

Secretarial Notes on the Seventh Annual Conference Of  
Deans and And Advisors of Men Held at the  
University of North Carolina  
April 23-24-25, 1925

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**FIRST SESSION**

The first session of the conference was called to order by the President, Dean Rienow of the University of Iowa, at 9:15 a.m. in the Men's Lounge of the Carolina Inn.

Dean Rienow introduced President Chase of the University of North Carolina, who welcomed the visitors to the University and to Chapel Hill.

**OPENING ADDRESS**

**DR. CHASE:**—Mr. Chairman and gentlemen, it is a great pleasure to welcome this group to Chapel Hill and the University of North Carolina.

I always feel that if there is any time of the year in which this little university community gets close to the hearts of its people, it is just about now; and I am glad to welcome you at this time when we are neither too cold to be comfortable nor too hot to make it impossible for you to carry on your "productive research" which I understand you are carrying on for the next two days.

I do want to say just a few words about one of our common problems which has been very much in my mind. It seems to me that those of us who deal with students in administrative capacities find ourselves in a very interesting situation with regard to what I might call "the general philosophy" of our problems. What I mean is this. It is our problem to get results; we are expected to get results, the public, faculties and other administrative officers of the institutions expect it of us. We are expected to maintain a high morale, perfect behavior, moral standards of the highest sort, and an ideal sort of campus on which nothing out of the way occurs. That, I suppose, is the dream of every administrator, that things should never go wrong in any particular. The newspapers talks to him if he does not get results and so it goes.

The more I have thought about this sort of thing and worked at it with our men here, the more it has seemed to me that we who are dealing with young men are not only responsible for results, but that a very important part of our work has to do with the kind of method by which we reach a given result. What I mean is this, to take a simple illustration. If you want a five year old child to keep still in company, you can get him do to so by scaring him to death or diverting his attention—they are two methods; they both reach the same result, they both reach it, I suppose, in ways that have quite different permanent effects on the character of the individual. Now I can not believe that the only question that ought to be asked of an administrator dealing with students is what sort of results do you get, I think we ought to ask what methods are you following, what sort of permanent effects are these methods leaving on the

minds and characters of young men. In other words, the ultimate test does not seem to me to be at all the immediate result; that it important but more important is the sort of character that these young men are developing to be used in a civilization which calls for qualities of self-control, of poise and of stability. In other words we are not merely engaged in the task of keeping the university campus quiet and at work, but doing those things in such a way that they are helping to build up desirable qualities in the young men committed to our charge, not in terms of what happens tonight or anything of that character but of what happens to our boys when they get back into their own communities in which they live. Of course that is a platitude, and you would say that is what we are trying to do. I am just pointing it out with its implications.

Now it has been our belief here for a long time that if that philosophy is a correct one, the philosophy that you must measure your results in terms of permanent types of character, the core of the work of administrative officers is the development in students of what I might call an attitude of "responsible freedom". We talk a great deal of centers of intellectual freedom, of the importance of maintaining a civilization that is free; sometimes one thinks that possibly they are free centers only for members of the faculty and not for the Dean of Men. But if you are preparing young men for a system whose characteristics are the characteristics of our society, then ought we not to develop people in a community that mirrors and pictures the kind of life these men are going to live in after they leave? I am talking about a responsible system of student government, and our experience here for many years has been that not only are the immediate results equally as good in terms of campus control but judged by the product which goes out, we are convinced that the method by which we get those results of trying to develop students initiative in terms of student freedom develops qualities that we believe are worth while.

I do not know whether you believe that a philosophy is found in my statements, (1) that you have got to measure effects not merely in terms of immediate results but that you must give thought to the kind of method used and the permanent effects that they leave on the character and traits of individuality of the men whom you are working with and (2) if the final terminus of our work as administrative officials can be set up, if a final goal can be defined after these men have gone out into life, then it does seem to me clear that we have got to maintain an environment as nearly comparable as possible with that in which these men are going out to live in. Just as our own civilization, in theory at any rate, calls for an attitude of responsible freedom on the part of citizens, a college community ought to call for and expect an attitude of responsible freedom on the part of its citizens. I think that as far as we are concerned here we are willing to say that we believe that sort of philosophy.

I have taken the liberty of making a statement of this sort for it is a problem that has been very close to me and about which I have certain convictions.

We are happy to have this group with us and we hope you are going to carry away such pleasant memories that you are going to vote by unanimous decision that you are going to come back here again very soon.

Dean Rienow responded briefly to this address of welcome.

At this point the roll of those present was taken, there being 28, representing 27 institutions including an enrollment of 56,000 men.

DEAN RIENOW—Gentlemen, in making out the program it soon became evident to me from my correspondence that there was a decided objection to formal papers. While they have their difficulties they sometimes have their advantages, however. We have been meeting, this is the seventh time. The very nature of the work in which we are engaged encourages discussions and sometimes does not encourage very much else. We have all been convinced that standardization is undesirable but we are dealing with certain fundamental problems not only of administration but of direct relationship to the teaching objectives of universities and colleges.

This work has grown phenomenally in the last ten or twelve years. I believe that Nicholson and myself are the only two of the old guard who are here this year. The honorable Dean of Men was a rare specimen at that time and tolerated in few institutions. The work has grown, which is its own best indication of value and it seems to me that we have come to a point where we ought to do something else besides write papers or stories on escapades as they occur. We all have our problems, our individual difficulties and we can not standardize, but there are certain fundamental principles and policies upon which we must have convictions.

I would ask with your permission to appoint a committee of two to give special attention to each subject presented, to prepare a report, brief or extensive as they might see fit, for our modification, adoption or rejection.

The broad subject of fraternities is under discussion this morning; it is a problem that it nation wide and has its peculiar setting in colleges and universities. I have asked Dean Hubbard of Texas and Dean Nicholson of Minnesota to start the discussion. Sometimes fraternities are called good and sometimes bad. I have asked Dean Hubbard to discuss them as they exist in Texas and Dean Nicholson to present the subject of Second Year Pledging. I am thinking now of fraternities as a system of club living that affects the administrative costs, the morale, the scholarship of an institution and those things that we believe the institutions were established for.

The committee to consider the subjects discussed is to be composed of Dean Heckel of Missouri and Mr. Wahr of Michigan.

## FRATERNITIES

Dean Hubbard of Texas opened the discussion of fraternities.

I would not attempt to discuss the fraternal problem were it not for the fact that Dean Rienow asked me to discuss the reasons for anti-fraternal feeling throughout the state of Texas as well as in the University. I am not an expert and I do not feel that I am well qualified to speak as another for I am new on the campus at Texas. However I will give as far as I can a picture of what I hear on the campus.

In January an anti-fraternal bill was introduced into the legislature, was reported out of the House in a minority report and was side-tracked. General sentiment was that it would have passed the House by quite a large vote but the Senate would have defeated it. Practically every time the legislature meets there is a wave of anti-fraternal feeling.

A reason for this feeling is that there are no other state institutions that have fraternities. Texas has 8 normal schools, an A. & M. College, a State College for Women and we are now building a technological college in West Texas, the president making statements that he will never allow fraternities. Other

than the state university, there are no institutions of higher learning that have any fraternities except two Methodist (South) colleges. The Baptists are strong in the state and are dead set against the system; so that there are only the three schools in Texas which have fraternities.

Also there is a deep seated feeling among people as a whole that these fraternities are not democratic, are exclusive, and this feeling is so firmly fixed that you can't argue it out. People believe too that they are groups for rich boys and girls. When an attempt is made to show the number of boys working their way through college who belong to fraternities (although I do think the average of wealth in the fraternal groups is higher), the feeling is so deep seated that they feel it is an exception rather than a rule.

Faculty men say "why a man like myself could not get in there any more because I was a country boy and did not wear good clothes; they have changed their ideals". Among older people on the campus, (possibly as they get older they get away from the spirit of youth), I hear that ideals are changing—and not for the better. It is true that they are clannish. At a fraternity dance it is rare that a non-fraternity man or woman is invited, but I do not think that that is to be held against them. There is only a small group that go to every dance. I have never come into actual contact with a case when for instance a sorority girl knows a boy from home who is not a fraternity man and her sorority says that she could not have a date with him. Of course if you do not go with a sorority girl or fraternity fellow, you are out of luck.

There are only 23 fraternities and 13 sororities; the total membership including pledges is 750 out of a total enrollment of 5200. That means that a very large percentage of students on the campus are non-fraternity members. The fraternities recognize this and boys come to me and say that if they could get more fraternities and sororities it might be different, but they are coming in very slowly; there have been two sororities organized since I have been there but no fraternity.

There is no inter-fraternity council and they are at each other's throats. They have made one or two efforts to organize but are too suspicious. . . . The girls are much more sensible; they have a strong Pan-Hellenic.

Before these boys and girls left high school, although against the rules, yet it is simply a case of the devil take the hindmost, many were pledged. For a week or so there is one mad round of social activities and parties; these students enter college thoroughly tired out. They have to matriculate to rest up. It puts the white light of publicity on the matter and does make for an anti-fraternal feeling on the part of many not seemingly so fortunate.

I was there at the time that the bill was introduced into the legislature and the man who did it gave most severe criticisms on fraternities for their excess about drinking and immorality. I think you probably hear more of that than anything else. When a fraternity man goes wrong and gets drunk, every one blames his fraternity, and fraternity members say that it is a wrong attitude, and I agree with them about that. Most fraternities exercise a real restricting influence. Many come in with lots of money, and then the fraternity gets blamed for the excess of some of their men, though they do not get credit for their work with their members. The president of one fraternity told me about one man who got on a "bat" and how he tried to make him "buck up" (and even stayed all night with him to help him get straightened up). I have

never heard of their breaking a pledge; but I do think they try to straighten their men up for the sake of the fraternity. I believe that late pledging would give them a line on men and they would not take them in perhaps. Once in they see that the best thing is to hold the man and try to make a man of him.

The next item is my most serious inditement of fraternities. The men are for the fraternities first rather than for the institution. If they go out for honors it is for the fraternity rather than the university. If the university tries to do anything, they will block anything (seemingly) working against them. It causes a feeling that they are not in harmony with the institution and the faculties feel this keenly, this lack of coöperation with the institution.

There are a few fraternities which do not abide by their national rules; they will bring liquor into the houses and violate other national rules. . . . In some fraternities the national officers are not keen about cleaning things up.

These are about the chief things I hear. I think the biggest thing of all is that so few boys and girls on the campus belong to these societies; and that makes a large majority of students, not members, feel that they are not democratic.

### SOPHOMORE PLEDGING

Dean Nicholson of the University of Minnesota spoke next on the subject of "Sophomore Pledging".

About fifteen years ago the fraternity situation at the University of Minnesota became so critical that they were pledging even the freshmen in high school. Sixty per cent of the students come from Minneapolis and St. Paul with a resultant high percentage of fraternity men and women from the two cities. Of course there were built up some bitter rivalries among the fraternities themselves and the situation was so keen that it was assumed that since you belonged to a certain fraternity there was hardly a speaking relationship with another, and each fraternity was suspicious of everything the other did.

They themselves attempted to have an inter-fraternity council . . . . It took just three years to get pledging in high school wiped out by their own action; except the student might be pledged as a senior if he was a *bona fide* senior.

The next move made by the council again was that there should be no pledging until the senior should be graduated from high school and then they moved and adopted that no person should be pledged until he had registered and had come to the campus. As a result of this ruling when freshmen appeared on the campus, they were immediately rushed and popular freshman had absolutely no chance to give any thought or attention to their school work. The next move was to restrict rushing to the first two weeks, pledging at the end of that time. The administration of these matters was in the hands of a member of their council, a member of the faculty and a fraternity man. While anyone wishing to criticize could have found much for criticism, yet the man that wanted to weigh the values of constructive work would have to say that the constructive work was greater than the things to be criticized.

That was carried on for four or five years. There was a very high mortality among the freshmen and so a study of the fraternity pledges was made and showed that from 20 to 25 per cent left college before the end of their sophomore year, flunking out, etc.

The council took up consideration of the particular problem but were unable to accomplish anything because under their form it meant that a proposition had to come before the council, be taken to the chapter and the delegate be instructed how to vote in the council and it took a  $\frac{3}{4}$  vote to put a matter across. . . . . When the council had been chartered by the Board of Regents there was provision that they could withdraw at any time and so they asked that their charter be withdrawn and a new one made, the essential change in the new one being that the council had the right to vote directly and that a majority plus one would govern. When the new council was chartered, within thirty days it passed the following regulation "that no freshman might be rushed until he had been in residence for one full quarter and had received 13 hours credit". This is in operation for the first time this last quarter.

The fraternities lost no time in putting it into effect. Immediately following the Christmas vacation the approximate standing of every man they wished to rush, whether his previous quarter's work was poor, passing or good, was obtained by the fraternities who could have it within three days after the second quarter began. If you take the facts of this year it has been exceedingly beneficial. The average for the freshmen was approximately a C grade this year. Of course, the loss which has been going on before has been partly eliminated by a greater care in the selection of the men as well as in the fact that they have had an opportunity to work during the first quarter and the factor dealing with the university regulation that fraternities must maintain an average of C (approximately 80 per cent). A recent survey of the entire student body shows that the general average is about C.

Our inter-fraternal council represents only the social undergraduate group. . . . . At the present time there is a total of 72 organizations on the campus; this rule applies to any organized group organized in such a way that it has the power and opportunity to maintain supervision over its individual members.

We are going to continue our study and compare with previous years' results. What we are actually working to and what the students themselves have in mind is the postponement of rushing and pledging until the end of the freshman year.

The inter-fraternal council has done away with much of the old antagonistic attitude between individual fraternities and toward the university. Each chapter has one delegate, supposedly a junior or senior; the council is presided over by a member of the faculty nominated by the council and approved by the Board of Regents. When they first organized they took their constitution to the Board of Regents asking that the Board of Regents charter it with the understanding that it stand by their legislation. And then anything they wanted the Board of Regents to stand by would be submitted to them, the Regents would then consider it and approve or disapprove. After being approved by the Board of Regents, a matter would be sent back to the council for its information (and then to the chapters).

There is no anti-fraternity feeling. I should say that in the last twelve years there has been no visible evidence of fraternity activity in elections with the exception of once or twice when something corresponding to this took place among the non-fraternity men. I believe that you could find at lunch or dinner in most any fraternity house, one, two or three members of other fraternities. The only time that you find the slightest trace of animosity between them is at the rushing season and then that is recognized among them and were there two

chapters which have become a little heated, afterwards they very probably would get together and have a smoker.

I do not believe the university will take any steps about pledging but that it will come through the inter-fraternity council. The things that we pass through the convictions of the students themselves are bound to be more lasting and more efficient than the regulations that have been passed by the university without the knowledge of the students; we will get efficiency in the one that is through belief; the other is a matter of police force and never will be more than that. We believe we are getting real results through the student channel.

I have charts showing the fraternity pledges for the past three years and the academic grades; there has been a real change in the scholastic average of students pledged to fraternities.

## DISCUSSION

DEAN COULTER—After you have passed a general order that all organizations should maintain a standing of C, suppose they did not maintain it?

DEAN NICHOLSON—We have left that matter purposely rather indefinite. Specifically, any one organization which has not maintained a C average will be given considerable publicity and will be placed on probation; if not brought up the following year the matter will be taken up with the national organization. It is a new rule to us and we want to work it out as the problems arise. Most of our departments and colleges today require a C average for graduation but our engineering colleges and two other groups a D. Here comes a chapter with members in the engineering, dental and pharmacy schools and they fall below a C average; personally I do not believe we could penalize that group as men who have a C average. The chapters have been given assurance that every individual case will be given careful consideration and the chapters which show a desire to meet the regulations (will be treated fairly).

DEAN RIPLEY—If a pledge falls below the average can he be received in the fraternity house if there is room?

DEAN NICHOLSON—Neither pledges nor freshmen live in the fraternity houses. Did I give the impression that no fraternity had fallen below the C group? That is not so. Out of the professional group only one fell below; but probably 30 per cent (22 or 23) of the social group did.

DEAN RIPLEY—How is the faculty member selected for the council?

DEAN NICHOLSON—The council gives three names to the Board of Regents which confirms the three and the council then makes its own selection.

DEAN RIENOW—This opens up the discussion of the relation of the university and the fraternity with the idea of getting at one or two salient points.

We are anxious to know about details as they develop in our own institutions. How do they bear on our own fundamental problems? Is the fraternity system acceptable as a part of the university's academic and administrative policy? If not, why not? If a fraternity house is a good place for sophomores to live why it is not good for freshmen? I believe that the future of the fraternity depends on our answer to some of these questions. I am very much interested in Dean Nicholson's statement. Whether sophomore pledging can be enforced, whether it is a bad thing to pledge freshmen before school opens (and I am not at all convinced that it is a bad thing) whether it is a bad thing to have freshmen in the fraternity houses, whether we are going to be able to improve the situation, these are open questions. Can we do it by holding our fraternity groups to as high a standard as we hold our dormi-

tories? In our own institution we are going to work on a basis of dormitory life as time goes on. Can we maintain a higher standard for fraternities than we will for dormitories? Are we doing a better job of turning out better students, men and citizens, than a fraternity can do where they are housing a group of from thirty to forty men? Is the weakness due to poor oversight or is it inherent in the fraternity system? The discussion is open.

DEAN ENGBERG—What Dean Nicholson says about the fraternity council and sophomore pledging comes in my little discussion tomorrow.

However, we have a council which is very good and very bad. Each fraternity has two members and two alumni members but sometimes when their old prejudices of thirty years ago are stepped on they get awfully hard to handle. It asked the Senate to pass the rule which is almost a copy of Dean Rienow's of Iowa. If a fraternity does not come up to an average for a year after that year they can't pledge freshmen or hold parties. (The plan) is not to compel them to stop pledging but to make them go out and get strong men. The fraternities did object to a fraternity being held down because two or three members might be bad and finally the council asked permission to substitute another set of rules. I approved, though then I did not think they would work. This is the rule they proposed. Under the new scholastic rulings a man is put on probation if he falls below the average; the council decided that if any fraternity man for any reason is placed on probation he shall be thrown out of the house until he gets back off from probation. Of course that does not make the man who is satisfied with just passing any different but at the same time will have the effect of disciplining the fraternity.

There would be less trouble if we did not have these old timers on fraternity councils but sometimes it is these old timers who help to put things across with the kids.

DEAN COULTER—I am inclined to think that we are apt to stress fraternities more than we ought.

Now I have been comparing our fraternity groups with the larger rooming houses where we have probably twenty-five or thirty men not connected with any fraternity. We have no dormitories but I find that in these general rooming houses the average is below that of the fraternity houses; there is also an attitude of mind in those rooming houses which is below that of the ordinary fraternity freshmen. We have found that the fraternity group ideal and conscience is higher than the other individual conscience; they do have something behind them to get them and stimulate them.

Fraternities are clannish, it is said, and indulge excessively in some forms of dissipation, but if you get at the excesses divide by two and extract the square root and you will get nearer the results and the truth. The student likes to talk big; he likes to make you think he is a "hell of a fellow" and he isn't. But I frequently call the national officers and when one gets there the chapter does not forget it for a while either.

I believe that the fraternity is an asset but I do not believe we have utilized them as we should. I think we are making demands of a fraternity group that we do not make on any unorganized group; only 38 percent of our students are in organized groups, the majority being in the unorganized groups.

We allow freshmen in the fraternity houses. I am more convinced that it is an unwise thing but it is the best thing we could do because of our housing shortage. We are at the saturation point otherwise.

DEAN HECKEL—Recently I have been analyzing the grades of fraternities. We have five grades differently lettered than in many institutions, E for excellent, S for superior, M for medium, F for fair, and I for inferior. I found that the weakness of the group is not in the F or I but in the M grades. I had 59 M grades and I figured that if 10 percent of the M men had been S they would thereby have pulled their group among the first five.

This term I have been trying to emphasize to the groups that are low the desirability of pushing to the limit over the line of average respectability into that field of superiority and in doing that I am having current grades of all freshmen sent to me.

DEAN REINOW—Let us have some expressions on second semester of sophomore pledging.

Iowa has about 1500 men living in fraternity houses. Our council is made up of the presidents of groups of professional, social and local fraternities but I am wondering whether (among this group of men), if Iowa or Minnesota goes to a dormitory basis, say 1800 freshmen in dormitories, are we going to be absolutely certain that their interests (or those of the freshmen) are going to be wholeheartedly with the dormitory? Is it true that if we put 1800 freshmen together we would have a greater university? I want my boy to be first a graduate of the University of Iowa but as it is now many boys are graduates of Beta Theta Phi, for instance. I want a boy to have his touch of university life and we know that that can not be worked out through isolated rooming houses. What right have we to say to the fraternity house, "Now you can't pledge a man until he has passed 13 hours credit, been here a quarter or done certain work?" We take him right at the beginning at Iowa.

Is this pledging during the summer as bad as we think it is? Are they not getting a splendid line on men by getting in touch with their alumni? I am not at all convinced that we have been using the fraternity to the best advantage. We have kept aloof, have regulated them and have not let them regulate themselves in cooperation with us. The man who says that I despise this aloofness and snobbery of the fraternity, does the same thing. He has his own dining club, his own club or social organization, lodge, social set. We are doing exactly what these boys have been brought up to do, but now that does not seem to be (exactly right). Are we going to turn them loose or give them some supervision?

DEAN ENGBERG—Fraternity organization is a wonderful help at keeping freshmen at work and I find that fraternities are extraordinarily useful in that respect.

However, one point that is overlooked when we speak about fraternity troubles is just this; that where in a certain fraternity a wrong group gets control conditions morally and scholastically and every other way are bad, and the point then is how we can cure that situation in that particular group. It can be done by filling it up with a bunch of good men but if not watched the fraternity will take in a group like themselves; then if a good young fellow gets in he might as well say goodbye to every chance he might have had. I think that restriction on fraternities for the sake of the young fellow who is going to come in is necessary.

DEAN MELCHER—Wherever we have education we must have group life. It is a very valuable thing for the student to learn to cooperate with his fellow man.

When it comes to the question of whether we are willing to have fraternities or groups I think we are going to have both. The fraternity is too deeply rooted in our college and university life to be changed.

There is much more good in fraternities than bad and personally my testimony is that I have been able to get better results from the fraternities than from the other groups and on no occasion have I failed to get cooperation from the national fraternities. Most fraternities have educational examiners who come in and make in an investigation to see what fraternities are doing in regard to standing.

QUESTION—How does a student get into a fraternity at Kentucky?

DEAN MELCHER—He must make a passing grade the first semester before he can become a member of a fraternity.

We have the point system. Three points is A, 2 is B, and 1 each for C and D. We divide the number of hours into the points and the standing of "one" is our requirement that he can be initiated by.

DEAN RIENOW—I have objected to it for thirteen years because it seems to me not to hit the point at all. I used to be a little greener than now about it and thought it was proper to say that. I was interested, however, to observe that we required a freshman to pass 11 hours before he could become a fraternity member; (if he got by) he was initiated, got his pin and then was a sure enough pledged member and could do just as he pleased and he went even further than he would under normal conditions. We can handle our pledges because we can say because of low grades we can not initiate them, but what can we do with that incorrigible sophomore who knows more than he will ever know again?

Here is a group who had been good before. I find that ten of their sophomores were below grade and the objection was that we have difficulty in handling these men who have been initiated. Even though we do not require them to pass a certain number of courses, until we pass a regulation that we hold it against the group we will continue to have trouble. Whenever you find a group going low, you will find a low morale and it will not be because of one or two; but when they are jacked up, they will go after seniors, juniors and sophomores.

DEAN MELCHER—I see your point.

I found that in one fraternity two men brought the group from second to fifth place in rank; the boys called them up before the fraternity and asked me to have a conference with them. The fraternities themselves are taking care of that situation.

The Pan-Hellenic believed that it would be much better to wait for residence in the fraternity houses until the sophomore year; yet we are not ready to go into that on account of our housing condition. Fraternities house more than two-thirds of the university students and we permit the freshmen to live in the fraternity houses. Clannishness has not existed; the incompatible student is very rare, and the man who does not want this group life is very rare. For that reason I am in favor of the group if it has a worthy purpose.

DEAN RIENOW—How do groups live up to their pledges?

DEAN NICHOLSON—I am optimistic and with all my optimism I believe that it does not function properly; but we find that in our national and city governments and in our faculty groups. Any man who is so foolish as to say that any one of these regulations functions perfectly is too simple minded to do the work we are asking him to do.

force and looked at in that way I believe that this rule passed by the students themselves is functioning as well as any rule can function.

DEAN RIENOW—What do the boys get out of it all?

DEAN NICHOLSON—They were to get a man that they did not know whether they would be compatible with. That is a fact and no theory. Under the old regime every fall students came to me and said that they had pledged to a certain fraternity; after they got acquainted they found that they did not fit and then they did not know what to do; and also the older fraternity men have come and said the same thing about some of their new men. It has been no uncommon thing this fall for men to enter who would be practically pledged. They might be close neighbors for instance and one boy had been in college; the two families had perhaps practically always known that the younger boy would be pledged to his friend's fraternity. But after he got to thinking it over the latter came to the conclusion that he was not going to be happy with that particular group, that his personality and his motives were not the same and by mutual agreement the pledge was withdrawn.

If this new student comes in imbued with the idea that he has got to be a member of that college community and assume the responsibility and that as a recognition he receives a bid and becomes an honor man, he becomes a constructive member. At any angle it is an advantage to the man, to the fraternity and to the university. Just a step further, these fraternities serve an exceedingly useful purpose in our institution. They are the most valuable asset we have in shaping public opinion. There are not over three chapters who are not attempting to maintain standards of morality and standards of university loyalty and there are possibly three who are not living up to that.

DEAN RIENOW—If the fraternities are loyal and maintain a good morale, if they are active on the campus and I venture to say that 85 per cent of them are . . . then why can't we touch the problems of freshmen in fraternities more largely through our office contacts and the opportunities we have for reaching these groups than through the isolated students? Have we to a larger degree worked through our group than on our isolated student?

DEAN NICHOLSON—I believe that there are a large number of men who come to institutions each fall to join a fraternity. If it is understood that the first thing these men have got to know is their university, it is an incentive to every single man who is wanting to join these fraternities. . . . If the first thing that every student has got to do is to affiliate with the university, then when he has assimilated those lessons you are teaching him, he will be a better university man and a better fraternity man.

DEAN RIENOW—How do you do it?

DEAN NICHOLSON—We do it through seniors and juniors who devote time to work among the students along every line to acquaint them with university spirit, ideals, customs, and the like.

The very first thing that occurs is that the big group of old students comes together a week before college opens and they see that there will be a group of men and women meeting every incoming train to give directions and suggestions. On the campus the new student will find booths where he will find men and women giving information. As soon as registration is completed the very first thing is a freshman convocation in the Stadium. It was the president's

students who listened to a general talk by the president, on what loyalty meant and what the university could do for them. The students themselves hold a large reception for the freshmen.

DEAN NICHOLSON—Under the old system I found the student was so distraught that by the time that fever was over he was lost not only to the university but to the fraternity. I am an advocate of deferred pledging and I believe there is all to gain and nothing to lose.

DEAN RIENOW—We have with us two representatives of national organizations; they have listened to our discussions and now we are going to give them an opportunity to speak.

Mr. Priest, National Secretary of the Phi Delta Theta Fraternity, then addressed the group.

"One thing that I have to say is that all of you consciously or unconsciously use the fraternity; consciously when you try to put anything across on the campus, but I believe unconsciously you are using the fraternity too much and are putting too much on them. I come to you with the knowledge that you are using the fraternity in a very definite way and I come to you with the plea that we may be allowed to cooperate with you.

"May I say, that it is our desire expressed as strongly as I know how to express it that the chapters make the institutions they are located in their first purpose without exception. In talking to the chapters I point out that the chapter is a means to an end and that the fraternity is never an end in itself. I urge that they must never allow their selfish interest to stand between them and the institution and I have seen some remarkable proofs where the chapter is doing that. A certain chapter had seven of the eleven football men and yet those seven selected as their captain one of the four who did not belong to that group because they thought that he had more of the necessary qualifications than themselves.

"The second point is that of the development of the individual to the highest possible degree. The boys have been led to see that the regulations of the institutions in which the chapters are located are reasonable.

"Personally, I believe in early pledging and I express that feeling, having occupied a position as Dean of Men in an institution where I had charge of 3000 men; so that I came to this job not as a novice but with a background of handling college men. I believe that the fraternity authorities will welcome any suggestions in regard to their particular job; personally I shall be delighted to have any suggestion by which we can help. Wherever any suggestion has been made we have tried to see that the chapter lives up to the standards of the institution.

DEAN COULTER—In regard to class regulations in fraternities, I think that if freshmen delinquents should have certain rules, why not have sophomore, junior and senior rules so that any regulations should apply to every member of the organization from freshmen to senior class? The freshmen come green and when the laws are removed they then run wild.

DEAN RIENOW—This may be answered (1) through removing restrictions on the individual and placing it on groups for you then can point out the delinquencies to the groups; (2) through the establishment of study halls under the control of the best men.

We do not have any restrictions ourselves on the fraternities. When we took off the restrictions we said to the fraternities, "We don't care whom you pledge

or bid"—however we now have no organization which initiates before the beginning of the second semester; many organizations require an average of C, a little above the average of a four point grade system; and perhaps twelve organizations will not initiate a man if he has not that average or if he was conditioned in any one course.

Mr. Williams, a national officer of the Sigma Nu Fraternity, was next introduced.

"It has been my good fortune to have visited forty-seven of our state universities. From the time when I first entered college I have always been interested in trying to find out whether fraternities are worth while or whether to do away with them; it seems now that a great many other people, prominent people in most fraternities, are doing the same thing.

"We think that we are a vital, integral part of college and university life; we feel that the organization has a very definite purpose in building character into its men. My own fraternity demands that they be good citizens first, and if a man does not make the average grade of institutions he shall be suspended from the fraternity, or if a chapter does not it will be suspended. We want them to be in homes where the men can study; for if flunkers are around a man can't study. Mr. Priest has expressed the feeling that the administrative officers in student affairs are anxious to cooperate if there is any way we can help. We feel that we can only be of service where we can be of service (in connection) with Deans of Men.

"I used to be a great dormitory exponent; I still am, but am open to conviction as to whether the dormitory is the ideal and perfect way of handling students in college, and I am not as thoroughly convinced but that the fraternity plan excels."

DEAN COULTER—The fraternity is not a stock yards in which you may gather and display certain blue ribbon prize winners nor is a fraternity in existence for scholarship. Do not cultured men (have a place)? Why do we have to emphasize scholarship and keep ding-donging the main essentials of scholarship as we do? Isn't it a matter of commonplace assumption that scholarship is the backbone of the institution for both fraternity and non-fraternity men?

I was talking to a fraternity group recently about improving scholarship and they said to me that, "If the faculty had 'guts' enough to flunk out some of the fellows we want to get out we would be good and glad." If it is the week-kneed educators who keep poor and mediocre men on our campuses we have got to face a very gloomy indictment of the American educational system.

DEAN RIENOW—I will answer that society has made a great many bank robbers, bootleggers and drunkards. At the University we have men susceptible to good and bad and fraternity is a brotherhood, a place where I can find friendship (and influence)—that is the fraternity. Just as soon as the individual falls below a certain grade of standard (the group) can cure it by eliminating it.

DEAN COULTER—Do you have a vote (in faculty decisions)?

DEAN RIENOW—No.

DEAN HECKEL— . . . I went to my group at Missouri, which happened to be twenty-second in rank out of a possible twenty-three, a particular escapade having happened in my chapter. . . . I talked pretty plainly to them and said that "You have been berated by your worthy grand chapter, . . . now if you fail to live up to your fraternity ideals I am going to make a strong recom-



mentation that this chapter be abolished. You are a stench, as far as the report goes, in the nostrils of the campus." Next week one of the finest fellows in the fraternity came to me and said that they got drunk and gave some of their liquor to freshmen. I sent for them and told them some very definite things; it cleared the air and when the semester ended they had jumped from twenty-second rank to fifth and in one semester had cleared a debt of \$1700 and had \$100 in the bank. . . . I have optimism to believe that the change was due to the emphasis that was put with those boys on the finer things of that group.

Now as to deferred initiation (I cannot say) except from my own experience. I believe the things in a smaller group can be solved by proper emphasis and proper atmosphere. We have the gang spirit and if we did not have fraternities we would have to have something like them; then let us put the emphasis where it belongs in the matter and have our fellows adhere to the gang and let them toe the mark.

DEAN RIPLEY—I see, Rienow, that you and Nicholson disagree personally freely and normally. I believe that with all this discussion of the most important things is not to take them as freshmen but to send them out as seniors. Do you know what per cent of the men who go into your fraternities go on through junior and senior years and graduate? We know there is a heavy fatality and with us our fatality is with our fraternity rather than our non-fraternity men. What is the case with you?

DEAN RIENOW—The matter is being studied at present.

DEAN HUBBARD—We have deferred initiation on the basis of credits and have had it for twelve years. When deferring initiation and not allowing any pledging until the first of May was going on, it was worse for rushing was so bad during the freshman year.

DEAN BRADSHAW—I don't know how long we have had deferred initiation but it was a long time. I was deferred until the sophomore year and as soon as a man registered for the sophomore year and completed the requirements he was eligible for pledging and initiation immediately. About three years ago members of the Pan-Hellenic said, "This is terrible. We rush these freshmen a year, we spend a year on them and when we get them we are never able to persuade them that they are not the best men in the world. We believe we will save our time and their time if we can initiate sooner. We can get them in when humble enough to be impressed and gullible enough to put to work." The faculty said, "Don't you want to know who will be congenial and capable and who will stay through?" "We know that," the boys said, "but we don't believe that we need a year. The longer we rush them the more drawback we see in a man—that is one reason why we have such small chapters—when we can elect a man nobody wants him finally." Professor Patterson, chairman (of the faculty committee) helped institute last year a system of pledging modeled in form along western university lines, which provided for pledging within ten days of the fall quarter examinations and initiation taking place in the spring quarter. Now members of the Pan-Hellenic say, "We rush in the fall quarter and it is extremely intense and we stop rushing ten days before examinations; most freshmen flunk and we have a great deal of trouble; we want to move rushing close to the opening of college—we think six weeks is too long and we want three."

Certainly in theory in a majority of cases a fraternity is a good thing and administrators like to use it; but whether freshmen can better be educated by

keeping them out of fraternities for a year or putting them in as soon as they want to go, my mind has no clear concept as yet. I hope that your committee will report something definite.

I do not believe in deferring pledging unless you defer rushing and I cannot even define rushing yet.

DEAN RIENOW—I am certain that the University of Iowa is going to have to meet this problem. I think that the present plan is that in three years every freshman lives in a dormitory. We have got these boys that are coming to us increasingly by hundreds and hundreds; we have got to do something with them; shall we educate them through our fraternity and group life as before? Can we do it better in dormitories and find out later that our dormitory policy has done the things fraternities have been doing for fifty years? You can't do as good a job with men outside of groups as inside. I would like to see that every freshman was in a well furnished, well ventilated or approved fraternity house and group—that would be my idea of the situation. Dean Bradshaw has shown me another doubt.

DEAN BRADSHAW—I would not have a freshman dormitory; you have got to have freshmen in contact with juniors and seniors.

DEAN CAMPBELL—I have come here as a listener. I can merely give you the experience of Washington and Lee with which I have been connected for so long.

At present we are using the rushing system for the first ten days of the year; it is over and all pledging is done within these first ten days. After the pledging is done these pledges of course go into the fraternity houses. It makes fraternity houses possible for we could not run fraternity houses without the help of the freshmen. Initiation takes place after the beginning of the second semester and is stretched out over a period of two or three weeks. Of course that can not take place until reports of the first semester are over. The inter-fraternity (council) made a higher scholarship standard for instance than the faculty made for students to remain in the university. I believe that the fraternities have within their power the building up of social and scholastic life of the institutions more than any other society that has ever been devised.

DEAN VANCE—We do not have fraternities in our institution. We are planning to build a new dormitory, our present one has seven sections and houses 140 men; the new one will house about the same number but will probably have larger divisions. I am inclined to think that we will have freshmen in with other classmen, and I think we will have to allow some opportunity to shift those freshmen at the midyear. The men are allowed to group themselves in sections according to congeniality. These are not fraternal groups but are based solely on acquaintanceship and friendship.

DEAN HECKEL—I have had some experience in dealing with freshmen dormitories and am opposed to the freshmen dormitory idea, and feel that it works to the disadvantage of the student.

DEAN RIENOW—The matter of deferred pledges please.

DEAN HECKEL—It seems to me that it is something like a matter of a long or short courtship with the subsequent divorces resulting. We have three days of intensive rushing and have much divorce afterwards. (The boys find that they have gotten into uncongenial groups and the groups find out that they have taken pledges of the uncongenial individuals), and so the groups either eliminated some of their pledges or the boys turn back their buttons.



DEAN MASSEY—I am heartily in favor of early rushing, early pledging and deferred initiation. There is just one point which I shall mention. We do not initiate until after the midyear examinations, usually not until late in February. During February, the freshmen have a hard time with "goating." We pledge immediately.

DEAN WAHR—I should say a few things about conditions at Michigan because we have been reorganizing things. The rather defunct inter-fraternity council has seen new light and a new council has been reorganized with its policy lying now in the hands of the students rather than in the hands of the university. The president, secretary and treasurer of the inter-fraternity council are student members of fraternities. The fraternities are divided into five groups and are rotated yearly. The president, secretary and treasurer are taken from the first three groups one year and the next year the fifth group will be the first, and so it will go. The Judiciary Committee of the council is composed of officials and representatives of the other groups, two faculty members chosen from a list submitted by the fraternities chosen by the president of the university, and two alumni chosen by the Dean of Students from a list submitted by the fraternity groups.

The section which deals with pledging is still unwritten. It is at present in the hands of the students, and we can do nothing unless it comes from the students. It is ridiculous for the Dean of Students of an institution the size of Michigan to impose regulations unless the students are considered and unless consideration is taken of the opinions of fraternity groups. I would rather submit them to students than to Deans of Men. We are always making rules how the other fellow is to live and not taking care to help him to live.

Pledging is done in the first semester and initiations in the second. The feeling in the office of the Dean of Students is for deferred pledging. Freshmen live in the fraternity houses.

DEAN BRADSHAW—Deferred how long?

DEAN WAHR—A few weeks. . . .

Many of the men live scattered about in the town. Our experience is gathered from our situation where so many of our boys live in rooming houses and we regard living in a fraternity house better in many respects than in rooming houses. Some may say that it breeds snobs; I do not know that fraternity men are snobs although I do think that on the whole the fraternity does breed a little finer degree of culture and a finesse of meeting people. There is group spirit that is to be commended rather than to be deplored.

DEAN HART—I believe in immediate pledging and rushing with deferred initiation, but I am convinced or will be in two or three years that pledges should not live in the houses.

DEAN COULTER—I believe in getting the agony over as soon as possible. We have it over in ten days and then initiation takes place about the first of April. The Pan-Hellenic council passed a rule that no man having conditions could be initiated but the faculty has no ruling. I believe the system is working out.

DEAN ARMSTRONG—We have a system at Northwestern that is just about like the normal system. We pledge the first of the year but can not initiate until the end of the first semester; grades are taken into consideration. Freshmen live in the fraternity houses.

We are making a study of the scholastic life of the pledges and of the conditions affecting that scholarship; it is not only a question of what kind of men do you take in but, out of a study of years, how many graduated and the causes of others dropping out, and how and where the fraternity shows an abnormally high fatality rate.

We think we get a democratic body by throwing both the non-fraternity and fraternity men together. Any fraternity can pledge at any time. We take the fraternities whole heartedly and do our dormitories too which are organized upon as much of an organized basis as the fraternities.

DEAN MELCHER—We have no rule regarding pledging which equals early pledging. We have deferred initiation after one semester. Freshmen live in the fraternity house.

DEAN SARRATT—A man may be pledged but no man can be initiated until after one semester. Freshmen do not live in the houses. About 51 percent of the student body are fraternity members. The discipline of the fraternity is the problem.

DEAN CLOYD—We defer pledging until the first Monday of December; initiation takes place at the beginning of the third quarter.

With reference to dormitories I probably have a unique situation. We do not have any chapter houses, although the college does not oppose them. In the dormitories we do separate freshmen from other classes but we allow fraternities to congregate together.

DEAN ENGBERG—It has been my belief that no freshman has any business to live in a fraternity house and I feel that we have no business to segregate freshmen.

We allow a rushing season until the day school opens. A man can not be initiated unless he has passed every single hour and with a minimum grade corresponding to C—it is an inter-fraternity rule and some of the individual fraternities have an even higher standard. After the big rushing season there is nothing to do for a while but later on in the season initiation takes place.

DEAN RIPLEY—Rushing is confined to the three days of matriculation but pledging may take place during any time during the four years. Freshmen may live in the houses but must drop out if they fall below 1.25. Initiated men must make an average grade of C for 30 term hours.

DEAN WANNAMAKER—Pledging at present at the end of six weeks, approved by the faculty, definite arrangements may be made by which invitations may be extended in writing. Initiation is deferred until the end of the first semester with at least a definite requirement that 12 semester hours must be passed. There are some fraternity houses now but this is the first year. We have no regulations regarding freshmen.

DEAN WOODWARD—Personally I think pledging should be deferred until toward the end of the first term and initiation should not be earlier than the beginning of the second term for freshmen. My conviction is open to change but I regard the fraternity as a means to enrich college life; but the first impression the boys get seems to me to be that they get the idea that the fraternity is the greatest thing in college because it is the thing that they see first. I think that that ought

With reference to sophomores and the arguments about putting such heavy demands on the freshmen before qualifying, I wonder if we know to what their delinquency in the sophomore year is due and have we enough data on the treatment of freshmen delinquency or failure in the sophomore year?

DEAN PARKS—In higher educational institutions for the negro, the negro fraternity originated only about 15 years ago, but we have about the usual experience with them which shows that people are about the same no matter what the color. We are in an earlier period of development and consequently one of our chief difficulties is not getting the men to put the institution above the fraternity.

On this specific matter of pledging we have a regulation imposed by the faculty allowing no pledging until after three quarters and initiation only at the beginning of the sophomore year. It works.

DEAN HUBBARD—We may pledge any time but practically all pledging is done before school opens. We have deferred initiation at the beginning of the second semester. . . .

DEAN McCLENNAN—We have no fraternities at this time. In 1873 they were thrown out . . . and so I have had no experience with them.

I presume that no institution has a larger proportion of students living in dormitories than Princeton (and soon) 2,000 out of 2,300 will be in dormitories. There is a reduced expense to the students and we are looking forward to the time that they are all going to be living in dormitories. The four classes are mixed promiscuously and on the whole we think it is to the interest of democracy and the general tone of the college to have them thus.

DEAN FIELD—The faculty have complained that pledging was delayed, and my requirement finally was that all freshmen come in a week early; pledging thus was done when school opened. Initiation is delayed for three months, and under the semester plan. We have special reports on each man's grades.

DEAN BRADSHAW—Freshmen dormitories, please.

DEAN FIELD—Yes, but only a small proportion of our students live in dormitories. . . .

DEAN DOYLE—We have no dormitories but we do have well established fraternity and sorority houses. We have a Dean of Women but no Dean of Men; I am here only as a professor. We have a definite system of supervision for sororities but none for men. There is a long rushing period for the women which ends about Christmas and the faculty say that it leaves the students excited and makes them unable to do much at examinations. There is better scholastic standing for the girls, but it would be better for the men with a Dean of Men.

DEAN FISHBURN—Men are snatched off the train. The fraternity men take a fellow through the matriculation line and pledge him immediately. Freshmen necessarily live in the fraternity houses. The inter-fraternity council is in favor of deferred pledging but the students themselves are against a deferred system of rushing and of pledging. In 90 per cent of the cases fraternities have definite scholastic requirements.

Personally I favor the pledging immediately. I think that the whole system takes time and that we ought to get it out of the way before the real academic work starts seriously.

DEAN NICHOLSON—I prefer deferred pledging. . . . I find that when the initiative comes from the students (it is better); I have no say unless it comes from the students. . . .

I do not favor the dormitories as a required residence for all freshmen but I do favor them for those freshmen who come from outside of the city who need better facilities than they could get in private rooming houses.

In regard to pledges living in the house, the university takes no stand on that but it is an agreement among the fraternities that pledges will not live in the houses. I am under the impression that there are exceptions, however.

DEAN HORMELL—We initiate in February with 12 hours of credit and with an average grade for graduation which means a C. This is the first year we have had it and one-third of the pledged men failed. The fraternities were somewhat disturbed over the situation but I believe that they will agree to it.

The administration is talking of freshmen dormitories and I am opposed to it. Freshmen live in fraternity houses, many of which have supervised study hours and a scholastic standing much above non-fraternity groups.

The meeting adjourned for the luncheon period.

## SECOND SESSION

The afternoon session convened at 2:30 P.M. and was called to order by Chairman Dean Rienow.

DEAN NICHOLSON—President Kaufman and the Commerce Club have asked that I present an invitation asking that you hold your meeting in Minneapolis next year. I do not know whether we can offer you as beautiful weather or as fine a campus but we will be glad to offer you something that we think you will like.

DEAN BRADSHAW—I have a letter here from Dean of Men at the University of Wisconsin asking that I present his invitation. He did not offer any special inducements as to the weather.

It was moved, seconded and voted upon that the invitation of Dean Nicholson be accepted and the meeting be held in Minneapolis the next year.

Dean Rienow then introduced Dr. Bennett who was doing graduate work at Columbia and who was making a special study of the phases of the work of Deans of Men.

## A Study of the Prevalence of the Office of Dean of Men in American Colleges and Universities Together With the Recognized Duties, Powers and Activities of the Office.

By JOHN N. BENNETT

*Teachers College, Columbia University*

This investigation was made as a project-problem in a course in Vocational Guidance from the conviction that guidance ought to find a larger place in our colleges. The problem of the mortality along the four years of college life, and the apparent mal-adjustments and lack of wise choices indicated by the small percentage of men who follow the occupation anticipated in their college and university courses demand the attention of our institutions. Such problems naturally find their way into the personnel office of the college. Traditionally, the president's office has been concerned with these relationships. With the remarkable growth of our institutions, and the increasing demands on the administrative side of the office, of late years, some member of the faculty has been designated to "look after the boys." The special direction his activities would take has depended on the man himself and his freedom from class-room duties.

In order to find how far and in what directions this development has reached a sheet of questions was mailed to 356 different institutions in all the states of the union. The intention was to reach all independent, non-sectarian, church, state and municipal colleges and universities. Several of the separate agricultural colleges and all the Normal and Teachers Colleges were omitted from the list. There was no good reason for this omission. As an indication of the general interest in this subject, an 85 per cent reply has been received. One hundred per cent returns have come from twenty-three states located in every part of the country.

The questionnaire was sent to the administrative office, usually to the president, in order to get at the real consciousness of the need and duties of the office in the minds of the executive offices. The names of twenty-three Deans of Men were available and the same set of questions was sent to them without any intimation that the President was also receiving it. The ulterior purpose in sending to both the President and to the Dean of Men was to discover how clearly the office of Dean of Men was defined.

With this information in hand it is frankly conceded that it is difficult to state with great assurance the actual situation in individual institutions. Often the replies are based on theory and sometimes on mis-information. But on the whole the general trend is indicated.

The institutions naturally fall into three fairly well defined groups. The first contains those in which the need for the office has been recognized and a man has been given a title that clearly separates him for the office. This title is usually Dean of Men. Other designations are Dean of Students, Dean of Student Affairs, Director of Student Activities, Adviser to Students, Adviser of Men, Supervisor of Men's Halls, Dean of Freshmen, Counselor of Freshmen, Supervisor of Disci-

pline, Dean of Discipline, Dean, and Assistant to the President. These various titles probably reflect roughly the chief function of the office when it was established.

A second group of the institutions is made of those that sensed that something ought to be done in the way of personnel work and have added the duties to an office already established or to the head of a department. The line between this group and the former is not clearly drawn, for it is not always possible to decide whether a man was a Dean of Men and incidentally a Dean of the Faculty or a head of a department, or vice versa. The number of hours taught, occasionally was an indication, but this would not apply in case the office were attached to that of the Dean of the College. The number of hours spent in the class room by some of this group ran as high as sixteen or even twenty a week, which would seem to make it clear that the personnel work were largely incidental.

The third group includes those institutions where no special arrangement seems to have been made to assign this work to any person or office. This does not prove that these institutions are oblivious to the needs of the men. Some large colleges are in this group from which quite detailed reports have been made of their efforts at guidance, and to avert the wreckage along the way and to make more efficient the highly gifted members of the student body.

These three groups divide the institutions in the ratios

101 : 66 : 119.

An effort was made to discover whether the size of the institutions, and the number of men students in attendance were the determining factors in the recognition of the office. The statistics of attendance were taken from the *Blue Book*, Vol. I, 1923-24. The study shows that 47% of the institutions having Deans of Men are those having more than 500 men students. At the same time there are 36% of these larger institutions that report not having the office. The colleges of less than 200 men furnish the largest contribution to the group without any such office. It is probable that the colleges of small attendance are more sensitive to the call of the men than this would seem to indicate, but on account of their small numbers the individual professors are able to do much of this work of their own initiative.

It would seem that size and wealth do have something to do with the attempt to furnish the service for the men in this particular way. Entire states go fairly strongly one way or the other, neighboring states contrasting in the matter. Missouri reports only 2 Deans out of 7 replies to 13 inquiries. Nebraska reports 7 Deans out of 10 replies to 10 inquiries. Pennsylvania reports 14 out of 18 replies to 19 inquiries, while Illinois reports but 7 out of 16 replies to 18 inquiries.

The table indicates the replies received. The figures have been reduced to percentages that the groups may be compared as to tendencies. In the group having Deans of Men, discipline is the most generally reported duty of the office, 72% recognizing it. In 56% the duty is recognized as partly pastoral. The percentage rises to 64 when the matter of college and vocational guidance is involved, and continues to rise to 69% as touching the social life of the men. It then falls rather consistently through the suggested list of powers to the low point of 25% for expulsion, the higher point in the shaping and curriculum probably being due to the Dean belonging to the faculty rather than to his Deanship.

In the institutions where the functions have been assigned to some other existing office, or to a teaching professor, discipline is the most generally reported

affairs of the men drop low. The attitude of responsibility to the institution is again shown in the rising percentages in matters of entrance, registration, and curriculum.

Percentages are given also on the duties and powers of the Deans of Men in twenty-eight institutions where, to judge from the reports, the office appears to be well established in the minds of the authorities, and in the matter of equipment furnished and time given to carry out the program. The selection of this group is not intended to be inclusive, nor in all probability is it free from error. As they form more than a fourth of the first group they have had a marked effect on the percentages. It is noticeable how much higher is the percentage of this selected group in those items relating to the more personal relations of the men. While 79% of them are more or less involved in disciplinary problems, this activity may be more from the side of the personal interests of the men than as the executioners for the faculty or as the mouthpieces of the governing body.

An examination of the number of hours spent in the class room or in the laboratory by the Deans is suggestive. The average number of hours taught is 6.9 while the median is 8.5. In the combined office the average is 8.1 hours with 8.7 as the median. For the special group of twenty-eight the average is 2.2 with the median at 0.5 hours. There is a frankly expressed desire on the part of several of these deans to be relieved entirely of the duties of discipline also. They wish to avoid becoming Executive Deans.

Brief mention ought to be made of the replies made to the last question on the sheet, "In your observation, how effective are the efforts of the office in behalf of the men?" There were one hundred and two answers to the question. Eleven Presidents and thirteen Deans of Men avoided the question. The comments of the Presidents are in the main very appreciative and even fulsome. The following samples are so chosen as to present the variety of comment:

"We find him an important factor in college life."

"I could scarcely carry on without such an office."

"Of vital importance to the men and the college."

"Indispensable."

"Should be full time dean. What he already does is indispensable and most valuable."

"It depends entirely on the man. The right man is of inestimable service."

"One of the most important offices in the institution. Has indeed been a great help."

"Would not try to do without."

"He is a vital force in our organization."

The Deans of Men are more guarded in their replies. The following are typical:

"Moderately."

"I think partly successful, not wholly."

"Fairly effective."

"It ought to be effective in time."

"Only fairly so, because of lack of time to devote to it."

"Of increasing effectiveness."

"Plays a very important part in student life and guidance."

"Being the Dean, Very!!"

Not all presidents are entirely sold to the method of attacking the personal

problem. Most of these do not have the office and so did not attempt to answer the question. The following replies are interesting:

"Faculty would consider it an interloper and a fifth wheel."

"No need of one under the present military organization."

"I am always afraid of deans and deanships in a small college."

### DEDUCTIONS FROM THE STUDY

The conviction becomes firmer that the Dean of Men is and must be a personnel officer. The element in the situation that distinguishes him from an executive or administrative officer is that he is dealing with men as men. That there is so much wreckage in college life; that so small a percentage of those who enter with high hopes and purposes ever arrive, indicate that here is a real human problem for solution. A college and its processes should not be considered merely as a machine. It is dealing with bundles of currents and cross currents, made of dissimilar native abilities and aptitudes, from different social and economic home influences, each bundle affected by its own environmental, political, moral and religious conceptions and prejudices. The Dean soon finds that the problem involves not only student individualities but the faculty presents its quota of idiosyncrasies. To attempt to run successfully these units of diverse combinations through the same hopper is only playing with the job.

It is the privilege of the Dean to come to know these different men. This is involved in the relationship designated in the questionnaire as "Pastoral". One has said that a good shepherd knows his sheep, and in return is known by them. One deduction, then, is that the Dean shall seek to know his men. This involves some knowledge of their home life, with as much about father and mother as possible. There should be at hand in one place records of his prep school, of his health, religious life, moral life, his I Q and all tests available. The Dean should have accurate and up-to-date knowledge of the housing conditions, the fraternity life, health and hospital conditions, church and religious activities, and by no means least important, the actual class room conditions. The cards should show how the student is reacting to all these conditions and the new environment into which he has come. This is asking a good deal of any one man but it is the *sine qua non* of success. During this process of learning the men it becomes a privilege and a source of real power for him if in turn the men have come to know him as a man and as their friend.

With all this personal and almost intimate information the Dean is in a position to be an effective adviser and vocational guide for his men, a helpful counselor as they choose their college courses, their outside activities and their attempts to solve their social and moral problems. With fresh and trustworthy information of the professions and other opportunities open to college men, including the type of training required for each, where and how it is to be obtained, he should be of great value to many a young man in selecting and preparing for his vocation in life.

In view of all this, would it not be wise if he be allowed to sit-in on the discussions of faculty problems of curricula, college entrance and registration as to hours and subjects?

In disciplinary problems, about 80% of the Deans are involved. The nature of his office gives him a unique place as a disciplinarian. Negatively he is not

allow himself to be considered the public executioner for the faculty, nor an undertaker to bury their dead. He is not a judge nor an attorney. His concern is with men rather than laws. With his rather intimate knowledge of the aptitudes and temperament of the individual student, the Dean should be allowed large freedom to attempt any adjustment possible to save the boy to himself and to the higher ideals with which he entered upon his adventure into college life. Large freedom might well be granted him in guiding the upper quartile of the class gifted with high native intelligence. Some of the Deans of Men are greatly troubled by what they feel to be the failure of the college to the bright students. If the attempts at correction and adjustment prove fruitless the Dean might well have power quietly to sever the connection of the individual with the institution, with the approval of the administration.

The investigation indicates that often there is a lack of definiteness as to the status of the Dean of Men with the administration, the faculty and with the student body. It would make for dignity and efficiency of the office if in each institution the duties and powers of the Dean should be clearly defined and published in catalog or bulletin. Each institution will develop the office in its own way, and the activities of the Dean will vary according to the man. "The whole matter is one of personalities, not method." At the same time it is vastly to the interest of the Dean to have his office carefully thought out and clearly defined.

TABLE OF THE REPLIES TO THE QUESTIONNAIRE OF THE  
OFFICE OF THE DEAN OF MEN IN AMERICAN  
COLLEGES AND UNIVERSITIES

SENT OUT MARCH 1, 1925

The figures have been reduced to percentages.

THE GROUPING OF THE COL- LEGES ACCORDING TO THE METHODS OF MEETING THE DUTIES OF THE OFFICE											THE DISTRIBUTION OF GROUPS AMONG THE COLLEGES AS TO MALE ENROLLMENT							Average Hours of Teaching by Dean		
	DUTIES				POWERS													Median Hours of Teaching by Dean		
	Discipline	Pastoral	Guidance	Social	Advisers	Athletics	Entrance	Registration	Curriculum	Suspension	Expulsion	1,000 and Above	500 to 1,000	400 to 500	300 to 400	200 to 300	Below 200			Total Numbers
A Selected Group of Those Especially Well Organized for the Office																				
1. Those having Deans of Men..	72	56	64	69	60	46	32	47	58	43	25	56	27	35	41	33	28	6.9	8.5	101
2. Those with combined office..	76	33	56	47	56	42	70	65	71	53	30	14	27	25	25	15	25	8.1	8.7	66
3. Selected group .....	79	64	75	82	64	50	57	43	39	43	25							2.2	0.5	28
4. Those without Deans of Men												30	46	40	34	52	47			114

The academic rank of the Dean of Men varies. In a very few institutions he has no such rank. His position is defined by one: "His duties include all matters neither purely administrative nor purely educational." Thirty-seven per cent of those institutions where the office is quite clearly differentiated rank him as dean, while fifty-nine per cent give him professorial rank. In eighty-two per cent of cases in other institutions the duties were assigned to an already existing dean, the others to professors or regular officials.

Some Deans of Men prize very highly the opportunity to teach certain few courses, feeling that it gives them a more scholarly contact with both students and faculty. The number of hours spent in teaching on the part of the dean is doubtless correlated to the effectiveness of the office. It naturally follows that the more completely the office functions in its own peculiar sphere, the less time can be given to teaching or to other administrative duties.

DEAN RIENOW—I am sure we consider this a great privilege to have had your paper and I wonder whether it would not be possible to have copies of it when it is ready.

DR. BENNETT—Nearly everybody present has already expressed a desire for a copy.

DEAN RIENOW—Dean Wahr of Michigan will lead the discussion this afternoon on "Extra-Curricular Activities."

### EXTRA CURRICULAR ACTIVITIES

DEAN WAHR—I am rather reluctant because primarily I have nothing to do with them; I have the pleasant or unpleasant position of taking care of land-ladies and students, the other matters are taken care of by Dean Bursley himself. When he found he could not come, he sent me in his place.

Student life is very complex. The faculty are there for the purpose of study but students take a different attitude and life on the campus mirrors more or less that of society in general. . . . Students are already in the life of the campus but they are most anxious to play some part in running things. At Michigan in the office of Dean of Students a good deal of the handling, or shall I say guidance, of just how the students shall act and run these different organizations is taken up. All organizations have to file in our office a list of their officers and as soon as possible a list of their members, and whenever any student desires to become a member of this group or that that is going out with the opera, dramatic club or the like the officers have to submit the names of the students to us. We have a copy of their grades, we look up and see if a man is eligible . . . and the office then takes care of the rest, and so we have our rules of eligibility. I suppose our rules are not different from those of other colleges and large institutions. Would any of you like to hear the rules of eligibility of Michigan?

DEAN COULTER—What are your rules for those going on out of town trips? Any scholarship requirement?

DEAN WAHR—They have to have a passing grade of C.

DEAN RIENOW—Read them all.

The following rules were read by Dean Wahr:

## RULES GOVERNING PARTICIPATION IN PUBLIC ACTIVITIES

### I

*"Public Activities.\** Public activities include: (1) Participation in any oratorical or debating contest, or any dramatic or musical exhibition, (2) Service on student publications, (3) Holding a Class or University Office, (4) Official connection with any of the so-called college functions, such as the Junior Hop, Women's Banquet and similar activities. The list is not intended to be exhaustive, but merely to indicate the character and scope of the activities referred to.

### II

*"Eligibility.* The manager or chairman of every student activity is required to submit to the Chairman of the Committee on Eligibility a complete list of all students who expect to participate and to ascertain their eligibility before proceeding further with the enterprise. No student may take part in any public activity until an official certificate of eligibility is filed with the proper officer in charge of that activity.

### III

*"Probation.* Students on probation are forbidden to take part in any public activity.

### IV

*"Warning.* Students on the warned list are forbidden to participate in any public activity.

### V

*"Conditions and Failures.* Students who have received marks of D or E for the semester (or summer session) immediately preceding the date of the eligibility list, are prohibited from participating in any public activity, unless by special permission of the Senate Committee on Student Affairs. Exception may be made in the case of students who have received no grades of E in the preceding session, and whose hours of D grade are offset by an equal number of hours of B, or one-half that number of hours of A grade, and they may be declared eligible without this special permission.

### VI

*"Special Students.* Special students are prohibited from participating in any public activity except by special permission of the Senate Committee on Student Affairs.

### VII

*"First Year.* No student shall take part in any public activity during his first year of residence in the University, except by special permission of the Senate Committee on Student Affairs. During their first semester of residence such special permission will not be granted to students with the rank of freshman, but may be granted to other first year students, provided their work in the institution from which they came meets the requirements of the Eligibility Committee. Special permission may also be granted to freshmen during their second semester of residence, provided they have completed one full semester's work (15 hours or more) with at least one mark of A or B and with marks of not less than C in the balance of their work.

### VIII

*"General.* The Senate Committee on Student Affairs has the right to prohibit a student from participating in any public activity whenever, in the opinion of the Committee, such participation is detrimental to his college work.

### IX

*"Extra Mural Activities.* Students who are ineligible to participate in public activities within the University are prohibited from taking part in other activities of a similar nature, except by special permission of the Senate Committee on Student Affairs.

### X

*"Special Permission.* The special permission to participate in public activities in exception to Rules V, VI, VII, and IX, will be granted by the Senate Committee on Student

\* Participation is to be interpreted as including a specific preparation for any public activity or management thereof.

Affairs only upon the positive recommendation of the Faculty of the school or college to which the student belongs. Petitions for such special permission must in every case be presented before the participation in the activity is begun.

### XI

*"Discipline.* Cases of violation of these rules will be reported to the Faculty concerned for discipline."

DEAN RIENOW—Why do you not take care of athletics?

DEAN WAHR—Another department takes care of athletics and there is a Committee on Athletic Affairs.

DEAN RIENOW—Why do you rule out special students from these activities?

DEAN WAHR—Some one suggested that a great many special students might come just for extra curricular activities.

DEAN RIENOW—How do you maintain a standard? Suppose, for instance, an engineering man wanted special permission and got it from the head of his school or college when he had been refused eligibility from your office; it seems to me that it would be very difficult to establish an idea that the thing was being played on the square.

DEAN WAHR—You must remember that the Dean of Students at Michigan is not a disciplinarian at all, his duties have been taken over from faculty regulations, and I imagine that the Deans of the several colleges were very reluctant (to give over much of their authority) in certain particular fields which they had always exercised.

DEAN WAHR—The so-called Registrar has been largely a secretary of the College of Liberal Arts, the Registrar is a recorder only.

DEAN RIPLEY—If your rule is violated, how do you work it?

DEAN WAHR—It goes to the Discipline Committee.

DEAN FISHBURN—Why should not a freshman be given a chance to participate?

DEAN WAHR— . . . . That is where the loop hole operates. . . .

DEAN COULTER—Theoretically I think that is all right. . . . I think any Dean of Students would take a permission from a dean of a college. Our records are by no means as complete as those records in an individual school or college so that in any questionable case it seems to me that that would be the place to turn anyway.

DR. BENNETT—Won't you come to that more definite detail?

DEAN WAHR—Not if we can help ourselves. We are trying to build up a place where students will feel free to come in and feel at home. We want a spiritual atmosphere, an intensely human atmosphere and not one where we are surrounded by records.

DEAN RIENOW—You can not talk as intelligently about his record as he does.

DEAN WAHR—The college grants a degree and a history of each case is kept in a man's particular college. If the dean of the college sees fit to let a boy do something, why we take his word. Besides we have access to the records anyhow.

DEAN CAMPBELL—Do you have access to the psychological tests?

DEAN WAHR—Psychological tests were tried out in the Literary College. I think they started that year and ended that year; I do not know about their having been very satisfactory.

DEAN RIENOW—I could not get along without them. We have been giving psychological tests for five years and intend to give them for a long enough period to test them out. They are filed in the Dean of Students' office, Psychology Department, and in the President's office.

They have been interesting in this viewpoint. Supposing a student is failing his work; he comes into your office for a conference as to why he is failing, why he is a delinquent. You are perfectly willing to talk to him about his health, his outside duties, whether he is working his way through college, or his social environment but we seem to be so reluctant to take into consideration his mental capacity. You say to him, "What you need is to get down to business; you have got to put more time on your German, physics or chemistry"; he will say, "I have been putting three hours on it." But when you look at his I. Q. you will find where he belongs, and you might as well save your breath. He is not there; it is foolish to talk about plans and schemes and study. Here is another fellow that stands up 98. From all the evidence we have, you can say to him, you ought to be doing better, you ought to stand up in the upper 10 per cent. To me it is a very helpful thing and I think I can answer the letters of his parents better. His mother's first thought is probably that he is not working; she would not ever think that he could not do the work. It would help me to say that he is finding work very difficult but I think he is working hard. The next letters might suggest that he find another occupation and a third might sever our connection entirely. When used with considerable discretion I think that they are very helpful. It is very helpful also to tell the boy that he has brains and he is not using them.

Let us turn our discussion possibly away from the regulations . . . being formulated in the various institutions to the question, "Are we in our colleges and institutions tending toward such an increase in extra-curriculars that we are crowding out the possibilities of academic work." Is it true that multiplying of extra-curricular organizations, dramatic, oratorical and different other organizations is seriously interfering with those things for which colleges and universities were established and being supported? Can we as deans of men influence or modify this tendency? Can we come to a conclusion as to whether it is in the wrong direction and what we can do to put it on the right track or slow it down?

DEAN CAMPBELL—Do the institutions limit the number of extra-curriculars that an individual can engage in, the point system?

DEAN RIENOW—How about the point system with men?

DEAN COULTER—The faculty originated one plan, the School of Engineering made a beautiful blue print; it was adopted but did not work but two or three years. Recently the students brought the matter up again and proposed a system. I examined it and had it submitted to a popular vote; it passed and now works through the student council and has had an immediate effect.

We divide our activities into a series of groups, the major carried 10 points; a man who goes into these (major) groups . . . may carry a maximum of 12 points. . . . Football is a major of 10 points a season. I keep a record of the boy's points and report them directly to the student council calling attention to violations from their rules; of course the athletic points are O.K.'d by the Athletic Director before I charge them up.

In regard to the extra-curricular activities taking students from the campus,

group go on a glee club tour, it seems like a large number of people leaving the campus but really it is very slight because it is not the same group who goes all the time. The absence from the university work which is more disturbing than anything else is that called an inspection trip which will take an agricultural or an engineering trip for a period of one, two or three weeks with a plea that it has an educational value, that it compensates for the time lost from other work.

DEAN ARMSTRONG—Have they tried to formulate the scholastic value of trips? Has there been a serious study made as to the actual amount of educational value that it contributes to the students? In order to formulate an intelligent opinion as to whether the students should be allowed to carry on outside work I should like to ask that such a study be made.

DEAN RIENOW—I have never seen any such study.

DEAN VANCE—Some of the faculty and students try to tell us that it helps rather than hinders. For instance people interested in music, if taken away from it, lose all interest in everything else. I think that probably we are pretty much right that extra-curricular people do poorer work in the class room.

DEAN RIENOW—I have a report in some of the parallel ranks of men engaged in extra-curricular. Many who were in baseball, glee club, etc., were rather superior in scholarship but we found that the freshmen who were competing for athletics were miserably low, that it was having its worst effect on our first year students, and that the man who has outlived the effects of the freshman year is pretty solid.

DEAN HECKEL—We have for example a barn warming given by the engineers. The agricultural students and the law students each have events lasting sometimes for one solid week with dances from nine to one in addition; then there is the military ball, and the journalist's play; so I might multiply instances. Now it seems to me that our problem is to knock them hard, and yet those things are so firmly established by years of tradition that it would be suicide to hurt them.

DEAN RIPLEY—I wish you would go ahead. "Why," they say, "Missouri has a week for this." I wish you would do something about this.

Here is one point I have had in mind and I have tried to work out a plan with the students. I believe we have been allowing the athlete to run away with us. What have we for the young man who works for the best interests of scholarship? I have had students tell me that they would like to have some recognition for these men who do take hold of college life and are leaders. For the past ten or twelve years, I have been watching the men on student publications do an immense amount of work and get valuable training, yet the university and the student body give them no form of recognition. I think that it is about time we try and have the students establish some recognition for scholarship and leadership. I would like to know whether this group of men feel with me that there is some way to represent them as leaders in the institutions.

DEAN MASSEY—Do you give any money for the annual?

DEAN RIPLEY—Very little is left over for salaries.

DEAN FIELD—We give a gold "T" to the upper 10 per cent and the students prize it very highly.



DEAN FIELD—They are not coached for it. There was an Honor Day set aside and we had up before the student body the honor men and they were received very well by the student body.

DEAN ENGBERG—Have the students learned to pick the high graders on the faculty?

DEAN FISHBURN—I have been interested in student activities for the last three years and have had arguments from the students thusly: "Well, our fraternity is turning low because our men are so active in their extra-curricular work." Personally I did not believe them. Rather a recent graduate myself I had the idea that the more a man did the harder he would work to keep his marks up. For the past three years I have checked up a list of 134 organizations, some 55 fraternities, 25 girls' activities, also athletic, musical and debating clubs and other campus societies, and I have found that over 60 per cent of the campus organizations, excluding fraternities, are above the general college average and that 60 per cent is not quite as high as it has been. That rather proves to me that an active man is going to do more with his scholastic activities than an inactive. . . . I have not checked up, but I am sure the men who make the honor societies are in at least one extra-curricular activity.

We have awards in the forms of keys. Those who rate 90 per cent or above receive a medal which can be worn from the watch chain. These are given out on Scholarship Day. Two class periods are used to give out all elections and awards; the latter are given by alumni, honorary fraternities, etc. (The point is) not how many awards a man wears but what they signify, however.

Of course at Penn State we have nothing to do but study or act, we have no form of entertainment except college life. But I believe we have our solution and will continue to push extra-curriculars because the figures show that those men in those activities are higher than those in all student activities.

DEAN McCLENAHAN—I think our attitude toward extra-curriculars is going to depend on the theory of the whole business. What is the justification for it? We will all admit that the prime important thing is the training of mind and the development of character. Anything that interferes with such a training is to be avoided and that which helps is to be accepted greatly. We must convince ourselves that forms of extra-curricular are helpful training. At the outset athletics were considered by great majorities of faculties as an evil, but that attitude has been changed and changed wisely. Faculties have come to recognize, that it does give self-control, character building and clean play that nothing else gives and so have come to accept athletics as very important.

Other things come in probably because men had a strong social urge. Men go out for football who actually hate the game but who go just for the sake of the social life which it opens up.

Our first question is, are they good or bad? If good, control them; and if bad, for heaven's sake cut them out. Suppose we have come to the conclusion that extra-curriculars are good, what should be our theory of control? If good, why interfere?

It seems to me that a better way would be to establish in the colleges real scholastic standards. I think our standards are absurd and I think they are absurdly low considering what these boys could do when they put their minds on it. Wouldn't it be a better thing to say that you are here for the up-building of your character and the strengthening of your mind, but we are not so much

concerned with your extra-curricular things, but know in advance that if you do and come up with a scholastic loss and then say that you have been out doing things for the sake of the college that is your responsibility? Shouldn't we stop babying these men? . . .

DR. BENNETT—Just what is the educational value of these extra-curricular activities and what credit should be given? Now credit of 10 points have been based largely on the time (the activity consumed). . . . Some of our colleges have been making studies along these lines. For instance, for three years Dr. Wood has been making a study of the educational value of extra-curricular activities as a psychologist sees them, and looking at it from that point of view and considering the value of these activities as a force in educational requirements, I believe that is the side we are interested in here.

DEAN COULTER—Are you sure that it is education that the students are interested in?

DR. BENNETT—No, I don't think so.

DEAN RIENOW—Have you heard the opposite side? There are in our institutions students, mama's and papa's boys who belong to the fellow who pays the taxes. You are coming before them in two years to ask for money to pay your salary.

Now we say to our students we are going to put our standards up to C and if you can't maintain that standard get out. Here is a boy who thinks he can and he starts but he is induced to take up football, baseball, oratory, dramatic work, even dancing as a form of athletic entertainment. Now he does not maintain that average and we send him home. His father happens to be a member of the Board of Education or a member of the legislature. He comes back and says, "I sent that boy down there; he had brains and if you had kept him out of these activities he would have been all right, but you threw him right into the midst of activities, and he was only 17 years old. I could not take care of him. I sent you better than an average man, and yet see what happened. You knew he was out for football, that he went into baseball, or some other activity, his mother wrote 'Please don't let him get into athletics.' He even went into a fraternity, and if that is the kind of an institution you have down there then you get your own money."

As Deans of Men have we the place to say that there are certain differences between him and the graduate student? I wonder if the *laissez faire* policy will do. These boys have been brought up in high schools where they have been paid a lot of attention to and have had so much done for them and then if they can't stand the college strain in getting rid of them we have got to do it with finesse; however I wonder if we are not pretty responsible for a lot of our mortality not because we are afraid but because we have on our campuses too many restrictions.

You stop the extra-curriculars of the Romance Language Department and see how quick the department will come at you. Try to do the same thing with the musical interests and you will find money tied up in them. You can't do away with either one or two extra-curricular activities; we have got to steer them. If I were sure of the standard of the faculty that established the standard and was also sure that there was a fundamental standard, however I wonder whether we will not have to steer a middle course.

DEAN NICHOLSON—I have some views about freshmen engaged in extra-curriculars but at the same time I feel that you are a little unduly pessimistic about all these difficulties, the pressure is all there in practically every phase of our university life; but I do believe that practically every one of these institutions is meeting these problems and standing out against that pressure. It is there for the mother's darling as well as for the football star and I think they are treating that student as well as any other.

DEAN RIENOW—I am not unduly pessimistic but my plea is that there is a place in the scramble for participation in extra-curricular activities and the immense amount of over-organization that there is demands a place for reasonable legislation. If we could get some fairly uniform method of meeting these problems, if I could say, that Minnesota does not agree with having freshmen go into such activities when they are academically low it would be such a help.

DEAN HORMELL—I think all of us have a certain standard for graduation. Is it fair to say to the men as they go along toward graduation, sophomores, juniors and seniors, you must maintain a certain grade, if you have time left after you make this then go into extra-curriculars? They say, "No, it is not fair." Here is a good athlete and we say to him if he is a sophomore that he must make from 75 to 100 toward graduation, and if he is a junior 85. I think that he must be making a graduating grade and he will do it if you require it of him if he has any brains.

On the average our athletes are making good standards and are very much above the average man. I think that is because the Athletic Association gets back of these fellows and if they are tending toward failure they prod them up; they have done a great deal for these men to keep them up. Is it too much to ask any one in extra-curriculars to be making a graduating grade?

DEAN RIENOW—As a result of study made we found for instance that here is a football team whose men have an average of 2.8 and that the group had an average of 1.7. The I. Q. of the second squad was 2.7. The football numeral men had I. Q.'s of 1.6 while the average of all the men was 1.8. . . . The track numeral men went up, the gymnastics numeral men outstripped other groups. The literary and musical organizations ranked high while in the athletic organizations those who were actually participating on teams pass courses.

DEAN HECKEL—For nine years prior to going to Missouri this past fall I used this method. I announced three dates on which I would expect delinquency grades which were made the center of activities. A student was reported delinquent in a certain number of hours—then he was debarred from any activities. If he did not get his current work, then he could not go into extra-curriculars, and we even controlled dancing in this way. If a fraternity group fell below it was debarred from holding social affairs for a period of time and I am confident that it had increasing value. . . .

There is a tradition that we must not pamper the student but there is no reason why we should not prod him and track him up. It is very simple to take his examination grades and then kick him out. It seems to me that education is to much more keep him in than to throw him out.

DEAN RIENOW—Were you successful in debarring men from activities and keeping them off?

DEAN HECKEL—Yes. One man who came from Philadelphia was a football

star but he did not make the grade and was debarred from taking part in a game. Immediately pressure was brought to bear from alumni and in fact there was no set of individuals who did not bring it. The situation was not particularly menacing and we stuck to our guns and taught the football squad one of the most wholesome things that they had ever learned.

DEAN ENGBERG—Every man has to be O.K.'d before every game. Three times every month we get the report and if a man should not be up to par he is out of any participation, that is if he has not a clear passing grade.

DEAN RIENOW—You know that a man who is playing football is devoting an immense amount of time and work to it and is not doing what he will do after the season is over.

DEAN ENGBERG—Supposing a football man is registered for 14 hours of work. He is incomplete for one course in English when the reports come in and is not allowed to play until he has that theme in for instance.

DEAN RIENOW—I think that is unfair.

DEAN ENGBERG—That ineligibility does not go into effect for two weeks after.

DEAN HECKEL—We give him ten days.

DEAN ENGBERG—The students have complained but it keeps them up and I think it is a good thing.

DEAN DOYLE—I want to add to Dean McClenahan's statement about maintaining a high scholastic standard. From experience we have found that insistence on a scholastic standard . . . helps you eliminate the undesirable people of every type who come.

DEAN BRADSHAW—It goes back to something that research people are working on, on what is a college grade anyway. Dean Johnson of the Colorado State Agricultural College had the subject for discussion last year on "Honor Points" and spoke first from the point of view of trying to limit a man's activities to those which he could carry and secondly to provide recognition for the activities he had engaged in.

The following letter from Dean Johnson was read before the conference:

I am enclosing the plan and administration cards of a system of point honors for student activities which was adopted by our student body and has been in operation during the present year. A number of efforts were made to establish something of this nature, but such success culminated only a year ago.

Our present Point Administrator is a mature man of business experience and therefore one who keeps the records in proper order. Without such a personality I believe the system would be a failure. So far, the students seem to appreciate the work that is being done.

The principal objects aimed at by the students are a wider distribution of student activities and the prevention of "hogging" of student offices.

S. ARTHUR JOHNSON.

A card describing the regulations directed to this end was passed around.

Under the head of new business Chairman Dean Rienow appointed Deans Coulter and Nicholson to serve as a Committee on Nominations.

DEAN BRADSHAW—I believe that two years ago there was a Committee on Organization appointed.

DEAN COULTER—The main matter to be considered was whether or not a yearly meeting of Deans of Men covering such a wide area was possibly economical and profitable, whether it would not be better to organize two sections and meet

the alternate years, Southern section and Northern—one meet this year and the other next and then both the next. . . . Would it not be helpful if it could be drawn up again for careful consideration and next year take a vote or discuss it and perhaps provide for it on the program. Last year it was passed over.

It was moved, seconded and voted that this committee get together again and report at Minnesota next year.

The conference then adjourned.

That evening the conference members enjoyed a delightful banquet followed by a faculty smoker, both gatherings being held at the Carolina Inn.

### THIRD SESSION

The third session of the conference was called together at 9 o'clock Friday morning, April 24th, by Chairman Dean Rienow.

A report of the Nomination Committee was heard. Dean Melcher was named for president and Dean Bradshaw for secretary.

It was moved, seconded and voted that the nominations be accepted.

DEAN RIENOW—Last year a committee was appointed to standardize or suggest some form of uniformity in the marking system and in scholarship reports. I think that committee has something of a report to make.

DEAN FIELD—This committee was appointed at the request of Dean Coulter and I suppose he is responsible for he started the ball rolling.

The question of reporting the ranks of groups had arisen in my mind because of facts I had observed when I made up my first report in 1913, and I realized that groups were not equally spaced but occurred spasmodically.

The committee composed of Dean Bradshaw, Dean Armsby and myself submit this report.

Each Dean or Registrar should make up his report of actual grade in accordance with the grading system used in his own school. When the grades are arranged in order of excellence take the school average as the base or zero rank and divide the number between the zero and the highest grade that is possible to obtain, or a perfect grade, into ten equal parts, numbering them from plus one to plus ten, the same spaces below the school average will be designated as minus (-) rank. Then any group with grade in any of these spaces will be given the corresponding rank.

Respectfully submitted,

FLOYD FIELD,

F. F. BRADSHAW,

H. H. ARMSBY.

I shall ask Dean Bradshaw to continue.

DEAN BRADSHAW—I had the following letter from Dean Armsby who had just returned from meeting with registrars at Boulder, Colorado; these men were much interested in his proposed uniform method for reporting and grading of student groups.

The registrars seemed much interested in the scheme and at the business session the association adopted the following resolution:

Be It Resolved By the American Association of Collegiate Registrars, in Convention Assembled:

1. That this Association is in sympathy with the Deans and Advisors of Men in their attempt to evolve a uniform method of reporting grades of student organizations.
2. That this Association approves the principle of the plan proposed by the Committee of the Deans and Advisors of Men to this end.
3. That this Association will encourage its members to use this plan as is feasible.

There is another phase to this question which I did not mention to the Registrars Convention, but which might probably be discussed with the Deans of Men. This phase is in issuing transcripts for students transferring from one school to another. At the present time there is no convenient means of indicating on a transcript where a student stands in relation to the average of his school. This scheme of ours could be used for this purpose very nicely, and would I think satisfy the registrars' long and unavailing search for a uniform grading system.

H. H. ARMSBY,  
Registrar and Student Advisor.

DEAN RIENOW—You have heard this report. What will you do with it?

DEAN RIPLEY—I move that the report be accepted with the amendment that several copies be multigraphed. I should like to put it in operation, they have brought in a report that ought to work.

Motion passed.

DEAN RIENOW—The discussion this morning is one that gives chance for some constructive thinking and it dovetails in with the subject for this afternoon.

Perhaps in every instance where a Dean of Men has been appointed in the last twelve or fifteen years, many of them do not go back at that time, the first question asked by heads of departments, by deans of colleges and by presidents is "What is the connection with the Dean of Men and the academic situation"? Many of us have spent much time in side-stepping academic difficulties. It has been very difficult, where the Dean of Men is not on the teaching staff, to convince the faculty that we are of any value when it comes to the academic work of the institution. They like to think of us investigating rooming houses, talking to students, checking up fraternity houses.

I believe that in the way of constructive work, as Dean McClenahan and some one else stated yesterday, we could do an immense amount of it if we can keep in the forefront of our students that the institutions were originally for education, that the business of the young man who goes to college is to get an education as far as his ability will allow, and that whether in solving the laboratory problem or in doing anything else the primary work of the institution is to get an education.

One of the reasons why we have so many disciplinary problems to solve is because we have not adequate pressure to stimulate students to compel them or warn them. We are dealing with very immature boys. If we can coöperate with the classroom man, the faculty man, who does not care anything about our work, if we can make him understand that we are necessary for his success, then I think we are going a long way in a constructive program and taking ourselves into a place where the faculty will realize that we are something more than clerks or disciplinarians and that there is a close relationship between the boy's health, surroundings, etc., and his academic success.

I will now ask Dean Coulter of Purdue University to open the discussion.

DEAN COULTER—The Dean of Men and Scholarship. . . . Many of us are still obsessed by the thought that the main idea is to develop the individual and that the intellectual pursuits of a university are the real reason for its existence. . . . We do recognize the raw material. Take the undergraduate body. All freshmen classes, and they are magnificent in the strength of their bodies, have been assured by parents and teachers that their strength is their great point, that they are capable of doing anything. In other words we have a group of men here who regard with more interest their physical expression,

and it is pretty hard to introduce them right off the bat to an entirely new group of interests.

Then you have the outside idea and interest against too much of the purely academic work and the urge that we introduce practical courses into our curricula. When we undertake to meet that demand for practical courses then what we are doing is to give after all a certain dexterity in certain hand craft operations or in certain business operation, which is not developing any intellectual grasp or principle. We have in all our institutions, all the state institutions at any rate, a great deal that poses as university work and is nothing but hand craft work. You take for instance our courses in home economics, undoubtedly they have useful courses but they contain little that is educational from an intellectual standpoint. . . . I can not bring myself to (believe) that six hours a week laboratory work in sewing ranks is intellectual development, in appreciation, in pushing back the horizon, with that amount of time spent in chemistry, in romance languages or in history.

We have that obstacle that the public demands that these courses will relate to life, and then we have the difficulty that we have to meet that in faculties there are so many people who are devoting themselves to the development of a department instead of the development of students, who do not see the university but only their department, who measure in terms of grades rather than students' life.

I think these courses, that is courses we call practical, are most impractical. I think that the average work a man gets in technical training best comes from courses that he thinks impractical for they are the ones demanding attention that is not found in the mere detail. To illustrate. We have an honor roll something like this; a student in any given semester making three-fourths of his mark in A and who has no grade of C, D, E, or F shall be upon the list of distinguished students. This is published each semester in the college paper so that the list of distinguished students is recognized. Here was a youngster in college who had "math" five times and for the first time in the history of the institution had 100 in it; in English he had 98 and in history 96. He had shop work ten hours a week and got P in that; in mechanical drawing he also made P. He had three grades which were remarkable but he did not have three-fourths of his grades A; yet he was the most distinguished boy we had.

The inability of the heads of the departments to see beyond the confines of their departments and the practical demand from within and without for practical courses are two of our greatest obstacles. What can the Dean of Men do?

In the first place the Dean of Men is to get in touch with the heads of the departments. Because I have been instructor of most of the heads I can rush in where some of you young angels fear to tread. Their work is only a part. We are attempting to introduce the student to this method. He will probably forget all the chemistry in detail but he is not going to forget that method of attack. He is not going to get a body of knowledge that will change the center of gravity, but he can get an attitude of mind and method of attack.

We bring in freshmen and require them to carry six subjects—mathematics, chemistry, biology, English, history and one other. They require eighteen periods in classroom work plus some laboratory, etc., which makes twenty-six; the engineers come to about thirty-two periods a week. They have to play too. When you give them that many subjects they can not digest or assimilate them. Look

over your courses of study and you will find that we are discouraging thinking because we are so eager to fill the time of the student with something else. The answer is that they will be loafing too, but there will be some who will be thinking. Even in loafing they will be getting some intellectual response, so that in spite of deans they will assimilate anyhow.

So I have been attempting to persuade our faculties to reduce the number of hours that a student is permitted to carry and the number of subjects he can take in a specific time so that he can assimilate what he gets. We have some schools that require 189 semester hours for graduation; but our men are not any better than anybody else's people, but they have been making intellectual gorges which have been followed by intellectual purges.

I try any method of attack through the student body, and through the delinquency reports; and I go over those reports then and select those cases where I find that the students are currently delinquent in two or more subjects. I have conferences with all such students regardless of the schools in which they are working. I am not calling those young men in to find fault with them but to try to discover the reasons for their failure, whether they lie in physical conditions, in the wasting of time, imperfect preparation or sheer laziness. In most cases I am free to confess it is laziness ordinarily. Any one who wants to study can. My appeal to them is to pride. (I might say to a man) "Do you want us to class you (thus and believe) that you are so mentally deficient you can't do college in less than five years?" I can not understand the psychology of a man who will go about a campus with his head up and loaded down with delinquencies. Sometimes I sympathize with them and say that they would be better off at an institution where the intellectual pace was not so rapid. If a boy thinks he is not in grace he will get busy to show you he is.

If any student is delinquent he is referred to the Dean of Men. I have sent out requests for delinquent students' grades and I want a list of the exceptionally good students too. I think we should give a lot of time to good men.

I have encouraged to a certain degree discussions and groups wanting to improve campus affairs. They may want to start a new tradition, which is a disease among undergraduate bodies. I have rather encouraged study groups where they get together, select a leader and talk. Three or four groups got very much interested in life in general; I told them I did not know how men could work out a philosophy of life unless they knew philosophy. We now have five groups of forty to fifty men that are taking a regular weekly discussion course and are getting tastes of philosophy. They selected three men of the faculty and have also outside direction, for instance one is a prominent lawyer and another is a popular clergyman. The outside men are working harder and are getting farther with their groups; perhaps the faculty feel that it is useless. These groups have not gone far yet however.

One group wanted to study social problems and I said "Go to it! If you want to study anything, go to it!" A good economics professor was put in charge of this group and they are beginning to realize that there is something outside of their course of study.

Of course (these interests) are supplemented by the Y. M. C. A. but those are more definitely religious though they have an enormous value. So that you see that which gets groups together on specific problems I encourage.

I want fraternities to control their own affairs and I keep my hands off just

as far as I can. . . . I think one or two of the best features of fraternities are exaggerated. The fraternity may have a place to sit around and it may be very hard to get up at 7:30 in the evening and go to studying. I have gone to the fraternity houses in order to get to know the boys.

Our work is rather ephemeral, we do the thing in a generation of students. The question is whether you are going to end the work. No, it is eternal vigilance that is necessary.

There is another thing I think we have made a mistake in. Do we know the type of problems that we think students are interested in? We think they do not know of big problems and so what is the use of talking of them. . . . We might as well let them try their wings. Many youngsters talk on abolition of war because they think they know a lot about it. . . . They can't visualize Christ and can't visualize him in an army. I asked one group if they could visualize Christ in evening dress. . . .

There was a poor white woman from the South who came up to our part of the country and had typhoid fever. When she was recovering my wife thought she would do the good Samaritan thing and took her in some things. The old woman said she wanted corned beef and bacon, that she did not want to eat what she "orter" but what she wanted "ter." . . . I think we have been rather awkward to be frank about it. If I could be forgiven for the maltreatments I have given youth! But we do not realize the interests of these young men or that they are reaching out after large problems. If education means anything, from the first day he lives until he dies he is constantly pushing back the horizons and getting a bigger world in which it takes bigger men to do bigger things. If we try to make him think that life is any one thing then we will try to put him in a groove in which it is easier to live, perhaps. We do not realize just the things that are appealing, but if he is obedient and willing and one of those fellows that will make good grades he will do what we have told him but what have we given him?

Fifty years ago I could have told you what education was, just what body of knowledge a man had to have, just how much of that and what percent, then he was educated. Now after fifty years of work I am a little uncertain of what we want the products of our universities to be. I think that I want a man that is living in the world, a man of broad interests who is avid for the best things, with a sort of divine discontent.

We train a man for leadership and try to prove everything by education. But do we know what leadership involves? Leadership involves service, sacrifice and suffering and a whole lot of things. Is that what we are training for, and indicating that as leadership? Well, if I am not careful I will give you my Sunday morning talk.

But I am speaking now to Deans of Men who themselves stand for the splendor of the intellect. A successful Dean of Men, present company excepted, must be the type of man that the average undergraduate would revere in his heart of hearts. . . . The Dean of Men should represent that which he is trying to develop in the student body. I can not imagine a Dean of Men who has not a definite place in the management of a university and some control of curricular affairs. How many deans here do any teaching at all? (Probably about twenty men signified that they did some.) Some have police duties. Dr.

did not sit in the faculty; there was no one who

did not. . . . Of course the faculty all have their perfectly righteous interest in their departments, but we must make an impression on them so that they will realize that this thing which is the important thing, which makes for future character, is the intellectual interest. How do you educate them, by personal conferences.

As Nicholson said, we apparently are wasting a good deal of time. But I have been encouraging group study in things that people are tremendously interested and have had a group working on tariff, who had liked it. My, but I would like to unscrew their heads and see the wheels go around, but we can't.

They regard me as something of a dreamer who believes that the end of the college was not reached and that we were not justifying the money being expended on our years of sacrifice. . . . I believe that we are letting the job be bigger than the soul and training our students to make a living instead of living. Seventy-five per cent of the people in the world today are too busy making a living instead of living, but the agency in the present complex development and size of universities who is going to bring that about is the Dean of Men and unless the Dean of Men himself is something of a practical idealist of youth splendid and thinks life worth while, unless he is all consumed with a passion of love for the young people, his work is nothing. Dean Nicholson was right. The biggest job I have is not control of delinquents, it is not the control of ordinary misconduct, but in doing and living so well, showing the individual his powers and how with the right use of those powers he can live a life of honor or how he can waste all these rich inheritances. I can't do it by moral maxims but by individual conferences; for then if I have any influence on them at all it is because a boy says, "The Dean is square and is sincere; he is doing it for me and not for himself." I guess I have gotten a mile off the subject and so will quit.

Several minutes of applause followed this address.

## DISCUSSION

DEAN RIENOW—The subject is open to you for discussion.

DEAN ENGBERG—I do not believe we ought to mar that by discussion.

DEAN COULTER—How many have tried to have group meetings?

DEAN MASSEY—A boy came to my office some time ago and wanted to know about a Fabian society and whether the university would oppose the formation of one; I said that I did not believe that the university had much to do with it. I found of course that he did not want to study socialism, that he really was not interested in socialism but was thinking in terms of sociology. So after talking for an hour I directed him to a member of the faculty who was interested in just the type of men who had formed a group and asked the boy to call on him. Since that time the faculty member and the men have been meeting regularly in homes or rooms.

A month ago a radical man from down town called up and said that the group had asked him to speak to them. A few days after the city manager, a well known man, called and told me they had asked him to speak; he wanted to know what the group was. So you see they are studying seriously. As a result they have come in and talked about things that I had not believed they were thinking about. Just the day before I left a boy asked about a possible meeting

and said it had to do with a certain kind of forum. . . . If we don't guide them in their study, there will be real danger resulting.

DEAN HECKEL—I was eager to help my own chapter at Missouri and they appealed to me to talk to freshmen on their study problems. I went to the freshmen and took as the basis of my talk a little book by the head master of Hill School, "Old Man Dare's Talks to College Men." I told them I was using it as a basis of my talk on how and why to study . . . but in outlining the chapter on how to study I got my most interesting reaction.

Another fraternity heard of my talk to the A. T. O. freshmen and asked me to repeat the talk. We also have an open forum which is purely voluntary and has no fixed enrollment, but the usual attendance is about thirty-five to forty. Of course the religious union has its study groups for deliberation on religious topics mainly.

We have a citizenship or orientation course for all freshmen. It meets twice a week through the year. I have promised to take over and develop the orientation work, suggesting high lights to be a bait to the minds of young people so that even then they will want to know more about history, sociology, philosophy. I realize the courage, the foolhardiness I should say, in attempting to spread ourselves over the whole field of knowledge; but perhaps the more superficially we can give a survey, it possibly may be suggestive.

DEAN COULTER—I did intend to say that in our handling of the work in attempting to develop an intellectual interest that we could do so most effectively by insisting that men who deal with those subjects should be the head men of the department. We have a required course in Civil Government and History which is in the nature of an orientation course for all freshmen and which is given by the head of the History Department; after giving it a year he said that he would give up every other class rather than that because he got them so fresh and eager. The freshman within the last few years has been brought into contact with the biggest men in the departments, he is not put off to one side. I was led to that by a nephew who was well trained and had a good intellect and yet who was reported in his junior year as hopeless. I found out that he had been in that university and he had never been in a class that had been taught by anybody at all who had been more than an instructor. We really have some of the worst teaching in universities to be found anywhere. I got permission to change his sections and I put him under the charge of heads of departments or under fellows who gave the stiffest grades and at the end of the semester he had passed everything and at the end of his junior year he made the best record he had ever made. This thing of dumping our freshmen and sophomores and then wondering why we do not get students in our elective courses—why we do not know what students are interested in.

My Sunday morning talks are not exactly religious for I think that religion is a form of life and not a matter of creed. I asked the boys for a list of topics to discuss with them and got fifty or sixty replies. The phase that interested many, for several asked it in different ways, was, "Why, in general, is life such a bore?" . . . What lay back of that question in the minds of the selected group of students? They wanted to know whether the French occupation of the Ruhr was a Christian act. I did not know that they knew that there was a Ruhr occupation. Some wanted to know what was the unpardonable sin and I told them that any one who was satisfied with the good when the best was

at his command—that was easy to answer for them. They actually went through everything that you and I are interested in. We have been trying to do kindergarten work with people who really were men and we have been talking down to them. If you sit perfectly quiet in the face of youth, you will get a lot of knowledge from their infinite youth.

DEAN CAMPBELL—I have been intensely interested in Dean Coulter's remarks. Dean Coulter and I are approaching somewhat the same period of life with somewhat the same experience in life, both as scientists. I think the one trouble with Dean Coulter is that he does not now have the elementary work in biology for the students. I would be unwilling to give up my work in elementary geology to take all the work of all the deans. I consider it the point of close contact with students and I sympathize entirely with what was said about heads of departments coming into contact with men in elementary work and courses. I have occupied for a long time the headship of the Department of Geology. I come into contact with 195 to 200 men in elementary courses each year; my course is not unlike an orientation course. It is a history course as well as a geology course and we can talk about anything under heaven. I wake the boys up by bringing in Bret Harte for instance and in speaking of red sand stone recently mentioned his statement. That poem raised a point of order when a chunk of old red sand stone was being studied with the Sierra Nevada rocks.

I had a letter from an old pupil of mine written from Yellowstone Park; he said he wished I was with him to see the wonderful rainbow colors of Yellowstone, the emerald gleam at the bottom of the cavern, the coral skies, the clouds taking on all sorts of fantastic shapes, and then he ended it by saying that "I am on my wedding trip." Now I doubt that I alone had opened the eyes of that young man.

I had a letter from another man when on the top of the Vosges Mountains looking down into the Rhine valley, "While I am sitting here I am thinking of the class of geology and of the story of the origin of the Rhine. . . ."

I had another letter from a fellow at St. Mihiel who sent me a box of fossils that he thought might be interesting to the class in Geology I, which he had just gathered from a hole made by a German bomb. That is what I mean, opening up the world to a man provided he is able to see; those are the things that I think are education.

But I would like to say this and this I may add perhaps as a contribution, I consider it the privilege and the duty of the Dean of Men to be an officer between the students and the faculty, and it is as much his duty and privilege to have members of the faculty consult with him as the students themselves. My office is divided almost equally with conferences with members of the faculty and with students. You can as dean tell the faculty members individually the difficulties the students are having, and you can enable the professors to remember that they have to begin each year at the beginning and that they are not taking a class that has had nine months work. The dean of men has an opportunity that no other officer has of coördinating the courses in the college so that they may be made to dovetail into each other. You may think that the president does that, but the president does not know anything about those matters. The Dean of Men comes into contact with both groups, however.

DEAN RIENOW—I have listened with much interest. I have been somewhat isolated perhaps since I was drawn into this work from the outside. I am not

a Ph.D. or a college professor. . . . I was looked on with suspicion by the faculty. . . .

We appreciate the delightful points of contacts of instructors and those of you who are trained in some specific line and come before the student with a vast fund of information that makes him look up to your intellectual attainments and want to be like you in that respect. But there is another side when a student wants to get away from the intellectual contacts.

The faculty are frequently burdened by the necessity of giving grades. The student too frequently says, "I am not in college to get grades. I don't want to be a drudge and a grind." He is encouraged in that by the return of his alumni friend who perhaps has made good in the business world and he thinks he did it because he didn't make grades. The student looks with suspicion; he has an entirely wrong conception of what a grade is. It becomes our happy opportunity to help him understand that throughout all life all judgments are simply the human effort to grade men, that his employer will be grading him too.

We retain our A, B, C system or the use of 100, 98 or so on, and yet it is the only way they have of saying that John is an inferior sort of man and that his mental ability is nil, or that John the second is a mediocre man, and this man is superior. . . . Now it seems to me that a dean of men regardless of his position on the instruction staff can have some influence to show students that going to college is a job. I like that expression that we are not preparing for life but we are living. That is the hardest thing to bring to the consciousness of college students.

. . . Finally when you place his records before him and say to him, "Here are your grades, that is the only average of what your instructors had thought of you to which I must assume that you have had an opportunity of learning, of meeting their expectations and this is the only result you can show. This is the job you are turning back to (your parents)." I find that that appeals to a student with pride and if you can not get under the skin to appeal to his desire to be something then you have the most difficult problem that you have to attack, the problem that leads to intellectual mortality, moral and physical disintegration that finally ends up in the penitentiary, the gutter or the work house; because our institutions are simply cross sections of society these days. . . .

In speaking of fraternities, a fraternity must develop atmosphere. What about these men who meet after dinner to sit before the fireplace to talk, are they developing a real desire for superior things and a real intellectual atmosphere? Your regulations may help, perhaps by taking away of the social privileges. But you cannot find a substitute for these real atmospheres, they must develop. I believe we are doing it and I have great hopes for the future in stimulating men to change themselves by the powers they have, by the opportunities for self-analysis, not because you, I, the fraternity or his parents or the university wants him to develop but because he must do it in order to satisfy himself. If you can find a boy who is not satisfied with himself and will find out wherein he is lacking, there is something hopeful for him.

There are two sides to this discrimination between scholarship and ability to make a living. We must convince the boy that college is the wrong place for him, that it is the right place for him only if he makes the right use of it, and also that there is something in grades, that when that instructor takes his pencil and make his records, he has the boy before him. That is one of his

jobs that he grades not papers but men. . . . Many students do not think that. I have heard them say, "I have finished my work in a two hour course, but I got there after all the A's were gone and I had to take a B, anyway a certain proportion get A, B, C, etc." A certain proportion must fail if you will maintain your academic standards, 5 per cent are in the A group, 20 per cent in the B, 50 per cent in the C and so on down to the lower part of the alphabet. It is our duty to connect the faculty with the student to let him understand that the average instructor has tried to evaluate the boy as to whether he has studied, applied himself. . . . That is the fundamental thing that an education must do, to develop the ability to get joy out of work, happiness out of study, contentment out of achievement as seen from grades. So keep on urging that there is some connection with grades and the work done. I believe that a dean of men even though he has not the personal contact through academic channels has something to offer with that.

DEAN HECKEL—The remarks suggest some very real problems. Some of the faculty members have gagged the human aspects of education and they exist, leading something of an artificial life. I know that boys who cheat on examinations inasmuch as the work they are doing in chemistry for instance, think that it has no relation with business or professional work after they get out. Do you not realize that they are making themselves less fine by stooping to dishonesty?

If we could let him know that every day is judgment day, that the smut in the fraternity house is inexcusable, that the stealing of a Pullman blanket or hotel silver is thievery though it may be a college prank, that profanity is bad taste, that drinking is undermining the dignity of young men's lives; then many of our disciplinary problems will cease. Some of us moralize. I think we have too much of Satan in our conception and yet we have that idea of Satanic power (and it is hard to do away with it); I believe we get much farther however if we give the boy something to the view point of. . . . drinking as an undermining factor of human dignity and that profanity is not in keeping with gentlemanly conduct. . . . If you show a fellow that he is common he will mend his ways. A fellow from Princeton went to Missouri and I dismissed him this semester. His landlady said the most effective thing to that boy when she said, "George, you are just common". He was a millionaire but this woman put her finger on the sore spot and we talked for a half-hour from that point of view.

DEAN FIELD—As a man who had a vision a good many years ago of the importance and the beauty of the teacher and his influence upon student life, and as a man who follows that profession from the highest ideals and has followed it up to the present with more or less of success, I want to bear testimony today to the firm belief that the work of the dean of men in teaching, . . . in helping the student who is groping for something he knows not of, and studying him in some of his difficult moments, is away and yonder above and on a higher plane than the teacher can ever be in his classroom.

DEAN CLOYD—I, like Mr. Field, have had both sides. I was for five years instructor in the Department of Chemical Engineering, for two years part time dean and assistant professor and finally it became clear that one or the other had to be given up. I finally succeeded in getting that across to the president but not until they had loaded down my office with whatever they could not



find any other place to put it. In the four years I have been in the work we have had a new change of administration. The incoming president said, "Go ahead with what you have been doing until I find what you are doing and where you belong". The other day he called me in and said, "You might make a good head janitor, a good business manager, or be a dormitory inspector but I don't believe you can do all and be a personnel officer too. What do you really think your job is? To be a personnel officer?" I told him yes and he agreed with me.

I do not believe that faculties really do know what deans of men are trying to do and I believe that such studies as Dr. Bennett is making which will be printed presently will help us to go back to our institutions and begin again with renewed efforts not only with our students but by trying to get across to our faculties the work we think we are called upon to do. We who are younger have got to be careful how we do it. In my own institution I feel a considerable delicacy about going to heads of departments because many taught me. I am called in on all kinds of conferences with them, however, and I have never had an occasion when I have been made to feel that I have not been welcome. But I think that our faculties should know what ideals we have set up for ourselves.

Institutions are not established to give work only but to educate a child and the child presumably has parents. I believe that my reaction when my boy goes to college will be, what are you doing to him and what are you doing for him. I wonder if we are in any sense *laissez* officers between the student and his parents. The larger part of the dishonesty of students is between the boy and his parents. One of my lectures at present to the students is the necessity of playing the game square with his dad and his mother. . . .

We have delinquency reports coming in from instructors every two weeks. . . . With these as the basis for conferences and contacts, I first talk to the boy and tell him that the report shows that he has been reported by two or three instructors for instance. Then I have a little note of information, not of criticism or fault finding, which goes to his parents saying, "I am very sorry to inform you that your son is doing unsatisfactory work in the following courses." The parents are always interested and I get almost 100 per cent replies which are a part of my archives and form a part of that record. They always want to know why John is not doing good work, if he is lazy, stupid, gambling or what not. And then come those tragic letters which disclose a mother's sacrifice, that the father has mortgaged the farm, or that the family are sending more money than they can afford. There are also the letters from a father who says that he sent his boy there to learn and if he can not do that then send him home then.

After Christmas if it continues, a longer letter is sent that may intimate that the boy is not college timber and of the possible result may come. I find that it brings a reply from the father to the boy or he comes to the university especially in this day of automobiles for I find that automobiles are bringing out constituencies to us more often, and so we will find a close contact and a lessening of the complaints of friction or that we are keeping stupid boys in college. But it makes it usually easier to . . . stimulate the boy to doing better work by his father taking away his car, his allowance or even telling him to come home.

DEAN MASSEY—About once a week a few members of the faculty lunch with

being conscious of it. They drop in sometimes one, sometimes as many as six.

Our institution is a small institution. . . I tried this experiment last summer. As a boy sent in a certificate, I wrote his parents a frank sort of letter and then dropped in a sentence about his character, intellectual development, saying I would like to have you talk with me frankly. I find that there were classes of replies—(1) those who did not answer that, (2) a small per cent who were frank, and (3) the mother who usually writes that her boy has made a brilliant record and will not be satisfied with anything else—but in every instance I have established a point of contact.

Now a little later when delinquencies come in, I drop them a line but I do not wait until he is hopelessly low. . . but when he is not quite up to standard and I sometimes say, "Prod him". (It is) helpful; his father usually comes back sometimes rather hard, his mother comes back with pleas, but always the boy gets the message.

Another type of letter is very helpful. . . This year I selected a group and wrote a letter to the parents of boys who were above passing and who were making very good grades. One of our football men was making Phi Beta Kappa; he was playing base ball, etc., and I wrote to his parents that he was doing fine work also.

DEAN RIENOW—I decided to write to parents of freshmen boys on the basis of work, and so sent out to the faculty a request that they give me the names of freshmen doing work worthy of superior mention and on the basis of that I wrote a letter congratulating them that their boy was doing excellent work in that particular line and at the end of the second year frequently found that the fellow did not deliver the goods. So I sent one of the graduate students on getting the final record and I found an immense number of them that had been commented on during the first weeks that flunked something else.

DEAN MASSEY—I take it after the first semester.

DEAN COULTER—Our method is a blank giving the grade . . . the professor gives the reason and that goes directly to the parents from the registrar's office.

DEAN RIENOW—How often?

DEAN COULTER—One after the end of five weeks and one just before Christmas. We have one blank for upper classmen. We find that it is our business and works well in every case that we get a record. I can not get students to notify parents. I had much the same experience as Dean Rienow.

DEAN CAMPBELL—For a number of years we have reports coming to my office on October 15th of all delinquent students; these are checked up on the list of students with reference to the number of deficiencies. Each student is then called in for a personal interview, sometimes to re-adjust the courses of study, perhaps to drop a course if he is taking more work than he can handle.

DEAN RIENOW—In permitting a student to reduce his work do you take into consideration his delinquency and is that a basis?

DEAN CAMPBELL—No. I go through his whole story. Perhaps in conference with his instructor I may learn something, and I go further and look up his school record, for all those are available.

DEAN RIENOW—Have you a minimum requirement for a student to maintain?

DEAN CAMPBELL—Yes, five three hour subjects, and not more than eighteen hours without specific permission of the dean, or less than five without specific

With us after not later than three weeks, unless a student has a good reason, will we permit him to drop a course without the grade of failure.

DEAN CAMPBELL—We do that too, unless it is a case of illness, or unless his work before being laid up was making a passing grade.

DEAN COULTER—We repeat our fundamental courses the second semester. A man who is failing stays in and the next time you will probably (find that he) takes it.

DEAN CAMPBELL—We double up (for six hours a week) and put into that course the men who were deficient the first semester.

DEAN RIPLEY—To meet that question of parents, we have in each college a scholarship committee. At the end of every four weeks there must be given a test for all classes. The failures must be reported to the dean of the college who turns them over to the scholarship committee, . . . investigations (is made by) dean of the college and often the dean of men consulted. The boy may be put on probation. The dean of the college may have the right if he sees fit to reduce the number of hours but it is rarely done. The dean of the college writes to the parents and informs them of the record, that the student is on probation and will be kept on for the next four weeks. Then for that four weeks every two weeks the instructors must send two reports of what that student really is doing in class attendance and his work. At the end of the next eight weeks (if) indications are that the student has not improved, that he is not able to do the work, then it is up to the scholarship committee and the dean of the college as to whether the student can be dropped to twelve hours or whether he shall be required to continue with fifteen in arts and science, seventeen in education. They agree and do the best they can.

DEAN RIENOW—How do you make the decision?

DEAN RIPLEY—We go back to the high school records. Any scholarship record is handled by the dean of the college. We try to handle it to see how his social time is spent but I have nothing to do with really dropping his hours, the number of hours is up to the dean of the college who sits with the scholarship committee; at times the instructor is called in for information regarding the student.

I find that it works satisfactorily and that parents will back the reports. They are glad to get them, and I sometimes get letters on the scholarship basis of the student but generally mine deal with his social life and what he is doing with his time. Sometimes after talking with the dean of the college, his parents come to me to learn about his fraternity, why he spent so much money, etc.

DEAN ENGBERG—My most helpful contact is with the parents and this is often done by talking with them over long distance or by their driving to the university.

DEAN RIENOW—How many do we drop as a result of probation? I have found that a very difficult problem to handle where a very difficult group who have just scraped through is put on probation for instance, I have found it hard to get rid of them.

Instructors sent in reports that a fellow is delinquent in two courses. First thing I know the instructor says "I believe he could do better work, I will help him if you will give him more time." So I am finding that where a student is especially attractive, where the instructor has been to his chapter house, and

ciently warm friends with the instructor, it is not hard to win him over to another chance.

DEAN ENGBERG—Pay no attention to them.

DEAN RIENOW—We have got to.

DEAN CAMPBELL—We had a large group dropped. Nine were re-admitted at mid-semester. Two out of the nine have been required to withdraw, but the other seven have gone way up and we have felt justified in our decision.

DEAN MELCHER—We are trying a new plan. We had a committee on scholarship and attendance meeting every Wednesday afternoon with a representative from every college. Every student on probation has to go to the registrar's office for a blank form which must be taken to the professor under whom he has work, the statement to be filled out by them. This is then submitted to the committee and acted upon.

DEAN RIENOW—Are you a member of that committee?

DEAN MELCHER—Yes. I think we have gotten splendid results.

DEAN RIENOW—I have never felt that probation does very much good.

DEAN MELCHER—Only for attendance.

DEAN VANCE—We increase the requirement for a person on probation. If he is there because he has only six hours in C, raise it to eight to get off of probation. A boy is put out of school if he fails eight out of sixteen hours and is put on probation if he does not pass ten hours and he must have five hours in C.

DEAN RIENOW—Are you a member of that committee?

DEAN VANCE—Yes. The second semester he must have eight hours in C or leave.

DEAN RIENOW—Mr. Ripley says that the dean of the college has the chief things to say, but I could not do my work unless I had something to say.

I witnessed an example of the most flagrant injustice when visiting at a neighboring institution. I was invited to sit in with the executive committee like our committee of admittance and classification, and was made up of the president, the registrar, the dean of men and the dean of women. Here was a young woman who was a senior who was to take her degree in June. She was petitioning to take two hours of education without having to take any summer work. She was earning her way, she had a position in the fall and had a position in the summer and would be unable to come for the summer session; yet she could not qualify for a teaching certificate. She had started her thesis and presented a statement from her professors that her work was satisfactory and a statement from the education department that they would permit this, and yet because she had in registering for her (senior year) schedule she had reached the maximum requirement for registration, sixteen hours, the petition was denied regardless of the fact that by her superior ability she would have been able to keep her work to the satisfaction of the department in which she was doing her thesis and the education department. There was no doubt but that she could do this work and that seemed to be an injustice. They evidently had no constitutional proviso and it was passed on by regulations of the college involved. It is simply the system, the deans of men and women had nothing to say. The girl was a splendid character and it seemed a great injustice to make her do this extra summer work, that she was a capable, fine, efficient, scholarly girl, had done the work and could do the work (was seemingly not taken into consideration).

It seems to me that if the deans of men do not combine these elements of scholarship with problems of health and other backgrounds which go to discriminate between the worthy and the unworthy, our work may be useless. I should feel that my place would be a very ordinary one if I did not have an opportunity to coördinate these factors. In my institution I would have the say of dropping a man's courses. With us the dean of a college would not think of rendering a decision until all things were taken into consideration.

DEAN RIPLEY—At Arkansas the dean of a college would have had to come before the faculty of that college in the case of that girl.

DEAN RIENOW—The dean of the college took unto himself the authority and forgot that he was chairman of a committee.

DEAN COULTER—Where you have a fool dean who is more concerned with his standards than his people that is apt to happen.

DEAN RIPLEY—Before a student is really dropped I am consulted.

DEAN RIENOW—I could find every member of the faculty who would be tickled to death about dropping some student. My problem is to give the student a chance.

DEAN NICHOLSON—I am a member of every committee in our institution that deals with students. I find that it is an embarrassment sometimes for every student now understands that if an injustice is done he comes to me with an appeal. As it works out, not as a matter of law, if I go behind an appeal it is more than likely to go through. Now I find it embarrassing if an appeal comes to me and I sit on that particular committee hearing it. I find it more advantageous to keep away from the committee meeting and to leave the way for an unprejudiced appeal if it comes up.

DEAN RIENOW—Would it not be important to be there to avoid the possibility of an appeal.

DEAN NICHOLSON—I keep away from all committee meetings dealing with dropping students from scholarship. If a student who has not any idea of what goes on and has no chance at a hearing comes to me, it is a pretty hard situation.

DEAN RIENOW—Mine works the other way.

DEAN RIPLEY—Where reports come from instructors, there is an absolute rule that grades must go to the dean of the college and can not be changed.

DEAN RIENOW—I am not speaking of grades but of the student put on the delinquency roll because that is not a matter of permanent record. Here is a fellow who fails in the fourth week examination and is put on probation; he goes to his instructor and says, "Now I have been doing better, have I not?" The instructor sits down with the boy, talks with him and presently decides to change his mark.

DEAN RIPLEY—It will not be accepted until the next official order.

DEAN RIENOW—That won't work. But you talk about humanizing education. There again you are working on reports and regulations. Now for me . . . I want a report any time that the instructor wants to send that in and whenever it comes it is official.

DEAN RIPLEY—Our probation means that the boy is up for trial, he loses his social privileges. If at the end of the next four weeks time (he has not improved) then he and his parents are notified that at the end of the semester he will be sent home. However he will not be suspended until he has had an extra

DEAN RIENOW—With me a student on probation is on suspicion and if he does not show up he ought to go home.

DEAN VANCE—Do you find it wise to send them home during the term?

DEAN RIENOW—No.

DEAN RIPLEY—No.

The morning session then adjourned for the luncheon period.

## FOURTH SESSION

The Friday afternoon session convened at 2 o'clock with Dean Rienow, Chairman, presiding.

Dean Rienow then introduced Mr. Fishburn, who had several questions to ask the deans regarding their activities.

DEAN RIENOW—The discussion this afternoon dovetails very closely and is almost a continuation of the subject of "Academic Mortality." I have asked Dean Engberg to open it.

DEAN ENGBERG—As I look on student life, trying to find reasons for the breakdown that is eternally coming up I find more and more, at least I am convinced more and more, that it harks back to the home and to very early childhood and that the only way in which a great deal can be done is by remaking the conditions that surround the home. That may seem like a platitude but it is a fact.

I look at thirty-five years ago when I was in high school and at my work in those days; then I see the high schools today and the work my youngsters and others are doing, and I find there is a vast difference. We covered half again as much as they do now. In those days there were only a few who went to high school, some of the bright ones and some from wealthy families; only a few went to college, those who were or thought themselves bright, those who were wealthy, or those who wanted it for other reasons. Now high schools are filled to the brim by laws for compulsory education and because it is fashionable to go to college, our colleges are becoming over-crowded. The laws which are sometimes reasonable and sometimes foolish . . . fill up the schools with lots of people who do not belong there. Freshmen come to college at 17 or 18 years of age with the standards of a 13 year old. And what can you expect?

The college naturally can not lower the standards as the high school has had to lower its. When I was there the standards were made to fit those there but with everybody coming in it has become necessary and understood that people had to pass, we cannot get away from it. The teacher who fails a student in a small town high school has to look for another job and he knows it. You hear it from so-called experts that everybody must be taught that he passes. Now what do we get, especially if he is an athlete?

I have found in my experience that almost every failure of freshman athletes is because those boys never had to work in high school, they were needed there athletically and no instructor who held them to work was excused; the boys were excused for their delinquencies. When they come to me in college they say, "I am not doing anything but I never had to do anything before. I came to college, inducements were made for me to come and I expected to be taken care of here in the same way as in high school and I was not."

The standards have been lowered to meet the average group which is lower than it used to be. A student comes to college and registers for from fifteen

to seventeen hours of work and each recitation is expected to have two hours of preparation put on it; in high school it was half an hour. Now with fifteen to seventeen hours of work that means from 45 to 51 hours of preparation a week. Now with pre-meds. or engineering men or a man with any laboratory courses is absolutely certain to have himself stuck for the absurd (?) amount of three hours a week for one hour credit and some instructors try to stick for four. Sometimes I find a man who is satisfied with an hour for preparation.

There is that difference between the high school to college standards (transition) and the jump from one half hour to two hour preparation (per recitation); they simply can not orientate themselves. I find that the first thing I have got to have is some sort of conception of what university work means (to the student) and it is the hardest thing going. Now the result is that the freshman mortality is pretty heavy.

Mr. Rienow asked me many questions about my findings which were published in a little pamphlet. I find that 35.3 per cent had conditioned or failed in one subject and that 15.5 per cent had conditions or failures in two or more subjects, incompletes not taken into consideration or it would greatly increase. At the end or during the semester (we drop both at the end and during the semester) . . . . We went one step further and found out how many freshmen were below the average. 50.4 per cent had an average higher than the school average. In spite of the great freshmen mortality one half were above the average in their average grades which was an exceedingly pleasing result. Of fraternity freshmen 49.3 per cent were above average so that the fraternity freshmen were just average students.

We found that of sophomores in fraternities 41.5 per cent were below the scholarship average. In other words it was almost a 40 to 60 division which shows that there is a tremendously big difference in sophomore rather than in freshmen grades. The reason is this. Yesterday you said a great deal about sophomores going to pieces in their second year. If freshmen were not held so tightly they would not fly off so in the sophomore year. . . . The fraternities try to get hold of the best men they can get, but they look for a fellow who is a good dancer and has lots of money. . . I believe that the difficulty is due to the sophomore year. By holding and tightening up boys in the freshman year when they get to the sophomore year they become just normal fellows.

I was talking with a boy one day early in the semester about the time of the first quarterly reports, and he was down. He was very much disappointed in university life. "Have you been reading books on college stories?" I asked him. He said that these exaggerate it, that he had read something about it and had made up his mind. "The first week," he said, "was rushing week and it fulfilled my ideas; the next week they put books down before me and I did not like it, and now I am getting inferior grades". Rushing only gives them a confirmation of their preconceived notion.

Of the fraternity sophomores 41.3 per cent were above average and nearly 60 per cent were below but the freshmen were about on the average. The non-fraternity men in the freshman class were of a different type.

A boy is living in the physical world and study is secondary. He comes to college in the same way, not inclined to do heavy book work. Then another thing, students come poorly prepared especially in grammar, English and mathematics, half of the boys can not parse a sentence—it is not taught any more—

and so we get a vast per cent who are delinquent, due to that very poor early preparation which is partly due to these high schools' low requirements.

Many are coming to us doing outside work. Some undoubtedly have to, but not nearly so many as is ordinarily thought. Much of the delinquency in these groups is due to dullness for, it is foolish to expect a man to pass who is stupid and who is doing a full man's work in addition. . . . If you study the grades of the English colonial service, a great many bright fellows go in and a great many dull ones go in, and do not know they can not pass; the ordinary man does not go in. A large per cent of those who take on outside work do not know any better.

I find a great deal of the outside work is not done for necessity.

What can we do to stop part of that? We require the student to put down the number of hours he works a week and an adviser tries to limit and tries to hold him down when necessary. We feel that a student should have an opportunity to make his way through school but should be protected in regard to this new work that he knows so little about.

What can a man really do to help out the situation? We have made a series of scholastic rules that greatly tighten up the rules for next year and perhaps for the time being there will be more delinquencies, but we are going back. We are spreading the campaign over the state thinking to start a new regime in the high schools. They are beginning to realize that there is a great difference between the high school and the university and therefore the high schools must gradually increase their standards. When that becomes known among high school youngsters I am expecting great things. And when athletic associations are going to require work of their high school athletes in order that there may not be the mortality among their promising students when they get to college, I am expecting to see a change.

I mentioned dealing with instructors. I think that we can do a great deal there.

Through the student organizations we can do a great deal and fraternity organizations are more than willing to cooperate also . . . so through these organizations we are getting a long ways in the solving of student delinquencies. And of course there is the individual; we try to do what we can, sometimes threaten, sometimes cajole. We have got to be all things to all men that by some means we can save some and that is whereby we can really do much for these youngsters. . . .

DEAN MASSEY—I can not at all agree about some of Dean Engberg's conclusions. We have the mortality but I can not assign the reasons.

In the first place I believe our high schools are better than formerly. I do not believe that the average high school passes students without work. One of the reasons for freshman mortality in my judgment is the fact that those who teach them in the freshman year are more inferior than those who teach in the senior year at high school, because the average university can not pay as much for instructors as the high school can. I believe it is a rather dangerous philosophy to pull our robes about us and say "Blame the high schools." I think that if we will look about us and take our own special ability a little less seriously we may get a little further.

The other thing I can not accept for Tennessee is that fraternity men are less studious; I do not believe that is true. The fraternity averages at Tennessee are a little bit above the average for the whole student body.

DEAN RIENOW—You do not include your pledges in your group average?

DEAN MASSEY—Yes, but when making up the group average at the end of the year we do not take them into consideration. They move out of the fraternity house if they fail.

DEAN RIENOW—Should not the university be responsible for that failure?

DEAN MASSEY—I suppose so.

DEAN HORMELL—I can not quite agree with the gentleman. I think that the fraternity gravitates toward the high grade material.

The following statistics represent the relative scholarship standing of all the various groups of men and include all the grades of all the men at Ohio Wesleyan University for the first semester of the year 1924-1925:

<i>Classes</i>	<i>Number</i>	<i>Scholarship</i>
Seniors .....	126	1.84
Juniors .....	153	1.57
Sophomores .....	221	1.35
Freshmen .....	330	1.12
All college men .....	830	1.37
All college women .....	982	1.69
All foreign students .....	26	1.25
All freshmen athletes .....	92	1.35
All varsity athletes .....	79	1.52

<i>Groups</i>	<i>Number</i>	<i>Scholarship</i>
Under this were listed all organized groups on the campus with NUMBER, SCHOLARSHIP, and RANK.		
All grouped men .....	539	1.47
All ungrouped men .....	291	1.19
All grouped women .....	311	1.81
All ungrouped women .....	671	1.63
Grouped freshmen .....	178	1.32
Ungrouped freshmen .....	152	.91
Grouped freshmen in chapter house .....	86	1.34
Grouped freshmen out of chapter house .....	92	1.31

Interpretation of scholarship standing:

3.00 signifies an average grade of A.

2.00 signifies an average grade of B.

1.00 signifies an average grade of C.

An average grade of C is required for graduation.

As you see the 178 grouped freshmen had a scholarship average of 1.32; 1.37 was the average scholarship for all college men; ungrouped freshmen .91 average scholarship; but it did not use to be so.

I believe that the publication of statistics has put the fraternity men on their mettle. A number of our fraternities have organized study hours and put their freshmen under the care of the best men in the fraternity; not all of ours do that (but there is the) requirement that they go to their rooms like we had to do in S. A. T. C.

DEAN COULTER—I think one of the most serious inditements of our university system is our mortality in our freshman class.

The reasons for this are that we get groups varying in numbers from 100 to thousands who are for the first time self-directing in organizing their time, in spending of money, . . . and it is not to be surprised that many go shipwrecked. That is the problem that strikes me in the main from the student standpoint, they have not found themselves.

Then I take the university situation and I find that we organize those freshmen into various classes with relatively large sections and in the main put them in the hands of relatively inexperienced teachers and then we wonder why we have the failure. It seems to me it is to be expected. It seems to me that the immediate answer must be a smaller grouping of our freshmen in their sections in which they do their work, that there must be better instruction in the freshman sections even if that requires bringing upper men of the department to that particular task; unless we do have sympathetic teachers who know how to teach, we are going to continue this high mortality. The personality of the great teacher must impress itself on the young student.

DEAN CAMPBELL—As I understand the meaning of mortality it is not probation; I do not believe in probation after death. My idea of mortality is that the freshmen are out of college and do not rate.

I feel a great embarrassment that the men here represent 57,000 students while I represent less than 850 but our problem is more or less the same. While I have not definite statistics the limit of freshmen is very definite. . . .

I made an estimate and based that on records for a number of years. I put it that about 64 per cent of the men that returned made good. Limiting the number of freshmen we would take on that basis, I found that we had made a mistake. Sixty-six per cent returned. Then it ran to 68 per cent, and last year it ran to 73 per cent. Why this diminishing in mortality? The number of freshman mortality is about 29½ per cent only; the sophomore mortality was greater.

I take it there are several causes in our institution. We have been more careful in the selection of the men who enter, which may not be possible in larger institutions and secondly, we introduced that method of reports, one on the 15th of October which is followed up and then followed up again in November and again after the mid-semester reports . . . and as a result I believe we have saved many men from the dump heap.

We made a new rule of permitted absences from the university. No freshman could be absent except in cases of necessity; that does not apply to freshman athletes. I do not know whether other arguments are matters of fact but I think that the mortality is decreasing as I have tried to indicate.

We feel that there are other causes for this: (1) elevation of standards of administration of professional schools, (2) and of college requirements to professional schools. Let us take here in law at North Carolina for instance. I was just asking one of the law students, "Do you have college requirements?" and he replied that next year, "We will require two years of college, this year it was only one." The fact that students have to complete two years of college, and it is increasing for medical and engineering schools also, has a very distinct effect of diminishing mortality and it has an effect on us. A step further, the value attached to a degree is increasing among leaders of industry. We have had representatives coming down and conferring with members of our graduating class to see whether this or that man might be willing to go into their industry where they will hold positions of responsibility and finally managerial

positions. The degree is being held in higher repute today than ever before and I should like to know whether the members of this conference have had statistics enough to be able to say whether the mortality is increasing or diminishing.

The conference then adjourned to make the trip to Raleigh where they were most cordially entertained by the faculty of State College.

### FIFTH SESSION

The Saturday morning session was called together by Presiding Chairman Dean Rienow at 9:15.

DEAN RIENOW—Gentlemen, . . . this session is only for the elect, that is why it has been put at this time. It is an open round table for the presentation of any subjects that might be interesting at this time or question that anyone might wish to present. There was a request last year for a round table discussion for subjects of special interest. For the few minutes we have left we will open it up for that purpose.

A report of the committee from the first session will be first heard however. Dean Heckel.

DEAN HECKEL—The committee has been deliberating formally and informally and wondering just what we are to do about it. However, we have talked the thing over and are of the opinion that the more informality we have in this conference the better and the question whether it was advisable, whether it would be wise to. . . go on record supporting any particular policy was discussed.

The informal vote taken on the matter of pledging and initiation reveals that there is a majority favoring early pledging and deferred initiation. As a committee, therefore, we would recommend that we as a conference, if it seems advisable to, go on record favoring early pledging and deferred initiation.

We also recommend that as a conference we are of the opinion that the segregation of freshmen in separate dormitories is inadvisable and not wholly in keeping with the best interests of freshmen and student groups in general.

We are of the opinion that a continued study of freshman mortality is a much more important matter than the matter of pledging of freshmen dormitories, and though that matter did not come up in the first session we feel inclined to recommend that some move be taken whereby next year we can have a report which will reveal statistics of the various institutions represented on this very vital question.

We are also inclined to recommend the emphasis on orientation courses for freshmen with the further recommendation that these be continued by someone of professorial rank.

That is an informal report.

The report was then adopted by vote.

DEAN RIENOW—Now we have just entered into a building period of fraternity houses. We have been backward. Michigan, Illinois, and other universities entered it several years ago and the difficulty is that our men are beginning where these institutions left off. One fraternity has gone into a house worth \$100,000, housing 40 men, and having a ball room accommodating 50 couples. Another went into a house valued at \$80,000, housing 40 men. In the past three years the fraternities have invested over half a million dollars in fraternity houses. . . .

DEAN RIENOW—Yes, a dormitory takes care of a place for recreation

DEAN RIPLEY—Are you grouping dormitories?

DEAN RIENOW—Yes. There is a definite plan. The property is already purchased along the bank of a river. Our present dormitories are too large I think and our new units will be smaller, to house a maximum of about 150 men. Of course we have to take into consideration finances. I have been interested to find that expenses here and at Duke are less than ours.

In (the dormitory) two men in one room pay \$15 a semester; it is a good-sized room, they furnish all bed linen but the furniture is ours. There is no bath except a common shower.

DEAN RIPLEY—Bed room?

DEAN RIENOW—We expect to make our rooms in suites. The bedding all has been furnished, we will have good furniture, large central lighting plant, running hot and cold water and it is *hot* for we have our own separate plant, telephone, showers and toilets. We fill those rooms at \$99 a year including everything. The only thing that the student furnishes is his bed linen. We have maid service and a matron who hires and supervises (the care of the) rooms every day; linen is changed once a week and if not, reported by the matron to the organization. We have only one dormitory.

DEAN SARRATT—Tell about the matron.

DEAN RIENOW—We had great difficulty in getting a good one but finally found the right matron. We pay her about \$1400 or \$1500 and her room.

DEAN MELCHER—Better to have a matron than a man?

DEAN RIENOW—Yes.

This dormitory came to us by inheritance. This dormitory was originally planned for barracks for S. A. T. C. but when only partially up the armistice came and the university finished it up. It is built in the form of a solid quadrangle with towers and turrets. The room in the tower is given to the proctor for his service.

The dormitory is organized on a self-governing basis. Students elect four men to the quadrangle council; they make all regulations in regard to study hours, order, matters of delinquency and gambling, and I must say have administered very efficiently. I feel that the size of the quadrangle is such that our next step will be to make them (sections) of not more than 150. They will be put up in separate units but will have a central heating plant.

DEAN McCLENAHAN—Cost per student?

DEAN RIENOW—Still in flux. It is to be a fireproof structure. The tendency is to make it higher than I think our freshmen or sophomores can pay for it, and it seems to me that it will be necessary to excuse many. Perhaps (the administration) thinks that some can be (cared for by) building differing rooms and pricing them according to location, size, etc. . . .

In regard to putting men in a dormitory I have tried to see it from the administrative point of view . . . but it is to my mind an unfortunate situation to put from 1500 to 1800 freshmen in a dormitory with . . . perhaps 600 who might be giving loyalty to fraternities only waiting until they could get into the fraternity houses. I would rather have a smaller group which should be arranged to care for them.

DEAN CLOYD—I think that a freshman dormitory was established at Harvard. They have separate buildings with different entries, with all varieties of variation, and they found it a very pronounced success in democratizing the students.

DEAN McCLENAHAN—We have in dormitories in any one building rooms of different prices, and (also) different dormitories, some known as cheap and some as more expensive. The range is from \$40 to \$360 per student a year. The \$40 room gives him a small place about 14 feet square. . . . Our rooms are provided unfurnished.

DEAN RIENOW—Then \$99 to \$100 is not too high on that basis.

DEAN McCLENAHAN—It would be approximately all right with ours. They can get an equipment of furniture for \$30 and when through with it can sell it and pass it on for \$18 or so.

There is not the slightest stigma of residence in one dormitory or another. We found some solution (to experiments) in high finance among the boys; we learned that the cheapest dormitory was being occupied by wealthy boys in one particular class and when I wanted new students sent to that dormitory learned that the boys had learned to go to the expensive places (in their freshman year) on which price their fathers based their allowances; afterwards they went to cheap ones and pocketed the difference.

Our cost per dormitory was about \$2200 per man. Now Gothic architecture was high and expensive. Michigan said that they were building (from) \$1200 to \$1400 per man; (ours) is now about \$3000 per man (but) that is (due) to the style of architecture (which) is adopted. We fix our scale of university (investment) at  $4\frac{1}{2}$  per cent net.

Our dormitories are broken up into small groups, eight or at least ten men per section. The sections are connected through the basement. There are baths in the basement, outside entrance to each room and the dormitories are three stories high. I got a letter from a mother not so long ago who said that her son be shifted because the baths were put on the third floor, "my son has hydrophobia and unless he is within one floor of the bathroom he will never meet his (requirements)", she stated. (Laugh from the assembled conference.)

DEAN RIPLEY—On what basis do you calculate \$99?

DEAN RIENOW—We first started a \$10 charge with telephones adding \$1. But we were out at a distance and had trouble with communications: we found that (the students) did not want to cut themselves off and finally we got such a good option from the telephone company that we put it on. At first we got actually no return but now we figure on about the same basis to get the upkeep and replacement.

DEAN BRADSHAW—I have a telegram addressed to Dean Thomas A. Clarke of the university of Illinois sent from U. G. Duback, Corvallis, Oregon.

"Deans of Men of Western Colleges in meeting at Stanford unanimously endorsed joint meeting of Deans of Men of Middle West and those of West next year stop They suggest Colorado Springs stop Would meet any place far enough west to make attendance possible stop Letter follows."

DEAN COULTER—I think Minnesota would be convenient for them.

DEAN HUBBARD—I move that we answer that and urge that they join with us.

DEAN RIENOW—Shall consider it a vote and ask the secretary to make the necessary negotiations.

DEAN RIENOW—Is the fundamental idea of freshmen dormitories bad?

DEAN McCLENAHAN—I think so. We do not want them. We want to (permit) class alignment but to weaken it and establish university rather than class feeling.

DEAN RIENOW—The tendency is to break down class spirit and to have agricultural class and college spirit for instance. We found a great deal of college rivalry which overshadowed university loyalty. There would be a great spirit of rivalry of most agriculturists between laws and engineers developed out of their annual plays, and also between the dental and medical colleges. Now I can see that since there has been a tendency for law and medical men to room in the same dormitory that has lessened considerable. We try to fill dormitories with about 60 per cent upper classmen. . . .

We found that graduate students are less able to be assimilated of any students on the campus and are utterly worthless as far as social unity or the athletic life of the dormitory is concerned.

Rooms are open to re-rental, the first choice being given to men in them, then opening them up to seniors, juniors and sophomores in turn.

DEAN RIPLEY—Is it a tendency to encourage both class and university spirit or discourage class and encourage university?

DEAN McCLENAHAN—We have not had to do either. We are eliminating class fights. We have not eliminated class spirit, only weakened it.

DEAN HUBBARD—How many have no class rush?

DEAN RIENOW—None.

DEAN RIPLEY—None.

DEAN ENGBERG—We have a day of contest, track meet etc., to determine supremacy which comes a week before Thanksgiving.

DEAN BRADSHAW—How many have tug of war?

DEAN ENGBERG—All freshmen and sophomores have one.

DEAN CLOYD—We have a select team which goes through a stream of water.

DEAN RIENOW—We have found that any encouragement goes out of bounds like at Wisconsin, as for instance their throwing of freshmen and sophomores into lakes and I think that once the whole fire company was called to fish boys out.

We tried to substitute push ball but it was really a melee that was disgraceful. We have felt that we could get along without it.

DEAN CLOYD—If you substitute a good wholesome athletic competition you do not have those conditions; this settles the thing and they go home.

DEAN RIENOW—The University of Iowa has an outdoor convocation. . . .

DEAN NICHOLSON—We have it too. It is a gathering of the entire student body by colleges headed by the band and the procession is closed by the faculty in full academic garb. Every single college on the campus turns out 100 per cent.

DEAN HUBBARD—How do you get them out?

DEAN RIENOW—That is your college spirit. Just as soon as registration is over, the following Wednesday after Saturday registration our convocation is held. The students march in colleges by classes and it is rather a solemn occasion. If it rains it is postponed. The exercises are very simple and very dignified and there is no yelling. . . . They are seated in one section and then the freshmen come in; the students sing the university song, "Old Gold"; there is usually a musical number and then the president makes a very short pointed address with the idea of rounding out university sentiment to correlate the whole group. Then we have what the president originated, an oath of allegiance, and with heads bare this brief statement of allegiance something like the allegiance to the flag is repeated by the student body in unison. Men and women come away with a new attitude toward the university.



DEAN RIPLEY—Dean Nicholson, what about class and university spirit?

DEAN NICHOLSON—About the same problem. Students in the colleges of arts or professional schools here look down on engineers for instance and have no contact with them. There is built up a very sharp college spirit so that we have for about ten or twelve years been slowly breaking down the college lines keeping class lines on the basis of the University of Minnesota not the college, and meeting with success.

DEAN HUBBARD—Have you a class rush?

DEAN NICHOLSON—No. . . . The last to die was the engineers which died about two years ago. The students can have any fight they want to but no one goes into that scrape but such as desire to and have passed a physical examination. If any group feels it is too effeminate and has not an outlet for their virility and strength, they can get pick handles if they want to. If they express the desire they may go ahead and do it. I do not know what we will do if a man is killed but since they have permission they have never asked for it.

DEAN RIPLEY—We have weeded everything out. Do you permit "hell week," permit them to pull of their initiations on the campus?

DEAN RIENOW—I do not like to permit it. You can not do away with that "hell week" because you can not go into a man's home and tell him what to do. The fraternities were being criticized by faculty and by citizens by saying to them, "You are common."

I took up the matter with the inter-fraternity council and they passed that regulation then that it should not endanger health or physical conditions. They have their executive committee of seven men elected for life during their university career unless removed for a cause; that is their discipline committee . . . and those cases are reported to this committee and dealt with accordingly. Each fraternity put up a bond of \$1000 a year; the committee may fine a group and take away its social privileges, refuse a group to have any probation week, postpone their initiation. I find that being done by them in way of self-protection is doing away with objectionable features of probation week and helping to get away from the accusation of "common," "lowbrow" and "kiddish," and I think it is working toward dignity.

My biggest problems are not from the fraternities. I find that a bunch of fourteen men for instance in a rooming house coming from the same community, come up before me for delinquency and I find that many who failed are boys from one house. The landlady comes to the college town to make money and she depends on that room rent; these fellows are running roughshod over her and say, "If you don't want us, we will get out." Rather than have them leave her she lets them go the limit and hoping against hope that things will be better, lets them stay on. From their cards I found that considerable of the fellows were being delinquent. "What is the matter?" I said to one, a junior. "Do you have any study hours?" "How many men?" "Fourteen," he replied. There were no regulations and then he told me the whole story. They were raising the devil, drinking, gambling and all going to pieces. I hated to see that woman deprived of her room rent. What would we do? We organized the group and they elected a senior as sort of president; they got together in her parlor with me and drew up regulations.

In another place I had to disband the group and had to write home that

unless these boys found better places to live they would have to leave the university.

DEAN WOODWARD—Is it not true that it is increasingly necessary to justify existence in the college group, more than ever?

DEAN RIENOW— . . . It is going on now and very quietly but very certainly, a competition scholastically between the fraternity and the quadrangle groups and it is showing that the quadrangle groups are working to see that their average does not fall below that of the fraternity groups. . . .

DEAN CLOYD—Heretofore we have had practically everybody in dormitories but we can not take care of the increase now. How do you who have rooming houses succeed in getting a supervision of the places?

DEAN RIENOW—We just don't; it is our weakest point and that is why we are going to spend money on dormitories immediately. We can not hold the university responsible officially for room rent or say that men must take a room for a year. We can not insist on a student's living up to certain stated regulations in regard to the room he occupies. We have no Board of Regents that will pass any such regulation.

But here is a landlady who says a boy owes her \$10 and the boy says he does not. It is not a question of morality.

DEAN HUBBARD—I do not see why you can not regulate.

DEAN RIENOW—It has been tried in courts before this and that has been their attitude.

DEAN NICHOLSON—You are talking about legalizing requirements of keeping a room or paying rent. Our Board of Regents says that if he takes a room he must keep it for that quarter.

DEAN RIENOW—I do not control it because the Board of Regents has said that they will not assume that responsibility. I believe that a man who sends a boy to college should take care of that.

DEAN NICHOLSON—We have a rooming house inspection bureau. Women have to live in approved places; men can live where they please. Any house that is renting must keep it up. A student can have an inspector go in any time.

DEAN RIENOW—It may not all be a question of pay. Some darned old landlady may be as crabby as anything and if the boy takes a room for a semester and he finds that conditions are intolerable, the landlady may say "No." The boy may make conditions.

DEAN ENOBERG—Any landlady has the right to a month's notice.

DEAN RIENOW—Then you do not get the complaints for you can not tell me that a bunch of landladies and students are so divinely good.

(There may be) complaints of light or heat. . . . How do you know whether he is in a cold room?

DEAN CLOYD—Our problem is not a large commercial rooming house problem but frequently I would like to give a boy a room to keep care of a furnace. Do you have them supervised?

DEAN RIENOW—No. Here is a boy that has just enough money to pay his fees, he is just a boy and works for room in an attic or in the basement with a little old cot and a dry goods box for a table perhaps across from the vegetable cellar. When we find them we have to find a place for these boys then, but you can not require that a boy move unless you give him a place to move into in keeping with his pocketbook.

Following this there was a general discussion concerning bad checks, student possession of automobiles, the newer types of honors curriculum at Harvard and Princeton presented by Dean McClenahan, and the Virginia plan of scholastic awards presented by Professor Faulkner of the University of Virginia. It was informally agreed that issuing of bad checks could be stopped by an aroused public opinion and definite punishment for offenders, that the use of autos should be discouraged but could not effectively be legislated against, and that the emphasis on mastery of studies and the distinction of scholastic achievement were policies deserving the support of the Dean of Men.

DEAN McCLENAHAN—I move that this conference (give a vote) of thanks to Dean Bradshaw for the courtesy he and the University of North Carolina (have shown us). Measure passed by a rising vote.

DEAN RIENOW—It has been without question the best meeting we have had in years.

With a final word of parting from the Chairman the conference closed its final session.

Respectfully submitted,  
FRANCIS F. BRADSHAW,  
Secretary.

## 1925 CONFERENCE OF DEANS OF MEN IN ATTENDANCE AT THE CONFERENCE

Name	Institution	Fraternity
H. D. Campbell	Washington and Lee	Alpha Tau Omega
J. Milton Vance	College of Wooster	
Albert K. Heckel	University of Missouri	Alpha Tau Omega
F. M. Massey	University of Tennessee	Pi Kappa Alpha
F. B. Wahr	University of Michigan	Alpha Sigma Phi
Jas. W. Armstrong	Northwestern University	Wranglers
C. D. Hart	Syracuse University	Beta Theta Pi
Stanley Coulter	Purdue University	Beta Theta Pi
C. R. Melcher	University of Kentucky	Delta Tau Delta
C. M. Sarratt	Vanderbilt University	Sigma Nu
E. L. Cloyd	North Carolina State College	Phi Kappa Tau
Carl C. Engberg	University of Nebraska	
G. E. Ripley	University of Arkansas	
Robert Rienow	University of Iowa	Beta Theta Pi
Francis F. Bradshaw	University of North Carolina	
E. E. Nicholson	University of Minnesota	Beta Theta Pi
Wm. H. Wannamaker	Duke University	Chi Phi
H. J. Herring	Duke University	Sigma Chi
Comer M. Woodward	Emory University	Sigma Nu
E. L. Parks	Howard University	Phi Kappa Psi
Howard McClenahan	Princeton University	Ivy Club
L. H. Hubbard	University of Texas	
Vernon M. Williams	North Carolina State	Sigma Nu
Floyd Field	Georgia Tech	Theta Chi
H. G. Doyle	George Washington University	
H. Fishburn	Pennsylvania State College	Phi Gamma Delta
W. G. Hormell	Ohio Wesleyan	Delta Tau Alpha
W. H. Faulkner	University of Virginia	Beta Theta Pi
J. N. Bennett	Studying at Columbia	
D. B. Bryan	Wake Forest College	Chi Tau
A. R. Priest	National Secretary	Phi Delta Theta