

## Secretarial Notes on the Fourth Annual Conference of Deans and Advisers of Men, Held at the University of Kentucky, April 20-23, 1922.

Upon their arrival in Lexington, the delegates were apprised of the death of Mrs. Frank L. McVey, wife of President McVey of Kentucky University, the evening before. Mrs. McVey had resided about five years in the community and by her rare qualities of both mind and heart she had greatly endeared herself in wide circles within and without the University. Her loss came as a great shock to all who knew her and was particularly felt, of course, on the campus. At 11 o'clock on Thursday morning, faculty members, students, citizens, and guests assembled in the Chapel where a most impressive memorial service was conducted, Dr. Paul B. Boyd presiding. State Superintendent of Public Instruction George Colvin, of Frankfort, representing the trustees, Professor E. F. Farquhar, representing the faculty, and Mrs. W. T. Lafferty, representing the women's clubs and the personal friends of the deceased made addresses paying tribute to the departed as a wife, a mother, and as a most active and unselfish worker for the betterment of the institution and of the community. Each of the visiting delegations presented at this service resolutions of condolence, those of the Deans and Advisers of Men being offered by the President, Dean E. E. Nicholson, a former teacher of the deceased. They read as follows:

"The Deans and Advisers of Men now in conference in Lexington wish to extend their sympathy to President McVey and his family for their recent bereavement. In the death of Mabel Sawyer McVey there is lost not only the companionship of a devoted wife and mother, but to the students and faculty of the University the kindly services of a warm and active friend. Her life has been so lived that the remembrance of her generous deeds will build for her a lasting memorial."

On Saturday morning, the Deans and Advisers of Men attended in a body the funeral service which was conducted in Maxwell Place, the beautiful presidential residence of the University. Superb banks of floral offerings and a great concourse of sorrowing friends again attested the high place which Mrs. McVey had won for herself in the hearts of all.

Due regard for the great bereavement which affected the entire community of course required abandonment of the elaborate plans for the entertainment of the guests which had been laid by the hospitable Kentuckians. The latter were most attentive, however, to do in unostentatious manner for the comfort and pleasure of the delegates everything which the proprieties permitted, and the guests were made to feel at every turn the sincerity and cordiality of their welcome, even in a period of grief.

## FORMAL OPENING

THURSDAY, 10 A. M.

The first session of the conference was a joint meeting of all visiting delegations in the Ball Room of the Lafayette Hotel. State Superintendent George Colvin delivered an address of welcome, after which the meeting adjourned for the memorial service in the Chapel of Kentucky University.

## SECOND SESSION

### ORGANIZATION

THURSDAY, 2:30 P. M.

The second session was called to order by the President, Dean E. E. Nicholson, in the spacious lecture room of Dicker Hall. After necessary readjustments of the program, committees were appointed as follows: on place of the next meeting and on nominations for the offices, Deans Clark, chairman, Melcher and Goodnight; on contemplated restriction of the area and classes of institutions covered by this conference, Deans Coulter, chairman, Dawson and Warnock. A suggestion as to the desirability of holding meetings at the same time and place as the deans of women was referred to the committee on place and nominations. It was suggested that the papers delivered at these conferences might be published to advantage in such periodicals as Banta's *Greek Exchange* and *School and Society*. It was further voted that all papers be preserved in printed minutes, the institutions represented sharing the expense of publication.

A roster of the delegates present at the conference was then prepared.

### ROSTER

Name	Dept.	Fraternity	Institution
A. W. Tarbell	None	None	Carnegie Inst. of Tech.
S. H. Goodnight	German	Kappa Sigma	Univ. of Wisconsin
Floyd Field	Mathematics	None	Georgia Tech.
W. F. Coover	Chemistry	S. A. E.	Iowa State College
Francis F. Bradshaw	None	None	Univ. of N. Carolina
A. R. Warnock	None	Beta Theta Pi	Penna. State College
J. D. Hoskins	History	Pi Kappa Alpha	Univ. of Tennessee
Edwin Mims	English	Delta Kappa Epsilon	Vanderbilt University
Karl T. Waugh	Psychology	Phi Delta Theta	Berea College
W. G. Hormell	Physics	Delta Tau Delta	Ohio Wesleyan Univ.
H. H. Armsby	Civil Engineering	Sigma Nu	Mo. School of Mines
Thomas Arkle Clark	English	Alpha Tau Omega	Univ. of Illinois
Fred T. Dawson	Phys. Ed. & Athletics	Delta Kappa Epsilon	Univ. of Nebraska
Edward E. Nicholson	Chemistry	Beta Theta Pi	Univ. of Minnesota
Joseph A. Bursley	Engineering	None	Univ. of Michigan
C. R. Melcher	German	Delta Tau Delta	Univ. of Kentucky
Stanley Coulter	Biology	Beta Theta Pi	Purdue University
O. W. Irwin	Physics	None	Toledo University
John R. Dyer	None	Alpha Tau Omega	Univ. of Kansas
Chas. M. Snelling	Mathematics	Sigma Nu	Univ. of Georgia

The first topic upon the program was taken up by Dean T. A. Clark, of Illinois, who delivered the following address:

## HISTORY AND DEVELOPMENT OF THE OFFICE OF DEAN OF MEN

"In order that I might have some intelligent basis for constructing this paper, some months ago I addressed a communication to thirty of the leading institutions of the country asking the following questions:

1. If the office of Dean of Men is established in your institution, when was it done, and what were the reasons which led to it?
2. How much time does the Dean of Men give to his work in your institution, and in general what are his duties?
3. How much, if any, teaching outside of his office work does he accomplish?
4. What general advantage to the college and to the students does such an office furnish?
5. Will you not give me at least one personal illustration of what the Dean of Men is able to do in your institution?

The replies to this letter of inquiry elicited the fact that two thirds of the institutions of which inquiry was made have established the office of Dean of Men, or some similar office, that perhaps half of the remaining institutions hope to do so, and that the college finds the officer helpful in the control and direction of the life and character of the men of the institution.

Only one reply suggested the contrary, and this letter you may find interesting:

"This office," writes the assistant to the President, "was established in 1912 and was discontinued in 1918. The position of Dean of Men was held in connection with that of Dean of the College of Arts and Sciences, and I am informed that during the existence of the office of Dean of Men he performed no duties in that office that he would not have performed as Dean of the College of Arts and Sciences," which seems to me a pity, I may interpolate. "I am further informed that under our organization at this University, the office was without use."

Perhaps those of us who sometimes take to our souls the flattering unctiousness that we are performing a useful service to the institution of which we are a part might find, if we investigated sufficiently, that we are not worth so much as we think.

Of the twenty officers who wrote me, or about whom I was written, twelve do no teaching and so devote all of their available time to the work of the office. Two or three in addition to the fact that they devote their entire time to the work have the additional help of assistants. Certainly the tendency is in the direction of widening and expanding the work of the office rather than of decreasing it.

Of the twenty officers reporting upon the length of time their office had been established, twelve indicated that the length of time had been five years or less, and this statement I think would indicate the relative growth and development of the office throughout the country.

I had always taken a certain pride and satisfaction, like the oldest inhabitant in a country town, in the feeling that I had held the office of Dean of

Men longer than anyone else and that I was the oldest living specimen of this interesting genus; but not so. Dean John Straub, of the University of Oregon, writes as follows: "There is the office of Dean of Men here at the University of Oregon, and I am *it*". The office was theoretically established in 1878 when I first came here, and while I was not officially Dean of Men at that time, I acted in that capacity from that day until this and part of that time I was also Dean of Women, which was a very pleasant office."

In 1878 I had just recently emerged from knee trousers, and the country school, and it was not until 1901 that I was inducted into the office which I now hold, so that there is little chance of my carrying off first honors when Dean Straub comes into the ring. However it is something in a game like this to hold second prize.

The office of Dean of Men in general came first in the large institutions where it was felt that the personal relationship between the student and the institution was not so close as it should be and where the Deans of the Colleges or the President or whoever was responsible for the bringing about of this relationship were too much engaged in other affairs or were temperamentally unfitted for doing so.

In most institutions with which I was familiar as an undergraduate, it was conceded that this personal touch between student and faculty was a good thing, but it was no one's particular obligation to bring it about, so, though I was a member of a pretty small institution, I had relatively little of this personal touch with my instructors. It was theoretically the President's business to foster such a relationship, but the President was not a man who could easily do this. He was on the contrary quite unfamiliar with individual students, knew little about student eccentricities, and as a consequence student pranks and undergraduate irregularities were of daily occurrence.

I do not know just what particular incident brought about in your institution the appointment of a Dean of Men or an officer whose business it is to supervise student affairs. My own experience is perhaps typical, and with slight variations might apply in each particular case. I was in 1900 in charge of the Department of Rhetoric of the University of Illinois. I had just come back from Harvard where I had been studying, and I was preparing to return to take my doctor's degree. I had no intention or ambition to devote myself to executive work. The President at that time was theoretically in charge of student affairs. Our rules regarding attendance were loose and loosely enforced, our scholarship regulations were elastic and a student was seldom actually dropped for poor scholarship, for if a bluff were made of doing so, a petition on the part of the student generally restored him to good standing without much trouble. There was no way of adequately finding out whether a student were doing well or ill. Hazing was rampant, there was little or nothing done to control the moral and social conditions under which students lived. If there were derelictions, they were reported to the President and he took care of them as he could.

One morning early in the fall of 1900, I was called to the President's office. When I was ushered in I found him seated opposite a young fellow who had been registered in the University during the previous year, but whose intellectual assets as indicated on the books of the University aggregated two hours of military and one in physical training. He was starting this second year

with about the same enthusiasm for study as formerly, and the President was at his wit's end. The boy was the son of a prominent citizen of the state whose influence in the support and progress of the institution could not be ignored, but the President's self-respect would not let him keep the boy unless a change could be brought about.

Bob would not go to class, he would not study, and rumor had it that his habits were pretty unsavory.

When I came into the room there were indications of a recent hot conflict of words between the two, though just at that moment silence had fallen upon them.

"I'm through with this loafer," the President said to me. "If he won't change his habits, he will have to go home. I'm going to see what you can do with him. Whatever you do will be satisfactory to me. If he won't work, send him home."

I suppose I was Dean of Men from that time on, though I balked for a long time at the thought of taking the job over officially; but I solved Bob's difficulties that year, helped him to get on his feet, and made a friend of him for life, besides rescuing a high class first base man from the intellectual scrap heap and so helping to win a championship. I relieved the President of some very unpleasant duties and gradually evolved some definitely defined duties and a specific policy of action. I kept most of my work in the English department for ten years or so and still have a theoretical connection with it, though I have done no teaching for a good many years. I presume it was some such situation or crisis as I have described which has been responsible for the creation of the office in every institution.

But students do not want to be regulated and members of the faculty do not always like to have either imposed upon them new duties or taken away from them old duties or obligations no matter to what extent these have been neglected or how lightly they have been assumed. The establishment of the office of Dean of Men is a simple matter; the development of it has been often fraught with conflict and misunderstanding.

When you attempt to inhibit or put a stop to a student practice or custom, no matter if it is quite easy to demonstrate to the individual that the practice is a vicious one, your popularity, if you have previously had any, is quite likely to wane. When you, in your official capacity, step over the border line of authority of another college officer there is at once need of tact and diplomacy. The Dean of Men is the official buffer between students and faculty, and he gets bumped hard by both. In his attempts, for instance, to help the student of slow mind or the one who has got a bad start, out of his scholastic difficulties, he is quite likely to be accused by some punctilious member of the faculty of having no intellectual standards, and when he tries to jack up the undergraduate loafer, he develops a reputation for having no sympathy or mercy for the student view point.

Many of the schemes which I devised during the first few years of my experience for the strengthening of scholarship, for the control of attendance, for the direction and advising of individual students, were criticized by heads of departments or Dean of Colleges as trespassing upon the authority of these officers, and though they had often not previously acted in these directions, they assumed control in many of the matters and took them out of my hands.

There was no objection to this, since in general it brought about unity of action in all the colleges and accomplished all that I was trying to accomplish.

The ability gradually to change student practices or customs without arousing too violent undergraduate opposition or interfering with one's confidential personal relationship with individual students is only slightly less difficult than the ability to adjust differences between members of the faculty and students. The elimination of hazing, the control of drinking, and gambling, the development in organizations of interest in scholarship, the direction and development of student organization and social affairs, and the formation of some organization which would look after the health and the general physical condition of students—these have been some of the problems with which we have all been confronted in the management of our offices.

Many members of the faculty do not believe in the theories involved in such an office as that of Dean of Men. The processes involved in the operation of such an office, they feel is a coddling process; it is the transferring to college the practices of the nursery. Men in college, they feel, should be required to look after themselves, to rise or fall upon their own initiative. If they get into trouble they should scramble out themselves; if they meet evil, they should resist it, or if they are weak enough to fall, then they are not of college calibre and they might just as well go home at the outset and leave only the strong men to be developed.

Such educators, also, often resent any uniformity of procedure in college administration. They are willing to set out before the student three times a week, perhaps, his intellectual pabulum, and he may take it or leave it as he wishes. They see their students in groups and not as individuals. They dislike keeping attendance, making regular reports on scholarship, or adjusting their methods to individual conditions. They are much more interested in their subject than in the human beings whom they teach. With such as these the Dean of Men has his difficulties; they stand pretty solidly in the way of any further development of his office, but their resistance is not usually insuperable.

Perhaps one of the misunderstandings which has developed with reference to the function of the Dean of Men is that he is mainly a disciplinary officer who concerns himself largely if not wholly with moral and intellectual bums.

"Is this where the criminal sits—" some self satisfied member of the faculty asks me as he steps into my office hesitatingly with the light of original humor in his eyes, and reaches for a chair much as he might do if he were entering a court of justice. What I say in return is not always funny. He does not realize that of the more than six thousand students who came to my office during the month of February very likely not one per cent had been sent for or were there for matters of correction or discipline. The office of Dean of Men is much more advisory and friendly than disciplinary. A student said to me only a few days ago, "Nothing else that is done by you or by your office so ingratiates you with students as the fact that you are personally interested in them when they are sick and that you show each man some personal attention and nothing else so appeals to their parents." I am sure you have all had the same experience.

In the letter of inquiry that I sent out, I asked for personal illustrations of what the Dean of Men had been able to accomplish with individual students

in each institution. Not many of these were presented, but two at least are suggestive:

"Last year," one Dean writes, "a freshman was arrested charged with stealing five automobiles, and held for grand jury. His confession to me, when I saw him just a few hours following the arrest, was immediate, frank and full. That interview convinced me that there was no criminal motive behind his acts, and that this lad was worth saving from being branded as a criminal under the usual processes of the law. Before presenting his case to the discipline committee, I gathered all the information I could concerning his character and antecedents, interviewing other students, instructors, a minister, and a remarkably fine mother. It developed that he had not sold any of the machines, that they had always been left where they could be recovered by owners, that he had used them for the most part to make trips to see his mother in Buffalo, and that his acts had been largely prompted by a love of adventure and a passion for things mechanical. He had come rightly by these traits, his father, now dead, having been a steamer captain on the great lakes. The committee came to have the same faith in him that I had, and we gave him a chance. We put him on probation for a year, requiring him to report fortnightly to me. Instead of expelling him in disgrace, we decided to help him in his rehabilitation process and "we", in this instance, meant the Dean of Men.

"In the courts, his case was first heard in another town, two of the machines having been stolen there. The probation officer wired us for a statement, and our action was influential in causing the judge to put him on parole. These two expressions of faith and leniency led the other court to also place him on parole, although in the two cases ahead on the docket, young men had been sent up for one and two years respectively for stealing just one machine. It was only by much active effort in court testimony and elsewhere that we kept him from being treated as an ordinary criminal offender. The following summer he enrolled for a government training camp, motor transport unit, our R. O. T. C. officers only accepting him, after I had personally vouched for him. During the course the Department of Justice discovered his presence at the camp, and having in hand his police record, asked for explanations. Again I had to stand behind him in a written document, certifying to my belief in him, and the lad was steadily standing behind me, by constantly making good. He once told me, in a moment of confidence, that my bringing him some smoking tobacco and a magazine when in jail had won his heart. He is now successfully continuing his work with us, and is amply justifying our efforts in his behalf.

"And, finally, it can readily be imagined that the discipline committee has been roundly abused for its action in this case, and much shaking of heads has been caused on the campus by an inconsistency of committee procedure that ejects John Doe for a bit of cribbing in one minor examination, and retains Richard Roe who has stolen five automobiles in the face of the whole world. But it is the sad lot, I take it, of a properly functioning discipline committee, to be frequently inconsistent and seldom understood."

The second one is from another part of the country:

"Some years ago I found a student intoxicated, lying in a neighbor's yard. I took him to my home and he stayed at my home during that night. He

knew that drunkenness ordinarily meant expulsion from the University, but I had a frank fatherly talk with the boy and suggested that we forget all about the yesterday and start de novo. The boy, who was somewhat new here, was surprised and with tears in his eyes said to me, "Do you mean that, Dean?" When he was assured that I had forgotten all about it, he said, "You will never regret this." And from that time on not only that boy but his three comrades, who were also dissipated fellows, straightened up and graduated some fifteen or eighteen years ago honorable and clean men."

From my own experience let me cite another illustration :

I had a call from Hunter two years ago. Hunter had been graduated ten years and had been in all parts of the world in his practice of engineering. He was a rough ill-trained undergraduate with a good many questionable habits, and we had had not a few interviews before he got out of college. If I had ever made any impression on Hunter, he gave no indication of it. If I had done him any good, it was not evident.

"I have often intended to write you," he said, "but I'm careless about writing, and I never got around to it. You thought that you made no impression on me while I was in college, and I meant you to think so, but it wasn't true. I simply wanted to give the impression that I was "hard boiled." I've been up against all sorts of temptations, but I've really kept clean. If you ever have a tendency to get discouraged and to think that we aren't influenced by what you say, don't yield to it. It is all worth while and the fellows don't forget."

The services which a Dean of Men may render to the individual in any undergraduate body are infinite; they are as varied as human nature is varied and they are often pathetically personal. May I quote what I have said recently in a paper which I read before the Council of Church Boards of Education at its meeting in Chicago.

"Whatever influence, intellectual or social or moral, that I may have exercised during the years that I have worked with students has come not through contact with the crowd, though I have had that constantly and regularly, but through sympathetic personal touch with the individual. For years I have been in my office pretty regularly six days in the week for at least eight hours a day. Anyone is free to come and see me there, or, if he prefers it, at my house after dinner or on Sundays. And they do come by the hundreds. They bring the petty inconsequential things that can be decided or settled in a few moments, and they bring the things the settlement of which may make or wreck a life. There is no monotony and no two days are alike. There are the stories with which you are all familiar—the struggles with poverty and temptation and sin, and discouragement where faith must be strengthened and courage awakened and self-reliance developed, and opportunity discovered; there are the stories of love and disappointment, and each one of these problems is to the man who brings it real and vital.

"I don't suppose you've ever had any case just like mine," the man begins, and he is right in a way, for no two cases are ever quite alike.

My paper is perhaps already long enough but I cannot bring it to a close without giving you two or three illustrations of just what this personal relationship with undergraduates does bring to one.

The telephone rang one Sunday afternoon just as I was settling down for



a little rest after a long hard week. It was Doctor Bennett's voice that spoke when I took down the receiver.

"Could you run over to Romine Street and see Ferguson this evening? He has a good deal on his mind, and he would like to talk to you."

I had known Ferguson since his freshman year, and he was now a junior. His father was a hard working minister in a little country town in Illinois, and the boy had been forced largely to look after his own support. He was a good boy at heart, but easily influenced.

He was lying in bed when I entered his room, and I could see that he was laboring under an intense excitement.

"Tell me about it," I said, sitting down beside him and taking his hand. It was a halting story he told me, but a story as old as the race. He had been tempted, he had yielded, and he had contracted a dangerous disease that it would take years wholly to eradicate.

"I can't be taken care of here," he said, "and I can't afford to go to a hospital. I'm afraid to tell father, for he wouldn't understand, and he'd throw me out. I started to kill myself this afternoon, but I'm afraid to do that." And then he burst into tears.

We talked it over for a long time; we considered first one plan of procedure and then another only to reject them all. There was really only one way out and that was to tell his father, and I finally won his consent to let me do this, though he was sure it would be useless.

I waited until after the time of the evening service before I called up the boy's father. I had never before realized what a cold inhuman means of communication the long distance telephone is until I tried that evening to talk sympathetically over it. But my explanation got through and the father was a game one. He met the situation without faltering and traveled all night and was waiting for me when I got to my office next morning. He had a good heart, but he was a poor hand at subterfuge. His chief concern was how he could explain to the neighbors without giving the real facts away, but he and I, two perfectly respectable Presbyterians, worked out an explanation that was both truthful and effective. Father and son were never before so near together as they were when they went home next day to find mother waiting for them at the station. The story ends happily, for the boy got well and came back to college and graduated and is now a successful and respected practicing physician.

Carter entered my office a few weeks ago rather bashfully.

"I want to ask you some questions," he said, "and I hope you won't laugh at me." I promised that I should be as serious as I was capable of.

"I'm going to a formal party," he continued. "And I've never been to one before. The young lady has been to ever so many and knows everything about what is conventional, and I don't want to seem a rube to her, so I thought I'd ask you how to act and what to wear."

It was a serious matter, I could see, so I did not smile.

"I could have asked the fellows at the house," he explained, "for a lot of them know, but they would have kidded me and given me a lot of bunk so they could laugh at me later, and I was sure you would tell me the truth."

I would not have played him false for a king's ransom. I brought out my store of sartorial knowledge and we discussed at length white vests and black

ones, long tails and tuxedos, pumps, kid gloves, bow ties, and how to get in and out of a room without damaging the furniture. We got quite chummy before we were through and I loaned him a fancy vest to make his outfit complete. On the evening of the party he walked six blocks to show me the shirt he was going to wear, for at the last moment he had sinking of heart because he was in doubt as to whether he ought to choose a stiff bosom or a soft front. I looked him over and passed him on as perfect and was assured later that he didn't make a slip and that a good time was had by all.

About Thanksgiving time last year, Jim Easton, a big, husky freshman was waiting for me when I got back after luncheon.

"Well, Jim?" I asked when we were seated across from each other.

"Did you ever run away, Dean, when you were a kid?" Jim interrogated.

"No, I never did, Jim," I answered. "But I planned to do it more than once, and I wanted to like the dickens, though something always happened to prevent it."

"Well, I can't stand it much longer," he went on, "and unless some one locks me up or ties me to a telephone pole, I'm going to pull out of this. I know I'm a fool, but that doesn't help any."

We didn't reason it out; it was no use. We just talked it over. Jim didn't realize that his having told me how he felt would be very likely to prevent him from yielding to his feelings. I exacted from him a promise that before he ran away he would come in and tell me, and I agreed that in such a case I should do nothing to prevent him. He is still sticking to his job.

The office of the Dean of Men in our educational institutions is just at the beginning of its development, I believe. Everywhere an increased interest is being shown in what it is possible to do in bringing about the personal relationship between the student and the college. We have only begun to do the things which ought to be done. A man can do something who devotes two or three hours a day to the work, with his other time given to teaching, but he cannot go far. Even a man who is willing to put in ten or twelve hours a day to the work seven days in the week soon realizes how little of what is crying to be done he can accomplish. We have only begun to give the freshmen the personal attention which they need, the physical condition of the undergraduate, and the conditions under which he lives have been sadly neglected in many places; we have hardly touched student organizations and social affairs. There are a score of things intimately related to the development of character and to the making of good citizens which we have well nigh ignored. The office which we attempt to fill should be manned and developed far beyond what has so far been done, for the things possible of accomplishment are well worth while.

"I am going to put into the office of the Dean of Men", a well-known college President said to me not long ago, "as many experienced men as it takes to do the job as it should be done."

I am only coming to realize in my own office what it is possible to accomplish. Besides the general work of personal contact with the individual which grows as attendance and tradition grow, there are special matters which ought to be looked after. In every large institution at least there should be some one, sympathetic and intelligent, who will give his time to the freshmen. The office of Dean of Freshmen is growing in importance. Social matters and the

At Kentucky, where the honor system was abandoned as a failure some years ago, all cribbing cases are brought to Dean Melcher who handles them in person or brings them to a discipline committee at his discretion. There is, however, a student council which cooperates with the faculty in other matters. It succeeded a secret senior court which was largely a Ku Klux Klan for hazing and which was overthrown by concerted student action. The council now has good control, cooperates well with the faculty thus far, and Dean Melcher is hopeful that it will continue to do so.

Acting Dean Mims reported the honor system to be of long standing and entirely successful at Vanderbilt so far as dishonesty in university work is concerned. He raised the question as to how far student self government should be admitted to our disciplinary problems and expressed the view that we might with safety go much farther in this direction.

At Wisconsin, the student court with full grant of powers handled hazing successfully for about four years, then lost control, and finally went to pieces on technicality of procedure and on the unwillingness of students to testify against each other. A new organization is planning to take up the task again with somewhat limited jurisdiction. A discipline committee takes care of cribbing cases, and the dean of men with the dean and advisor of the student concerned handles other matters.

There was substantial agreement among all those present upon two points (a) the undesirability from the point of view of the dean's usefulness of making him the responsible disciplinary officer and (b) the danger of placing sole responsibility for disciplinary matters in the hands of the students because of the inevitable obligation of the faculty to assume the ultimate responsibility for all actions taken.

#### REPORT OF COMMITTEE ON HOUSE RULES

For the committee appointed last year to propose a model set of rules for men's lodging houses, Dean Bursley, the chairman, reported the rules which are in successful operation at Michigan at the present time. They are as follows:

"1. Unless otherwise provided the lady of the house shall be the responsible director, and shall be known as the 'Head of the House'.

"2. Absolutely no intoxicating liquor and no gambling shall be allowed in the house.

"3. Quiet hours shall be maintained after eight o'clock p. m. every night except Friday and Saturday nights, and after 11 p. m. on these two nights. During these quiet hours there shall be no loud talking in rooms or halls, and no use of musical instruments in a manner which may disturb other occupants of the house. It is expected that quiet will be maintained in all the rooms in the house regardless of who occupies them.

"4. No disorder will be permitted in rooms or halls at any time.

"5. If smoking in the room is permitted, all cigar and cigarette stubs, matches, ashes, etc. must be properly cared for by the occupant, and he must assume responsibility for any damage resulting therefrom.

"6. Care should be exercised to turn off light, gas, and water, when not in use.

direction of organizations require more thought and direction, and if this is well done, it will require the full time of one man. I am hoping next year in my own office to have the services of three full time men besides myself, and I know that even with this force we shall find plenty to do. This will indicate in a degree at least what I think of the possibility of the future development of the office of the Dean of Men in our colleges."

At the conclusion of the paper, opportunity was given for general and informal discussion of the matters touched upon. The phase most eagerly discussed was the difficulty of exercising the function of disciplinary officer and at the same time retaining the confidence and the good will of the students in other matters. In a majority of the institutions represented, the dean or adviser of men is connected with discipline, being directly in charge of it or if not solely responsible, at least a member of the discipline committee. In many of the institutions, cases are brought to the committee through the dean of men. This is true at Illinois, where Dean Clark exercises discretion as to which cases he adjusts himself and which he brings to the attention of the committee. Cribbing cases go to an honor commission of students. Other matters come to him. If a fraternity president brings him information voluntarily, he considers the information confidential and himself inhibited from adjudging a penalty upon an offender so reported. But when information has come through other than confidential channels, Illinois has dismissed every student found guilty of drinking at a dancing party or of drinking to excess anywhere. The honor system at Illinois, after three years of trial, is regarded as of uncertain success. The student honor commission has immature judgment, is not always consistent, and finds it difficult to realize that the University must ultimately bear the responsibility for the actions of the commission. The meeting of complaints made against the commission causes Dean Clark as much trouble as would be entailed by handling all cases himself in the first instance.

At Michigan, Dean Bursley has nothing to do with the discipline of students, each separate college faculty handling its own cases. At present, however, there is under consideration a plan for a central discipline committee composed of three members of the Senate, to be appointed by the President, and one additional member from each school and college, to be appointed by the respective deans. The Dean of Students is not to be a member of this committee but may attend any of its meetings. Dean Bursley was requested to send to each member of the conference a memorandum of this plan as soon as it should be adopted. Fraternities may be placed on probation at Michigan by vote of the Senate Committee on Student Affairs; such probation involves the suspension of all social privileges as a group and of all right to participate in interfraternity affairs, athletic competitions, etc. Fraternities may also place individual members on probation for bad conduct, suspending all house and chapter privileges.

Dean Nicholson reports progress at Minnesota in the matter of the cooperative control of student affairs, including drinking. There, too, fraternity members may be debarred from both house and chapter privileges for drinking, while the University suspends for drunkenness. All realize that the ultimate responsibility for the maintenance of good order is upon the faculty.