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THE RESEARCH JOURNAL OF THE ASSOCIATION OF FRATERNITY | SORORITY ADVISORS

VOLUME 7, ISSUE 1, SPRING 2012

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1 "EVER AFTER STRICTLY AND RIGIDLY OBEYED—WITH SOME EXCEPTIONS": ADMINISTRATIVE RESPONSES TO HAZING IN THE 1870s

JAMES P. BARBER

This article explores college hazing as a part of student culture in the 1870s using historical documents from Cornell University and the University of Michigan. These sources illustrate the conflict between students and the institutional administration over student autonomy and the role of faculty in student life, and characterize hazing as an event to test new students' loyalties to their peers over the faculty. However, as the student body grew larger, and diversified in terms of gender and ethnicity, hazing shifted to smaller exclusive organizations, rather than a demonstration of class solidarity and rebellion against faculty. This article explores the administrative responses at Cornell and Michigan in the late 19th century by documenting reaction to a student hazing death at Cornell in 1873, and detailing an 1874 hazing incident at Michigan, after which 87 men were suspended from the institution following a confrontation involving the freshman and sophomore classes. Connections are drawn to administrative responses to hazing in the early 21st century.

22 TOWARDS A TYPOLOGY OF FRATERNITY/SORORITY PROGRAMS:
A CONTENT ANALYSIS

PIETRO A. SASSO

Fraternity/sorority standards have been represented as the answer to the Call for Values Congruence authored by the Franklin Squared Group (2003). The outcome of this document was a proliferation of various styles and models of standards programs utilized to establish community practices with the overarching goal of facilitating values-based fraternity and sorority campus communities. However, fraternity/sorority standards programs answering this call have established higher standards through different methods. This study solicited standards programs from institutions from across the United States. Data from 31 standards programs were collected, cataloged, and analyzed through qualitative inquiry with the use of a rubric developed to establish a typology. Five categories resulted from analysis: evaluation, minimum standards, accreditation, awards, and comprehensive. Implications of the study are included along with future directions for research.

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**EXAMINING THE LINK BETWEEN PLEDGING, HAZING,
AND ORGANIZATIONAL COMMITMENT AMONG MEMBERS
OF A BLACK GREEK FRATERNITY**

SEAN ROGERS, CARMEN ROGERS, & TRESHAWN ANDERSON

Black Greek-Letter Organization (BGLO) members hold strong opinions about the purposes and efficacy of pledging and hazing as a means of member initiation. Those who argue in favor of the pledge process claim it is needed to help remove those not genuinely interested in membership, develop appreciation for and pride in the organization, and generate long-term organizational commitment and sustained participation. Those who call for an end to pledging argue that whatever benefit might be gained from such bonding experiences is overshadowed by the mortal, legal, reputational, emotional, and financial risks posed for both the associations and the individuals involved. Despite decades of conjectural debate on the efficacy of pledging and hazing, to the authors' knowledge, no empirical study has examined its impact on BGLO alumni-level membership continuance. To address this deficiency, the researchers conducted a logistic regression analysis of survey responses from alumni members of a BGLO fraternity (n = 285). Results revealed no statistically significant relationship between participation in a pledge process and alumni-level membership. The implication of these findings for BGLOs and their members and leaders are discussed.

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**INTERACTIONAL DIVERSITY OPPORTUNITIES THROUGH INVOLVEMENT:
FRATERNITY AND SORORITY STUDENT LEADERS' EXPERIENCES**

HEATHER D. PORTER

This study examined the co-curricular experience of fraternity and sorority student leaders as it relates to their interactional diversity opportunities. Data were collected in the fall of 2008 from 75 students, representing four higher education institutions within the Southeast. Using quantitative and qualitative analyses, the researcher discovered differences in the ways fraternity and sorority student leaders involved themselves beyond the classroom and how that involvement impacted their interactional diversity experiences with peers. Further analyses revealed how fraternity and sorority student leaders perceive diversity affecting their co-curricular collegiate experience.

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GENERAL INFORMATION

Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors advances the study of college fraternities and sororities through a peer reviewed academic journal promoting scholarly discourse among partners invested in the college fraternal movement. The vision of Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors is to serve as the premier forum for academic discourse and scholarly inquiry regarding the college fraternity and sorority movement.

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SUBMISSIONS:

Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors accepts submissions focused on articulating research involving fraternity and sorority members at the collegiate, alumni, inter/national organization, and volunteer advisory levels. Manuscripts should be written for the student affairs generalist who has broad responsibility for educational leadership, policy, staff development, and management. Articles on specialized topics should provide the generalist with an understanding of the importance of the program to student affairs overall and fraternity/sorority advising specifically.

Research articles for Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors should stress the underlying issues or problems that stimulated the research; treat the methodology concisely; and, most importantly, offer a full discussion of results, implications, and conclusions. In the belief that AFA readers have much to learn from one another, we also encourage the submission of thoughtful, documented essays or historical perspectives.

Visit <http://afa1976.org> for more detailed submission guidelines.