

Kate Hevner Mueller: Woman for a Changing World

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Kate Hevner Mueller was the dean of women at Indiana University (IU) from 1937 to 1945 and, for 21 years (1948–1969), the matriarch of what is now considered one of the best student affairs preparation programs in the country (Sandeen, 1982). She was among a group of highly productive female scholar-practitioners, including Esther Lloyd-Jones, Ruth Strang, and Melvne D. Hardee, who shaped student affairs work from the 1940s through the 1960s. Kate personified high standards in professional performance, scholarship, and research. Her own scholarly interests took her beyond student affairs work; for years, she pursued with great zeal the psychological assessment of aesthetics, particularly music appreciation, and the changing role of women in modern society. In a field dominated by persons known for their caring and concern for others, Kate Hevner Mueller stood out as an intellectually superior, multitalented, driven champion of the integral role of student affairs work in the “academy” (of higher education). Her friends consider her one of the most interesting and complex persons they have ever known.

Kate Hevner was born November 1, 1898, in Sunbury, Pennsylvania. Her father was a YMCA secretary and Presbyterian minister, and her mother was an elementary school teacher. After graduation from Williamsport (PA) High School, Kate completed her baccalaureate degree with honors in 1920 from Wilson College in Chambersburg, Pennsylvania, where she majored in English and minored in French. Her interest in psychology was piqued by a course in her junior year, and she contributed articles on psychology to the campus literary magazine.

After 2 years of teaching high school mathematics in her hometown, Kate enrolled at Columbia University to pursue a master's degree in psychology. She returned from Columbia to Wilson to teach psychology and mathematics. Teaching further stimulated Kate's interest in psychology and prompted her to leave Wilson in 1926, this time to study with L. L. Thurstone at the University of Chicago.

In 1929 Kate joined the faculty of the University of Minnesota, where she taught experimental psychology and psychology of the arts and continued research on the measurement of music appreciation begun at Wilson College. Her interest in the psychology of music took Kate to the University of Oregon for a summer. There she met her future husband, John H. Mueller, a sociologist and musician.

Kate married John Mueller in 1935 and moved with him to Bloomington, Indiana, where he had taken a faculty position in sociology at IU. Kate had not planned to become a university administrator, but after joining John at Indiana she was offered the dean of women position in 1937. She immersed herself in the new job with uncommon determination and quickly adapted to

the role, relying on the principles of experimental psychology and the philosophical tenets of *The Student Personnel Point of View* (American Council on Education [ACE], 1937). Kate Mueller soon became an articulate spokesperson for the student affairs field.

World War II prompted a sharp decline in the number of male faculty members and administrators. As did many other institutions in American society, colleges and universities responded to this phenomenon by greatly expanding educational and professional opportunities for women. Women entered traditionally male fields (e.g., engineering, medicine, law, science) in unprecedented numbers, and Kate took advantage of the times to develop numerous programs and services for female students, including career education and peer counseling (Solomon, 1985).

After the war, record enrollment increases were fueled by the GI Bill. As men returned to reclaim their jobs, staffing in student affairs divisions mirrored the return to a male-dominated academy. At many institutions, the roles of dean of men and dean of women were consolidated into one: the dean of students. At IU, as at most other universities, the dean of men became the dean of students, and Kate Mueller was reassigned to the Counseling Center. This professional embarrassment was instrumental in her subsequent outspoken advocacy of an expanded role for women in the university as well in other areas of life.

After 2 frustrating years as senior counselor for women, Kate was offered a faculty appointment. According to August Eberle, professor emeritus and former chairman of IU's Department of Higher Education,

Herman B. Wells, the president of Indiana University, and the dean of faculties took Kate to lunch and offered her an assistant professorship. Kate looked at them and said, “I was an assistant professor before I came here, and I have no intention of being one again”; and she got up and walked out on them. She went home and told John, and he was just horrified. But after a few days, they offered her an associate professorship and 5 years later she was promoted to full professor. (A. Eberle, personal communication, August 1985)

As a teacher, Kate's greatest strength was challenging students to justify, in philosophical terms, the role of student affairs in the academy and to document, using psychological research, the relationship between the actions of student affairs staff members and the growth and development of students. “We learned from her a comprehensive view of student affairs. She was a link to the pioneers of our field, and so could help us to question it” (C. Smith, personal communication, July 1985). According to Thomas Schreck (personal communication, July 1985), another of Kate's students and former dean of students at IU (1969–1981), “Kate was not a ‘nuts and bolts’ trainer of administrators. She was a psychologist first and foremost and used her background

in psychology to design appropriate responses by student affairs staff to problems in the field."

According to Dean Elizabeth Sutherland of Mercy College (personal communication, July 1985),

Kate never accepted a "trashy" position. . . . You couldn't say, "Well, I think students should have such and such, or should be permitted to do such and such." You had to provide a well thought out, critical analysis of the problem and why the position you adopted was consistent philosophically with the institution and with the research literature. She kept herself so well informed and was fearless in defense of an examined position. Yet, she was gracious—always kind. I never heard her belittle or say an unkind word about anybody. It just didn't enter her behavior.

During the 1950s, Kate was active in many different areas: establishing the master's degree program in college student personnel at IU; serving as a consultant to the U.S. High Commissioner for Germany, preparing women for effective citizenship through education; presiding over the aesthetics division of the American Psychological Association (APA); and publishing numerous articles and a landmark book, *Student Personnel Work in Higher Education* (Mueller, 1969) (1954).

Kate was well ahead of most of her contemporaries in her view of the emerging role of women in society. Some have speculated that her mother's experience as a teacher fostered in Kate a strong desire to succeed in the male-dominated academy and influenced her advocacy of expanding the roles of women in contemporary society.

Kate's work in women's education led to a remarkable distinction: She was one of 70 women named in a 1959 Women's News Service Poll as qualified to be the vice-president of the United States. But she was also comfortable in performing activities often associated with the traditional role of women. For example, she and John entertained often, and she graciously played the part of the elegant hostess. After her husband died in 1965, she served in a similar capacity for Indiana University Chancellor Herman B. Wells. According to August Eberle, who knew Kate as well as anyone in the last few years of her life, "she wanted to enjoy male companionship but at the same time she needed to be free to pursue her own interests and inclinations" (personal communication, August 1985).

Many considered Kate to be an exemplary role model. "Anyone entering the field could not have asked for a finer example—as an intellect, as a leader, as a writer, and as a thinker" (E. Sutherland, personal communication, July 1985). "Even when her ideas were under attack, Kate's personal graciousness and style were evident" (R. Shafer, personal communication, July 1985). "In an argument or in a debate, Kate conducted herself as an intellectual. She was really a scholar, but a very human one. She could give the appearance of being haughty but she wasn't" (E. Sutherland, personal communication, July 1985).

She had such confidence in herself—she was an excellent teacher and basically a true academician but yet a person who was passionate about other people. She was demanding, yet understanding. Her sense of humor was delightful—when you could discover it. She was a person whom I respected a great deal because of her knowledge, her ability to write, her ability to conceptualize. Younger people sometimes felt in awe of her because she presented herself as a woman of intelligence. (J. Trow, personal communication, August 1985)

In the 1960s Kate made seminal contributions to the student affairs literature. *Student Personnel Work in Higher Education* (Mueller, 1969) was recognized as one of the first scholarly

textbooks in the student affairs field. According to Robert Shaffer (personal communication, May 1985), "Kate brought a measure of scholarship that those of us who came into teaching with a student affairs practitioner's orientation did not have. . . . She was a true scholar and probably introduced a higher level of scholarship to the field than most people could muster." From 1960 to 1969, the *NAWDAC Journal* flourished under her editorship. "She really had vision and although she sort of resented those who adopted a management perspective toward the administration of institutions of higher education, she knew the management literature of that time pretty well" (R. Shaffer, personal communication, May 1985).

Kate retired from Indiana University in 1969, but she continued to teach and conduct research on symphony orchestra repertoires. She spent 1 year on the faculty of Florida State University and, with support from the Rockefeller Foundation, completed a book that she and John had worked on together: *Twenty-seven American Symphony Orchestras: A History and Analysis of Their Repertoires, Seasons 1842-1843 to 1969-1970* (Mueller, 1973).

During retirement, Kate traveled extensively and was frequently recognized for her leadership and scholarly contributions to student affairs work. She received the Outstanding Contribution to Research and Literature Award from the National Association of Student Personnel Administrators (NASPA) (1978) and the Distinguished Service Award from the National Association for Women Deans, Administrators, and Counselors (NAWDAC) (1982). She also continued to meet with the "Peaceful Valley Deans," a group of female student affairs officers who gathered annually at the Peaceful Valley Ranch in Colorado to discuss topics of interest in student affairs. According to Elizabeth Sutherland (personal communication, July 1985),

The meetings of the Peaceful Valley Deans gave us a forum to critically analyze difficult issues (e.g., coed housing, students' rights, alcohol on campus) and to support each other in maintaining our personal and professional integrity. Some thought we were off on holiday, but we actually met four times a day with a formal agenda. We had a good time, too, but I learned more about what was going on in the field from Kate and the other women there than any other opportunity I've had.

After a long illness, Kate Hevner Mueller died on August 10, 1984, just several weeks before a scheduled interview in which she was to begin to talk about her contributions to counseling and student affairs work. Fortunately, Kate's compulsiveness led her to record much of her thinking about her life from her undergraduate days through the early 1970s. She left more than 60 pages of notes, some typed and some written in her own hand. These personal, heretofore unpublished recollections, along with passages from some of Kate's published works, have been fashioned into an interview format similar to those that have appeared in the Life Lines series. Some minor editorial changes were made to restructure the diverse sources into a coherent whole. Every effort was made to remain true to Kate's words and ideas.

THE EARLY YEARS

What stands out in your mind about the years following your graduation from Wilson?

K.M.: After teaching high school in my home town, I decided to pursue a master's degree at Columbia University. I studied the history of psychology, experimental and abnormal psychology, and statistics. I also took a philosophy course from the well-known John Dewey. Dewey was bewildering to me, for he sat at

his desk with his hand over his mouth, talking, or rather mumbling and rambling, or so it seemed to me. I enjoyed the assigned readings and somehow got through the course, but I must admit I never could follow the lectures.

I served as one of Edna Heidbreder's subjects for her doctoral thesis on the formation of concepts. This meant long sessions with her in what were very frustrating problems, for she could give no clues, and when I sat there sometimes as much as half an hour without knowing what to do, it was all I could do to keep on with it. She had nine subjects, who of course were never identified, but afterward when I could read the printed monograph I could identify myself because I was the only one who invariably said, "Oh, I should have thought of that!" Some 5 or 6 years later, when I was a candidate for a job at the University of Minnesota after my teaching at Wilson and 2 years at the University of Chicago, Edna was asked to look over the prospective candidates. When she saw my picture, she exclaimed, "Why, I know that girl!" When Elliot asked, "Can she teach statistics?" Edna replied, "Well, if she says she can, she can," and that was important in getting me the Minnesota job.

For my practice work in abnormal, I went by ferry to Ward's Island to administer intelligence tests to newly admitted patients, a job that rather frightened me, but I stuck with it as long as necessary for the credit. After getting up enough courage, I asked Professor Garrett to supervise my thesis, which had to do with the intensity of the sensation (i.e., the loudness of the voice in reading comprehension). Work on the thesis was discouraging. I found it the most deadly and uninteresting thing I ever did and still wonder how I finished it.

After finishing my master's degree in 1923, I returned to Wilson College, where I taught psychology and mathematics for 3 years but soon decided it was time to go on for another degree. In my statistics course at Wilson, I used a text by Thurstone of the University of Chicago. I knew about the National Science Foundation meeting in Washington and that Thurstone would be attending, so I wrote to him and asked him if I could talk with him there. After meeting with Dr. Thurstone, I applied for a fellowship at Chicago and Bryn Mawr and was delighted when I heard that I had been successful at Chicago.

At Chicago I chose to live in one of the residence halls. There were no rules for graduate students, and I enjoyed that very much. I found the classes smaller, more pleasant, and, certainly, more stimulating. I did some teaching in general psychology, and

"... my doctor's thesis ... was only 11 pages long. I actually typed it myself!"

Thurstone and I lost no time in embarking on a thesis. We demonstrated the truth and value of his law of comparative judgment by means of handwriting analysis. I planned to spend 2 hours each night, 10 to 12 o'clock, in the tabulation of samples, and finished that part in the second quarter. The reward for the endless hours of work came in finding that my doctor's thesis, the summary of the results of the study, was only 11 pages long. I actually typed it myself!

What was your experience at Minnesota like?

K.M.: I was very overwhelmed by the aggressive competition of the faculty there. Pressure to produce research was greater than anything I had ever experienced. Teaching skills were negligible; it was reprints that counted, but Edna Heidbreder was a gentle, helpful, and altogether delightful person, and she found me a room within walking distance of my office. My primary

assignment was teaching experimental psychology to sophomores, although in the spring I had one class in psychology of the arts.

How did you meet your husband, John?

K.M.: While on the faculty at Minnesota, I received a grant from the Carnegie Committee for the Study and Advancement of the Teaching of the Arts to continue work on my music appreciation test at the University of Oregon. John was a faculty member at Oregon and a member of the Carnegie Committee. He was very interested in the outline that I had submitted and in the music appreciation test. Having been trained in sociology at Chicago, he rejected the experimental method common to psychology. John's first statement to me was that appreciation cannot be tested, to which I replied, "You don't know what you're talking about." He insisted that we make an appointment the next day at a practice room in the music school. I thought this was a preposterous challenge, because in developing my test I had spent many hours coaching my student pianist in the proper playing of my tests, and suddenly a mere sociologist proposed playing them on sight! Of course, I had no idea that he was a talented pianist. His criticism was also somewhat mollified by the success I could report in my earlier experiments.

I took John seriously because he was the first man I met who was more intelligent and more committed to excellence in his professional work than I was. At the same time, he was more of a serious challenge to my own ways of thinking. And how we argued! We each had a different point of view of beauty and the best way to understand, to teach, and to enjoy it.

John also had an impact on my career. I well remember my first day at my job at IU. It was our wedding anniversary, and John sent a bouquet for my office desk. His card said he was reconciled to my job even though the last thing he had ever imagined for himself was sleeping with the dean of women. John was the most ruthless critic and best adviser I ever had while I was dean!

THE DEAN OF WOMEN

You assumed the position of dean of women in 1937. How did you get the job?

K.M.: In the spring of 1937, John and I had one of our "at homes" for some 20 people, with tea, sherry, and music, because we had a new Steinway, and friends were curious to hear my husband play. Sherry was as "far out" as anyone in Bloomington dared to go in those years. Guests came and went and others tried the piano, and at the very last I looked out the window and saw Dean Agnes Wells and Assistant Dean Lydia Woodbridge coming up our walk. I had been eager to meet other women on the faculty, and Miss Wells had invited me to one of her Sunday afternoon teas, so of course I was returning the compliment. But I had already learned that Miss Wells was an ardent member of the Women's Christian Temperance Union, and so I ran to the dining room saying, "John! Here comes Dean Wells—help me get these glasses of sherry out to the kitchen."

They came, John played, they ate my fruit and drank my tea, they admired our new bookcases and John's Russian enameled work, and we finished the cookies. I often wondered what might have happened if they had come in earlier when the sherry was served.

In 1937 Miss Wells was requested by her physician to give up her position as dean of women, and she called one day to tell me that she had recommended me as her successor. Although I knew nothing about the functions of the dean of women, I saw no reason why I could not do as well as the deans I had known in action, but John was thoroughly frightened. My argument then,

as always, was that when a woman married she would have to take any old job that came her way and make the best of it, and, in any case, where would you find someone better, especially at that price? But John did all he could to discourage me.

I well remember my interview with Herman B. Wells [no relation to Dean Agnes Wells], the new president of Indiana University, who began by telling me that Agnes Wells had briefed him as follows: "She has a good husband and a PhD, and psychology is the new thing for these jobs, and also she has 10 years experience at five different places and does not belong to a sorority." We talked for a while about my work in psychology, and I offered to have the Columbia and Chicago placement files sent to him for his official records. He inquired about my salary, and when I told him it was \$2,700 at Minnesota he allowed he could meet that. We did not talk of specific programs or plans, which was not surprising because neither of us could have had too much to say on the subject.

On becoming dean I had conferences with members of the staff of the dean of women at Nebraska and with the student personnel staff at Minnesota. From those meetings I learned that a shift was taking place in the profession, away from the older paternal or maternal attitudes and toward the mental health and counseling points of view. I discovered that the American College Personnel Association (ACPA) had been formed as an alternative to the two national associations of deans of men (NASPA) and deans of women (NAWDAC), and I promptly joined.

As the dean of women, I served as adviser to the Association of Women Students (AWS), and, through this organization, handled women's regulations, including discipline problems and academic probation. We worked to establish a "Board of Standards," a group of female students that would be appointed by the AWS and whose responsibilities would be the administration of the AWS rules for women. The board worked fairly effectively and was accepted by the Faculty Student Personnel Committee, who, after all, did not relish meeting too often. I was also on the YWCA Board and the Panhellenic and Sorority Housemother's boards.

We had regular meetings with our staff and the hall counselors and heads of the university's smaller houses. At those meetings we studied the new trends, reviewed the new books or theories, and reported on the professional meetings we attended. Our office staff also used every opportunity to speak to groups of students, with whom we promoted the idea of goodwill and personal relations rather than an emphasis on rules.

And, of course, every group of students, alumni, or honorary or service club wanted me to make a speech. The most impossible speech-making job was for the "POW WOW," a huge, informal "banquet" scheduled for the Friday night before the homecoming game. It took place in the men's gymnasium, and there were acres of tables. The food was always the same: baked beans, ham, cole slaw, and pumpkin pie, and I was always seated between Head Football Coach "Bo" McMillan and President Emeritus William Lowe Bryan. My assignment was to "speak 2 minutes and be funny." I am sure I stayed within the 2 minutes, but I doubt I was very funny.

What was the dean of women's role in disciplinary matters?

K.M.: In the offices of "the disciplinary deans," as the president always referred to us, it was always difficult to keep our heads above the never-ending flow of individual students who came for appointments. Every day brought its quota of student officers and committee chairs, wrongdoers, complainers, and out-of-town visitors. Positive and constructive work was carried on largely through group meetings.

No college in those days was without its pages of ~~little~~

rules that students resented, faculty laughed at, housemothers could not do without, and, of course, the deans were expected to support: "One glass, but never two, on the cafeteria tray"; "When entertaining your date in the living room on the sofa, one foot always on the floor"; "Five minutes late after 10:00 P.M., one fewer night out that week, 10 minutes late, two fewer . . . and two offenses in same week, no nights out at all."

These rules differed from our theory about hall discipline. ~~theory was that the freshmen should feel that the dean's office was always on her side, and it was just that awful presence in the dean's office that was arbitrary and threatening. Therefore, the ultimate punishment for an offender was an interview with the dean!~~ On one occasion two sorority pledges, on a junket to Brown County (15 miles east of Bloomington) on a "blind" date, came in late because their men had been drinking, ran the car off the road, and lost a lot of time setting it back on the track again. So the culprits had come into the hall very late and were duly sent to me. The first one soon dissolved in tears, "I'm not like that other girl. She will always take a drink. She is the kind of girl whose own family has beer in the refrigerator, but I'm not like that. I would never take a drink." And I thought, as I handed her another Kleenex, here I am, with my own refrigerator well stocked with John's Anheuser-Busch beer!

How did the second World War affect campus life and the role of the dean?

K.M.: World War II brought much unusual work for the dean's office. It was a period of constant change. The military units marched to their classrooms, and their hours and privileges did not coincide with the campus regulations. Because the female students longed for social interchange, this was a source of constant friction, and committees of students and military recreation officers met almost daily in my office to exchange complaints. Why did dances have to begin as late as 9:00 P.M. when military regulations required return to quarters at 10:00 P.M.? Why did military units get free football tickets and then cheer for the opponent? (It happened on every campus, we soon learned.) Above all, why did the military have plenty of the choicest cuts of meat while the halls had the poorest quality, and mighty little of that?

As the halls were gradually given over to the military, female students were given four old fraternity houses. We traveled and telephoned and scraped the bottom of every employment agency barrel to find chaperones. We called them head residents, but as soon as we established good rapport with them, they seemed to leave—attracted by well-paid munitions jobs, or to join their husbands at camp, or to enter the women's military units.

In August 1942 we established a special training program for women who would thus be encouraged to enter one of the women's military units. In late August we announced our plans and the War Council approved them. The Women's Auxiliary Training Corps lasted just 1 year but received an unusual amount of national publicity.

The nature of our work with male students changed and diminished, because the military groups on campus had their own programs, regulations, and officers. The fraternities were dormant for the most part, and the male students were few and relatively transient.

After 1945 we prepared for the veterans; temporary quarters, quonset huts, and trailer courts began to dot the campus. We began to deal for the first time with married students, more pregnant women than the local hospitals could accommodate, cooperative kindergartens, babysitting, grocery "co-ops," divorces, and complaints about our social fees (too much) and programs (suitable only for single students).

What impact did the civil rights movement and student activism have on campuses in the 1940s?

K.M.: Students in the early 1940s, contrary to general opinion, were quite interested in current issues and were engaged in activism. There was one occasion in which the students picketed one of the bookstores because they were selling pies not made by a union bakery. The store responded by carrying the pies out to the picketing students, who devoured them with relish while parading up and down Indiana Avenue with their signs.

In the 1940s Black students did not pay union building fees and were, therefore, not allowed to eat in the union commons. A group of students, led by the student pastor of the Presbyterian church, protested this policy by eating there every noon with the Black students. This movement enlisted the support of some very prominent sorority and fraternity students, and soon the union was open to Blacks. A similar incident occurred when the IU yearbook censored a picture of Blacks and Whites eating together. Again the students protested and the picture was restored.

Describe for us your administrative style.

K.M.: I had no training for administrative work, and although I was able to organize efficiently and manage not only our daily tasks but also the larger units, I did not have the long-range view to focus on the future as a more aggressive entrepreneur might have. I had never developed habits of "thinking big," and, also, as a woman, I did not have the opportunities that men have always had to participate in councils at high levels of administration. Then, too, there were no books or articles on higher educa-

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tion as there are today and few, if any, departments of higher education or annual conferences where national problems were discussed.

When duties were assigned or solicitations were made for my help, I believe that I was quite effective. Our office was a comfortable and efficient place to work. Staff members were formal in their contacts with students—as was the custom in those days—but friendly and open. I believe that I presided well over the many staff and committee meetings, drawing comments from all members, watching the faces to catch those who wanted to speak, and catching the general drift of the thinking. I was a good armchair worker, and it was easy and pleasant to take the lead in setting directions, organizing research, writing, and editing.

THE ROLE OF THE EDUCATOR

How did your experience as a psychologist influence your work in student affairs?

K.M.: Because I taught experimental psychology and statistics for 10 years and used those methods in my own publications, I attacked many of the problems of the dean's office by collecting data. I made a number of studies of grades in relation to housing and of attrition of students from the halls and rooming houses.

For example, in 1942, after the halls had been functioning for 2 years, I received a note from President Wells reporting that many

complaints of "noise and lack of discipline" had reached his office. We immediately laid out a very extensive information-gathering campaign. We developed an open-ended interview form for questioning and recording, gathered together a corps of interviewers, gave them an hour or two of training and discussion, and arranged for a wide variety of the students from the halls to respond. More than 100 students were interviewed, and in the final summary we stated that:

There is in general much more satisfaction than dissatisfaction, and this was emphatically supported by remarks from the interviews. When asked their general impression, the first remark of all but two of the twenty was in regard to the enthusiasm and satisfaction which had been evident. They are most content with two factors: the social program and the physical surroundings; and they are least satisfied with the food and the student government.

The survey at least cleared the air and gave us some data to quote for the "education" of our faculty, administration, and student critics.

In 1978 the National Association of Student Personnel Administrators recognized you for your contributions to the student affairs literature. The award contained the following statement: "Kate Hevner Mueller, psychologist, teacher, and administrator, has been a pioneering presence in student personnel administration for four decades." What do you consider to be your most important contributions to the student affairs field?

K.M.: With the opening of the new residence halls after World War II, I was able to realize an ambition that I had cherished since my first days in office, namely to establish a 2-year training program for interns leading to a master's degree in college personnel work. College student personnel programs in higher education were so new in the 1950s that it was necessary to develop materials for the students, to write textbooks, and to edit journals.

In a very few years, and even through the war years, we gradually built up a curriculum and a body of students that rivaled the Syracuse school and challenged the Columbia University department. At this time all such curricula suffered because of their inclusion in the so-called guidance departments, where emphasis was on the preparation of guidance counselors for the high schools. The college personnel students were obliged to take all the courses required for these high school counselors, even though they did not need and usually did not have teaching licenses. The courses were not appropriate for the understanding of the older undergraduate students or for campus administration. These problems of breaking away from guidance were argued annually at the personnel conventions, but the greatly superior numbers of the counselor educators prevented for many years the needed curriculum reform. In the early 1960s we gradually moved away and joined forces with the higher education doctoral program.

You described student affairs work as an art rather than a science. Would you elaborate on that?

The [student personnel] administrator assumes that the norm for the happy, well-developed individual is built on a social, not a revealed, ethic, and that the process of achievement, while not fully known, is nevertheless knowable. It is not revealed by pure scientific methods alone, as the physical sciences or biological sciences may be, but requires in addition to experimentation and observation, some value judgments and some compromises, which are inescapably ethical in quality. This is the more precise way of stating the old cliché . . . that [student affairs] administration is "more an art than a science." Such a phrase may be interpreted as meaning either of two

things: (1) that the principles and methods of administration must be studied but cannot be rigidly applied for the solution of all administrative problems because value judgments will sometimes be needed; (2) that administration is a tightly organized and effective machine, working very much like any mechanical business machine, but that like the automatic thinking machine it is only as good as the material given to it, the questions asked of it—therein lies the art. (Mueller, 1961, p. 121)

In your opinion, what is the purpose of student affairs work in the academy?

I believe that four objectives [of higher education] may be described: (1) preserving, transmitting, and enriching the culture . . . by promoting the intellectual approach to all aspects of campus life; (2) developing all aspects of the personality . . . as they are needed to promote the intellectual . . . [intellect] is the impelling force, the very dynamics, of that understanding which is the end result of education; (3) training for citizenship; and (4) training for leadership.

To determine his special contribution to the integration of campus life, the personnel worker relates his objectives to the functions of higher education in general and grounds them in the most modern psychological theories of human development. Student personnel workers, whatever their age or station, owe all their constituents, and most especially their reluctant youthful charges, a positive, unrelenting program (1) for self-understanding, ego-integration, and personal growth; (2) against cheating and slipshod intellectual work of any nature; and (3) in support of learning and enjoyment of all the arts. These programs must be successful and sophisticated; therefore, carefully studied, planned, and endorsed in a nationwide professional effort.

Undoubtedly, there are activities and issues perhaps of equal importance, and it is the duty of each student, each member, and each subgroup to ferret them out. Those for the larger profession will serve to identify and illuminate those for the college and individual. Self-criticism, harsh and audacious, is both the measure of stature and the prescription for growth. (Mueller, 1961, pp. 64-66, 547)

"Student personnel workers . . . owe all their constituents, . . . especially their reluctant youthful charges, a positive, unrelenting program for . . . self-understanding . . . against . . . slipshod intellectual work . . . and . . . in support of learning . . ."

WOMEN

You were very involved in promoting the higher education of women. What do you feel was most important about your efforts in that area?

K.M.: One of our special programs at IU was Women's Week. Women took over the *Daily Student* for a day, and they featured announcements and news about campus and world news of interest to women.

The new halls were beautiful and comfortable and well staffed. The prestige of the sororities was high, and they competed

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favorably for campus offices and dominated the campus social life. The YWCA and Panhellenic were strong and vigorous organizations. At least, with our required meetings, we had ob-

viated the indifference of the women toward voting in campus elections, in contrast to the lack of responsibility of the women at, for example, Minnesota, where in a student body of 30,000 only 68 women voted in one year for their AWS officers, a figure vouchsafed to me by the dean of students, my former student, E. G. Williamson.

After Dr. Catherine Evans came into the dean of women's office as vocational adviser for women, we greatly enlarged our programs for advising women. Miss Evans and I undertook a study of all women who had graduated during the previous 8 years and asked them to give us information on their attitudes about courses and curricula and about their jobs or situations in general. We were also interested in knowing whether their college experience had prepared them for the future.

In 1941 President Wells suggested to me that World War II would mean fewer men on campus, that we needed to do something to attract more women, and that money could be found for a good campaign. We started immediately to study what other colleges were doing or publishing, and soon we had a large file of booklets and pamphlets. I asked each department head to send me information on what career after graduation a woman could expect and prepare for and what would be the actual sequence of courses that she would follow. These letters brought telephone calls from a few departments and responses from one or two. I could see that they were not going to take us too seriously, and so, by studying the university bulletin, I discovered what was required for majors. After more study of available materials, I discovered what possible jobs and careers were available for women. Armed with this knowledge, I wrote a paragraph or two about future jobs and drew up an outline of a curriculum that would prepare a student for those jobs. This sketch and outline was sent to each department head, along with a reminder that he had not responded to my first appeal and asking him for his approval of my materials. Of course, as fast as I could get these out, the chairmen had me on the phone pointing out my many errors and promising to correct and return the copy immediately.

What special problems do you believe female students face?

Women undergo pressures from society which are quite different from those of men and require more attention. In a sense women constitute a rather special problem for the [student personnel] worker: they are a clearly identifiable group, but so many of their problems are identical to those of men that theirs alone may not be adequately isolated and recognized. [For example], their equality in the classroom is not matched by equality of vocational opportunity when they go into the outside world of professional competition. . . . Some well-meaning administrators and curriculum planners, both men and women, have taken pride in ignoring the limitations of women as competitors in the world of work and have deemed it a favor to women to insist on the perfect equality of the sexes in all aspects of their education and campus privileges. This attitude takes advantage of the naivete of all youth, for men as well as women need to be appraised [sic] of the future liabilities as well as the assets of the two sexes. (Mueller, 1954, pp. 142-143)

"In a sense women constitute a rather special problem for the [student personnel] worker: they are a clearly identifiable group, but so many of their problems are identical to those of men that theirs alone may not be adequately isolated and recognized."

What "future liabilities" do women face?

Every woman faces a double challenge. She must not only prove her capabilities for each step forward, but she must also be ambitious, alert to the responsibilities, and determined in the progress toward those goals; she also has a duty to help break down men's current prejudices against the promotion of women and their employment for all possible jobs. (Mueller, 1954, pp. 247-248)

You have described education as the best mechanism for women to create social change. What do you mean?

The college woman must master the intellectual discipline of the methods and conditions of social change and accept her own possible responsibilities in them, either as a leader, as interpreter, or as a mere follower. Women's growth has been stunted by our American traditions. Women are fettered by prejudice, by their own ignorance; only a liberal education, a truly liberating experience in their education, can set them free. (Mueller, 1954, p. 252)

You began and ended your professional career in faculty positions. How did your teaching experience influence your approach to student personnel work?

The good teacher, one who helps students to use knowledge for the expansion of the whole personality and eventually of life itself, is in any century and in any schoolroom a student personnel worker. Teaching then must become not only the giving of knowledge but also the assuming of responsibility for the student's full use of that knowledge for himself and society. (Mueller, 1961, p. 49)

POSTSCRIPT

When asked to describe Kate Hevner Mueller, Indiana University Chancellor Herman B. Wells (personal communication, May 1985) replied: "She was a smart woman, an elegant woman, a modern woman." From the strikingly consistent comments of former students and colleagues and from Kate's own words, a pattern emerges of a woman with powerful intelligence and scholarly vision clothed in graciousness.

Kate's own words, penned to describe the life of a professional, have an autobiographical authenticity:

... dedication to the intellectual life does not mean being a bookworm, a bluestocking. . . he is one who lives by the mind, reads widely, knows culture, exercises judgment, mediates, discusses. . . . It means also that he creates his personality, in part at least, through his work. He gives part of himself, his thought, imagination, knowledge, even his conscience and values. (Mueller, 1960, p. 168)

Student affairs work has been immeasurably enriched because Kate Mueller devoted much of her energy, intellect, and imagination to encouraging human development in the academy.

Significant Events in the Life of
Kate Hevner Mueller

- 1916 Graduated from Williamsport High School, Williamsport, Pennsylvania
- 1920 Bachelor of Arts, Wilson College
- 1923 Master of Arts in Psychology, Columbia University
- 1928 Doctor of Philosophy in Psychology, University of Chicago

- 1929-1935 Faculty member, Department of Psychology, University of Minnesota
- 1937-1947 Dean of Women, Indiana University
- 1949 Appointed Associate Professor of Education, Indiana University
- 1951 Consultant on women's affairs, U.S. High Commissioner for Germany
- 1951 Elected President of the Esthetics Division of the American Psychological Association
- 1953 Honorary Doctor of Science degree, Wilson College
- 1954 Recipient of the Delta Kappa Gamma Educators Award for her book, *Educating Women for a Changing World*
- 1959 Named one of 70 women most qualified to serve as vice-president of the United States in a poll conducted by the Women's News Service
- 1960-1969 Editor, NAWDAC Journal
- 1961-1964 Member of the Executive Committee, Association for Higher Education of the National Education Association
- 1962 Citation as a Distinguished Leader in Education, State University of New York—Buffalo
- 1963 Honorary Doctor of Humane Letters, Mills College
- 1969 Retired from the Indiana University faculty
- 1978 Outstanding Contribution to Research and Literature Award from the National Association of Student Personnel Administrators
- 1982 Distinguished Service Award from the National Association for Women Deans, Administrators, and Counselors

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