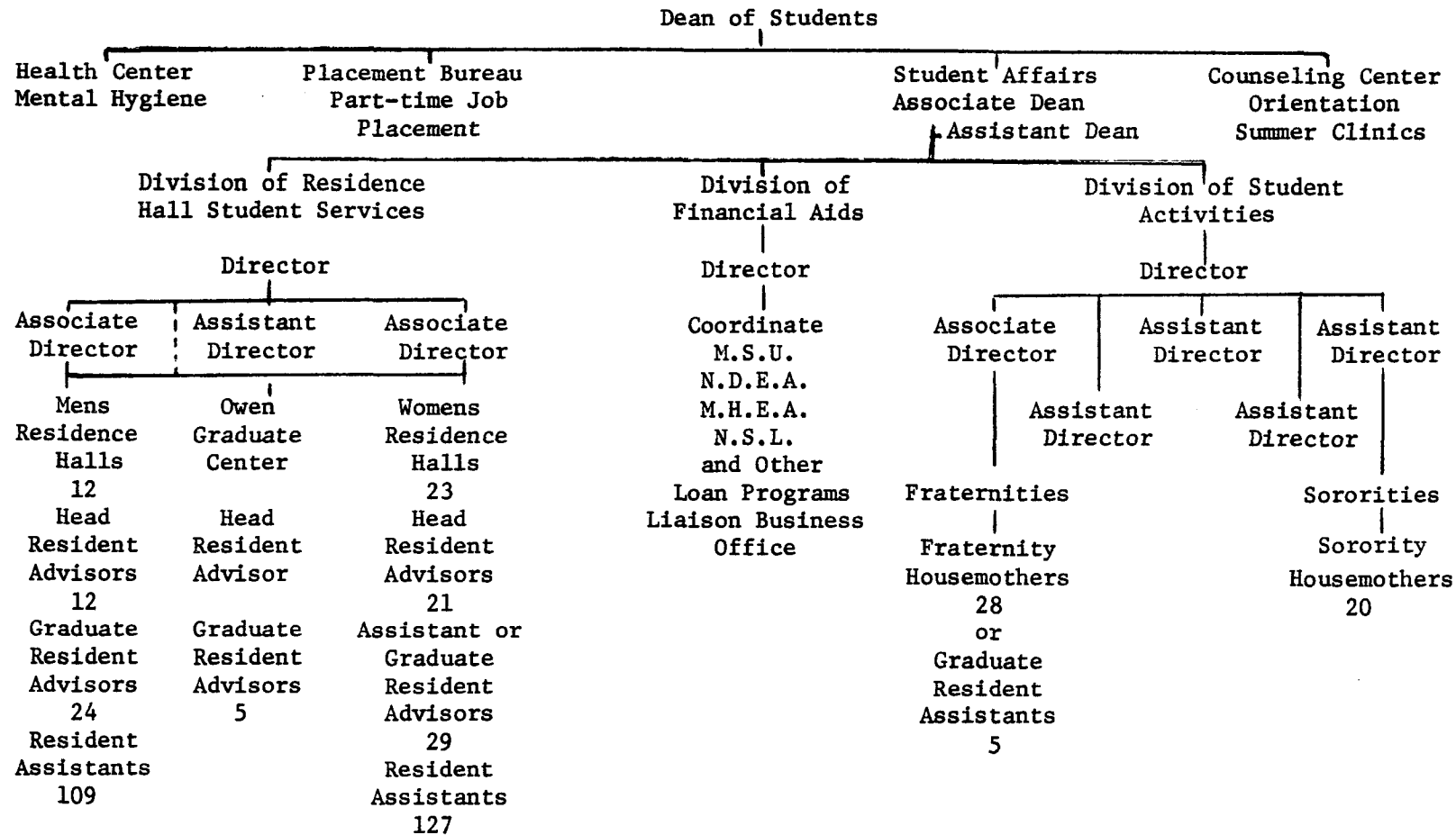
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East Lansing, Michigan

July, 1963

Positions and Personnel
Office of Student Affairs
Dean of Students Office



OFFICE OF STUDENT AFFAIRS
DEAN OF STUDENTS OFFICE

Associate Dean

Primary responsibility:

Coordinate Office of Student Affairs

I. Personnel

- A. Selection of Division Directors .
- B. Coordination of Staff Selection in Divisions of Activities, Residence Halls and Financial Aids.
- C. Coordination and selection of Office Staff.

II. Budget and Annual Report

- A. Coordinate, submit and disburse Budget for Office of Student Affairs.
- B. Coordinate Annual Reports from Divisions and submit to Dean of Students.

III. Liaison with University Community

- A. Meet regularly with Assistant Deans of Colleges.
- B. Initiate and attend appropriate meetings with other University staff and faculty outside of the Office of Student Affairs.
 - a. Health Center and Mental Hygiene Clinic.
 - b. Counseling Center.
 - c. Department of Public Safety.
 - d. Other agencies as required .

IV. Leadership and Communication

- A. Coordinate Education 415 - Student Leadership Training .
- B. Coordinate Education 416 - Personnel Work in Student Housing.
- C. Coordinate Pre-School Workshops for Residence Halls, Sorority, Fraternity, and Organization personnel and students.
- D. Leadership training for immediate staff.
- E. Coordinate leadership training programs for entire staff.
- F. Hold regular staff meetings for immediate staff and attend Divisional Staff Meetings when appropriate.
- G. Keep Dean of Students informed of activities of Office of Student Affairs.
- H. Inform staff of decisions made by Dean's Office or other University offices that may affect their areas of responsibility.

V. Publications

- A. Initiate and coordinate newsletter for present and past personnel staff.
- B. Coordinate all Office of Student Affairs publications going to staff and public.

VI. Discipline

- A. Coordinate disciplinary programs for all students.
- B. Initiate appropriate disciplinary action on male students referred to the Office of Student Affairs and coordinate disciplinary actions by Assistant Dean regarding women students.
- C. When appropriate refer students to other agencies for assistance.
- D. Work with and notify parents of male students disciplinary situations when appropriate.
- E. Serve as contact person for Department of Public Safety and other local law enforcement agencies with respect to situations involving students.

VII. Teaching-Administration

- A. Coordinate joint programs of Office of Student Affairs and College of Education.
- B. Serve on Doctoral Committees.
- C. Teach in College of Education when appropriate.

VIII. Committees and Regular Meetings

- A. Coordinate committees in Office of Student Affairs.
- B. Committees and Regular Meetings.
 - a. Reinstatement Board.
 - b. Faculty Committee on Student Conduct.
 - c. Loan Committee.

VIII. Committees and Regular Meetings (cont.)

- d. Spartan Round Table.
- e. Assistant Deans Meetings.
- f. Committee on Cheating.
- g. Executive Board -- Student Leaders and Staff.
- h. Dean of Students Staff Meeting.
- i. American Personnel and Guidance Association.
- j. National Association of Student Personnel Administrators.
- k. Michigan College Personnel Association.

IX. General Administration Responsibilities

Coordinate programs in orientation, refer students to Mental Hygiene Clinic, Counseling Center and Health Center, develop policy for Office of Student Affairs, evaluate records of present and past students for legitimate inquiries concerning them, and other general administrative responsibilities connected with the office.

X. Research

Initiate and coordinate research projects in the Office of Student Affairs.

XI. Community Relations

Work with other agencies in the greater community on mutual problems.

OFFICE OF STUDENT AFFAIRS
DEAN OF STUDENTS OFFICE

Assistant Dean

Primary Responsibility:

Assist in the coordination of the Office of Student Affairs

I. Leadership and Communication

- A. Assist in the coordination of in-service leadership training for the Office of Student Affairs.
- B. Assist in coordination of Pre-School Workshops with special emphasis on leadership for women.
- C. Assist in coordinating Education 415 and Education 416 -- Student Leadership Training and Personnel Work in Student Housing.
- D. Attend Divisional Staff Meetings as required -- with special emphasis on providing direction and leadership with respect to the education of women.
- E. Serve as resource person for the staff regarding special problems that relate to women students.
- F. Provide leadership and serve as Co-Advisor for Mortor Board, Towar Guard, Spartan Women's League and Alpha Lambda Delta.

II. Liaison with University Community

- A. Initiate and attend appropriate meetings with other staff and faculty outside of the Office of Student Affairs.

II. Liaison with University Community (cont.)

- B. Attend Assistant Dean's Meetings as required.

III. Teaching - Administration

- A. Assist in coordinating joint programs with the College of Education with special emphasis on the educational program for women in student personnel work.
- B. Serve on Doctoral Committees.
- C. Teach in the College of Education when appropriate.

IV. Discipline

- A. Assist in coordinating disciplinary program for all students.
- B. Initiate appropriate disciplinary action for all women students referred to the Office of Student Affairs.
- C. Coordinate, advise and provide leadership for AWS (with special emphasis on AWS Judiciary).
- D. When appropriate refer students to other agencies for assistance.
- E. Discuss disciplinary situations with parents and/or notify parents of such matters when appropriate.
- F. Assist in coordinating disciplinary situations with Department of Public Safety.

V. Committees and Regular Meetings

- A. Faculty Committee on Student Conduct.
- B. Reinstatement Board.
- C. Spartan Roundtable.
- D. Assistant Deans Meetings.
- E. Executive Board - Student leaders and staff.
- F. Dean of Students Staff Meeting.
- G. Intercollegiate Association of Women Students.
- H. National Association of Womens Deans and Counselors.
- I. Michigan College Personnel Association.
- J. American Personnel and Guidance Association.

VI. Records

- A. Assume primary responsibility for Student Personnel Records.
 - a. Coordinate all record and evaluation programs from all Divisions of the Office of Student Affairs.

VII. Withdrawals

Interview women students withdrawing from the University.

VIII. General Administration Responsibilities

Assist the Associate Dean in general administrative duties. Refer students to the Counseling Center, Health Center and other appropriate agencies. Assist

VIII. General Administration Responsibilities (cont.)

in the development of policy for the Office of Student Affairs. Provide leadership for the education of women, and work with the Dean and Associate Dean in implementing programs and policies toward that end.

IX. Research

Assist in initiating and coordinating research projects for the Office of Student Affairs.

X. Annual Report

Submit an annual report to the Associate Dean.

XI. Community Relations

Work with other agencies in the greater community on mutual problems.

DIVISION OF RESIDENCE HALL STUDENT SERVICES
OFFICE OF STUDENT AFFAIRS

Director

I. Personnel

- A. Selection of all Head Resident Advisors.
- B. Coordination of selection of Graduate Resident Advisors.
- C. Coordination of selection of Resident Assistants.
- D. Selection of secretarial staff for Division of Residence Hall Student Services.
- E. Coordination of staffing for summer housing and conferences.

II. Budget and Annual Report

- A. Administer budget for the Division of Residence Hall Student Services.
- B. Submit Annual Report to Associate Dean

III. Leadership and Communications

- A. Coordination and teaching of Education 416 -- Personnel Work in Student Housing
- B. Coordinate and direct Pre-School Workshops for Residence Hall staff.
- C. Assist in Pre-School Workshop for all advisory personnel.

III. Leadership and Communications (cont.)

- D. Assist in Education 415 -- Student Leadership Training.
- E. Hold regular staff meetings and provide leadership training for residence hall personnel.
- F. Coordinate and provide leadership for entire residence hall program.

IV. Discipline

- A. Coordinate through Associate Directors residence hall judiciaries for men and women.
- B. Serve as referral agent for Head Advisors in disciplinary matters.
- C. Act as referral agent to Associate and Assistant Dean.

V. Student Organizations

- A. Coordinate advising of Men's Halls Association.
- B. Coordinate advising of Women's Inter-Residence Hall Council in cooperation with Associate Director.
- C. Coordinate student activities in residence halls.

VI. Publications

- A. Coordinate all Handbooks published for residence halls.
- B. Assist in preparing All-University Handbook in the area of student personnel services.

VI. Publications (cont.)

- C. Develop and coordinate appropriate publications for the area of residence halls.

VII. Liaison with University Community

- A. Coordinate Residence Hall Programs with academic areas in residence halls.
- B. Coordinate Residence Hall Programs with Management of Residence Halls.
- C. Coordinate Residence Hall Programs with Department of Public Safety.
- D. Coordinate Residence Hall Programs with College of Education.

VIII. Records

- A. Coordinate record and evaluation systems of student personnel services in residence halls.

IX. Committees and Regular Meetings

- A. Faculty Committee on Residence Halls.
- B. Spartan Roundtable.
- C. Dean of Students Staff Meeting.
- D. Associate Dean of Students Staff Meeting.
- E. Contract Release Committee.
- F. Big Ten Residence Hall Meeting.
- G. Big Ten Residence Hall Presidents Meeting.
- H. Michigan College Personnel Association.

IX. Committees and Regular Meetings (cont.)

I. National Association of Student Personnel Administrators and American Personnel and Guidance Association meetings as funds are available.

J. American Council of University Housing Officers.

X. General Administrative Responsibility

Assist Dean, Associate Dean and Assistant Dean in developing policy with regard to residence halls, assist in coordinating joint programs affecting the entire area of student affairs, make referrals to appropriate campus agencies, and other general administrative responsibilities connected with the office.

XI. Coordinate research projects in the area of residence halls.

DIVISION OF RESIDENCE HALL STUDENT SERVICES
OFFICE OF STUDENT AFFAIRS

Associate Director (Men)

Primary Responsibility:

Men's residence halls
Personnel services

I. Personnel

- A. Assist in the selection of graduate resident advisors (men).
- B. Coordinate the selection of resident assistants.

II. Leadership and Communication

- A. Assist in Pre-School Workshop for advisory personnel (men).
- B. Assist in Education 416 - personnel work in student housing.
- C. Coordinate leadership training programs for students in residence halls (men).
- D. Attend and serve as a resource person for student meetings and residence halls as appropriate.
- E. Coordinate scholarship, activities, social, athletic, judiciary, and disaster programs in residence halls (men).
- F. Assist in orientation program in residence halls (men).
- G. Coordinate programs of Brody Activities Coordinator.

III. Liaison with University Community

- A. Assist in coordinating residence hall program with management of residence halls.
- B. Assist in coordinating residence hall programs with the various colleges.

IV. Publications

- A. Assist in preparing all handbooks published for residence halls (men).

V. Committees and Regular Meetings

- A. Residence hall staff meetings (men).
- B. Associate Dean of Students staff meetings.

VI. Discipline

- A. Assist in solving disciplinary problems at the residence hall level (men).
- B. Investigate or refer for investigation violations of residence hall units to governing group or Director.

VII. General Administrative Responsibilities

Assist the Director in coordinating the Division of Student Personnel Services in residence halls and perform such duties as are necessary to insure a smooth-functioning program. Work with the rest of the advisory staff in solving problems in the residence hall area. Make referrals to appropriate offices or agencies.

DIVISION OF RESIDENCE HALL STUDENT SERVICES
OFFICE OF STUDENT AFFAIRS

Associate Director (Women)

Primary responsibility:

Women's Residence Halls, student personnel services

I. Personnel

- A. Assist in the selection of Graduate Resident Advisors (women).
- B. Coordinate the selection of Resident Assistants.

II. Leadership and Communication

- A. Assist in Pre-School Workshop for advisory personnel (women).
- B. Assist in Education 416 - personnel work in student housing.
- C. Coordinate leadership training programs for students in residence halls (women).
- D. Attend and serve as a resource person for student meetings in residence halls as appropriate.
- E. Coordinate scholarship, activities, social, athletic, judiciary and disaster programs in residence halls (women).
- F. Assist in orientation program in residence halls (women).
- G. Liaison with AWS Judiciary.

III. Liaison with University Community

- A. Assist in coordinating residence hall program with management of residence halls.
- B. Assist in coordinating residence hall programs with the various colleges.

IV. Publications

- A. Assist in preparing all handbooks published for residence halls (women).

V. Committees and Regular Meetings

- A. Residence hall staff meetings (women).
- B. Associate Dean of Students staff meetings.

VI. Discipline

- A. Assist in solving disciplinary problems at the residence hall level (women).
- B. Investigate or refer for investigation violations of residence hall units to governing group or Director.

VII. General Administrative Responsibilities

Assist the Director in coordinating the division of student personnel services in residence halls and perform such duties as are necessary to insure a smooth-functioning program. Work with the rest of the advisory staff in solving problems in the residence hall area. Make referrals to appropriate offices or agencies.

DIVISION OF RESIDENCE HALL STUDENT SERVICES
OFFICE OF STUDENT AFFAIRS

Assistant Director

Primary responsibility:

Assist in the coordination of the Division of Residence Halls with liaison to both management and the Division of Student Activities.

I. Leadership and Communication

- A. Coordinate student activity programs in women's residence halls.
- B. Initiate and coordinate leadership training programs for women throughout the school year.
- C. Liaison with AWS activities.
- D. Assist in Pre-School Workshop.
- E. Assist Associate Director (women) and assume responsibility for coordinating scholarship, activities, social, athletic, judiciary, and disaster programs in women's residence halls.

II. Liaison with University Community

- A. Meet regularly with managers of women's residence halls.
- B. Serve as liaison agent between managers and the student personnel staff.
- C. Serve as liaison agent between student personnel services in residence halls and staff in the Division of Student Activities.

III. General Administrative Responsibilities

Assist the Director in coordinating and implementing residence hall programs, with special emphasis on women's residence halls. Assist in the employing of staff for residence halls. Assume responsibility for special projects assigned by the Director.

DIVISION OF STUDENT ACTIVITIES
OFFICE OF STUDENT AFFAIRS

Director

Primary responsibility:

Coordinate Division of Student Activities

I. Personnel

- A. Coordinate selection of staff for Division of Student Activities.
- B. Coordinate selection of office staff.
- C. Coordinate selection of housemothers and graduate assistants for fraternities and sororities.

II. Budget and Annual Report

- A. Administer budget for Division.
- B. Coordinate annual report for Division and submit to Associate Dean.

III. Leadership and Communication

- A. Coordinate and teach Education 415 - Student Leadership Training.
- B. Coordinate and conduct Pre-School Workshops for advisory personnel in Division of Student Activities.
- C. Provide leadership training for staff of Division.
- D. Coordinate leadership training programs for all organizations and activities falling in the Division throughout year.

III. Leadership and Communication (cont.)

- E. Regular staff meetings for Division personnel.

IV. Publications

- A. Coordinate Sparta-Guide.
- B. Coordinate Spartan Handbook.
- C. Coordinate Handbooks for staff and student leaders.
- D. Develop and coordinate appropriate publications
for the area of student activities and organizations.

V. Student Government and Student Organizations

- A. Advisor to Student Government - Coordinate
activities of:
 - a. Executive Branch.
 - b. Legislative Branch.
 - c. Judicial Branch.
 - d. Campus Chest.
 - e. Student Organizations Council.
- B. Coordinate and provide leadership for all student
organizations that fall in the area of the
Division of Student Activities.

VI. Committees and Regular Meetings

- A. Student-Faculty Social Committee.
- B. Student-Faculty Committee on Organizations.
- C. Associate Deans Staff Meeting.
- D. Spartan Roundtable.

VI. Committees and Regular Meetings (cont.)

- E. Orientation Steering Committee.
- F. Executive Board - Student Leaders and Staff.
- G. Student Judiciary (Coordinator).
- H. Secretary - Forum Committee.
- I. American Personnel and Guidance Association.
- J. Michigan College Personnel Association.
- K. National Association Student Personnel
Administrators as funds are available.
- L. Dean of Students Staff Meeting.

VII. Discipline

- A. Coordinate disciplinary program for student group violators.
- B. Refer individual students involved in group violations to Associate Dean.

VIII. Liaison with University Community

- A. Coordinate Education 415 with College of Education.
- B. Coordinate Student Orientation program with appropriate campus agencies.
- C. Coordinate advisory program for student organizations.

IX. Community Relations

Work with other agencies in the greater community on mutual problems.

X. General Administrative Responsibilities

Assume general administrative responsibility for the area of student activities. Assist Dean, Associate Dean and Assistant Dean in developing sound policy in the area and initiate programs toward that end. Make referrals to appropriate campus agencies.

XI. Research

Coordinate research projects in the area of student activities and organizations.

DIVISION OF STUDENT ACTIVITIES
OFFICE OF STUDENT AFFAIRS

Assistant Director

Primary responsibility:

Student Organizations and Activities

I. Leadership and Communication

- A. Assist the Director in developing and coordinating leadership training programs for all student organizations.
- B. Assist in conducting Pre-School Workshops for student leaders.

II. Publications

- A. Assist Director in preparing appropriate handbooks for student organizations.
 - a. Spartan Handbook.
 - b. Initiate and develop other publications of value to advisors and student leaders.

III. Organizations

- A. Assume primary responsibility for coordinating all student organizations chartered under Student Government. Provide leadership for officers and advisors.
- B. Co-Advisor Alpha Lambda Delta.
- C. Coordinating Advisor Tower Guard.

III. Organizations (cont.)

D. Assist Director in advisement of Student Government.

a. Executive Branch.

b. Legislative Branch.

c. Judicial Branch.

IV. Committees and Regular Meetings

A. Associate Dean's Meeting.

B. Division Meetings.

V. Off-Campus Housing

A. Assume responsibility of screening women to live in approved housing.

a. Inspection.

b. Approval.

c. Coordination.

VI. Discipline

Investigate and report violations of university and civil law in approved off-campus housing for women.

VII. University Community

A. Work with Colleges regarding student organizations that are related to academic departments. Work on mutual problems and provide leadership in this area.

VIII. General Administrative Responsibilities

Assist the Director, especially in the area of student organizations, and perform such duties as are assigned to promote educational opportunity through participation in student organizations. Perform any other responsibilities as are assigned.

DIVISION OF FINANCIAL AIDS
OFFICE OF STUDENT AFFAIRS

Director

Primary responsibility:

Coordinate and administer Division of Financial Aids

I. Personnel

- A. Selection of staff and office personnel for the
Division of Financial Aids.

II. Financial Aids

- A. Help develop policy and administer the following
financial aids plans:
- a. MSU Loans.
 - b. NDEA Loans.
 - c. Michigan Higher Education Assistance Loans.
 - d. National Student Loan programs.
 - e. Other loans administered through MSU.
- B. Advise students with respect to financial matters
and sources of assistance.

III. Withdrawals

Interview male students withdrawing from MSU.

IV. Committees and Regular Meetings

- A. Student Loan Committee.
- B. Mid-West Financial Aid Officers.
- C. Regional Meeting of College Scholarship Service.

V. Organizations

A. Frosh-Soph Council.

B. Religious Advisors.

VI. Community Relations

Interview students who have bad debts and bad checks in community. Recommend appropriate action to Associate Dean if needed.

VII. University Relations

A. Coordinate financial aid program with other University agencies.

B. Coordinate bad debts and checks with University Business Office.

VIII. Publications

Publish materials for staff, faculty, students, parents and other interested people concerning financial aids available at MSU.

IX. Budget and Annual Report

A. Administer budget for Division of Financial Aids.

B. Submit an annual report to the Assistant Dean.

C. Compile and record information for reports to the U. S. Department of Health, Education and Welfare, and such other reports as are required by the University.

X. General Administrative Responsibilities

The Director has the responsibility for the general over-all operation of the Division of Financial Aids.

The Director is to assist the Dean, Associate Dean and Assistant Dean in the development of policy regarding the administration of financial aids at MSU.

DIVISION OF STUDENT ACTIVITIES
OFFICE OF STUDENT AFFAIRS

Assistant Director (Half-Time)

Primary responsibility:

Student organizations, activities, and special projects

I. Organizations

A. Co-advisor to AWS - Executive and Legislative Branches.

a. "Who's Who and What's What".

b. Activities Carnival.

c. Blood Drive.

d. Lantern Night.

e. Other projects.

B. Student Judiciary.

II. Publications

A. Assist Director and Assistant Dean in publishing AWS Handbook .

B. Assist Director with Publication and Sparta Guide .

III. Leadership and Communication

A. Assist Director in Leadership Training programs and Pre-School Workshops.

B. Liaison with Division of Residence Hall Student Services.

IV. Committees and Regular Meetings

- A. Religious Advisors Meetings.
- B. Associate Dean's Meetings.
- C. Division Meetings.
- D. Student Faculty Social Committee.

V. Community Relations

- A. Handle correspondence and make arrangements when appropriate for such groups as:
 - a. Mademoiselle - Fashion and Fiction Contests.
 - b. Harvard-Radcliffe - Interview of Seniors.
 - c. Retail Organizations - Fashion Boards.

VI. General Administrative Responsibilities

Assist the Director in the many special projects in the area of organizations and activities and provide leadership for women in activities.

REORGANIZED DEAN OF STUDENT OFFICE
APPROVED APRIL 1970

MICHIGAN STATE UNIVERSITY - East Lansing, Michigan 48823

Vice President for Student Affairs - Student Services Building

July 24, 1969

Dr. Walter Adams
Acting President
Michigan State University

Dear Dr. Adams:

Attached are organization charts which show the re-organization I am proposing for the office of Vice President for Student Affairs.

This proposal is based upon a very careful and lengthy study of our functions and responsibilities and is intended to be as responsive as possible to the changes in the University--both those recently made and those we can predict.

I feel some divisions should still report directly to me because of the distinct nature of the service they provide. These include the Health Center, the Counseling Center, Intramural Sports and Recreation, Financial Aids, and the Volunteer Programs. The other responsibilities of this office will report through a Dean of Students.

The proposed organization of the Dean of Students Office is based upon staff studies which involved all the central staff of the present divisions. Basically, the new organization which is proposed seeks to satisfy several needs. The more important of these are as follows:

1. Increased communication, not only within the staff, but with other components of the University as well. The proposed advisory committee to the Associate Deans should be most helpful in this matter.

2. Centralized advisement to the major governing groups and ASMSU. This now has been needed for some time so that better coordination for these governing groups can be expected.

Page 2

Dr. Walter Adams
July 24, 1969

3. Increased flexibility with the newly proposed organization will be much easier to more quickly assign staff to areas of stress. It will also be much easier to move personnel around within the organization itself.

4. Centralized staff recruitment, selection and training. With the large turnover in residence hall staff each year considerable time is needed and effort expended in staff recruitment and selection. After staff are selected and placed it is extremely important that a centralized office carry on an on-going training program to assist them in fulfilling their responsibilities. This program applies not only to new staff, but must be tied in with other staff training as well. Sixty to eighty new staff are recruited each year in all areas.

5. Centralized advisement and training in the area of judiciaries. The judicial system at Michigan State University starts at the small group level, builds upon larger groups and culminates with the Student-Faculty Judiciary. There needs to be a common theme throughout the entire system. By centralizing advisement and training this can be accomplished.

6. Increased esprit de corps. The staff are excited about the advantages they feel will accrue from the new organization. They are particularly enthusiastic about what they feel will be increased communication and increased flexibility.

Many organizational structures could be proposed to meet some of the needs mentioned above. Many were considered. The one which is attached, however, seems to be the one best suited to the needs of Michigan State University at this time.

Sincerely,

Milton B. Dickerson
Vice President for Student Affairs

Enclosure
MBD:lw

VICE PRESIDENT FOR STUDENT AFFAIRS - Milton B. Dickerson

Milton B. Dickerson, Vice President for Student Affairs

Merrill R. Pierson, Assistant to the Vice President
and Coordinator of Draft Deferments

A. Dean of Students - Eldon R. Nonnamaker
Betty DelDin, Assistant to the
Dean of Students

1. Laurine E. Fitzgerald, Associate Dean and
Director of Graduate Education and Research
Thomas Zarle, Assistant Director

2. Louis F. Hekhuis, Associate Dean and Director
of University Governance
Delores Bender, Assistant Director
Don E. Coleman, Assistant Director
Lana Dart, Assistant Director
Mary Luginsland, Assistant Director
Mabel F. Petersen, Assistant Director
Edwin Reuling, Assistant Director

3. Robert R. Fedore, Associate Dean and Director
of Staff Selection and Training
Kay White, Assistant Director

4. Ruth Renaud, Associate Dean and Director of
Judicial Systems
Joy Tubaugh, Assistant Director
Randolph Webster, Assistant Director

5. Living Area Directors
Bernard Abbott, East Campus
William Barr, Red Cedar
Beverly Belson, Brody
Gary North, South Campus
Edwin Reuling, Off-Campus
William Thomas, Cedar Woods
_____, West Circle

B. Volunteer Programs - James Tanck, Director (on
leave)
John Cauley,
Assistant Director

- C. Financial Aids - Henry Dykema Director
Ronald Roderick, Associate Director
Richard S. Allen, Assistant Director
William Peterson, Assistant Director
Robert S. Piersma, Assistant Director
Thomas A. Scarlett, Assistant Director
L. Michael Smith, Assistant Director
- D. Counseling Center - Rowland Pierson, Director
Ross Matteson, Assistant Director General
Administration
Bill L. Kell, Assistant Director Training
Norman Abeles, Assistant Director Counseling
Services
William Mueller, Assistant Director Research
Gwendolyn Norrell, Assistant Director Testing
(on leave)
John R. Powell, Assistant Director Extra Center
Programs
_____, Coordinator, Brody Hall Office
Beatrice F. Moore, Coordinator, Wonders Hall Office
Cecil L. Williams, Co-Coordinator, Fee Hall Office
Samuel L. Plyler, Co-Coordinator, Fee Hall Office
Gerhard D. Linz, Coordinator, Olin Health Center
Office
- E. Olin Health Center - James S. Feurig, M.D., Director
James Cooke, Hospital
Administrator
- F. Intramural Sports and Recreation Services
Clarence L. Munn, Athletic Director
Harris F. Beeman, Intramural Director

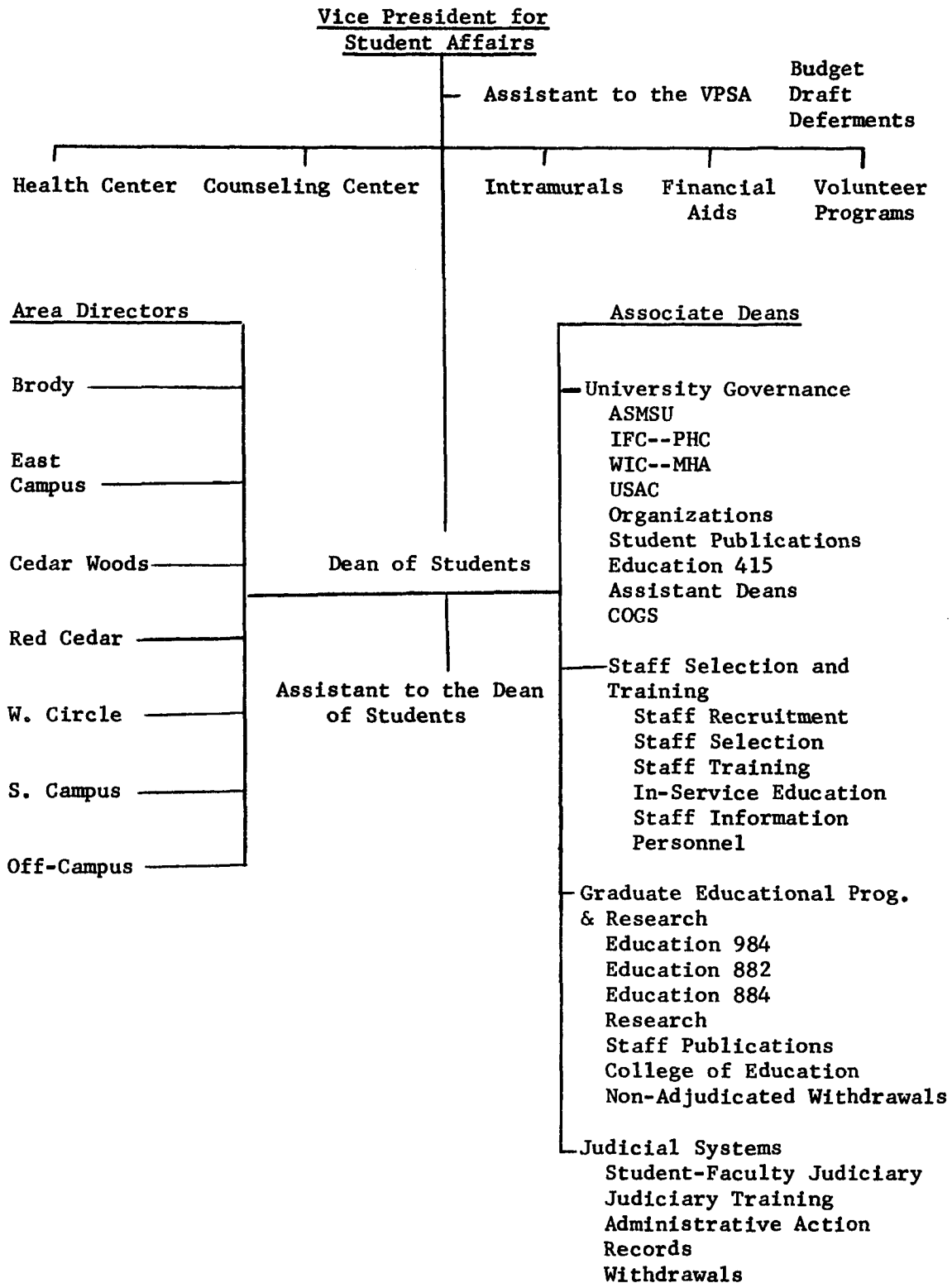


Chart I

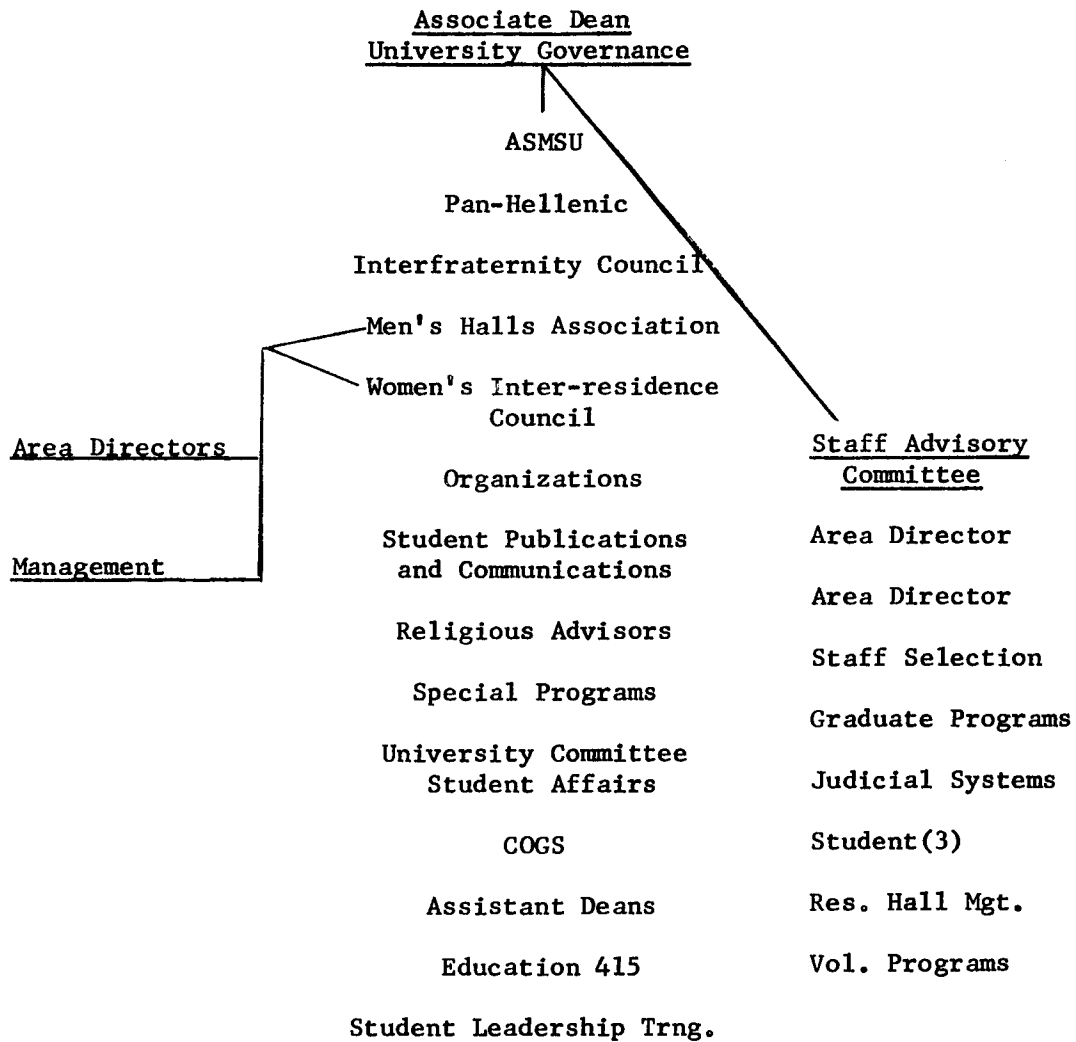


Chart II

Associate Dean
Staff Selection and Training

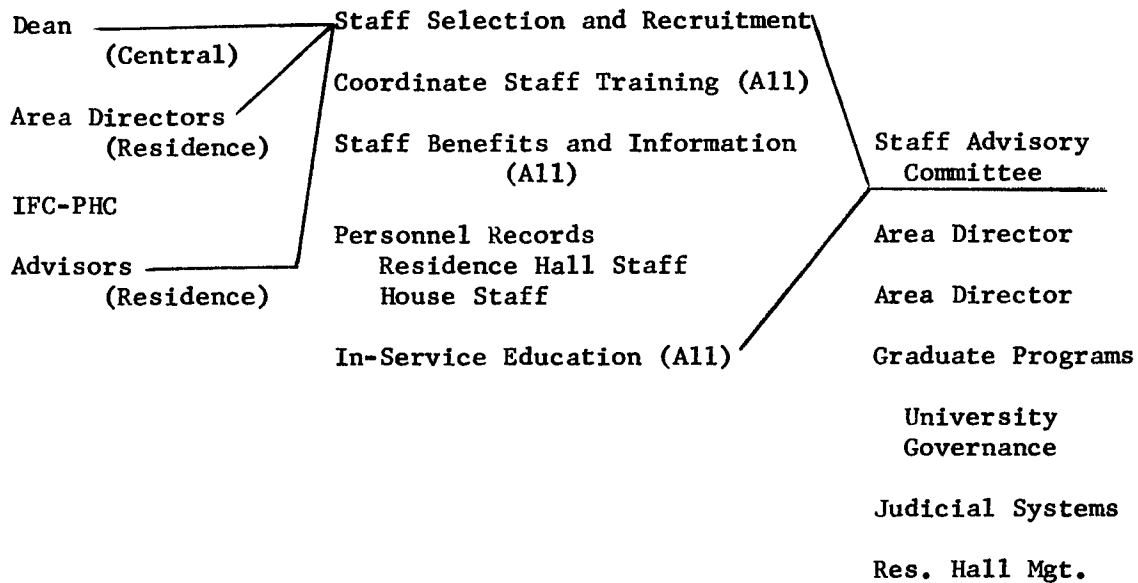


Chart III

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Associate Dean for Graduate
Educational Programs
and Research

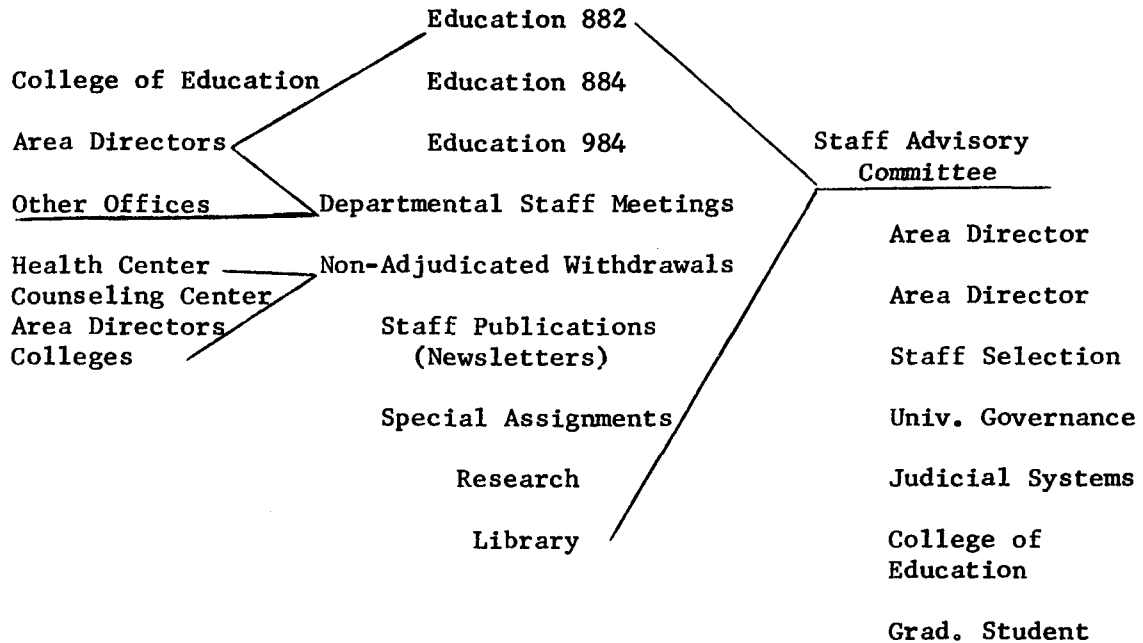


Chart IV

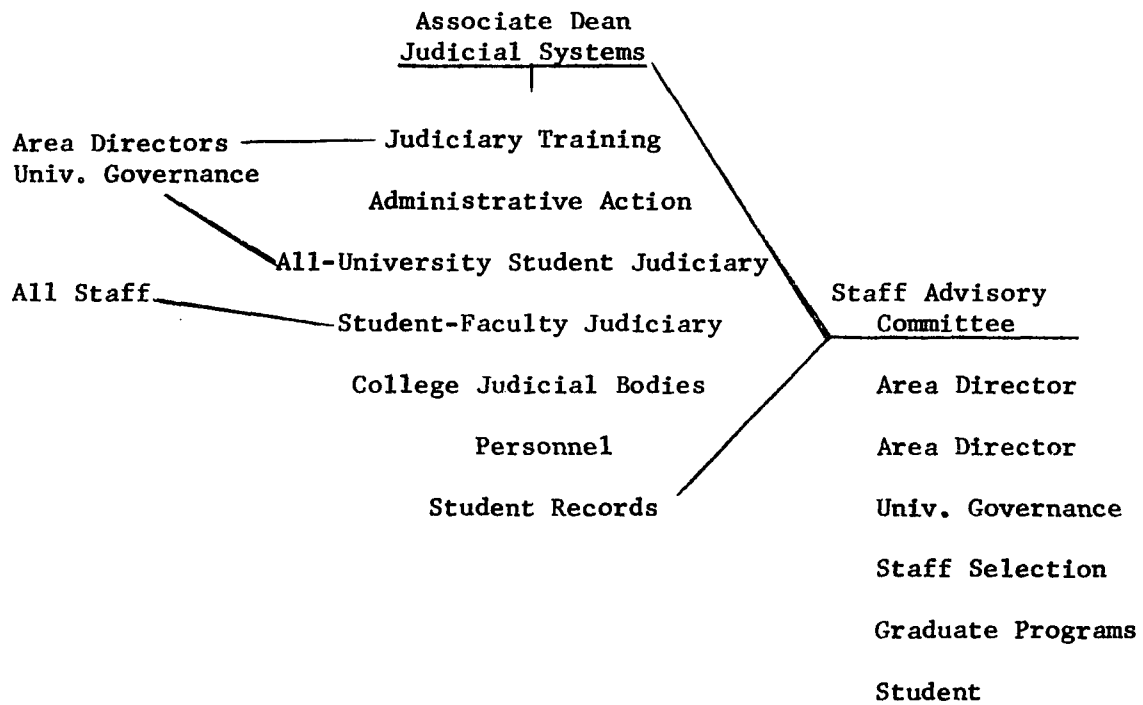


Chart V

APPENDIX D

STUDENT GROUP REGULATIONS

University Residence Hall Alcohol Policy

General Policy (Student Group Regulation)

Any residence hall may elect to permit the use of alcoholic beverages within the hall. Each residence hall which permits the use of alcoholic beverages shall submit to the Dean of Students a policy which will show the process used to control the use of alcohol and the process of referral and judicial action taken in the event of violations of the policy. This policy must be approved by the head adviser and manager of the residence hall and shall include the following three provisions:

- a. The possession and consumption of alcoholic beverages within the residence hall shall be restricted to those persons 21 years of age or older.*
- b. The primary responsibility for the proper use of alcoholic beverages shall not rest with resident assistants, but shall be the responsibility of all those living in the hall.
- c. Each hall shall include within its alcohol policy a roommate bill of rights.
 - Men's Hall Association
 - Women's Inter-Residence Council
 - Associated Students of Michigan State University
 - University Student Affairs Committee
 - Vice President for Student Affairs
 - April 24, 1970

Policy Implementation and Interpretation (Administrative Ruling)

- a. Each hall must determine whether it shall elect to permit the use of alcoholic beverages within its hall, according to state law. A cover letter attached to the hall policy, should delineate the method utilized by the hall governing body in determining the finalized hall policy related to alcoholic beverages.

*Any revision in this policy statement due to the change in the legal age of majority will be announced after January 1, 1972, the date of effect of the lowering of the age of majority to 18 years of age.

- b. Each hall governing body shall make available to each resident copies of the state laws, MSU Ordinance 22.00, University Residence Hall Alcohol Policy and hall policy as they relate to alcohol. This is in accordance with the Academic Freedom Report which specifies that all regulations shall be made accessible to students.
- c. Any hall policy, relating to alcohol, should incorporate statements from the MSU Ordinance and University Residence Hall Alcohol Policy as they specifically relate to residence halls.
- d. The hall policy should provide evidence that the governing body and residents have given serious consideration to the statement... "the proper use of alcoholic beverages shall...be the responsibility of all those living in the hall." Evidence of such consideration should be reflected in the section of the hall policy which defines the process used to control the use of alcohol.
- e. Violations of the hall policy, encompassing statements from MSU Ordinance 22.00 and the University Residence Hall Alcohol Policy, shall be referred in the manner defined by the Academic Freedom Report. Any individual retains his right to report violations of state laws directly to legal authorities. All policies should contain a reference to this individual right as well as a reference to the proper judicial channels within the living unit.
- f. The hall policy shall make reference to designated hall areas where alcohol may be consumed. The definition of "rooms, suites, and apartments" may be expanded to mean the house living area. The house living area shall not include any areas used in common with other residents of the hall. Additional hall areas may be designated only under the provisions of Ordinance 22.05.
- g. A roommate bill of rights that will address itself to problems resulting from the excessive or abusive use of alcoholic beverages has been specified as a necessary portion of the hall policy.
- h. Ordinance 22.05 refers to the use of alcoholic beverages at student social functions. The hall policy should reflect consideration of the following points:

- (1) Evidence that the hall has an internal method of social registration.
- (2) Specific reference to the method the hall and/or house intends to utilize to assure the fact that alcoholic beverages served at a social function will be provided only to those individuals eligible under state law.
- (3) Alcoholic beverages may not be sold. State Statutes which apply to sale are in Section 2.e and 2.f, page 33.
- (4) A hall policy shall specify designated areas in which social events, involving the consumption of alcohol, may be scheduled.

Acceptance of a hall policy, by all parties specified, does not give a house and/or hall approval to plan and execute such a social event without prior approval from the Vice President for Student Affairs for each individual event. Consideration for approval for individual social events will be given when the request to hold the event has been forwarded to the head adviser, area director and Vice President for Student Affairs.

Individual residence halls will be eligible to implement hall policies when the appropriate policy has been approved by the unit manager and head adviser and has been placed on file in the Office of the Dean of Students via the area director.

- Vice President for Student
Affairs
- April 29, 1970

CLOSING HOURS IN UNIVERSITY RESIDENCES
(Student Group Regulation)

1. University Closing Hours

- a. Women's residence halls, sororities, and supervised off campus housing will be closed by the following hours:

Sunday-Thursday: 12 midnight-6 a.m.
Friday-Saturday: 1 a.m.-6 a.m.

2. Signing Out and Signing In

a. Registration Week

Every coed is required to sign in, in person, when she arrives at her residence hall during registration week.

b. Beyond the Greater Lansing Area

Anytime a coed plans to leave the Greater Lansing Area (this area is defined as including those locations designated by the Lansing Area Telephone Directory) she is encouraged to sign out.

c. Overnight Absence

- (1) Although coeds are not required to sign out for overnight absences, it is recommended that they do so, especially for an absence of more than 24 hours.
- (2) A coed can stay as a guest in another Michigan State University residence provided that guest provisions (see Social Regulations, pages 71-73) have been made in accordance with the current University regulations.
 - Women's Inter-Residence Council
 - Associated Students of Michigan State University
 - University Student Affairs Committee
 - Vice President for Student Affairs
 - April 27, 1970

SOCIAL REGULATIONS (Student Group Regulation)

Individuals

a. Guests in Women's Residences

Allowing guests in women's residence halls and sorority chapter houses between the closing hour (see page 42 for information regarding closing hours) and the official opening provides an opportunity for coeds to experience a more equitable living situation without jeopardizing hall or house security. However, with this policy comes added responsibility. The responsibility of maintaining personal conduct in a manner which is in accordance with the policies and ordinances of Michigan State University falls to the individual residents of the hall or sorority house. An added responsibility falls to those electing to have guests. They must act with consideration and respect in regard to roommates and other concerned parties. It also is not the intent of this policy to condone premarital sexual intercourse or cohabitation. Violations of these responsibilities shall be subject to judicial action, and repeated and consistent disregard and misuse of this policy may be grounds for this policy's review and possible amendment.

Policy Implementation and Rules

- (1) Procedures and policies for the establishment of a guest policy in women's residence halls between the official closing and opening hours shall be agreed upon by the governing council, head adviser, and manager. These procedures shall be set, and on file, for the residence halls in the Office of Residence Hall Programs, the Office of Residence Hall Management, and with the Residence Halls Association.
- (2) Procedures and policies for the establishment of a guest policy in sorority chapter houses between the official closing and opening hours shall be agreed upon by the chapter members, their alumnae adviser, Panhellenic Council and the Panhellenic Council adviser. These procedures shall be set, and on file, for the chapter houses in the Division of Student Activities and the Office of Panhellenic Council.

- (3) Guests must have a specific escort between the official closing and opening hours.
- (4) A proposed guest policy shall be initiated by the governing council of an individual living unit consistent with the established procedures for policy making. It is recommended that the living unit governing councils investigate and establish procedures and policies for the protection of roommate privacy.
- (5) The governing council shall be responsible for complying with the closing hours regulation.

- Panhellenic Council
- Women's Inter-Residence Council
- Associated Students of Michigan
State University
- University Student Affairs
Committee
- Vice President for Student Affairs
- April 27, 1970

b. Open House Policy

An open house is an event by which a living unit can create a more desirable living experience for the residents, and greater interpersonal relationships can be developed among students of both sexes. It is for these reasons that this policy exists; but with its existence, so must there exist an acceptance of responsibility on the part of the students. The responsibility of this policy rests upon the individual who must maintain the element of academic privacy in the living areas, maintain his conduct in a manner which is in consideration of roommates or other concerned parties, and act in accordance with all policies and ordinances of Michigan State University. Further, it is not the intent of this policy to condone premarital sexual intercourse or cohabitation. Violations of these responsibilities shall be subject to judicial action, and repeated and consistent disregard and misuse of this policy may be grounds for this policy's review and possible amendment.

Policy Implementation and Rules

- (1) Procedures and policies for open houses shall be agreed upon for the residence halls by the governing council, head adviser, and manager, and for all others by the governing council, adviser and the advisers in the Division of Student Activities. These procedures shall be set, and on file, for the residence halls in the Office of Residence Hall Programs, and the Office of Residence Hall Management, and the respective governing body. All others shall be on file with the respective governing body and the Division of Student Activities.
- (2) A proposed open house shall be initiated and planned by the governing council of an individual living unit consistent with the established procedures. It is recommended that living unit governing councils investigate and adopt procedures and policies for protection of roommates' privacy, and for escorting of guests to rooms.
- (3) The governing council shall be responsible for complying with all social regulations of the major governing groups.

- Associated Students of Michigan
State University
- University Student Affairs
Committee
- Vice President for Student Affairs
- November 1969

c. Visiting Hours

- 7(1) Designated public areas of residence halls, sororities, and fraternities are open to both sexes at any time provided:
 - (a) The areas designated shall be agreed upon by the student governing group, management, and the adviser.

- (b) An individual living unit may set time limits if it desires.
- (c) The student governing body shall assume reasonable responsibility for behavior of students in these areas.
 - Panhellenic Council
 - Women's Inter-Residence Council
 - Associated Students of Michigan State University
 - University Student Affairs Committee
 - Vice President for Student Affairs
 - April 27, 1970

APPENDIX E

GRADUATE PROGRAM IN COLLEGE
PERSONNEL WORK AS ESTABLISHED IN 1964

MASTER OF ARTS PROGRAM IN COLLEGE PERSONNEL WORK

I. Introduction

The Master of Arts program in College Personnel Work gives considerable emphasis to the "Work-Study" concept of professional training. It has been designed to serve two purposes: The first purpose is to provide a program for students whose educational aspirations are terminal with the Master's Degree. These students enroll with the vocational goal of working in student activities, housing programs, student unions, placement, and other student personnel services. Typically they will serve in the capacity of assistant director or assistant dean, but with added experience they would not necessarily be limited to these levels, particularly in a smaller college.

The second purpose of this program is to provide students aspiring for the doctorate with a sound basis upon which to build a more broadly defined program of administration in higher education with emphasis on College Personnel Work. Ultimate goals would include such positions as Vice-President for Student Affairs, Dean of Students, Dean of Men or Women, Graduate instruction in College Personnel Work, or other work requiring the Doctor's Degree.

The program is designed principally as a "Work-Study" experience where academic course work is correlated closely with internship experiences.

II. Admission to the Program

- A. Have earned a grade-point average which meets admission standards in the other programs of the Department.
- B. Submit evidence of previous experience or of participation in relevant activities or programs which indicate the person's interest in students and student affairs activities (e.g., residence hall assistant, participant and leader in undergraduate student activities, etc.).
- C. (Desirable but not mandatory) Letter of recommendation from an individual in a position to know the

candidate and his potentialities for student personnel work.

III. Course Requirements and Experiences

Total credit requirements will vary between 50 and 60 term hours, depending upon the background, preparation, and needs of the candidate. Considerable flexibility in program planning is provided; thus each individual's program must be planned with his adviser.

A. Core Courses Required Credits

ED 882 - F,W,S Seminar in college personnel work	9
ED 884 - F,W,S Practicum and Field Work	6
These will be integrated as a five-credit block each term. Staff members of the Dean of Students Office will be involved in supervision and instruction.	
ED 816B - Procedures for Individual Analysis	3
ED 816D - Procedures in Counseling	3
ED 867 - Methods of Educational Research	<u>3</u>
	24

B. Additional Courses in Guidance and Counseling recommended for consideration as appropriate:

ED 816C - Group Procedures in Guidance
ED 816A - Occupational, Educational, Social Information
ED 883 - Readings and Independent Study

C. Related Education Courses

1. Required

ED 804B - Higher Education in the U.S.	3
ED 865 - Tests and Measurements	<u>3</u>
	6

2. Electives suggested for consideration will include such courses as:

ED 811A - Conditions of Learning
ED 800 - Crucial Issues in Education
ED 828E - Instruction in Higher Education

D. Cognate Areas

A minimum of 12 term hours of course work must be taken outside the College of Education. They may be taken in more than one department so long as the block of work has some inter-relationship. Courses from among the following are typically suggested, although the student need not be limited either by the courses or areas suggested if there are others which would be more appropriate to his situation.

PSY 348 - Adolescent Psychology
PSY 425 - Abnormal Psychology
PSY 335 - Psychology of Human Relations
PSY 336 - Psychology of Social Movements
PSY 427 - Personality Theories

SW 428 - Marriage and Family Relations
SW 438 - Social and Emotional Development

SOC 429 - Urban Community
SOC 432 - Normal and Delinquent Behavior of Youth
SOC 430 - Sociology of Occupations
SOC 433 - Minority Peoples
SOC 448 - Small Group Interaction
SOC 471 - Modern American Society
SOC 472 - Culture and Personality

DOCTORAL PROGRAM FOR
STUDENT PERSONNEL WORK IN HIGHER EDUCATION

I. Introduction

This program of study is designed for the professional preparation of students who plan to enter the field of College or University Administration with the intent of functioning in the capacity of Vice-President for Student Affairs, Dean of Students, Dean of Men or Women, College Instruction in College Personnel Work, or other positions requiring the Doctor's Degree with emphasis on student personnel work.

II. Admission to the Program

- A. Admission requirements established for the College of Education will apply.
- B. Assumes a Master's Degree in an appropriate field or completion of sufficient master's level courses in college personnel work to include the background requirements for that level.
- C. Assumes some previous professional work experience which gives evidence of the appropriateness of this program for the individual.
- D. Current procedures for considering admissions will apply; in addition, however, the reviewing committee will include at least one member of the staff from the Student Affairs Office who has been designated as part of the professional staff for the program.

III. Ancillary Requirements

This program will have the same ancillary requirements as other doctoral programs in the College of Education.

IV. Course Requirements and Experiences

Total credit requirements will vary between 50 and 70 term hours, exclusive of thesis and ancillary requirements, depending upon the background, preparation, and needs of the candidate.

A. Core Area

1. A continuous seminar extending for 4 terms, will focus on the following aspects of student personnel services--

Regulation of Student Conduct
 Legal Implications
 Financial - Budgetary
 Student Activities
 Housing and Food Services
 Special Services (Counseling, Orientation, etc.)

2. Established Courses in Higher Education sequence--

Administration
 Instruction
 Evaluation
 Higher Education in the United States
 Other courses of similar nature

B. Cognate Fields

A series of courses may be selected, with advice of the Committee, from the fields of Sociology, Psychology, Business (Personnel and Production Management, etc.), Social Work (in limited, but special cases), and other areas in which the candidate may make a justifiable request.

C. Practicum-Internship in the Dean of Students Office

This phase may extend from one year to four years, but credit will be limited to nine term hours. It will provide for a rotation of experiences in various student personnel functions, depending upon the previous experience and future goals of the individual.

D. General Professional Field of Education

Appropriate courses will be selected from the College of Education to prepare the candidate for the comprehensive examinations over the field

of professional education. As part of this sequence it is recommended that at least one course in Statistics and one course in learning principles and theory be included.

E. Thesis

To be comparable in quality to thesis in other fields of Education. Type, design, etc., to be determined by the advisory or guidance committee.

The doctoral program should provide considerable latitude in the selection of courses, with the exception of those courses included in the core area. Insofar as possible, each student's program should be tailored to meet his individual needs and future vocational aspirations.

APPENDIX F

THE ASSOCIATE DEAN OF STUDENTS' CHARGE TO STAFF
CONCERNING REASSESSMENT OF THE DEAN OF STUDENT'S OFFICE

May 23, 1969

MEMORANDUM

TO: Staff

FROM: E. R. Nonnamaker

SUBJECT: Five Questions

Our current organizational structure was established in 1963. Since that time many changes have taken place at Michigan State University. In many ways our staff have initiated and contributed to that change; in other ways they have adapted to it. I think it is time, however, that as a staff we objectively and realistically reassess our structure, role and purpose. There are many questions that need to be answered. The more important of these, it would seem to me, are as follows:

- I. What, within the context that is Michigan State University, are our objectives?....

This question is perhaps not so difficult to answer in the area of Financial Aids, but it is of prime importance in the area of residence halls, student activities, and student and staff participation in University government. We need to make some decisions, for example, with respect to:

- a. What is important--what are our priorities?
- b. Given our budget and number of personnel, what can we realistically do?
- c. Equally important, what are we now doing that we need not do?

We must, as a staff, reach some common agreement on our objectives. These objectives must be realistic in terms of educational purpose, staff strength, and financial resources. Further, they must be ordered in terms of their priority.

II. How, within the context that is Michigan State University, do we as a staff contribute to policy formulation?....

This question, of course, relates to the first question above but is, I believe, important enough to be listed separately. We need to decide how, where, and when we are to be involved in policy formulation. For example:

- a. How do we relate to policy formulation in the residential college, or in other academic areas, if at all?
- b. How do we related to policy formulation in residence hall management, if at all?
- c. What is our role in policy formulation in the area of student affairs? How do we relate to the University Student Affairs Committee; to ASMSU?
- d. Do better models for policy formulation exist than are currently in operation? If so, what are they?

III. Although closely related to I., above, there is the question of our role in the formal educational structure.

It seems to me we need to evaluate rather carefully the role and function we, as a student personnel staff play, and should play, in graduate and undergraduate instruction. For example:

- a. How much time and effort should we put into graduate education?
- b. How much time and effort should we put into undergraduate education? What about independent study and student leadership training? Who and how many students should be selected? What should the course content be?

If the above kinds of education are one of our objectives, then careful attention must be given to the above questions.

- IV. How do we convey whatever objectives we have to our residence staff; to the rest of the academic community?

With such a large residence staff as we have it has become increasingly important that the generalized objectives articulated by this staff be communicated to them. Equally important is the communication of these objectives to other segments of the University community. For example:

- a. What should be the content of in-service education for head advisors; graduate advisors; resident assistants?
- b. How is this in-service education best accomplished?
- c. How do we communicate with the rest of the University community?

The objectives we seek to attain can never be accomplished by the central staff alone--it is only through the efforts of the entire staff that such objectives can be articulated.

- V. In view of the above, how can we best utilize our staff in response to the answers to these questions?

APPENDIX G

A CHRONOLOGY OF ORGANIZATIONS, DEPARTMENTS AND POSITIONS
WHICH HAD RELEVANCE TO STUDENT PERSONNEL ADMINISTRATION

1. The first organization for student government, Students' Government-1875.
2. Discontinuance of student government-1896.
3. Women's Department established-1896.
4. First Dean of Women-1898.
5. "The Student Council" re-established-1908.
6. Establishment of the First Women's Student Council-1916.
7. First administrator to assume the role of a Dean of Students-1925.
8. Office of the Dean of Men established-1935.
9. First Student Government to include both Men and Women-1940.
10. Office of the Registrar placed under the jurisdiction of the Dean of Students-1944 (originally established in 1910). Removed from the jurisdiction of the Dean of Students Office and re-assigned to the Office of Vice President for Academic Affairs in 1956-1957.
11. Office of Counseling and Testing Service established in 1944 under the jurisdiction of the Office of the Dean of Students (organized Counseling evolved from a program established by the Faculty in 1894). Removed from the jurisdiction of the Dean of Students Office and placed under the jurisdiction of the Vice President for Student Affairs in 1964-1965.
12. Placement Service placed under jurisdiction of the Office of the Dean of Students in 1944 (originally established in 1943). Re-assigned to the President's Office in 1948-1949; in 1950-1951 again placed under the Dean of Students Office; in 1964-1965 removed from the jurisdiction of the Dean of Students Office and re-assigned to the Office of the Vice President for Special Projects.
13. The Offices for Dormitory Management established in 1944 under the jurisdiction of the Office of the Dean of Students. Removed from the jurisdiction of the Dean of Students Office and re-assigned to the Secretary's Office in 1946-1947.

14. Office of School Cooperation established in 1949 under the jurisdiction of the Office of the Dean of Students. Functions removed from the jurisdiction of the Dean of Students Office and re-assigned in 1959-1960 to Admissions and Scholarships Office under the jurisdiction of the Office of the President.
15. Servicemen's Institute established under the jurisdiction of the Office of the Dean of Students in 1944. Functions were incorporated in the Counselor for Men's Responsibilities in 1945-1946.
16. General College Division placed under the jurisdiction of the Office of the Dean of Students in 1944 (originally established in 1942) and discontinued on July 1, 1945.
17. Lecture Concert Series placed under the jurisdiction of the Office of the Dean of Students in 1944 (evolved from a Faculty Committee appointed in 1899). Removed from the jurisdiction of the Dean of Students Office and re-assigned to the Office of the President in 1950-1951.
18. Summer School Office placed under the Office of the Dean of Students in 1944 (coordination of Summer School Activities was established in 1889). Removed from the jurisdiction of the Dean of Students Office and re-assigned to the Office of the President in 1950-1951.
19. Housing Assignments established in 1946-1947 and placed under the jurisdiction of the Office of the Dean of Students. Functions removed from the jurisdiction of the Dean of Students Office and re-assigned in 1963-1964 to Dormitory and Food Services under the jurisdiction of the Office of the Vice President for Business and Finance.
20. Draft Deferment Office established under the Dean of Students Office in 1950-1951 and continues to date, presently titled Draft Counseling.
21. Office of Foreign Student Adviser established in 1952-1953 under the Office of the Dean of Students. Functions removed from the jurisdiction of the Dean of Students Office and re-assigned in 1961-1962 to International Programs under the jurisdiction of the Office of the President.

22. Health Service placed under the jurisdiction of the Office of the Dean of Students in 1951-1952 (originally established in 1893). Removed from the jurisdiction of Dean of Students Office and placed under the jurisdiction of the Vice President for Student Affairs in 1964-1965.
23. Alumni Relations placed under the jurisdiction of the Office of the Dean of Students in 1951-1952 (established in 1868). Removed from the jurisdiction of the Dean of Students Office and re-assigned to the Secretary's Office in 1961-1962.
24. International Center placed under the jurisdiction of the Office of the Dean of Students in 1951-1952 (International Center established in 1944). The International Center removed from the jurisdiction of the Dean of Students Office and was re-assigned in 1961-1962 to International Programs under the jurisdiction of the Office of the President.
25. Establishment of a viable, three-branch student government, All-College Student Government, in 1951.
26. Religious Advisers placed under the Office of the Dean of Students in 1958-1959. Religious Advisers as a designated entity under the Dean of Students Office was discontinued in 1959-1960 but the Advisers were still serviced by the Dean of Students Office.
27. Records Division established in 1965-1966 under the jurisdiction of the Dean of Students personnel. Reclassified in 1969-1970 as a personnel records office under the direction of Dean of Students personnel.
28. Volunteer Programs established in 1967-1968 under the jurisdiction of Dean of Students personnel. Removed from the jurisdiction of the Dean of Students and placed under the jurisdiction of the Vice President for Student Affairs in 1970.